

6:30 PM
January 11, 2024

Thursday,

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

Meeting Details: Thursday, January 11, 2024, 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/UC9Jtpte5dmilZl9kySBJbVQ?> A recording of the meeting will also be posted to that channel.

- I. **CALL TO ORDER AND ROLL CALL (6:30 p.m.)***
- II. **SCHOOL BOARD RECOGNITION**
- III. **BOARD MEMBER REPORTS (6:55 p.m.)***
- IV. **OREGON SCHOOL BOARDS ASSOCIATION AND NATIONAL SCHOOL BOARDS ASSOCIATION UPDATES**



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Sami Al-Abdrabbuh, Board Position #1.
Meeting Date: January 11th, 2024

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, and NSBA Director representing the Pacific Region.
OSBA and NSBA staff.

NSBA Update

Upcoming visit to Oregon's Congressional Delegation.

Debates on Capitol Hill have centered around funding for education programs, particularly Title I. For that reason, the National School Boards Association (NSBA) believes discussions with members of Congress should center on the importance of the Individuals with Disabilities Education Act (IDEA) and the Every Student Succeeds Act (ESSA). ESSA funds are provided to local districts. Combined with the "fiscal cliff" end of ESSER funds, a reduction in these essential Federal programs would negatively affect your students.

I will be working with district staff on 'homework' assigned by NSBA's advocacy office to answer some questions about IDEA, and Title funding to uplift the success and highlight the challenges with information that reflects the local context.

OSBA Updates

Sami Al-Abdrabbuh assumes the role of OSBA President.

Starting on January 1st, I assumed the role of OSBA President which is a Board officer position of 1-year term. I want to thank you and the Corvallis community for the support. I look forward to supporting the mission of the organization through his role in improving student success and education equity through advocacy, leadership, and service to Oregon public school boards.

OSBA Appoints Vacancies on its Board of Directors.

OSBA board of directors will fill vacancies by appointment during [a special meeting](#) on Thursday, January 11, 2024, 12:00 PM.

The appointments will be for directors for position 7- Clackamas Region, Position 10- Linn/Benton/Lincoln Region, Position 15- Washington Region, and Position 20- Washington Region. The term will run through December 31, 2024.

The board will also appoint Legislative Policy Committee members, two members from Clackamas Region and two members Washington region.

You may contact OSBA board members about this appointment by contacting them directly. OSBA board roster and emails can be found here:

<https://osba.org/about-osba/board-of-directors/>

Candidates:

1. Jason Curtis, Central Linn 552
2. Clyde Rood, Lebanon Community School District
3. Luhui Whitebear, Corvallis 509J

The newly formed Rural Caucus holds its first meeting



OREGON RURAL SCHOOL BOARD MEMBERS CAUCUS

VICE PRESIDENT
TRACY ADEVAI
GLIDE SD

PRESIDENT
NICHOLE SCHOTT
CONDON SD

SECRETARY-TREASURER
MARY ANNE CRANDALL
PINEHURST SD

Learn more about the Caucus:

<https://osba.org/oregon-rural-school-boards-advisory-committee/>

News Article:

The OSBA [Oregon Rural School Board Members Caucus](#) picked its leaders at its first meeting Tuesday, Jan. 2.

The caucus, created by an OSBA member vote in December, has set itself a mission of building collaborative relationships in service of rural school needs. Its newly elected Rural Leadership Assembly will be working out the details and providing a voice for rural concerns.

The nine-member assembly chosen Tuesday comes from around Oregon: MacKenzie Rodgers (Enterprise SD), Nichole Schott (Condon SD), Will Cahill (Lake ESD), Tracy Adevai (Glide SD), Risteen Follett (Alsea SD), Kris Lachenmeier (Tillamook SD), Mary Anne Crandall (Pinehurst SD), Edward Dressel (Dallas SD) and Anber Nelson (Scio).

Officers were chosen

Officers were chosen from the assembly: Schott as president, Adevai as vice president and Crandall as secretary-treasurer.

Schott has been a board member for a decade and has seen district facilities and programs fall short of school opportunities in the bigger cities.

“We want to create better equity for rural students,” she said.

She said the caucus has a lot of work ahead to show how legislation and policies affect rural schools differently. Schott is excited about the opportunity presented by the OSBA caucus to get that message to state officials and agencies.

“What works for bigger schools doesn’t always work for little ones,” she said. “I have learned no one will listen to us until we have a seat at the table.”

The caucus will have a voting position on the OSBA Board and the Legislative Policy Committee. Schott will take the Board spot, and Adevai will sit on the committee.

OSBA Board President Sami Al-Abdrabbuh said the rural caucus will provide valuable opportunities for leadership, professional development and advocacy.

“I am confident that OSBA is becoming an even stronger advocate for the success of each Oregon student, no matter their ZIP code,” said Al-Abdrabbuh, a Corvallis board member.

The online meeting brought forth some school board members who have not been involved with OSBA leadership in the past.

OSBA Acting Executive Director Emielle Nischik said it is exciting to see the rural school leaders’ engagement.

“We look forward to the caucus highlighting the unique challenges and strengths in our smaller communities,” she said.

At its first meeting, the caucus also adopted bylaws and a \$10,000 budget for this fiscal year. The caucus plans to meet online again in February.

– Jake Arnold, OSBA
jarnold@osba.org

V. SUPERINTENDENT'S REPORT



Corvallis

SCHOOL DISTRICT

Superintendent's Report

Shared with the Corvallis School Board during the January 11, 2024 meeting.

School Board Recognition Month

Each January is School Board Appreciation Month, where we share our appreciation for our school board members' tireless efforts in shaping the future of our students and fostering an environment of learning and growth.

Hands Across Corvallis

Next month, the Corvallis Public Schools Foundation will host its annual "Hands Across Corvallis" breakfast on Thursday, February 1, 2024, from 7:30-8:30 am, at Corvallis High School. This event will include a brief video and presentations on how the Foundation makes a difference in our students' lives, with a special emphasis on summer programs.

The foundation's three priority areas are:

- Educational Access - Assistance for students navigating homelessness, poverty, mental health challenges, and other barriers.
- Learning Enrichment - Experiences, materials, and equipment designed to engage and inspire students in our 13 public schools.
- Graduation Rates – Academic interventions and real-world learning opportunities that help every student find success.

Graduation Data

Graduation rates from the 22-23 school year will be released on Jan 25, 2024. The information is embargoed until that date. We will announce to staff and the school board the morning graduation dates are released.

The college-going rates for our high school graduates hit an all-time high with the Class of 2022.

- 77% of our 2022 grads (384/501 students) enrolled in college in the fall immediately after high school. (This rate had been 64-73% for the prior 12 years.)
- The rate of enrollment for Hispanic/Latinx grads was 78.7%, almost 3 points higher than for White students at 76%.

The rate for students experiencing poverty also reached a high of 65.7%.

- 79% (396/501) enrolled in college at some point during the first year after high school.
 - 68% are enrolled in public institutions; 11% are in private institutions.
 - 49% were in 4-year institutions, 30% in 2-year.
 - 61% were in-state institutions, 18% out-of-state.

Our freshman-to-sophomore persistence rate (students who enroll in college in the first year and return for a second year) continues to average around 83%.

- Linn-Benton Community College is the top institution of enrollment in the fall immediately following high school graduation, followed by Oregon State, University of Oregon, Western Oregon University, and Portland State University.

U.S. Senate Youth Winner from Crescent Valley

Sophie Minot from Crescent Valley High School is one of two Oregon-selected candidates for the 2024 [United States Senate Youth Program](#). The U.S. Senate Youth Program is an annual scholarship competition endorsed by the U.S. Senate. Each delegate receives a \$10,000 college scholarship and attends an all-expenses paid trip to Washington, D.C., on March 2-9, 2024.

Sophie serves on her school's Core Council and, as Sustainability Coordinator, demonstrates sincere dedication to driving positive change within her school. She actively fosters multicultural connections and awareness by leading the Breakfast Club and serving as Vice-President of the Cultural Appreciation Club. Sophie works with Girls Inc. of the Pacific Northwest Leadership Council outside school.

Headstart Preschool

Our district is working in partnership with Head Start, the LBL Early Learning Hub, and Early Intervention to utilize our elementary school spaces for PreK/Headstart classroom expansion beyond the three current classrooms. There is potential for some paid slots for the community, mixed with Head Start and Early Intervention slots.

Process for Collecting Feedback on Draft Board Goals

At the November board meeting, the board requested another opportunity for feedback on the draft board goals. Beginning on January 17, 2024, the district will send a survey to district staff and those who participated in developing the board goals.

The survey includes opportunities for participants to tell us if the draft goals align with their feedback and provide input for the board to consider. We will collect input through January 31, and the survey results will be presented to the board at the February 8 school board meeting.

VI. PUBLIC COMMENT (7:35 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 | | |

VII. BOND UPDATE (7:55 p.m.)*



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Kim Patten, Director of Operations
Amy Lesan, Elementary Education Coordinator
Meeting Date: January 11, 2024

Final Bond Update

NO ACTION REQUIRED

Bond construction was substantially completed in the summer of 2023. Bond program staff have reviewed program goals and impacts of value driven decision-making. Staff will report on processes used and outcomes achieved.

January 11, 2024



Final Bond Report:
Results of a Values-Driven
Bond Program

Kim Patten

Operations Director

Corvallis School District

Amy Lesan

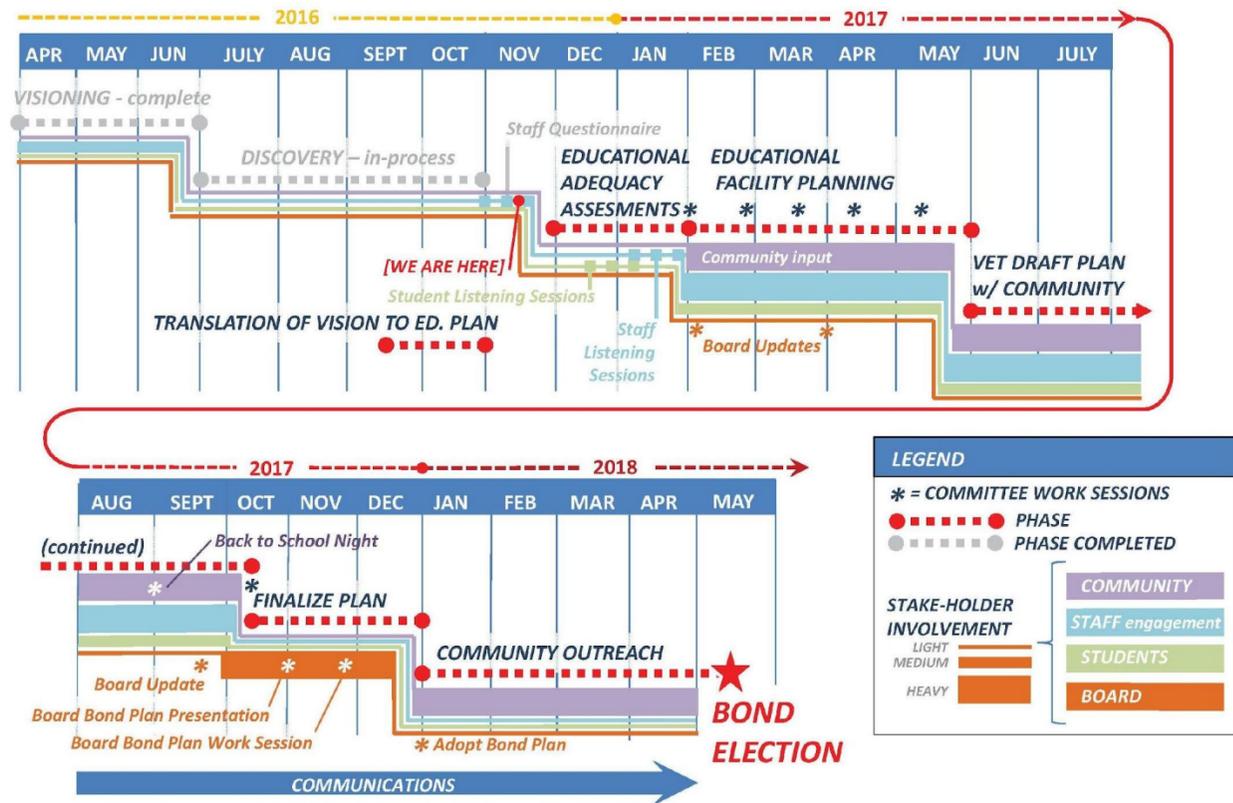
Elementary Coordinator

Corvallis School District

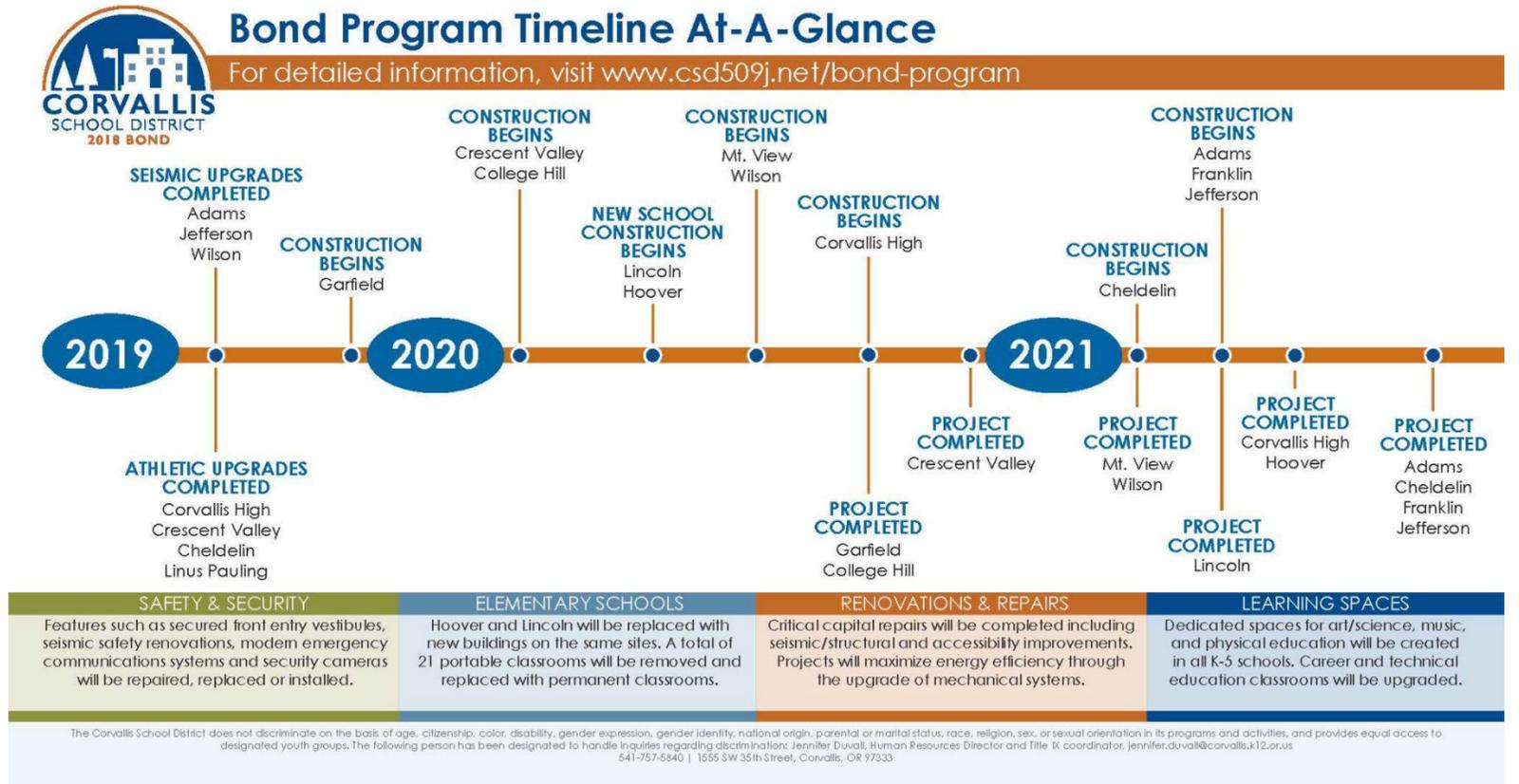
TIMELINE

Bond Preparation Timeline

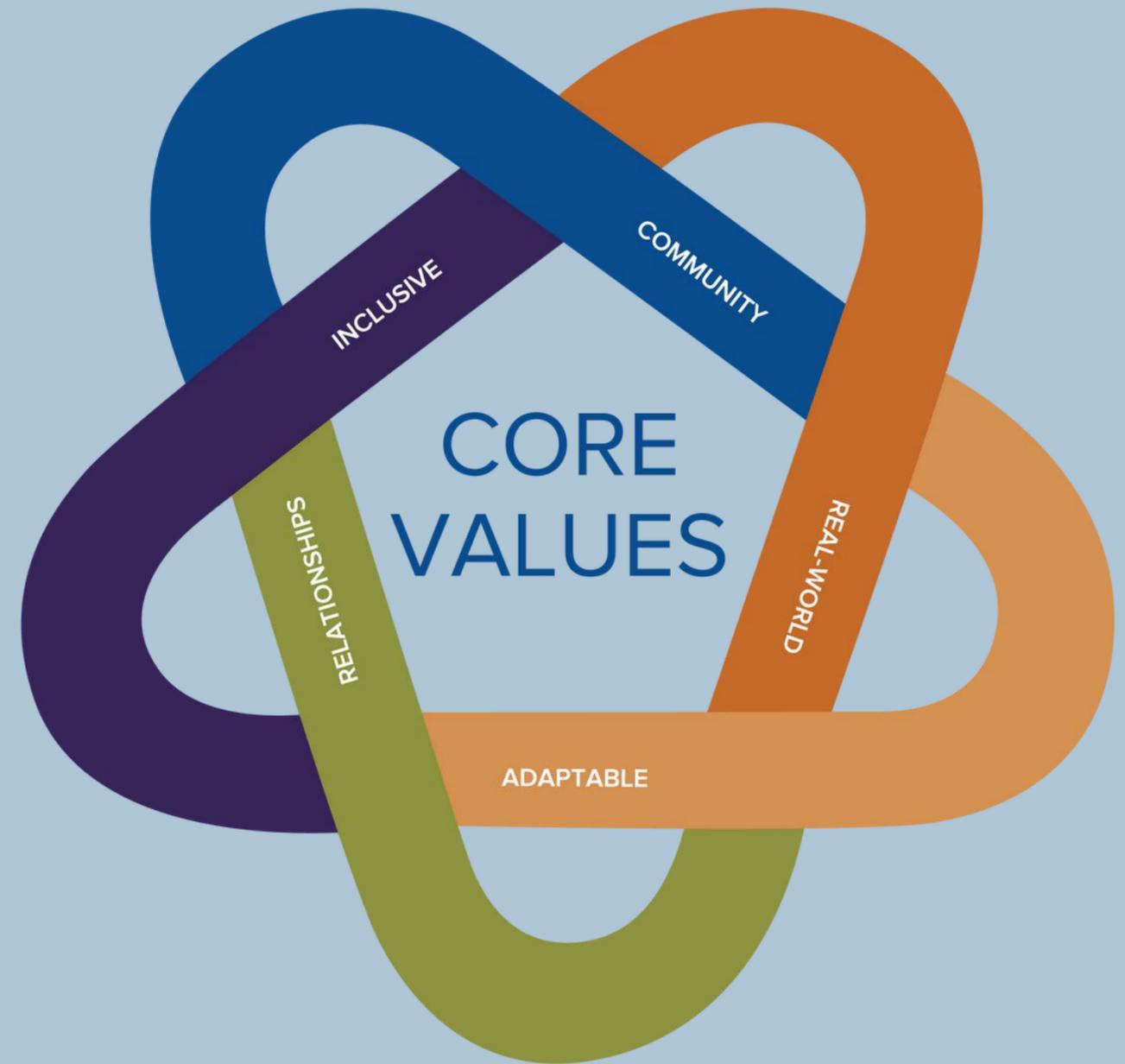
Process Schedule



Construction Timeline Updates



- Inclusive
- Community
- Real-World
- Adaptable
- Relationships



BOND PROMISES



Safety & Security
Improvements



Capacity
Improvements



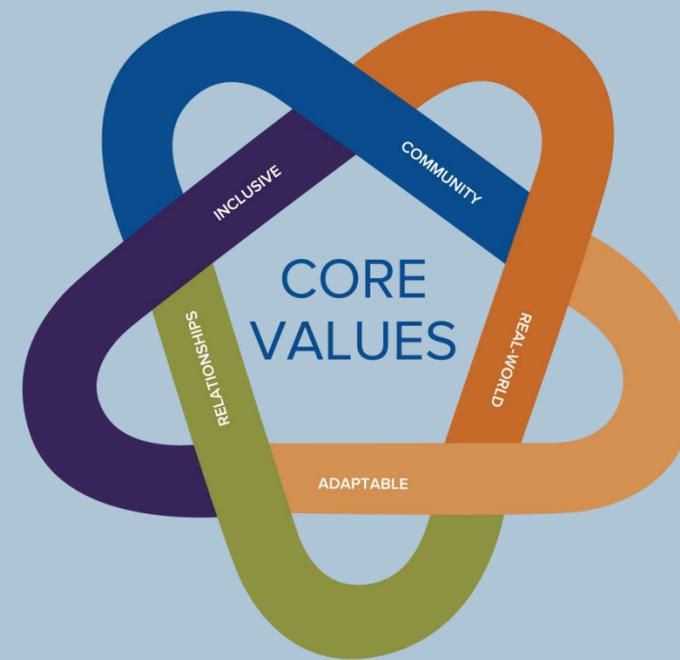
Renovations
& Repairs



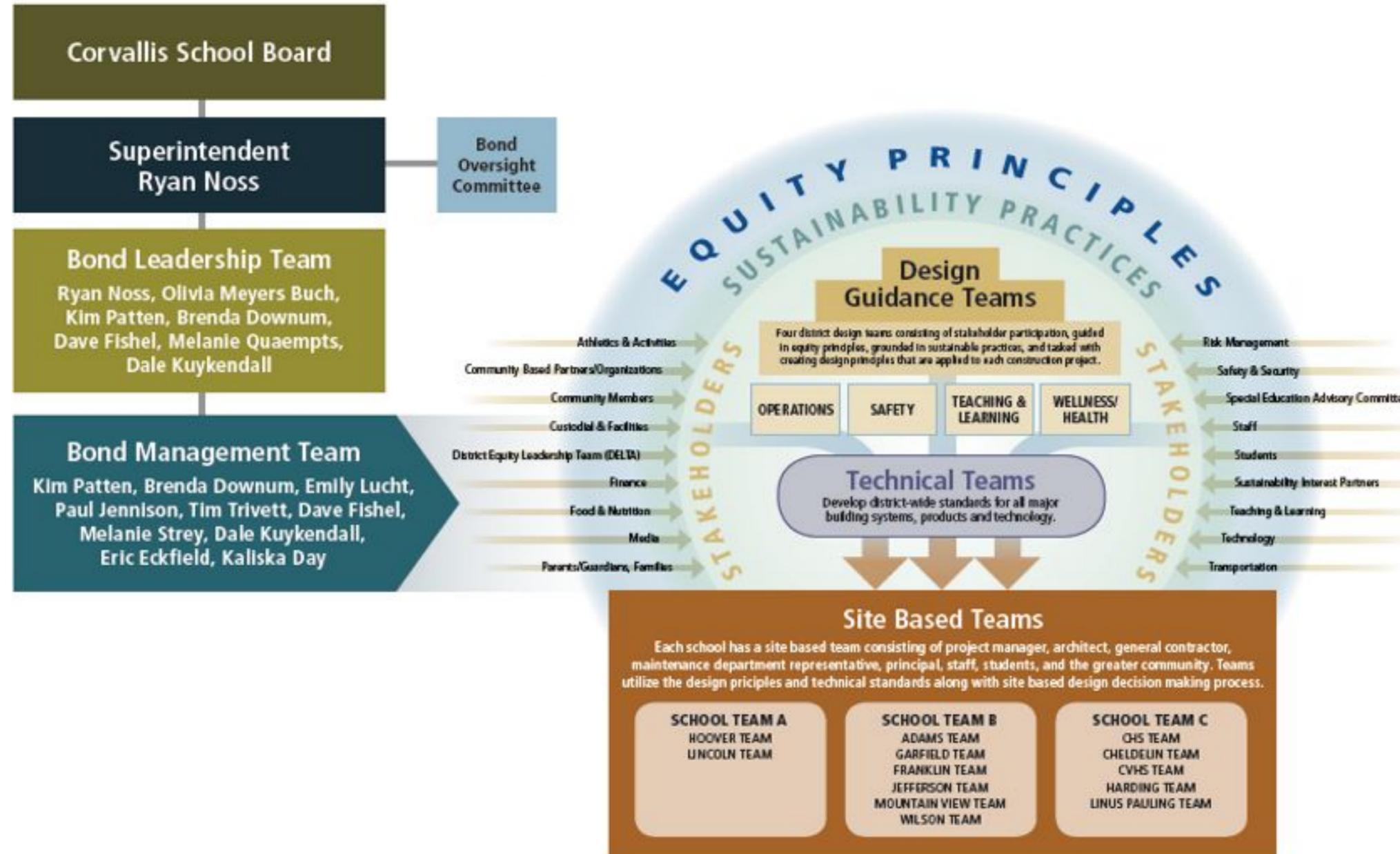
Modern
Educational Spaces



VISION & VALUES ALIGNMENT



BOND MANAGEMENT PLAN



TOOL - EQUITY LOOK FORS



- In what ways are people referred to by name?
- How do meeting activities encourage collaboration, opportunities for advocacy, and empowerment?
- How can considerations be given to allow adequate wait time for participant responses?

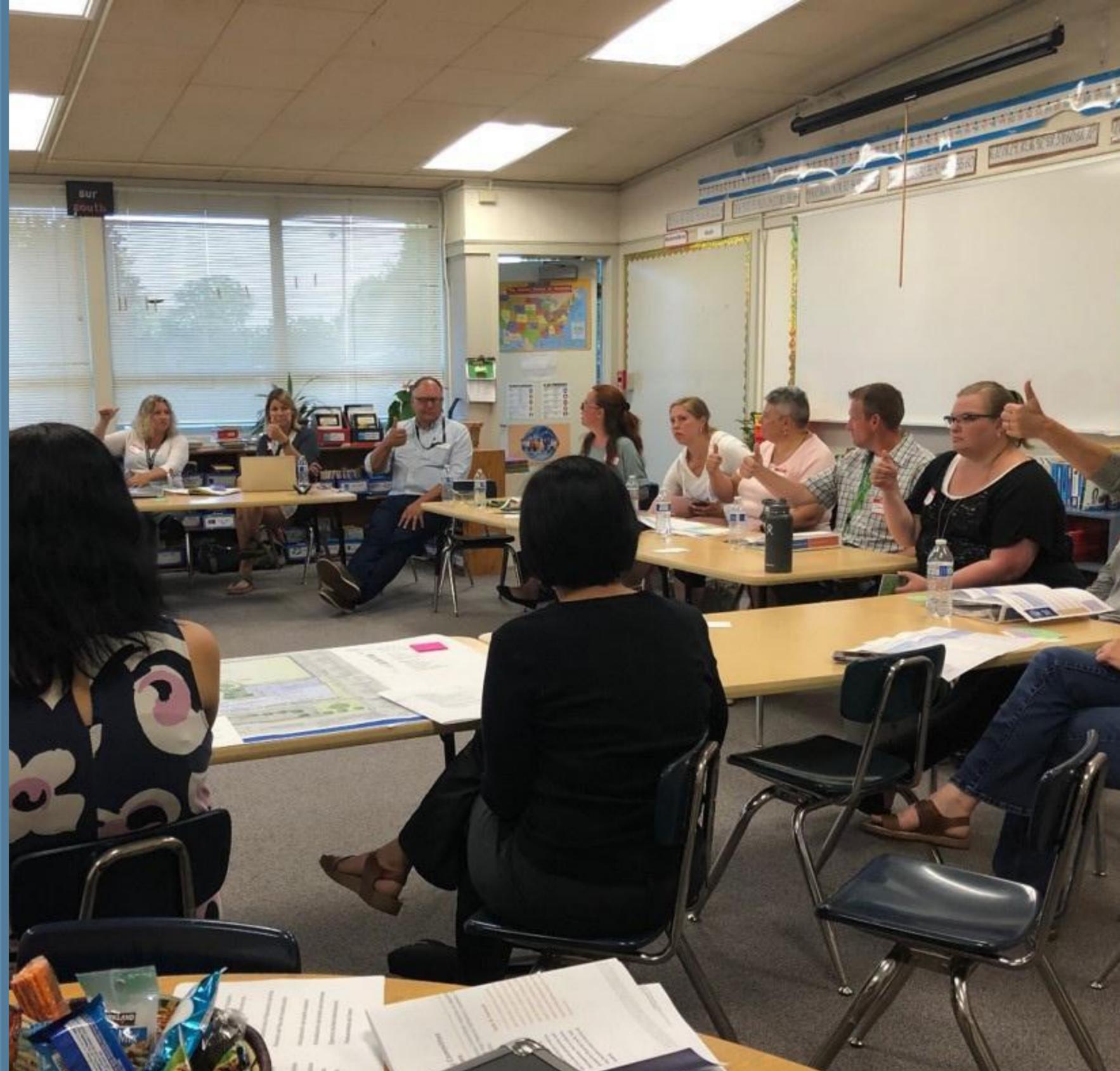
TRAINING

DESIGN GUIDANCE TEAMS



DESIGN ADVISORY COMMITTEES

- › school families
- › school neighbors
- › staff





CORE TEAM COMMITTEES

- › school staff
- › principal
- › facilities staff



FOCUS GROUPS

- school specialists with specific input on facilities needs
- examples include art, CTE, and outdoor learning teachers



COMMUNITY ENGAGEMENT

- Bond Expo Nights for families and community
- Displays at school events
- Neighborhood information/input meetings
- Regular news updates on district website
- Social media highlights #BuildingCSD



WHAT PEOPLE SAID ABOUT OUR COMMUNITY INPUT PROCESSES

...as I walk the halls each day, I can think back on every meeting and every idea that came across the table, I can picture every version of the blueprints and every stage of construction. Countless people worked on this, and I'm lucky enough to get to see the students enjoy all our hard work every day at school.

- Melissa Miller, Bessie Coleman Elementary

I really liked being part of the process. It was so cool that I got to represent my school. It made me feel like my perspectives as a student mattered. Even though I was in middle school by the time construction was done, It feels good that in a small way I got to help make Mt. View better for future students. - Max Stroup, Student

I gained an enormous amount of respect for the Corvallis School District staff, their organization, vision and determination to provide the best possible environments for our students. Executing [the community's] vision took mindfulness and a constant focus on the community input.

-Jennifer Richmond, Bond Oversight Committee

People felt that they had been heard and that their concerns had been addressed. ..I have told other local government officials of how we have worked together and that they should be doing the same. The district is doing a fantastic job.

- Stewart Wershow, President, Garfield Neighborhood Association



SPACES THAT REFLECT COMMUNITY

VALUES & POSITIVELY

IMPACT STUDENT LEARNING

The open spaces, sound panels, soft lighting, and natural light in our building create a calm and welcoming environment that helps regulate students and staff and helps visitors feel welcome.

– Peter Henning, Principal, Adams Elementary



Classrooms
Garfield

The collaboration space has made my job way more productive and enjoyable. Having this space helps me to serve our students through small groups for all grades with an organized space to learn and grow. This space provides a quiet place to work, work with students, and to have progress monitoring testing take place. I greatly appreciate utilizing the collaboration room.

-Kealy Thorson, Franklin K-8 School



Collaboration Spaces *Franklin*

The bond work completed at Letitia Carson has created a welcoming and inviting space for the school community. Students are stretched to think differently as they explore STEAM every Wednesday in the Maker Space. - Amy Sampson, Letitia Carson Elementary



STEAM Classrooms and Maker Spaces / Cheldelin

Students and staff are delighted by the CMS Library renovations. The heavy, dark, dust-catching beams have been replaced with a clean white ceiling and playful book themed art installation. We have a cheerful space with flexible tables and ample room for books on new gorgeous curving shelves. Students are here for the comfy chairs and are definitely checking out more books. This is now a library we can all be proud of. - Sarah Farrell, Cheldelin Middle School



Library Upgrades

Kathryn Jones Harrison

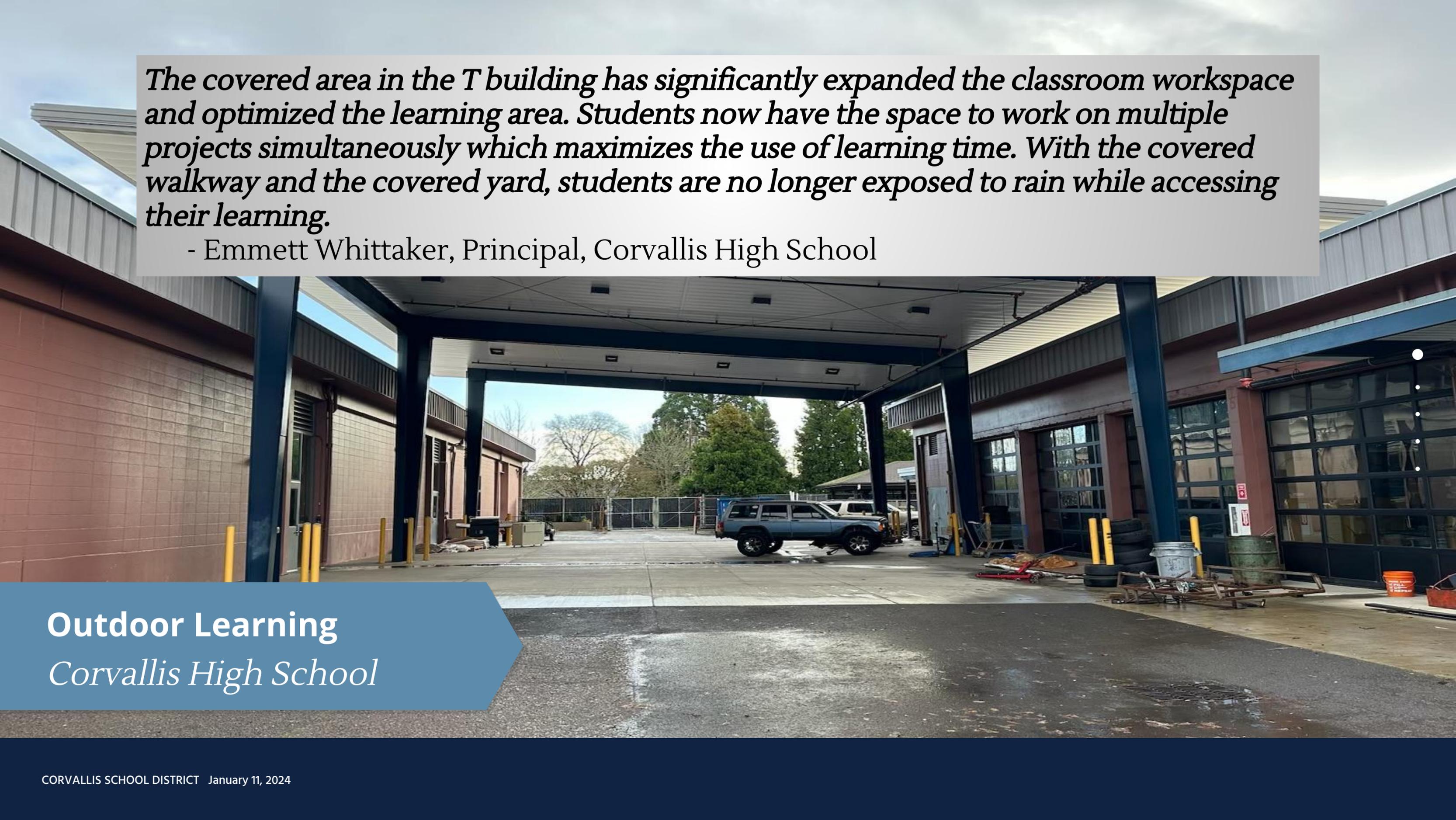
The new classroom spaces have allowed us expand the number of lunchtime clubs. Clubs support community, create a space for student to meet with affinity groups, give students the opportunity to explore their own interests, and allows them to practice social skills in a new environment. – Coco Anderson, Mountain View Elementary



Art/Science Rooms
Lincoln E

The covered area in the T building has significantly expanded the classroom workspace and optimized the learning area. Students now have the space to work on multiple projects simultaneously which maximizes the use of learning time. With the covered walkway and the covered yard, students are no longer exposed to rain while accessing their learning.

- Emmett Whittaker, Principal, Corvallis High School



Outdoor Learning *Corvallis High School*

Several improvements have been made to the facility that has improved the entire process of ceramics from storage, mixing, safety, and efficiency. - Keith Moses, Ceramics Teacher, Crescent Valley High School



Career Technical Education
Crescent Valley High School

There are lots of different spaces for students to eat in our commons/bistro including traditional cafeteria tables, small cafe style tables, individual quiet spaces and countertop seats. The school has an overall warm and welcoming feeling. - Jen Gower, Bessie Coleman Elementary



Cafeterias
Bessie Coleman

Separating gyms and cafeterias has allowed us to prioritize physical education in our schools.

- Armida Guerro-Gilliam, Lincoln Elementary

Now that our gym is separate from our cafeteria, we are able to construct our master schedule in a way that doesn't chop up the students' day, and our specialists have a 5-minute transition time between classes. This has been a total game-changer for students and teachers alike!

- Shahnaz Sahnou, Lincoln Elementary



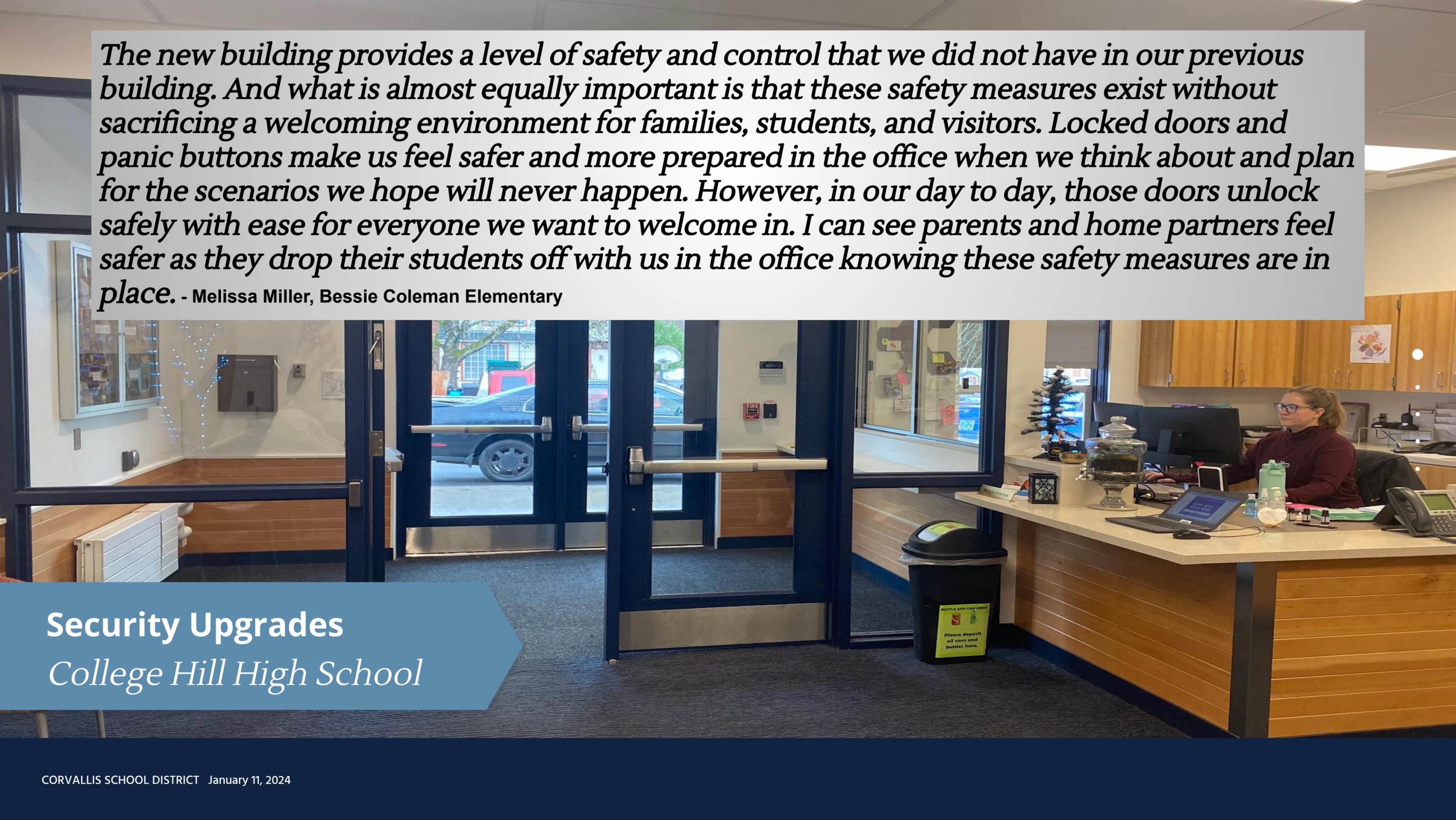
Gymnasiums
Garfield

Students get privacy as needed and anyone who needs the restroom just goes- no guesswork involved. It feels natural and inclusive. - Nancy Davilla Williams, Garfield Elementary



Student Restrooms
Cheldelin Middle School

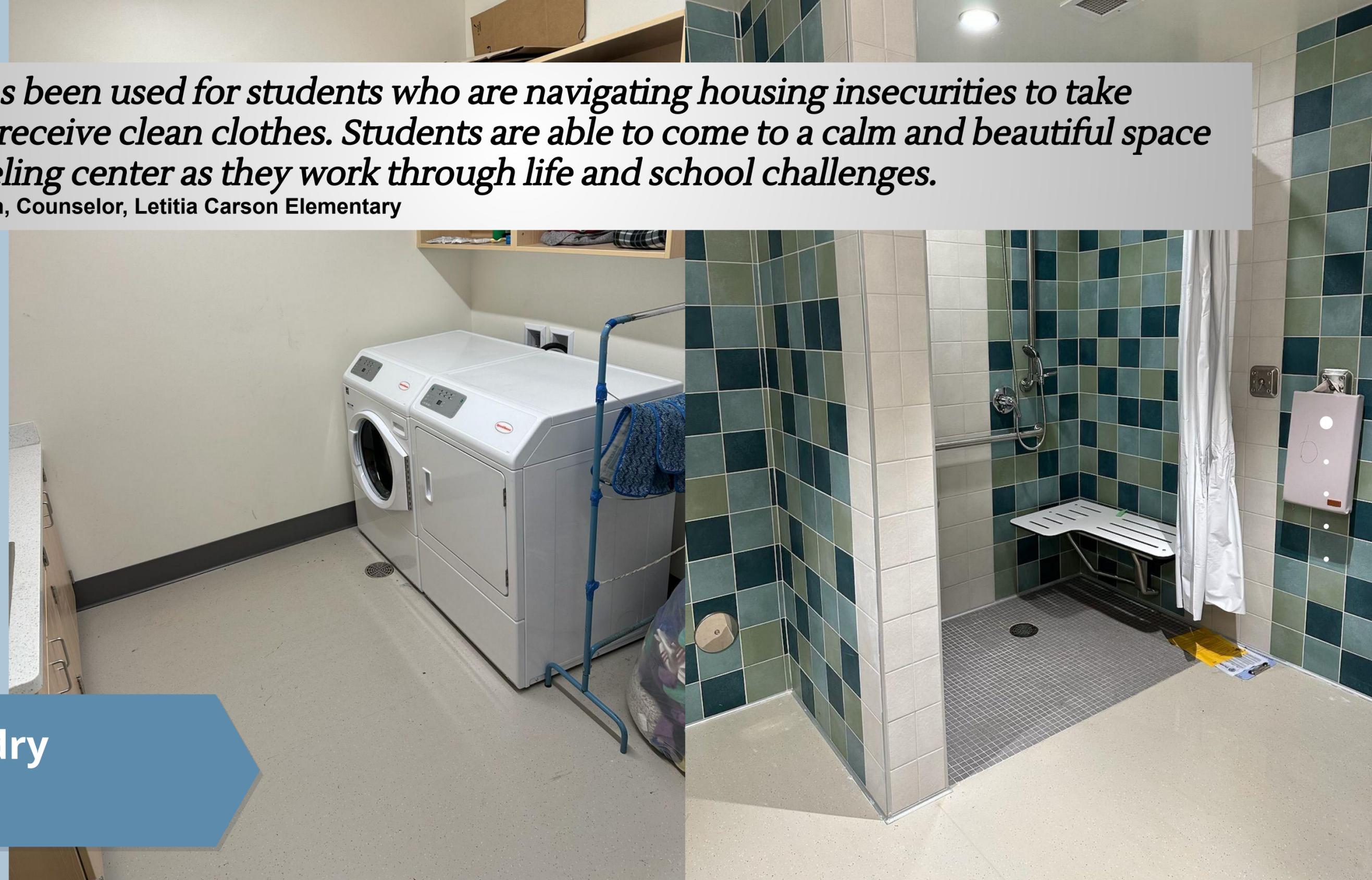
The new building provides a level of safety and control that we did not have in our previous building. And what is almost equally important is that these safety measures exist without sacrificing a welcoming environment for families, students, and visitors. Locked doors and panic buttons make us feel safer and more prepared in the office when we think about and plan for the scenarios we hope will never happen. However, in our day to day, those doors unlock safely with ease for everyone we want to welcome in. I can see parents and home partners feel safer as they drop their students off with us in the office knowing these safety measures are in place. - Melissa Miller, Bessie Coleman Elementary



Security Upgrades *College Hill High School*

This space has been used for students who are navigating housing insecurities to take showers and receive clean clothes. Students are able to come to a calm and beautiful space in the counseling center as they work through life and school challenges.

- Nicole Hoffman, Counselor, Letitia Carson Elementary



Shower & Laundry
Adams

Our covered play area has brought a great space for our students to continue their outdoor activities during our change of seasons. - Ashley Barber, Kathryn Jones Harrison Elementary



Covered Outdoor Play
Kathryn Jones Harrison

Having updated building systems means that our buildings are using less energy and are more comfortable. When our buildings are operating well, it keeps the focus on learning.

- Doug Tiller, Facilities Manager

Building Infrastructure *Lincoln*

WELCOME

The Corvallis School District believes that we all have a responsibility to be stewards of the environment. By conserving natural resources, we will minimize our impact and contribute to a more sustainable future. This school was built for sustainability and designed to reduce the carbon footprint of the building while providing cost savings for operations. Natural light, comfortable temperatures, and inviting spaces make every part of this facility useful for learning, thinking, and growing!

Sustainability in Our Schools

This building minimizes energy and water use while providing safe, welcoming, and engaging learning spaces. It was designed to make a positive impact on our students, our community, and our planet and is aligned with the Corvallis School District's sustainability management plan. Throughout the building you will find sustainability feature highlights related to each of our four action areas:



ENERGY & WATER



TRANSPORTATION

Sustainability & Resiliency



Corvallis SCHOOL DISTRICT



**Look for these
sustainability features!**

Built for Sustainability

This two-story, 69,560 square foot building features extensive sustainable design elements, and is designed to the requirements of the Energy Trust of Oregon's **Path to Net Zero program**, which includes elements such as:

- A thoughtful design process informed by our community
- Implementation of daylighting to enhance learning and energy efficiency
- Solar generation and battery backup for community resilience
- Expanded bicycle parking and pedestrian-friendly walkways
- Water-efficient fixtures and separate metering for irrigation
- A building automation system that monitors, controls, and reports energy usage

We are working with our community to help set a course for a more sustainable future. We are committed to integrating sustainability into our buildings and our operational practices.

Our Vision for Sustainability

The 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.



**WHAT OUR BOND PARTNERS SAID ABOUT
WORKING WITH CORVALLIS SCHOOL
DISTRICT**

I will never be able to design a building the same way. I am always thinking about what voice I haven't heard and how I can get everyone to participate.

– Brian Frey, Architect, DLR Group

Fortis was only interested in bidding on the job because of the thoughtful alignment with values in the bond startup. This is the type of organization we want to work with.

– Brian Gruenemay, Senior Project Manager, Fortis Construction

Our teams have grown a lot at Corvallis, and are spreading the ideas of equity and values-driven processes throughout our company, and to other clients

– Rob Quaempts, President, Wenaha Group

Student voices were loud and clear that their beautiful new schools needed names that reflected life-long anti-racist advocates. The bond program's "Equity Look Fors" became a critical tool for the School Renaming Process ensuring committee members felt heard and valued.

– Dr. Melanie Quaempts, President, M & Jane Consulting

It would have been easy to make decisions that were the most time efficient or cost effective. Corvallis took time to reflect back on our guiding principles and always made decisions aligned with their values. This is fairly unique in the construction industry.

– Dale Kuykendall, Senior Project Manager, Wenaha Group



Above all, this project has sent a profound message to our children: Their education is a priority, a valuable treasure that we are committed to nurturing and enriching for generations to come.

– Vince Adams, Former Corvallis School District Board of Directors

VIII. CONSOLIDATED ACTION (8:35 p.m.)*

A. Appoint Budget Committee Member



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Lauren Wolfe, Director of Finance
Meeting Date: January 11, 2024

Budget Committee Appointments

ACTION REQUESTED

Background

The budget committee consists of seven members appointed by the Board plus the seven elected Board members. The appointive committee members are appointed for three-year terms. This year the terms of two (2) members expired (Joshua Clark and Niki Mendoza), resulting in two vacancies for full terms expiring June 30, 2026. The School Board also recognized one (1) additional one-year appointment due to the resignation of Courtney Holgate.

Pursuant to [Board Policy DBEA](#), the Board identified these vacant budget committee positions on September 7, 2023. The budget committee vacancies were advertised through a news items on the district's website, a press release, a social media post, and the district's regular communication channels with families. Applications were accepted through October 20, 2022 and reviewed by district staff involved in the budget development process.

The district received one (1) new application. All application materials follow this cover.

ACTION REQUESTED:

Appoint Patricia Morrell to a three-year term ending June 30, 2026.

MOTION REQUESTED:

"I move that Patricia Morrell be appointed to the Budget Committee for a three-year term ending June 30, 2026."



2024 Budget Committee Application

Ms Patricia (Tisha) Morrell (She/Her)



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

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

Why are you interested in joining the Budget Committee?

I have been involved in Education for most of my adult life--starting as a secondary school teacher and culminating in tertiary education working with both preservice and inservice teacher education. My children went to Corvallis schools and I have volunteered regularly in the District. I have a keen awareness of issues facing our schools and all aspects of teaching and learning along with experience in all aspects of budgeting. I have recently retired and feel serving on this committee would be a good way to use my professional expertise while continuing to give back to the community .

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

I was a secondary (both middle and high school) math and science teacher for almost a dozen years (Bishop Loughlin Memorial HS in Brooklyn, NY and Scio Middle and High Schools, Scio, OR). I moved to the tertiary sector and worked for almost 30 years with a primary emphasis on K-12 science/math teacher education. I recently retired, capping my tertiary career serving the past five years as Head of School of Education at the University of Queensland (Brisbane, Australia). My professional work included practical experience with budgeting and balancing budget constraints and needs. I remain actively involved with science teacher preparation research, including ways to Indigenise the curriculum. My OR teaching license is current, and I am volunteering at Mountain View Elementary. I have worked with the DOE in both OR and Queensland so possess a strong understanding of the current educational landscape. Aside from my expertise in education, I bring a background of strong organisational skills, ability to work with multiple sectors and listen to different viewpoints, experience with budgeting, prioritisation and communication skills, and the ability to make difficult decisions.

OPTIONAL: Upload a letter of interest & resume
Included.

Patricia D. Morrell



December 26, 2023

To whom it may concern:

Thank you for reviewing my application to serve on the Corvallis School District Budget Committee.

As can be seen on the application and the uploaded vita, I have been involved with education most of my adult life as a: classroom volunteer; secondary school teacher; university faculty in Schools of Education; Head of School of Education; and, of course, as a parent. I feel my personal and professional backgrounds contribute to my bringing a balanced perspective to the Budget Committee, allowing me to view the issues from the lenses of a parent, educational researcher, teacher, and administrator.

Although I have recently retired, I continue to supervise doctoral students, remain active in professional organizations, conduct educational research, and have started to volunteer in a first-grade classroom in Mountain View elementary. My Oregon teaching license is current. I am aware of the issues facing schools, particularly new curriculum demands, student assessments, teacher working conditions, changing student demographics, and impact and challenges of new technological advances on teaching and learning. Having spent the last five years in Australia, I can say that many of the concerns faced by school districts are ubiquitous.

I am a strong advocate of education and feel a way I can give back and contribute to my community would be to serve the School District on this Committee. I am happy to answer any questions you may have or provide any additional information you may require.

I look forward to your decision.

Regards,

Patricia Morrell

Patricia D. Morrell, Ph.D.

Education

Ph.D., Science Education. 1992. Oregon State University, Corvallis, Oregon. Dissertation title: An Examination of Students' Attitudes toward School and Classroom Science.

M.S., Science Education. 1988. Oregon State University, Corvallis, Oregon. Thesis title: The Effects of Computer Assisted Instruction on Student Achievement in High School Biology.

B.S., Forest Biology. 1978. State University of New York College of Environmental Science and Forestry, Syracuse, New York.

State Teaching Certification

Secondary Teacher's Certificate, Grades 5-12, Biology, Basic Math, Oregon State Department of Education.

Academic Appointments

2018 - 2023. Professor, Head of School, Education, University of Queensland, St. Lucia, Australia.

2011 – 2018. Professor, University of Portland, School of Education, Portland, Oregon.

2015 – 2018. Director, University of Portland STEM Education and Outreach Center.

2012- 2015. Chair, University of Portland STEM Group.

2004 – 2005. Director, Off-Campus Programs, University of Portland, School of Education, Portland, Oregon.

2003 – 2004. Acting Graduate Program Director, University of Portland, School of Education, Portland, Oregon.

2002 - 2011. Associate Professor, University of Portland, School of Education, Portland, Oregon.

1997 - 2002. Assistant Professor, University of Portland, School of Education, Portland, Oregon.

1996 - 1997. Visiting Assistant Professor, University of Portland, School of Education, Portland, Oregon.

Other Teaching Experience

1992 - 1996. Science and Math Teacher, Scio School District, Scio, Oregon. Responsibilities: spent three years as a half-time middle school/half time high school teacher; one year full-time at the high school. Courses taught: biology, advanced biology, life science topics (genetics, basidiomycetes, animal behavior), general math, seventh grade math, eighth grade math, pre-algebra, natural resource applications, and general science.

1992. Substitute Teacher, Linn-Benton Educational Service District, Oregon.

1989 - 1991. Graduate Teaching Assistant, Department of Science, Mathematics, and Computer Science Education, Oregon State University, Corvallis, Oregon. Responsibilities: teaching and supervision of student teachers, junior block students, and student interns. Courses taught: undergraduate/graduate sections of Secondary Science Methods and Secondary Math Methods, Microteaching, Student Teaching Seminar, Instructional Computing: Logo.

1984 - 1989. Science and Math Teacher, Scio High School, Scio, Oregon. Courses taught: biology, advanced biology, general science, animal behavior, pre-algebra, general math, and Logo. I was a member of an inter-school group working on a grant-funded project for at-risk students; we redesigned high school forestry curricula to incorporate sufficient science content and activities to merit science credit.

1979 - 1980. Science Teacher, Bishop Loughlin Memorial High School, Brooklyn, New York. Responsibilities: taught physical science. Served as the Assistant Track Coach (Boys and Girls Cross-Country, Indoor and Outdoor Track and Field).

Related Professional Responsibilities

2017 – 2020. Program Evaluator. REFLECT: Redesigning Education For Learning through Evidence and Collaborative Teaching. The goal of REFLECT is to increase significantly the use of highly effective, evidence-based STEM teaching methods at the University of Portland using peer observation. Funded through an NSF IUSE grant.

1999 - 2018. Educational Consultant. Oregon Wood Magic. Responsibilities: applied for and received funding for an educational program at the Oregon State University Department of Forest Products for 3rd and 4th graders from across the State, developing unit/lesson plans, and helping to organize and tailor demonstrations. Each elementary class spends three hours going through the program. The purpose is to educate youth about forest products. The event was scheduled over a two-day period in 1999 and extended to a three-day period in 2000. In 2002, we also included a one-day event in the Portland area, which was extended to a two-day event in 2004. In addition, we had a mobile version that travels to schools and presents a one-hour show to reach students in all areas of the State. From 1999-2009, the Program was funded primarily with OFRI funds; beginning in 2009, funding for the on-site Corvallis program comes solely from OSU; private donors fund the PDX offering. (The mobile program ended in 2010.)

2011-2014. Program Evaluator. Researcher-teacher partnerships: Making global climate change relevant in the classroom. The project is designed to engage Oregon 7 – 12th grade teachers in professional development to (a) advance their personal knowledge of the fundamentals of global climate change; and (b) partner with scientists to research a particular focus area of global climate change; in order to (c) integrate this knowledge and experience into their classroom teaching. Funded through an NASA Global Climate Change Education Program Grant.

2012-2013. Program Evaluator. Oregon Natural Resources Education Program Stewardship Schools Program. Schools partner with ONREP to receive professional development in order to

“build a foundation of conceptual learning about the environment through experiential strategies that promote awareness, understanding, knowledge, and action.” Funded through the Kelley Family Foundation.

2007 – 2011. University of Portland core faculty member with the PrISM program. PrISM is a multi-institution effort to strengthen the mathematics and science content and teaching skills of K-8 teachers. Aside from my work as a core member, I also coordinate the University of Portland’s participation in the program. Funded through a FIPSE grant.

2007-2010. University Liaison on the MSP/PPS Partnership program. The primary focus of this grant is to develop highly qualified middle school science teachers. I coordinate the University’s involvement with the Portland Public Schools on this project, which includes working with faculty from our College of Arts and Sciences, and oversee the classroom observation portion of the evaluation data collection. Funded by an ODE Math/School Partnership Grant.

2009-2010. Program Evaluator. Oregon Natural Resources Education Program Teachers as Researchers Program. This is a series of workshops for high school teachers wherein they work with scientists in the field while learning how they can apply the same inquiry skills with their classroom students. Funded through an Oregon Watershed Enhancement Board Grant.

2005 – 2009. Student Assessment Specialist. Oregon Technology Education Network grant. Assisting teachers involved in a grant-funded program in assessing the effect of the integration of technology into their teaching on student achievement. Funded through a US Department of Education Teacher Quality Enhancement Partnership Grant.

2006, 2008. Writing Coach, Oregon Technology in Education Network Writing Retreat. Led a writing retreat for faculty involved in the Oregon Technology Education Network grant. Funded through a US Department of Education Teacher Quality Enhancement Partnership Grant.

2006, 2008. Planning Committee Member and Workshop Leader. Integrating Environmental Education into Teacher Preparation: The Environment as a Window for Engaging Learners. Involved in the planning and leading of a two-day workshop for college faculty from throughout Oregon who work with pre-service teachers.

2003-2004. Consultant. Vernier Software and Technology, Beaverton, OR. Assisted in the design of technology for use in elementary science classrooms and writing corresponding elementary activities for its use.

2002-2003. Co-coordinator. Workshop series on the Integration of Technology and Science Teaching. This was a four-workshop series for K-5 teachers in the northwest Portland area. This Eisenhower funded project was designed to provide hands-on experiences for elementary teachers to learn a variety of ways to use technology in their science instruction to enhance student learning.

1998 - 1999. Coordinator of I.D.E.A.S. (Inquiry based, Developmentally appropriate, Educational Activities in Science), a science workshop series for K-8 teachers in the northwest Portland area. Responsibilities: applied for and received funding to organize and conduct a series

of four 3-1/2 hour workshops to assist in-service teachers in presenting inquiry-type science activities for their students.

1997 - 1998. Coordinator of ISTEP-UP (Integrated Sciences Teacher Enhancement Program at the University of Portland), a science workshop series for K-8 Catholic schoolteachers and pre-service elementary teachers in the northwest Portland area. Responsibilities: applied for and received funding to organize and conduct a series of four 3-1/2 hour workshops to assist pre-service and in-service teachers in presenting inquiry-type science activities for their students.

1992 - 1997. Instructor/Leadership Team Member, Math/Science Teacher Improvement Project M/STIP), Linn-Benton-Lincoln Educational Service District, Albany, Oregon. Responsibilities: planned, developed, and presented a series of graduate credit workshops (through Western Oregon State College) on the integration of math and science activities for K-8 teachers.

1994 - 1995. Instructor. Linn-Benton-Lincoln Educational Service District, Albany, Oregon. Responsibilities: part of a team that developed, coordinated, planned, and taught Apply Math and Science: A CIM Strand Workshop Series. This three graduate credit series (through Western Oregon State College) covered many of the general Certificate of Initial Mastery topics, as well as specifics related primarily to the Apply Math and Science outcome.

1993 - 1995. Director, Oregon Cadre for Assistance to Teachers of Science (OCATS), Region 6 (Benton, Lincoln, and Linn Counties), Oregon Department of Education, Salem, Oregon. Responsibilities: motivate, facilitate, inform, and advise the teachers of science (K-12) in Region 6. Emphasis was placed on the implementation of the State's concept/process curriculum and the reforms required under the Oregon Educational Act for the 21st Century.

1992 - 1994. Secretary of Scio High School 21st Century Site Committee. The group's responsibilities included the development and implementation of plans for improvement of the school's instruction, staff development activities, and coordination of the implementation of the new State curriculum reforms.

1988 - 1989. Mentor Teacher, Scio High School, Scio, Oregon.

1987 - 1989. Coordinator, Onward to Excellence (OTE) Leadership Team, Scio High School, Scio, Oregon. Responsibilities: organized and coordinated the OTE faculty meetings for our school improvement plan.

1984 - 1985. Athletic Coordinator, Scio High School, Scio, Oregon. Responsibilities: scheduled and supervised athletic events, budgeted, ordered equipment, and interacted with community members and groups.

1979. Urban Park Ranger, New York City Department of Parks and Recreation, Queens, New York. Responsibilities: included patrolling and aiding visitors in the proper use of the park; assisted in the design of forestry and zoo tours within the park and conducted such tours to groups of park visitors (preschoolers through senior citizens).

1978. Instructor (5th grade), Backyard Nature Program, CESF Student Chapter of the National Wildlife Society, Syracuse, New York. Responsibilities: instructed in an award-winning teaching

program designed to introduce inner-city students to the basic concepts of ecology and instill in them an appreciation of and sense of responsibility for their local environments.

Research Support/Grants

2021-2022. (Extended due to COVID to 2022-2023). UQ Singapore Partnership Programme-Excellence. UQ Global Strategy and Partnerships Seed Funding . Co-PI. Submitted with Suraiya Abdul Hameed, Elizabeth Edwards, Tracey Bunda, Bob Lindgard, and Danielle Jeffrey. \$10,000 seed funding (total \$29,280).

2021-2022. (Extended due to COVID to 2022-2023). Global Leaders in Education Partnership with Singapore. New Colombo Plan. Co-PI. Submitted with Suraiya Abdul Hameed and Elizabeth Edwards. \$52,800.

2013-2019. NSF Noyce Scholars and Interns Program at the University of Portland. Co-PI. Submitted with Stephanie Salomone, Sharon Jones, Timothy Doughty, Jacque Van Hoomissen. \$1,197,866.

2019. University of Queensland School of Education Collaborative Research Funding to support “Third Grade Students’ Understanding of Scientific Inquiry,” \$4,400.

2016. Provost Diversity and Inclusion Initiative Grant to support travel to South Korea. \$1,000.

2016. Provost Diversity and Inclusion Initiative Grant to support a Workshop on Culturally Relevant Pedagogy for STEM Faculty, \$1,000.

2015. Butine Award to support research project, “Learning at Pollentia.” \$2,000.

2015. CISGO Seed Grant to support research project at Pollentia, Mallorca. \$500.

2015. Oregon Department of Education. Educator Preparation Professional Development Series Grant. Co-team leader. Submitted with Sally Hood (Team Leader). \$11,000.

2014. Oregon Department of Education. Quality teaching and learning summer institute: Pedagogical practices and educator preparation, transformational teams. Team leader. Submitted with Stephanie Salomone, Tamar More, Jennifer Kelley and Mike Moren (PPS). \$6,000.

2012-2013. Oregon Natural Resources Education Program Stewardship Schools Program. Evaluator for the project. Kelley Family Foundation. \$6000.

2012. University of Portland, Educational Use of i-Pad Material Grant. \$500.

2011-2014. Researcher-teacher partnerships: Making global climate change relevant in the classroom. NASA Global Climate Change Education Program. Part of a writing team led by

Kari O'Connell, Oregon Natural Education Program. Evaluator for the project. Total NASA grant: \$331,936.

2011-2013. School of Education Technology Innovation grant. \$750.

2010. Butine Award to sponsor the Neuroscience and Education Conference by the School of Education. Submitted with Ellyn Arwood and Richard Christen. \$2,005.

2007 – 2010. Preparation for Instruction of Science and Math (PrISM), Statewide Collaborative, UP Coordinator for the FIPSE Project. Total FIPSE grant: \$685,685.

2007-2010. Oregon Mathematics and Science Partnership Program. Submitted with Amy Sutton, Portland Public Schools. Total MSP grant: \$596,090.

2009-2010. Oregon Wood Magic On the Road. Oregon Forestry Resources Institute. Submitted with J.J. Morrell and L. McDaniel (Oregon State University). \$110,000.

2008-2009. Butine Award to support presentation of a paper at the annual meeting of the American Educational Research Association. \$794.

2008-2009. Oregon Wood Magic On the Road. Oregon Forestry Resources Institute. Submitted with J.J. Morrell (Oregon State University). \$112,000.

2008-2009. Oregon Wood Magic. Oregon Forestry Resources Institute. Submitted with J.J. Morrell (Oregon State University) and Richard Zenn (World Forestry Center). \$39,000.

2007-2008. Oregon Wood Magic On the Road. Oregon Forestry Resources Institute. Submitted with J.J. Morrell (Oregon State University). \$101,714.

2007-2008. Projects Materials Grant for Preservice Teachers. Oregon Natural Resource Education Program. \$2,000.

2006-2007. Oregon Wood Magic. Oregon Forestry Resources Institute. Submitted with J.J. Morrell (Oregon State University) and Richard Zenn (World Forestry Center). \$43,643.

2006-2007. Oregon Wood Magic On the Road. Oregon Forestry Resources Institute. Submitted with J.J. Morrell (Oregon State University). \$95,439.

2006-2007. Oregon Wood Magic. Oregon Forestry Resources Institute. Submitted with J.J. Morrell (Oregon State University) and Richard Zenn (World Forestry Center). \$46,662.

2006-2007. Oregon Technology in Education Mini-Grant for professional development with technology. \$300.

2005-2008. Student Assessment Specialist, Oregon Technology Education Network. Funded through a US DOE grant, \$60,000.

2005-2006. Oregon Wood Magic On the Road. Oregon Forestry Resources Institute. Submitted with J.J. Morrell (Oregon State University). \$93,691.

2005-2006. Oregon Wood Magic. Oregon Forestry Resources Institute. Submitted with J.J. Morrell (Oregon State University) and Richard Zenn (World Forestry Center). \$39,219.

2002-2006. Outcomes Research Study-Phase Two. Subcontracted under the Oregon Collaborative for Excellence in the Preparation of Teachers Extension, a National Science Foundation grant. \$6,000.

2005. Write On! 2005. Sub-contracted under Oregon Collaborative for Excellence in the Preparation of Teachers, a National Science Foundation grant. \$800.

2004-2005. Oregon Wood Magic Road Show. Oregon Forestry Resources Institute. Submitted with J.J. Morrell (Oregon State University). \$13,645.

2004-2005. Oregon Wood Magic. Oregon Forestry Resources Institute. Submitted with J.J. Morrell and T. McLain (Oregon State University). \$39,219.

2003-2004. Oregon Wood Magic. Oregon Forestry Resources Institute. Submitted with J.J. Morrell and T. McLain (Oregon State University). \$41,079.

2003. Write On! 2003. Sub-contracted under Oregon Collaborative for Excellence in the Preparation of Teachers, a National Science Foundation grant. \$1,000.

2002-2003. Workshop series on the Integration of Technology and Science Teaching. Eisenhower Higher Education Professional Development Program Grant. Submitted with J. Carroll, S. Kolmes, M. Snow. \$9,600.

2002-2003. Oregon Wood Magic. Oregon Forestry Resources Institute. Submitted with J.J. Morrell and T. McLain (Oregon State University). \$36,669.

2002. Write On! 2002. Sub-contracted under Oregon Collaborative for Excellence in the Preparation of Teachers, a National Science Foundation grant. \$1,000.

2002.PDX Oregon Wood Magic. Oregon Forestry Resources Institute. Submitted with J.J. Morrell and T. McLain (Oregon State University). \$12,543.

2001-2002. Butine Supplemental Award to support presentation of papers at the annual meeting of several national associations. \$1,143.

2001-2002. Oregon Wood Magic. Oregon Forestry Resources Institute. Submitted with J.J. Morrell and T. McLain (Oregon State University). \$24,000.

2002. Oregon State University GK-12 Fellows (an NSF grant-funded program). External

Evaluator. \$700.

2000-2002. OCEPT Outcomes Research Study. Sub-contracted under Oregon Collaborative for Excellence in the Preparation of Teachers, a National Science Foundation grant. Submitted with C. Wainwright (Pacific University) and L. Flick (Oregon State University). \$100,000.

1997-2002. OCEPT Student Survey Evaluator. Sub-contracted under Oregon Collaborative for Excellence in the Preparation of Teachers, a National Science Foundation grant. \$18,500.

1999. Evaluator for NSF Digital Imaging and Investigations in Biology Grant awarded to three University of Portland Biology Faculty (Drs. Favero, Snow, and Tobalske). \$1,000.

2000-2001. Oregon Wood Magic. Oregon Forestry Resources Institute. Submitted with J.J. Morrell and T. McLain (Oregon State University). \$30,064.

1999-2000. Oregon Wood Magic. Oregon Forestry Resources Institute. Submitted with J.J. Morrell and T. McLain (Oregon State University). \$32,000.

1998-1999. IDEAS, Science workshop series for K-8 teachers. Oregon Community Foundation. \$8,800.

1998-1999. Butine Supplemental Award to support presentation of a paper at an annual meeting of a national association. \$670.

1997-1998. Science Workshop Series, professional development workshop series for K-8 Catholic schoolteachers. Sub-contracted under CC-ISTEP of Colorado College NSF grant. Submitted with R. Young (University of Portland) and M. Scott (Portland Public Schools). \$6,000.

1997-1998. OCEPT Fellow. Support for research on preservice teachers' self-efficacy in science; travel support. \$7,500.

1997-1998. Butine Supplemental Award to support presentation of papers at annual meetings of national associations. \$905.

Related Professional Activities

Member, Department of Education STEM Cross Sector Reference Group, QCDE representative. 2019 – 2023.

Member, Queensland College of Teachers Professional Standards Committee, QCDE representative. 2019 – 2023.

Member, Queensland Council of Deans of Education, University of Queensland Representative, 2018 – 2023.

Member, Queensland Academy for Science Mathematics and Technology School Council,

University of Queensland Representative. 2019 – 2023.

Member, BSSSC/UQ Advisory Committee, Brisbane, QLD, 2021 – 2023.

Chair, UQ-QASMT Executive Committee, Brisbane, QLD, 2021 – 2023.

Member, UQ-QASMT Advisory Committee, Brisbane, QLD, 2021 – 2023.

Member, learning@home – Preservice PEx Reference Group, Department of Education, Brisbane, QLD, 2020.

Member, learning@home – Preservice PEx Delivery Sub-Committee, Department of Education, Brisbane, QLD, 2020.

Member, Expert Advisory Group, HEPPP NPP Grant “Investigating the effects of cumulative factors of disadvantage on higher education student performance and outcomes.” 2019-2021.

Member, Reference Group, HEPPP NPP Grant “Success from the perspective of the successful: Low SES students, success and completion in higher education.” 2019-2021

Steering Committee Member, Sector-wide Professional Experience Working Party, Queensland Department of Education, Brisbane, QLD, 2018 -

Member, Inner City South State Secondary College Design Workshop, 29-30 November, 2018.

Member, Oregon Science Advisory Panel, Oregon Department of Education, 2016- 2018.

Member, Oregon Science Leaders, 2016 – 2018.

Associate Editor, *Electronic Journal of Science Education*, 2019-2022.

Editor, Education Division, Editorial Board Member, *Heliyon*, 2015 – 2020.

Member of the Editorial Board and Reviewer of manuscripts, *Innovations in Science Teacher Education*, 2016 – 2021.

Reviewer of manuscripts, *Journal of Science Teacher Education*, 2010 – present.

Reviewer of manuscripts, *Teacher and Teacher Education*, 2006 – present.

Reviewer of manuscripts, *International Journal of Science Education*, 2011 – present. .

Member on the International Advisory Board and Reviewer of manuscripts, *Studying Teacher Education*, 2004 – 2015.

Reviewer of manuscripts, *School Science and Mathematics*. 1992-2020.

Grant Reviewer, National Science Foundation, February, 2017.

Grant Reviewer, US National Academy of Sciences, Pakistan-U.S. Science & Technology Cooperation Program, April, 2015.

Member of the Editorial Board and Reviewer of manuscripts, *Journal of Elementary Science Education*, 2001-2004, 2008-2014.

Member, Urban Stewardship Schools Steering Committee, Oregon Natural Resource Education Program, Corvallis, OR, 2012 – 2014.

Chair, Advisory Board, Oregon Natural Resource Education Program, 2011 - 2014.

Member, Professional Development Guidelines Committee for Implementing the Oregon Environmental Literacy Plan, Corvallis, OR, 2011-2012.

Member, North Portland Collaborative, 2010 - 2012.

Grant Reviewer, National Science Foundation, Climate Change Education Program, Arlington, VA, July, 2010.

Reviewer, State Validation and Standard Setting Conference for the NES Biology Test, Portland, OR, August, 2010.

University of Portland Liaison, Oregon Department of Education K-12 Learn and Serve Project Legacy Project with Tillamook School District, 2010-2011.

Steering Committee Member, Oregon Department of Education K-12 Learn and Serve Grant to Oregon Forest Resources Institute and Tillamook School District, 2010 – 2012.

Advisory Board Member, Oregon Natural Resource Education Program, 2007 – 2011, 2014-present.

UP School of Education Representative to Middle Level Consortium, 2010 – 2012.

Member, Corvallis School District New Diploma Implementation Group, 2008- 2009.

Reviewer of presentation proposals for the Association of Science Teacher Education, 2005, 2007-present; thread coordinator, 2011.

Reviewer of presentation proposals for National Association for Research in Science Teaching, 2000, 2005-2009.

Reviewer of presentation proposals for American Educational Research Association 2000, 2001, 2008.

Member, Oregon Department of Education Standards and Assessment Task Force, 2007 – 2008.

Member, Oregon Science Education Council, 2005 – 2007.

Member, Oregon Collaborative Research Initiative Team, 2005- 2007.

Advisory Board Member, Oregon Forestry Education Program, 2004-2007.

Reviewer of assessment texts for McGraw Hill Company, 2003, 2005.

Co-Chair, Science Education Division, Oregon Academy of Science, 2000-2002, 1991-1992.

Reviewer of proposals for Eisenhower Grants submitted to the Oregon System of Higher Education, 2001.

Reviewed evaluation documents of NSF Core Evaluation Team for use by CETP projects, 2001.

Reviewed first draft of five chapters of *Science and Science Teaching*, a manuscript in progress designed for use in a Science Methods Course for Elementary Teachers, Houghton Mifflin, 1998.

Contracted test-item developer, The American College Testing Program, 1992.

Current Professional and Academic Association Memberships

Association for Science Teacher Educators (ASTE, formerly AETS)

Board Member, 2024-2026

Director, ASTE International Region, 2023-2025 (elected position).

Member, Committee of Regional Units, 2024-2025

Member, ASTE Ad-Hoc Development Committee (2021)

Past-President, 2019 (elected position)

Chair, Oversight Committee (2019 - 2020)

President, 2018 (elected position)

President-Elect, 2017 (elected position)

Chair, Ad-Hoc Committee for the Development of Preservice Teacher Preparation Standards (2016-2019)

Board Member, 2013 – 2016 (elected position)

Chair, Professional Development Committee (2013-2016)

Co-Chair, 2013 ASTE National Conference (2013-2015)

Member, Oversight Committee (2021-2022)

Member, ASTE Conference Committee (2013-2016)

Member, ASTE Long Range Conference Committee (2013-2016)

Conference Thread Coordinator, Innovations in Science Teaching (2011-2012)

Co-Chair, Elections Committee, 2010- 2011(elected position)

Member, Elections Committee, 2009-2010 (elected position)

Board Member, 2003-2006 (elected position)

Co-Chair, 2006 ASTE National Conference (2004-2006)

Director, AETS/ASTE Northwest Region, 2001-2004, 2004-2007 (elected position)
Member, Committee of Regional Units, 2001-2007, Chair 2003-2006
Member, ASTE Professional Development Committee, 2008 – 2011
Member, ASTE Conference Committee, 2004-2007
Member, AETS Awards Committee, 1997-2000
Member, AETS Finance Committee, 1993-1996
American Educational Research Association (AERA)
Australian Science Education Research Association (ASERA)
National Association for Research in Science Teaching (NARST)
Strand Co-Coordinator, Annual Conferences, 2006-2008
Member, NARST Outstanding Paper Award Committee, 1997-2000
Member, NARST Elections Committee, 1997-1998
Member (Ad-Hoc), NARST Outstanding Paper Award Committee, 1992-1993
National Science Teaching Association (NSTA)
Member, International Advisory Board (2021-2024)
Member, Preservice Teacher Committee, 2017-2020
Member, Alliance of Affiliates, 2017-2020
Program Coordinator, 2002 NSTA Northwest Regional Convention, 2001-2002

Books, Chapters, Published Curricula

Veal, W., Morrell, P., Rodgers, M. P., Roehrig, G., & Pyle, E. J., (2023). A perspective on drivers impacting science teacher preparation in developing countries. In G.P. Thomas and H.J. Boon (Eds.). *Challenges in science education: Global perspectives for the future*. Melbourne: Palgrave Macmillan.

Morrell, P.D., (November 2021). It's OK to smile before Christmas (or Easter, depending on your hemisphere!). In K. Vaidya (Ed.). *Teach Science with a Sense of Humor: Why (and How to) Be a Funnier and More Effective Science Teacher and Laugh All the Way to Your Classroom*. Canberra: The Curious Academic Publishing.

Morrell, P., Pyle, E. J., Rodgers, M. P., Roehrig, G., & Veal, W. R. (2018). *Standards for Preservice Teacher Preparation National Recognition: A joint project of the Association for Science Teacher Education and the National Science Teachers Association*. Approved by ASTE Board of Directors (June 2018) and NSTA Board of Directors (July 2018). Available at: <https://theaste.org/2020-nsta-aste-standards-for-science-teacher-preparation/>

Morrell, P., Pyle, E. J., Park Rogers, M. P., Roehrig, G., & Veal, W. R. (2018). *Science Content Analysis Forms for Elementary, Middle School, and Elementary Preservice Teacher Preparation National Recognition: A joint project of the Association for Science Teacher Education and the National Science Teachers Association*. Approved by ASTE Board of Directors (June 2018) and NSTA Board of Directors (July 2018). <http://nsta.org/preservice>

Morrell, P.D., & Popejoy, K. (Eds.) (2014). *A few of our favorite things: Teaching ideas for science methods instructors*. Rotterdam: Sense Publishers.

Morrell, P.D. (2014). Review of constructivism. In P.D. Morrell & K. Popejoy (Eds.). *A few of our favorite things: Teaching ideas for science methods instructors*. Rotterdam: Sense Publishers.

Kalnin, J., & Morrell, P.D. (2014). Integrating writing to support scientific thinking. In P.D. Morrell & K. Popejoy (Eds.). *A few of our favorite things: Teaching ideas for science methods instructors*. Rotterdam: Sense Publishers.

Morrell, P.D., & Schepige, A. (2012). Helping preservice science teachers reflect on their own practice. In S. Bullock & T. Russell (Eds.). *Self-Study of science teaching and science teacher education*. NY: Springer.

Morrell, P.D., & Carroll, J.B. (2010). *Conducting educational research: A primer for teachers and administrators*. Rotterdam: Sense Publishers.

Schepige, A., Morrell, P., Smith-Walters, C., Sadler, K.C., Munck, M., & Rainboth, D. ((2010). Using environmental educational project curricula with elementary preservice teachers. In A. Bodzin, B. Shiner-Klein, & S. Weaver (Eds.) *The inclusion of environmental education in science teacher education*. (pp. 281-296). NY: Springer.

Morrell, P.D. (2008). *Oregon Wood Magic unit plans: Biology and geometry*. 3rd Ed. Corvallis, OR: Oregon State University. (Available in Spanish and English.)

Morrell, P.D., & Mitchell T. (2004). *Let's go! Investigating temperature*. Beaverton, OR: Vernier Software & Technology.

Morrell, P.D. (2003). *Oregon Wood Magic unit plans: Biology and geometry*. 2nd Ed. Corvallis, OR: Oregon State University. 126 pp.

Morrell, P.D. (2002). Observing solubilities. In *Modern Biology*_(p. 1034). NY: Holt, Rinehart, and Winston.

Morrell, P.D. (2002). Graphing tobacco use. In *Modern Biology*_(p. 1071). NY: Holt, Rinehart, and Winston.

Morrell, P.D. (2002). Predicting the spread of disease. In *Modern Biology*_(p. 472). NY: Holt, Rinehart, and Winston.

Morrell, P.D. (2002). Calculating CO₂ production. In *Modern Biology*_(p. 444). NY: Holt, Rinehart, and Winston.

Morrell, P.D. (2001). Enzymes in action. In *Holt Science and Technology, Life Science*_ (pp. 770-771 in the Annotated Teachers' Edition and pp.151-153 in the Datasheets for LabBook). NY: Holt, Rinehart, and Winston.

Morrell, P.D. (1999). *Oregon Wood Magic 1999 unit plan: Botany*. Corvallis, OR: Oregon State University.

Morrell, P.D. & Steinbock, S. (2002). *Dental health curriculum for Headstart/Preschool*. Portland, OR: University of Portland, School of Education.

Publications in Peer Reviewed Proceedings and Journals

Lederman, Lederman, J.S., Bartels, S., Jimenez, J... Morrell, P.D., ... Zhu, Q (2023) Completing the progression establishing an international baseline of primary, middle and secondary students' views of scientific inquiry, *International Journal of Science Education*, DOI: [10.1080/09500693.2023.2256458](https://doi.org/10.1080/09500693.2023.2256458)

Morrell, P.D., & Schepige, A. (2023). Teaching preservice teachers the water cycle with a conceptual change model. *Journal of College Science Teaching*, 52(17), 131-144.

Veal, W., Morrell, P., Rodgers, M. P., Roehrig, G., & Pyle, E. J., (2022). Preparing science teachers across the world. *Journal of Teacher Education and Educators*, 11(1), 137-157.

Morrell, P.D. (2021). Implementation of inquiry and STEM in the science curriculum: preservice and inservice teachers. *ENCIC Bulletin*. Malaga, Spain: University of Malaga.

Veal, W.R., Morrell, P.D., Park Rogers, M.A., Roehrig, G., & Pyle, E.J., (2021). An International Perspective on Policy Drivers Impacting Science Teacher Education. *2021 Conference Proceedings of the Annual Meeting of the Association for Science Teacher Education*.

Morrell P.D., Miller, J., & Visnovska, J. (2020). Third graders' view of scientific inquiry. *Conference Abstract Proceedings of the Annual Meeting of the North West Region Association for Science Teacher Education Unconference*.

Morrell, P.D., Park Rogers, M.A., Pyle, E.J., Roehrig, G., & Veal, W.R. (2020). Preparing teachers of science for 2020 and beyond: Highlighting changes to the NSTA/ASTE Standards for Science Teacher Preparation. *Journal of Science Teacher Education*, 31(1), 1-7.

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Workshops and Presentations

Nugraha, I., Morrell, P.D., & Hardy, I. (2024, January). Science teacher educators developing professional roles: Recruitment and institutional demands. A paper presented at the 2024 Annual Meeting of the Association for Science Teacher Education, New Orleans, LA.

Pen, S., & Morrell, P.D. (2024, January). Cambodian late-career secondary teachers' perceptions of technology use in instruction. Poster presented at the 2024 Annual Meeting of the Association for Science Teacher Education, New Orleans, LA.

Morrell P.D., Armour, D., Miller, J., Hunter, J., Erickson, S., & Jones, L.S. (2024, January). Paper set entitled Helping our preservice and inservice teachers indigenise their science instruction presented at the 2024 Annual Meeting of the Association for Science Teacher Education, New Orleans, LA.

Armour, D., Miller, J., & Morrell, P.D. (2023, August). Australian Aboriginal perspectives in science education: Co-constructing learning. Paper presented at the 2023 Annual Meeting of the European Science Research Association, Cappadocia, Turkey.

Morrell, P.D., Hunter, J., Perkins, R., Knockwood, C.M., & Tofel-Grehl, C. (2023, March). Paper set entitled The importance of Indigenizing science teaching presented at the 2023 Annual Meeting of the National Science Teaching Association, Atlanta, Georgia.

Morrell, P.D., Visnovska, J., & Miller, J. (2022, March). Australian primary school students' understandings about the nature of scientific inquiry. Paper presented at the 2022 Annual Meeting of NARST, Vancouver, BC, Canada.

Beaumont, G., Morrell, P.D., & Gillies, R. (2022, January). The development of the Adolescent Curiosity Scale. Paper presented at the 2022 Annual Meeting of the Association for Science

Teacher Education, (virtual).

Ackland, C., & Morrell, P.D. (2022, January). Primary student attitudes toward science after inquiry instruction. Post presented at the 2022 Annual Meeting of the Association for Science Teacher Education, (virtual).

Morrell, P.D. (December, 2021). Invited keynote. Creating New Perspectives for Students on Education. International Conference-Labma Scientific Fair (IC-LSF 2021), Indonesia (virtual).

Morrell, P.D. (September, 2021). Invited keynote. Implementing Inquiry and Engineering Design in our Classrooms. QLD Department of Education's STEM Teacher Symposium, Gold Coast, Brisbane, QLD.

Morrell, P.D. (March, 2021). Invited panelist for an international discussion on the impact of COVID-19 on education. Panel at the 2021 Annual Conference of the International Consortium for Research in Science & Mathematics Education, Panama City, Panama (virtual).

Morrell, P.D. (March, 2021). Invited speaker. Implementation of inquiry and STEM in the science curriculum: preservice and inservice teachers. ENIC Conference. University of Malaga, Malaga, Spain.

Veal, W.R., Morrell, P.D., Park Rogers, M.A., Roehrig, G., & Pyle, E.J., (2021, January). An International Perspective on Policy Drivers Impacting Science Teacher Education. Paper presented at the 2021 Annual Meeting of the Association for Science Teacher Education, (virtual).

Morrell P.D., Miller, J., & Visnovska, J. (2020, December). Third graders' view of scientific inquiry. Roundtable presented at the Annual Meeting of the North West Region-Association for Science Teacher Education Unconference. (on-line)

Syari, E.K., & Morrell, P.D. (2020, January). Teacher beliefs about science teaching and learning in the implementation of a curriculum reform in Pagaralam, Indonesia. Poster presented at the 2019 Association for Science Teacher Education Conference, San Antonio, Texas.

Morrell, P.D., Anctil, E., Dillon, H., Carolyn, J., Peterson, V., Presholdt, T., & Salomone, S. (2020, January). Encouraging active learning in university STEM classrooms using peer observation. Poster presented at the 2019 Association for Science Teacher Education Conference, San Antonio, Texas

Morrell, P., & Miller, J. (2019, August). Preparing "competent" science teachers in Australia: Standards and Assessments. Paper presented at the 2019 European Science Education Association Conference, Bologna, Italy.

Morrell, P., Park-Rogers, M., Pyle, Eric, Roehrig, G., & Veal W. (2019, August). Standards for science teacher preparation in the United States. Paper presented at the 2019 European Science

Education Association Conference, Bologna, Italy.

Morrell, P.D., (2019, August). The “what” and “why” of STEM. Invited keynote presented at the Queensland Academy for Science Mathematics and Technology Café Scientifique, Brisbane, QLD.

Kalnin, J., Morrell, P.D., Christen, R., & Thacker, P. (2019, January). Focusing on the formative assessment skills of PCK: How does science compare with other licensure areas in state-mandated performance assessments. Paper presented at the 2019 Association for Science Teacher Education Conference, Savannah, Georgia.

Morrell, P., Park Rogers, M., Pyle, E., Roehrig, G., & Veal, W.R. (2019, January). 2020 National Science Teachers Association (NSTA) Standards for Science Teacher Preparation. A Town Hall Meeting conducted at the 2019 Association for Science Teacher Education Conference, Savannah, Georgia.

Kalnin, J., Morrell, P.D., Christen, R., & Thacker, P. (2018, April). Engaging in formative assessment: Examining the role of licensure area in state-mandated performance assessments. Paper presented at the 2018 annual meeting of the American Educational Research Association, New York, New York.

Pyle, E.J., Morrell, P., Veal, W., Roehrig, G., Park Rogers, M. (2018, March). Final review of teacher preparation standards to meet the NRC Framework for K-12 Education. A Town Hall Meeting conducted at the 2018 National Science Teachers Association Conference in Atlanta, Georgia.

Pyle, E.J., Morrell, P., Veal, W., Roehrig, G., Park Rogers, M. (2018, January). Final review of teacher preparation standards to meet the NRC Framework for K-12 Education. A Town Hall Meeting conducted at the 2018 Association for Science Teacher Education Conference in Baltimore, Maryland.

Morrell, P.D. Mellgren, E., & Hood, S. (2018, January). A first-year middle school science teacher's experiences navigating science content in a dual language immersion program. Paper presented at the 2018 Association for Science Teacher Education Conference in Baltimore, Maryland.

Morrell, P.D. (2017, November). The wonders of sound. Invited presentation to Kappa Delta Pi-Professional Development Session, Portland, OR.

Morrell, P.D. (2017, October). Working with NGSS. An invited full-day workshop presented to the teachers of the Archdiocese of Portland, Portland, OR.

Morrell, P.D., & Morrell, I. (2017, March). Using Pokemon Go to meet NGSS science and engineering practices. A paper presented at the 2017 Annual National Science Teachers Association Conference, Los Angeles, CA.

Morrell, P.D. (2017, March). Securing funding for you and your classroom. Invited

presentation to Kappa Delta Pi-Professional Development Session, Portland, OR.

Kalnin, J., & Morrell, P.D., (2017, March). Examining mandated performance assessments influence on teacher candidate use of formative assessment. Paper presented at the 2017 Annual Meeting of the American Association of Colleges for Teacher Education, Tampa, Florida.

Morrell, P.D., Mellgren, E., & Hood, S. (2017, February). A first-year science teacher's experiences in a middle school dual language immersion program. Paper presented at the 2017 Korean Association for Science Education International Conference, Seoul, South Korea.

Morrell, P.D. (2017, February). Teacher preparation in Oregon with a comparison to Korean teacher preparation programs. Invited symposium presented at both Kangwon National University, Chuncheon, South Korea, and Ewha Woman's University, Seoul, South Korea.

Morrell, P.D., & Filbert, L. (2017, February). Family STEM Night: Connecting the university and the community. Invited presentation at the 2017 International STEAM Symposium hosted by Chosun University, Gwangju, South Korea.

Morrell, P.D., & Salomone, S. (2017, January). Impact of Robert Noyce Scholarship on teacher recruitment. Poster presented at the 2017 Association for Science Teacher Education Conference in Des Moines, Iowa.

Pyle, E., Kier, M., & Morrell, P. (2017, January). Lessons Learned from Robert Noyce Scholarship Programs. A Panel Discussion presented at the 2017 Association for Science Teacher Education Conference in Des Moines, Iowa.

Pyle, E.J., Morrell, P., Veal, W., Roehrig, G., Clogh, M., Clough, J., Park Rogers, M. (2017, January). Teacher preparation standards to meet the NRC Framework for K-12 Education. A Town Hall Meeting conducted at the 2017 Association for Science Teacher Education Conference in Des Moines, Iowa.

Morrell, P.D., & Kalnin, J. (2016, November). Coupling engineering design practices with CCSS ELA Writing. Workshop presented at the ASEE section of the National Science Teachers Association Regional Conference in Portland, OR.

Morrell, P.D., & Turner, K. (2016, November) Expanding the boundaries of STEM. Poster presented at the ASTE section of the NSTA Regional Conference in Portland, OR.

Hood, S., Morrell, P.D., & Mellgren, E. (2016, October). Experiences of a first-year teacher in a middle school dual language immersion program. Paper presented at the Sixth International Conference on Immersion and Dual Language Education Conference, Minneapolis, MN.

Morrell, P.D., Salomone, S., VanHoomissen, J., More, T., & Hoffert, P. (2016, August). Future Goals: Integrated STEM curriculum for middle school teachers. Four day workshop presented to Oregon teachers (face-to-face and synchronous on-line format).

Kalnin, J.S., & Morrell, P.D. (2016, March). Integrating Engineering Design and CCSS-ELA. Workshop presented to elementary school principals and teachers of the Archdiocese of Portland, Oregon.

Kalnin, J.S., Morrell, P.D., & O'Connell, K., & Nelson, P. (2016, January). Intersecting communities in a teacher as researcher model. Paper presented at the 2016 Annual Meeting of the Association for Science Teacher Education, Reno, NV.

Morrell, P.D. (2015, December). Literacy: Utilizing academic vocabulary in multiple disciplines. Panel presentation along with Drs. Richard Christen and Peter Thacker for the University of Portland Teacher Leader Network, Portland, OR.

Kalnin, J.S., & Morrell, P.D. (2015, October). Integrating CCSS and NGSS using children's literature. Workshop presented at the 2015 Annual Conference of the Oregon Science Teachers Association, Bend, OR.

Turner, K., & Morrell, P. (2015, October). A self-study in service learning: Lessons from the field to the classroom. A poster presented at the 2015 Area Conference of the National Science Teachers Association, Reno, NV.

Kalnin, J., Morrell, P.D., & O'Connell, K. (2015, April). Teachers as scientists: Examining the influence of a long-term professional development model. Paper presented at the 2015 Annual Meeting of the American Educational Research Association, Chicago, IL.

Kalnin, J., & Morrell, P.D. (2015, February). Fostering educational imagination: Reexamining the role of reflection. Paper presented at the 2015 Annual Conference of the Association of Independent Liberal Arts Colleges for Teacher Education, Atlanta, GA.

Morrell, P.D. (2015, February). Getting funding for you and your classroom. Presentation to Kappa Delta Pi, University of Portland, Portland, OR.

Morrell, P.D., O'Connell, K., & Nelson, P. (2015, January). Using a scientist teacher partnership model to provide professional development in climate change. Paper presented at the 2015 Annual Meeting of the Association for Science Teacher Education, Portland, OR.

Morrell, P.D., & Salomone, S. (2014, December). Encouraging STEM majors to consider a career in teaching. Poster presented at the 2014 Annual National Science Teachers Association Conference, Long Beach, CA.

Morrell, P.D., O'Connell, K., & Nelson, P. (2014, April). Preparing teachers to explore global climate change with their middle and high school students. Paper presented at the 2014 Annual Meeting of the National Science Teacher Association, Boston, MA.

Kalnin, J.S., & Morrell, P.D. (2014, April). Aligning the CCSS and NGSS. Presentation at the National Middle Level Science Teachers Association, Boston, MA.

Morrell, P.D. (2014, March). The engineering design process: A way to help students meet the 3 E's. Presentation at the University of Portland School of Education 25th Anniversary Workshops, Edmonton, Alberta, Canada.

Morrell, P.D. (2014, January). Engineering Design. Presentation to Kappa Delta Pi, University of Portland, Portland, OR.

Lee, K., Morrell, P.D., Schepige, A., & Park, Y. (2014, January). An international comparison of the undergraduate preparation programs of secondary science teachers: The case of South Korea and Oregon. Paper presented at the 2014 Annual Meeting of the Association for Science Teacher Education, San Antonio, Texas.

Morrell, P.D. (2013, April). What's on Your Plate? Presentation to Kappa Delta Pi, University of Portland, Portland, OR.

Lee, K., Morrell, P.D., Schepige, A., & Carr, K. (2013, February). An international comparison of the preparation and certification of secondary science teachers. Paper presented at the 2013 Annual Meeting of the Oregon Association of Teacher Educators, Portland, OR.

Morrell, P.D. & O'Connell, K. (2013, January). Results of using a teacher as researcher PD model for climate change. Paper presented at the 2013 Annual Meeting of the Association for Science Teacher Education, Charlotte, SC.

Kalnin, J.S., Morrell, P.D., & Sahnou, S. (2013, January). Reexamining the role of short-term workshops for professional development in science. Paper presented at the 2013 Annual Meeting of the Association for Science Teacher Education, Charlotte, SC.

Nelson, P., Kennedy, R., O'Connell, K., Hunter, N., Rumage, J., Swafford, J., Hemel, J., Yang, Z., Cohen, W., & Morrell, P. (2012, September). Making remote-sensing relevant in the classroom: A model for researcher-teacher partnerships through authentic research experiences. Poster presented at the 2012 International ForestSAT Conference. Corvallis, OR.

Morrell, P.D. (2012, July). Using a Teacher/Researcher Model of Professional Development to Help Teachers Learn and Teach about Climate Change. Invited presentation to the faculty of the University of the Sunshine Coast, Queensland, Australia.

Hoban, G.F., Nielsen, W.S., Morrell, P.D., & Schepige, A. (2012, April). Self-study as professional learning for science teacher educators. Paper presented at the 2012 Annual Meeting of the American Educational Research Association. Vancouver, BC.

Morrell, P.D., O'Connell, K., & Hunter, N. (2012, March). An experiential approach to climate change professional development. Paper presented at the 2012 Annual Meeting of the National Association for Research in Science Teaching. Indianapolis, Indiana.

Morrell, P.D., & O'Connell, K. (2012, January). *Helping teachers with climate change*. Paper presented at the 2012 Annual Meeting of the Association for Science Teacher Education,

Clearwater Beach, Florida.

Morrell, P.D. (2012, January). *Purposeful microteaching on Standards in an ECE/Elementary Science/Math Methods Class*. Paper presented at the 2012 Annual Meeting of the Association for Science Teacher Education, Clearwater Beach, Florida.

Morrell, P.D. (2011, October). *Halloween Fun*. Professional Development Workshop offered to KDP members and other interested UP students, Portland, OR.

Morrell, P.D. (2011, April). *Fun with Fractions*. Professional Development Workshop offered to our students and alumni on Guam.

Morrell, P.D., & Schepige, A. (2011, April). *Using an observation protocol to improve preservice science teacher practice*. Paper presented at the 2011 Annual meeting of the American Educational Research Association, New Orleans, LA.

Vinal, H., Morrell, P.D., & Lapotin, N. (2011, March). *Inquiry about inquiry*. Paper presented at the 2011 Annual Meeting of the National Science Teachers Association, San Diego, CA.

O'Connell, K., Morrell, P.D., & Sahnou, S. (2011, March). *Teachers as watershed researchers: A professional development model*. Paper presented at the 2011 Annual Meeting of the National Science Teachers Association, San Diego, CA.

Morrell, P.D., Sahnou, S., & O'Connell, K. (2011, January). *Research-teacher partnerships: Developing teachers' understanding of scientific inquiry*. Paper presented at the 2011 Annual Meeting of the Association for Science Teacher Education, Minneapolis, Minnesota.

Morrell, P.D., Eick, C., Bell, R., Popejoy, K., Ziedler, D., & Feldman, A. (2011, January). *How to get more involved with ASTE*. Paper presented at the 2011 Annual Meeting of the Association for Science Teacher Education, Minneapolis, Minnesota.

Vinal, H., Morrell, P., & Lapotin, N. (2010, October). *Designing inquiry using a learning cycle approach*. Paper presented at the 2010 Annual Meeting of the Oregon Science Teachers Association, Colton, Oregon.

Eifler, K., Carroll, J., Mitchell, G., Morrell, P., & Guest, A. (2010, May). *Taming of the screw: A quick overview of some ubiquitous classroom technology tools*. Presentation at University of Portland Faculty Development Day, #Strwdgg#RU#

Morrell, P.D., Schoenheit, B., Beuving, S., Breton, E., Greisen, K., & Chelton, C. (2010, March). *Infusing technology into elementary learning centers*. A poster presented at the 2010 Annual Conference of the Oregon Association of Teacher Educators, Monmouth, OR.

Morrell, P.D., Sutton, A., & Vinal, H. (2010, January). *An MSP partnership model: Successes and obstacles*. Paper presented at the 2010 Annual Meeting of the Association for Science Teacher Education, Sacramento, CA.

Schepige, A., & Morrell, P.D. (2010, January). *Helping preservice teachers recognize and develop reformed based teaching practices*. Paper accepted for presentation at the 2010 Annual Meeting of the Association for Science Teacher Education, Sacramento, CA.

Vinal, H., Sutton, A., & Morrell, P.D. (2009, November). *Portland Public School Title IIB MSP: Partnerships with the University of Portland and the Assessment Training Institution*. Paper presented at the 2009 Oregon Department of Education Semi-Annual Math/Science Partnership Meeting, Salem, OR.

Morrell, P.D. & Schepige, A. (2009, October). *How simple IS the water cycle?* Paper presented at the 2009 Annual Meeting of the Oregon Science Teachers Association, Salem, OR.

Morrell, P.D. & Schepige, A. (2009, October). *PrISM: A new kind of professional development*. Paper presented at the 2009 Annual Meeting of the Oregon Science Teachers Association, Salem, OR.

Morrell, P.D. (2009, September). *Initiating intellectual dialog in a diverse faculty*. Paper presented at the 2009 Annual Meeting of Science Education at the Crossroads, Portland, OR.

Szymanski, M., & Morrell, P.D. (2009, April). *Professional development for technology-enhanced instruction*. Paper presented at the 2009 annual Meeting of the American Educational Research Association, San Diego, CA.

Morrell, P.D., & Schepige, A. (2009, January). *Exploring preservice elementary teachers' conceptualizations of the water cycle*. Paper presented at the 2009 Annual Meeting of the Association for Science Teacher Education, Hartford, CT.

Morrell, P.D., & Carroll, J.B. (2009, January). *Technology choices of preservice science teachers: Content specific or ubiquitous*. Paper presented at the 2009 Annual Meeting of the Association for Science Teacher Education, Hartford, CT.

Morrell, P.D., Sutton, A., Hoffman, A., McDowell, L., & Thomas, J. (2008, November). *How a University/District partnership supports middle level science teachers*. Paper presented at the 2008 National Science Teachers Association Portland Area Conference, Portland, OR.

Morrell, P.D. and ED 445 Students. (2008, November). *Technology learning centers for elementary science students*. Paper presented at the 2008 National Science Teachers Association Portland Area Conference, Portland, OR.

Morrell, P.D. (2008, September). *The impact of technology-enhanced lessons on student achievement*. Paper presented at the 2008 OTEN Inspiration in technology integration conference, Portland, OR.

Szymanski, M. & Morrell, P. (2008, March). *The impact of a technology grant project on mentor teacher professional development*. Paper presented at the 2008 Annual Meeting of the Society for Information Technology and Teacher Education, Reno, NV.

Morrell, P.D. (2008, January). *Helping preservice elementary teachers link literacy with environmental education using the Projects*. Paper presented at the 2008 Annual Meeting of the Association for Science Teacher Education, St. Louis, MO.

Morrell, P.D., & Carroll J.B. (2007, November). “*Developing*” *Science Learning with a Digital Camera*. Paper presented at the 2007 Annual Meeting of the Oregon Science Teachers Association, Milwaukie, OR.

Morrell, P.D. (2007, May). *A Look at the Reform-Based Mathematics and Science Teaching Practices of Student Teachers and their Undergraduate College Faculty*. Invited seminar presented at Monash University, Education Faculty, Melbourne, Australia.

Carroll, J.B., & Morrell, P.D. (2007, April). *Assessments of learning in technology-enhanced curriculum*. Paper presented at the 2007 Annual Meeting of the American Education Research Association, Chicago, IL.

Morrell, P.D., & Charles, M. (2007, January). *Evolving uses of a technology lending library in preservice teacher education* Paper presented at the 2007 Annual Meeting of the Association for Science Teacher Education, Clearwater Beach, FL.

Morrell, P.D. (2006, November). Workshop Leader. *Integrating environmental education into teacher preparation: The environment as a window for engaging learners*. Corbett, OR.

Carroll, J.B., & Morrell, P.D. (2006, May). *Technology in teaching and learning: Do our students really know more than we do*. Paper presented at the 2006 University of Portland Faculty Development Day, Portland, OR.

Morrell, P.D., & Morrell, J.J. (2006, April). *Taking a field experience on the road*. Paper presented at the Annual Meeting of the National Association of Research in Science Teaching, San Francisco, CA.

Flick, L., Sadri, P., Morrell, P., Wainwright, C., Schepige, A., & van Zee, E. (2006, April). *Analysis of university teaching in science and mathematics undergraduate courses*. Paper presented at the Annual Meeting of the American Education Research Association, San Francisco, CA.

Morrell, P.D., Schepige, A., Wainwright, C., & Flick, L. (2006, April). *A longitudinal examination of reform-based science teaching in preservice to beginning teachers*. Paper presented at the Annual Meeting of the American Education Research Association, San Francisco, CA.

Morrell, P.D., Schepige, A., Wainwright, C., & Flick, L. (2006, January). *Reform-based teaching practices employed by student teachers*. Paper presented at the Annual Meeting of the Association for Science Teacher Education, Portland, OR.

Flick, L., Sadri, P., Morrell, P., Wainwright, C., Schepige, A., & van Zee, E. (2006, January). *Reforming college teaching in science and mathematics*. Paper presented at the Annual Meeting of the Association for Science Teacher Education, Portland, OR.

Schepige, A., Morrell, P., Wainwright, C., & Flick, L. (2006, January). *The use of reform-based strategies by three beginning teachers*. Paper presented at the Annual Meeting of the Association for Science Teacher Education, Portland, OR.

Carroll, J.B., Eifler, K.E., & Morrell, P.D. (2005, April). *An alternative model to implementing technology integration in teacher education*. A paper presented at the Annual Meeting of the American Education Research Association, Montreal, Canada.

Flick, L.B., Wainwright, C., Morrell, P.D., & Park, Y.S. (2005, January). *Teaching practices of science and mathematics faculty reflecting standards-based reform*. A paper presented at the Annual Meeting of the Association for the Education of Teachers of Science, Colorado Springs, CO.

Morrell, P.D., Wainwright, C., Schepige, A., & Flick, L. (2005, January). *Do standards-based teaching practices of preservice teachers change as they move from student teaching into their first two years of teaching?* A paper presented at the Annual Meeting of the Association for the Education of Teachers of Science, Colorado Springs, CO.

Carroll, J.B. & Morrell, P.D. (2005, January). *A comparison of technological competence of teacher education faculty and students*. A paper presented at the Annual Meeting of the Association for the Education of Teachers of Science, Colorado Springs, CO.

Morrell, P.D., Carroll, J., & Eifler, K. (2004, November). *Handing student teachers technology*. A paper presented at the Northwest Area Convention of the National Science Teachers Association, Seattle, WA.

Carroll, J. & Morrell, P. (2004, January). *A comparison of the technological competence of teacher education faculty and students*. A paper presented at the Annual Meeting of The Oregon Academy of Science, Portland, Oregon.

Morrell, P., Schepige, A., & Wainwright, C. (2004, January). *Do reform-based teaching practices of pre-service teachers change as they move into their first year of teaching?* A paper presented at the Annual Meeting of The Oregon Academy of Science, Portland, OR.

Carroll, J. & Morrell, P. (2003, April). *Reform teaching practices in undergraduate mathematics and science classes*. A paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.

Carroll, J. & Morrell, P. (2003, March). *A longitudinal examination of reform teaching practices in undergraduate math and science classes*. A paper presented at the Annual Meeting of the National Association of Research in Science Teaching, Philadelphia, PA.

Morrell, P., Flick, L., Park, Y., Perkins, C., Wainwright, C. (2003, March). *Reform teaching strategies used by student teachers: A study of 20 preservice teachers*. A paper presented at the Annual Meeting of the National Association of Research in Science Teaching, Philadelphia, PA.

Morrell, P. & Carroll, J. (2003, January). *The occurrence of reform teaching practices in undergraduate mathematics and science classes: The students' perspective*. A paper presented at the Annual Meeting of the Association for the Education of Teachers of Science, St. Louis, MO.

Morrell, P.D., Flick, L., Park, Y., Perkins, C., Blair, S., Wainwright, C., Schepige, A. (2003, January). *Measuring reform teaching in undergraduate level mathematics and science courses*. A paper presented at the Annual Meeting of the Association for the Education of Teachers of Science, St. Louis, MO.

Morrell, P., Steinbock, S., Long, J. (2003, January). *Bringing learning centers into the current century*. A paper presented at the Northwest Area Convention of the National Science Teachers Association, Portland, OR.

Wainwright, C., Morrell, P., & Flick, L. (2003, January). *Assessing mathematics and science reform-based instructional practices*. A paper presented at the Northwest Area Convention of the National Science Teachers Association, Portland, OR.

Carroll, J.B., & Morrell, P.D. (2002, April). *Preservice elementary teachers' science self-efficacy*. A paper presented at the Annual Meeting of the National Association of Research in Science Teaching, New Orleans, LA.

Morrell, P.D. & Morrell, J.J. (2002, April). *Cognitive outcomes of a field experience for third and fourth graders*. A paper presented at the Annual Meeting of the National Association of Research in Science Teaching, New Orleans, LA.

Carroll, J.B. & Morrell, P.D. (2002, April). *A study of preservice elementary science teaching self-efficacy*. A paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.

Morrell, P.D., Carroll, J.B., & Steinbock, S. (2002, February). *Infusing technology into a methods course*. A paper presented at the OCEPT Pre-OAS Showcase 2002, Forest Grove, OR.

Wainwright, C.L., Morrell, P., & Flick, L. (2002, February). *OCEPT's Teacher Observation Protocol: Practice and applications in a classroom setting*. A paper presented at the OCEPT Pre-OAS Showcase 2002, Forest Grove, OR.

Wainwright, C.L., Flick, L., & Morrell, P. (2002, January). *Assessing the impact of undergraduate mathematics and science instruction on beginning teachers' instructional practices*. A paper presented at the Annual Meeting of the Association for the Education of Teachers of Science, Charlotte, NC.

Morrell, P.D. & Carroll, J.B. (2002, January). *An extended examination of preservice elementary teachers' science teaching self-efficacy*. A paper presented at the Annual Meeting of the Association for the Education of Teachers of Science, Charlotte, NC.

Morrell, P.D., & Morrell, J.J. (2001, June). *Setting learning objectives and measuring outcomes for Wood Magic Programs*. An invited paper presented at the Annual Meeting of The Society of Wood Science & Technology, Baltimore, MD.

Flick, L., Wainwright, C., & Morrell, P. (2001, June). *Assessing the effects of college math and science classes*. A paper presented at the 2001 OCEPT Showcase., Salem, OR.

Morrell, P.D., & Carroll, J.B. (2001, January). *Technology: Preservice Teachers' Preparation: Oil: Water?* A paper presented at the Annual International Meeting of the Association for the Education of Teachers in Science, Costa Mesa, CA.

Carroll, J.B., & Morrell, P.D. (2001, February). *Technology use in science and mathematics methods courses*. A paper presented at the Annual Meeting of the Oregon Academy of Science, Portland, OR.

Morrell, P.D. (2000, January). *What we know about our future math and science teachers*. A paper presented at the Annual International Meeting of the Association for the Education of Teachers in Science, Akron, OH.

Morrell, P.D., & Morrell, J.J. (2000, February). *Oregon Wood Magic: Connecting higher education with grade school*. A paper presented at the Annual Meeting of the Oregon Association of Teacher Educators, Eugene, OR.

Morrell, P.D. (2000, April). *A look at the undergraduate math and science preparation of our preservice elementary teachers*. A paper presented at the Annual Meeting of the National Association of Research in Science Teaching, New Orleans, LA.

Morrell, P.D. (2000, April). *The science and math backgrounds of our preservice elementary teachers*. A paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.

Morrell, P.D., Steinbock, S., & Casareno, A. (1999, January). *Reflective journaling: A way to enhance preservice teachers' field experiences*. A paper presented at the Annual International Meeting of the Association for the Education of Teachers in Science, Austin, TX.

Morrell, P.D. (1999, January). *ISTEP-UP: A professional development program*. A paper presented as part of a symposium presentation at the Annual Meeting of the Association for the Education of Teachers in Science, Austin, TX.

Morrell, P.D. (1999, April). *Preservice teachers' perceptions of the "good" and "bad" in their college math and science courses*. A paper presented at the Annual Meeting of the National

Association for Research in Science Teaching, Montreal, Canada.

Morrell, P.D., & Ackley, B. (1999, April). *Practicing what we teach: Assessing preservice teachers' performance using scoring-guides.* A paper presented at the Annual Meeting of the American Educational Research Association, Montreal, Canada.

Morrell, P.D., & Andrews, G.G. (1998, April). *Factors affecting undergraduate women's consideration of graduate study in science.* A paper presented at the Annual Meeting of the National Association for Research in Science Teaching, San Diego, CA.

Morrell, P.D., & Andrews, G. G. (1998, April). *A profile of undergraduate women considering graduate study in science.* A paper presented at the Annual Meeting of the American Educational Research Association, San Diego, CA.

Morrell, P. D., & Curry, D. (1997, April). *Inservicing science and mathematics teachers: A model that works!* A paper presented at the Annual Meeting of the National Association for Research in Science Teaching, Chicago, IL.

Morrell, P. D. (1996). *What students say about school science.* A paper presented at the Annual Meeting of the Oregon Educational Research Association, Portland, OR.

Morrell, P. D., & Buglione, J. (1995). *Integrating math and science applications.* Invited workshop, Oregon Council of Teachers of Mathematics "1995 Math Conference at the Coast," Lincoln City, OR.

Cape, G., Price-Stone, D., Morrell, P. D., & Nicholson, R. (1994-1995). *Apply Math and Science "A CIM Strand Workshop Series."* A 3-unit graduate credit workshop for K-10 teachers involved in math and science instruction. Linn-Benton-Lincoln Educational Service District, Albany, Oregon and Newport, OR.

Morrell, P. D., & Webb, C. (1994). *Using the apply math and science scoring guide.* Scio School District Staff. Inservice, Scio, Oregon.

Morrell, P. D., & Lederman, N. G. (1993). *What students say about classroom science.* A paper presented at the Annual Meeting of the National Association for Research in Science Teaching, Atlanta, GA.

Morrell, P. D., Latz, M., & Lwo, L. (1992). *The sources of stress among student teachers in science and mathematics.* A paper presented at the Annual Meeting of the Oregon Academy of Science, Salem, OR.

Morrell, P. D., & Latz, M. (1992). *The development of preservice teachers' perceptions of positive and negative teacher characteristics.* A paper presented at the Annual Meeting of the National Science Teachers Association, Boston, MA.

Morrell, P. D. (1992). *Students' attitudes toward school and classroom science: Are they*

related? A paper presented at the Annual Meeting of the National Association for Research in Science Teaching, Boston, MA.

Morrell, P. D., & Morrell, J. J. (1991). *Labs with wood, or why the roof caves in!* A paper presented at the Annual Meeting of the Oregon Academy of Science, Monmouth, OR.

Morrell, P. D., & Latz, M. (1991). *Preservice teachers' perceptions of positive and negative teacher characteristics*. A paper presented at the Annual Meeting of the Oregon Academy of Science, Monmouth, OR.

Morrell, P. D. (1990). *Effects of computer assisted instruction on student achievement in high school biology*. A paper presented at the Annual Meeting of the Oregon Academy of Science, Forest Grove, Oregon.

Morrell, P. D. (1988). *Hold fast to dreams*. Invited graduation address at the Scio High School commencement, Scio, OR.

Awards

- 2020 – Award for Outstanding Service as a Board Member, Association for Science Teacher Education
- 2019 - Award for Outstanding Service and Commitment as ASTE President, Association for Science Teacher Education
- 2017 – University of Portland Deans' Award for Faculty Leadership
- 2016 – Award for Outstanding Service as a Board Member, Association for Science Teacher Education
- 2015 – Award for Outstanding Leadership as Conference Co-Chair, Association for Science Teacher Education
- 2013 – The Mary Rellegert Forestry Education Award, Oregon Department of Forestry and Oregon State University, co-awardee with Jeffrey Morrell
- 2007 – Distinguished Informal Science Education Award, National Science Teachers Association
- 2006 – Award for Outstanding Service as a Board Member, Association for Science Teacher Education
- 2006 – Award for Outstanding Leadership as Conference Chairperson, Association for Science Teacher Education
- 2003 – Award for Service, National Science Teachers' Association
- 2000 - Oregon State University, College of Forestry, 2000 Dean's Award for Outstanding Achievement, Team Award - Extended Education. (Awarded for the Oregon Wood Magic Program.)
- 1996 - Distinguished Teacher Award, Linn-Benton Business Education Compact
- 1987 - Action Alliance for Excellence in Education Distinguished Teaching Award

Service

University of Queensland

- 2018 - Member, Queensland Council of Deans of Education
- 2018 - Member, Australia Council of Deans of Education

- 2018 - Ex-officio member, University of Queensland Academic Board
- 2018 - Member, Executive Committee, HASS
- 2019 - Member, expert advisory role on the project “Investigating the effects of cumulative factors of disadvantage on higher education student performance and outcomes” funded by HEPP NPP
- 2019 - Member, expert advisory role on the project “Success from the perspective of the successful: Low SES students, success and completion in higher education” funded by HEPP NPP

School of Education (University of Portland)

- 2016 – 2018 Member, Curriculum and Instruction Committee
- 2016 – 2018 Member, Program Impact and Assessment
- 2012 Member, Ad-Hoc Scheduling Committee
- 2012 - 2013 Member, Ed.D. Committee
- 2008 - 2011 Chair, SOE Curriculum Committee
- 1998 – 2006,
2007 – 2012 Chair, SOE Scholarship Committee
- 2010 - 2015 Member, SOE Students Awards Committee
- 2010 – 2011,
2005-2006 Chair, Faculty Search Committee
- 2010 - 2012 UP SOE Representative to Statewide Middle Level Consortium
- 2009 – 2010 Lead, SOE Good Teaching Committee
- 2009 – 2010 Member, Faculty Search Committee
- 2002 – 2006,
2007 – 2008,
2011 - Member, SOE Curriculum Committee
- 2003 – 2006 Member, UTEC Committee
- 2002 – 2003 Member, Assessment Committee
- 2001 - 2002 Coordinator, Oregon Quality Assurance in Teaching Program (O-QAT) Initiative 2.1: Enhanced Content Preparation and Coordination Activities (Middle School Mathematics)
- 2000 - 2001 Coordinator, Oregon Quality Assurance in Teaching Program (O-QAT) Initiative 2.1: Enhanced Content Preparation in Music.
- 1998 - 1999 Chair, Faculty Search Committee
- 1997 - 1998 Chair, Search Committee for Field Coordinator
- 1997 - 1998 Member, Search Committee for Teaching Education Support Specialist
- 1997 - 1998 Member, Lytle Scholarship Committee
- 1997 - 1998 Member, Undergraduate Program Review Committee
- 1996 - 1998 Member, Consortium for Educational Advisement and Development

University (University of Portland)

- 2017 – 2018 President’s Advisory Committee on Athletics
- 2016 - 2017 Member, Undergraduate Common Core Committee
- 2016- 2017 Member, AdHoc Senate Committee on Faculty Handbook rewrite
- 2014 – 2015 Chair, Senate Standing Committee on Rank and Tenure
- 2011 - 2014 Member, Senate Standing Committee on Rank and Tenure

2010 – 2012 Member, Presidential Advisory Committee on Health and Safety
 2002 – 2010 Member, University of Portland, Institutional Review Board.
 1998 – 2000, 2007 - 2010 Member, Senate Standing Committee on Teaching and Scholarship
 2004 – 2005 Member, University of Portland Founder’s Day Committee.
 2001 – 2004 Member, Committee on Curriculum and Academic Regulations
 2002 – 2003 Member, University of Portland Founder’s Day Design Committee.
 1999 - 2000 Member, School of Education Dean's Review Committee
 1998 - 2000 Member, Advisory Board to the Math Resource Center
 1998 Member, Nominating Committee of 1999 Campus Compact Thomas Ehrlich Faculty Award for Service Learning

Community

2005 – 2011 Assistant Scoutmaster, BSA Troop 170, Corvallis, Oregon
 2010 Classroom volunteer to assist with mathematics instruction, Crescent Valley High School, Corvallis, OR
 2008 - 2009 Classroom volunteer, Garfield Elementary School. Worked with a 2nd grade bilingual class in mathematics and science
 2008 – 2009 New Diploma Implementation Committee. Corvallis School District
 2007 – 2008 Classroom volunteer, Cheldelin Middle School and Crescent Valley High School, Corvallis, OR.
 2007 Classroom volunteer, Indooroopilly State High School, Indooroopilly, Queensland, Australia. Worked with a 9th Grade Maths Class.
 2006 - 2007 Classroom volunteer, Crescent Valley High School and Cheldelin Middle School, Corvallis, OR. Worked with a high school field biology class and a middle school seventh grade physical science class.
 2005 – 2006 Classroom volunteer, Crescent Valley High School, Corvallis, OR. Worked with a high school mathematics lab doing tutoring to individual students in the class (general math – algebra)
 2002 – 2005 Committee Chair, BSA Pack 170, Corvallis, Oregon
 1996 – 2005 Classroom volunteer, Mountain View Elementary School, Corvallis, OR. Responsibilities included working with reading in kindergarten, first, and second grades; TAG pull-out group for math/science for first through fifth grades; library assistant with second grade; science/math presentations; science fair evaluator; assist with field trips
 2001 – 2002 Classroom volunteer, Cheldelin Middle School, Corvallis, Oregon.
 2003 - 2004 Worked with 7th grade physical science, 6th grade Home Economics, 7th grade tutoring
 2001 - 2002 Assistant Cubmaster, BSA Pack 170, Corvallis, Oregon
 2001–2002, 1997-1999 Catechist, Saint Mary’s Catholic Church, Corvallis, Oregon
 1996 - 2001 Cub Scout Leader, BSA Pack 170, Corvallis, Oregon
 2000 - 2001 Member, De La Salle North Catholic High School Advisory Group

Teaching Responsibility

Courses taught (Semester credit hours)

ED 411 Assessment (sections for both elementary and secondary) (3)
 ED 413/513 Health, Safety, and Nutrition (3)
 ED 445 Elementary Science Methods (3)
 ED 445 ECE/Elementary Math/Science Methods (3)
 ED 450 Models of Teaching (3)
 ED 453 Secondary Math/Science Methods (3)
 ED 453 Middle/High School Math/Science Methods (3)
 ED 457/533 Middle/High School Science Methods (3)
 ED 466 A Look at Teaching Secondary Social Studies Using an Inquiry
 Approach (Independent Study) (1)
 ED 486 Student Teaching Seminar: Middle/High (3)
 ED 487 Student Teaching Seminar: ECE/Elementary (3)
 ED 490 Examination of the Core Curriculum Goals for Middle Level Mathematics
 (Independent Study) (1)
 ED 490 Working with Students with ADHD (Independent Study) (4)
 ED 532 Development, Assessment, and Evaluation (3)
 ED 532 Assessment and Evaluation in Inclusive Classrooms (3)
 ED 536 Student Teaching Seminar Middle/High (MAT) (3)
 ED 536B Student Teaching Seminar Elementary (MAT) (3)
 ED 538 Project with Reflection: Master of Arts in Teaching (3)
 ED 550 Personal and Professional Growth and Development (3)
 ED 555 Teacher as Researcher (3)
 ED 558 Educational Research for Improved Student Learning (3)
 ED 560 Project with Reflection (2)
 ED 562 Professional Development Process: Portfolio (3)
 ED 563 Master of Arts Non-Thesis Project with Reflection (3)
 ED 566 Teaching Music through Inquiry (Independent Study) (2)
 ED 570 Curriculum Development and Implementation (3)
 ED 591 Teaching through Inquiry (2)
 ED 591 Integration in the Classroom (2)
 ED 598 M.Ed. Capstone Project (3)
 ED 601 Advanced Qualitative Research (3)
 SCI 109 Ideas in Physics (Team taught) (3)
 SCI 103 Human Biology (3)

Academic Advisees

1996 - 1997 15 undergraduates, 3 graduates
 1997 - 1998 24 undergraduates, 2 graduates
 1998 - 1999 15 undergraduates
 1999 - 2000 8 undergraduates
 2000 - 2001 14 undergraduates
 2001 - 2002 16 undergraduates
 2002 - 2003 23 undergraduates
 2003 - 2004 27 undergraduates
 2004 - 2005 27 undergraduates

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|-------------|-------------------|
| 2005 – 2006 | 21 undergraduates |
| 2007 – 2008 | 23 undergraduates |
| 2008 – 2009 | 33 undergraduates |
| 2009 – 2010 | 30 undergraduates |
| 2010 – 2011 | 30 undergraduates |
| 2011 - 2012 | 28 undergraduates |
| 2012 - 2013 | 29 undergraduates |
| 2013 – 2014 | 28 undergraduates |
| 2014 – 2015 | 28 undergraduates |
| 2015 – 2016 | 28 undergraduates |
| 2016 – 2017 | 25 undergraduates |
| 2017 – 2018 | 25 undergraduates |

Student Teaching Supervision

| | |
|-------------|--|
| 1996 - 1997 | 25 block teachers, 15 student teachers |
| 1997 - 1998 | 4 field placement, 2 student teachers |
| 1998 - 1999 | 6 student teachers |
| 1999 - 2000 | 3 student teachers (PLA and SLA) |
| 2000 - 2001 | 5 student teachers - SLA, 3 student teachers - PLA |
| 2001 – 2002 | 2 student teachers - SLA, 2 student teachers – PLA, 1 PACE teacher |
| 2002 – 2003 | 4 student teachers (PLA and SLA) |
| 2005 – 2006 | 1 student teacher (PLA and SLA) |
| 2007 – 2008 | 2 student teachers – PLA, 1 student teacher SLA |
| 2008 – 2009 | 2 student teachers – PLA, 1 student teacher SLA |
| 2009 – 2010 | 3 student teachers (PLA and SLA) |
| 2010 – 2011 | 2 student teachers (PLA and SLA) |
| 2011 – 2012 | 3 student teachers (PLA and SLA) |
| 2012 – 2013 | 2 student teachers (PLA and SLA) |
| 2013 – 2014 | 2 student teachers (PLA and SLA) |
| 2014 – 2015 | 2 student teachers (PLA and SLA) |

Advisor for Capstone Research Papers

| | |
|------|--|
| 2000 | 22 students (Clark County Cohort) (M.Ed.) |
| 2001 | 21 students (Roseburg Cohort) (M.Ed.) |
| 2002 | 27 students (MAT) |
| 2003 | 26 students (MAT) |
| 2003 | 16 students (Roseburg Cohort) (M.Ed. and M.A.) |
| 2005 | 22 students (Edmonton Cohort) |
| 2006 | 10 students (Roseburg Cohort) |
| 2009 | 30 students (Edmonton Cohort) |
| 2011 | 19 students (Guam Cohort) |
| 2012 | 24 students (Edmonton Cohort) |

M.S. Project Advisor

Pen, S. (May, 2023). Cambodian late-career secondary teachers' perceptions of technology use

in instruction.

Syari, E. L. (May, 2019). Teacher beliefs about science teaching and learning in the implementation of a curriculum reform in Pagaralam, Indonesia

Ed.D. Dissertation Committees

Smart, C. (May, 2016). Teacher motivation and learning: Reflective participation in Professional Learning Communities. Chair.

Mayo, J. (May, 2016). From classroom teacher to district-based content specialist: Exploring organizational and individual teacher identity in science teacher leaders. Committee member.

Bucknam, J. (May, 2016). Student language use in a one-way Mandarin immersion classroom: A sociolinguistic perspective. Committee member.

Danskey, J. (May, 2017). AVID Elementary: A case study of program effectiveness. Chair.

Doughty, M. (May, 2017). Use of historical thinking in secondary history classrooms. Committee member.

Shortino-Buck, M. (May, 2017). Mathematical discourse in elementary classrooms: Socioeconomic status and teacher beliefs. Committee member.

Koffler, J. (May, 2017). Factors influencing leadership efficacy for traditional-aged sophomore male college students. Committee member.

Rathmell, B. (May, 2018). Computer-assisted instruction in elementary classrooms: Student-Teacher relationships and teacher role in the presence of computer-adaptive programs. Committee member.

Paz, A. (May, 2018). Evaluating catechetical leadership: Whether and how lay parish members determine their effectiveness. Committee member.

Miles, K. (May, 2018). Shared leadership perceptions in a turnaround Elementary school. Committee member.

Meister, H. (May, 2018). The effects of game-based learning on procedural and conceptual problems and motivation towards mathematics. Chair.

HDR Advisory

Beaumont, G. (2022). Adolescent curiosity and learning science. (50% advisory duties).

Nugraha, I. (In progress). Understanding Indonesian science teacher educators' perceptions of their professional role. (60% supervisory duties).

Honours Thesis

Warren, A. (2022). Investigating inquiry: What perceptions do teachers have toward utilizing inquiry-based learning strategies in HASS?

Ackland, C. (2021). Student attitudes and teacher instruction in primary school science class.

B. Readopt Budget Parameters



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Lauren Wolfe, Director of Finance
Meeting Date: January 11, 2024

Budget Parameters

ACTION REQUESTED

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 for readoption 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.

Action Requested

Readopt the budget parameters as presented.

Attached

Corvallis School District Budget Parameters.

CORVALLIS SCHOOL DISTRICT BUDGET PARAMETERS

Presented to School Board on January 11, 2024

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.

C. Emergency Procurement of Replacement Baseball Turf at Crescent Valley High School



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Kim Patten, Director of Operations
Meeting Date: January 11, 2024

Emergency Procurement of Replacement Baseball Field Turf at Crescent Valley High School

ACTION REQUESTED

Background

Pursuant to [Board Policy DJ](#), the superintendent or designee is authorized to enter into and approve payment on contracts obligating district funds not to exceed \$150,000 for products, materials, supplies, capital outlay, and services that are within current budget appropriations. Purchases that exceed \$150,000 require school board approval.

The Crescent Valley High School Varsity Baseball Field was installed in 2014. The lifespan of an artificial turf field is typically 8-10 years. Although this field is nearing the end of its life expectancy, it was tested annually, and not yet prioritized for replacement in our budgeting cycles. Recent impact attenuation testing indicates that the field has hardened and is no longer safe for use by our student athletes. The field has been closed to all users pending replacement of the artificial turf.

The original installation contractor, NW Sports Turf Solutions, is working with the district to secure a replacement in time for the spring baseball season. Final contracts are in development and will be processed in alignment with district policy and procedures.

A donor has committed funding, through the Corvallis Public Schools Foundation, to cover the cost of replacing the infield turf and improving the drainage.

ACTION REQUESTED:

Authorize staff to replace the CVHS varsity baseball artificial turf infield.

MOTION REQUESTED:

“I move to authorize staff to enter into contract with NW Sports Turf Solutions for replacement of the artificial turf at the CVHS Varsity Baseball Field in an amount not to exceed \$350,000 donated through the Corvallis Public Schools Foundation.”

D. Sustainability Plan - Second Read



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board

Prepared by: Kim Patten, Director of Facilities & Transportation

Meeting Date: January 11, 2024

Sustainability Management Plan - 2nd Read

ACTION REQUESTED

Background

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 from staff, students, families, and community members on the revised plan. 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.

The board of directors gave feedback on the plan at their December 7, 2023 meeting and comments were incorporated into this final report.

Involvement

Kim Patten, Director of Operations

Kathy Feser, Sustainability Specialist

ACTION REQUESTED:

Approve the 2023 Sustainability Management Plan Update as detailed in the attached report.

MOTION REQUESTED:

I move to approve the 2023 Sustainability Management Plan Update for implementation.



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 landscaping environments district-wide. • Strategy F-3.2: Develop an education and communications plan to raise awareness of landscaping 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 strategy and implement a timeline to include Oregon Environmental Literacy Standards in district curriculum</p> <ul style="list-style-type: none"> • Strategy L-1.1: Ensure Oregon Environmental Literacy Standards are met and documented within the 2024 science curriculum adoption process. • Strategy L-1.2: Evaluate existing curriculum and document any gaps in meeting Oregon Environmental Literacy Standards. • 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.

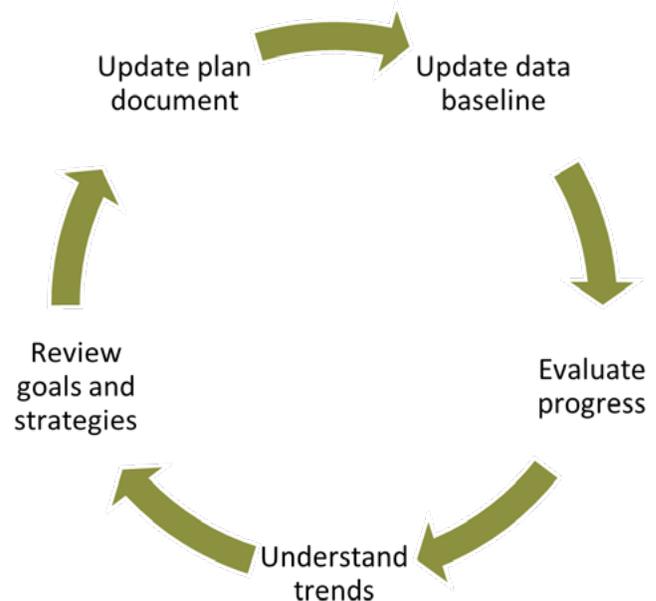


Figure 1. Corvallis School District Sustainability Management Plan update process.

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.

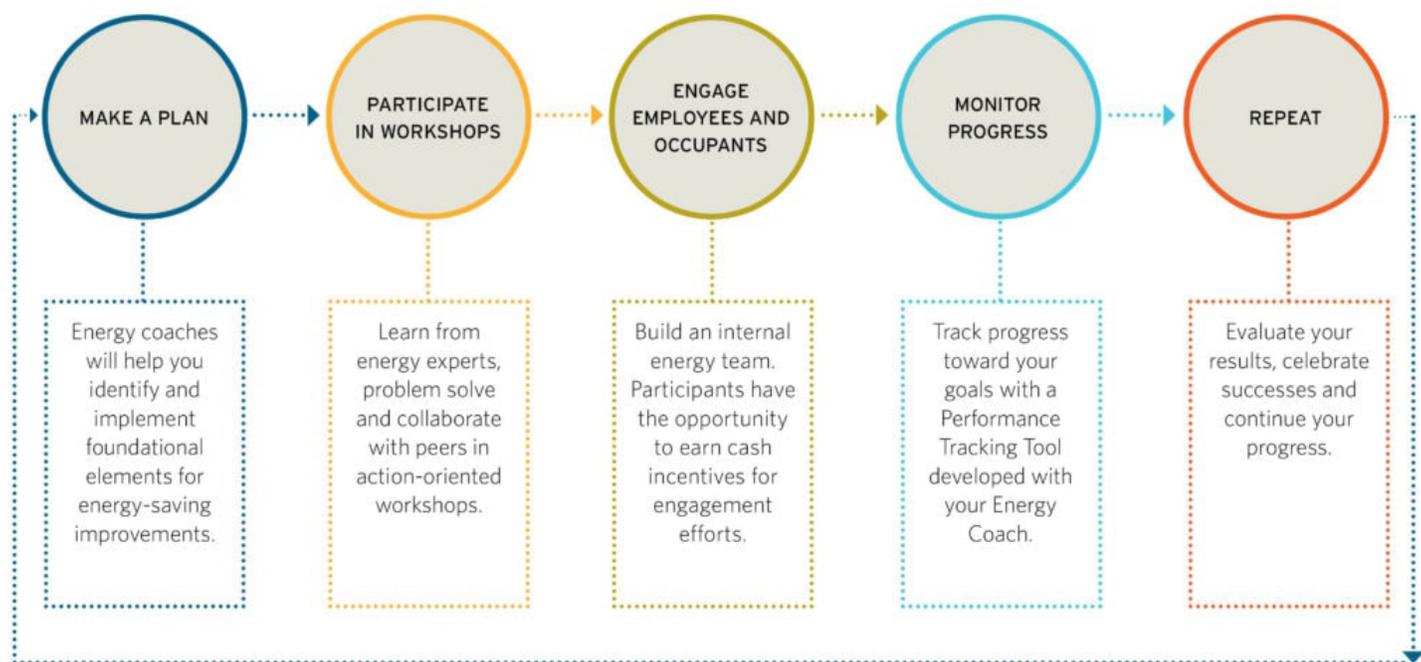


Figure 2. How the Energy Trust of Oregon Strategic Energy Management program works (Energy Trust of Oregon, n.d.)

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.

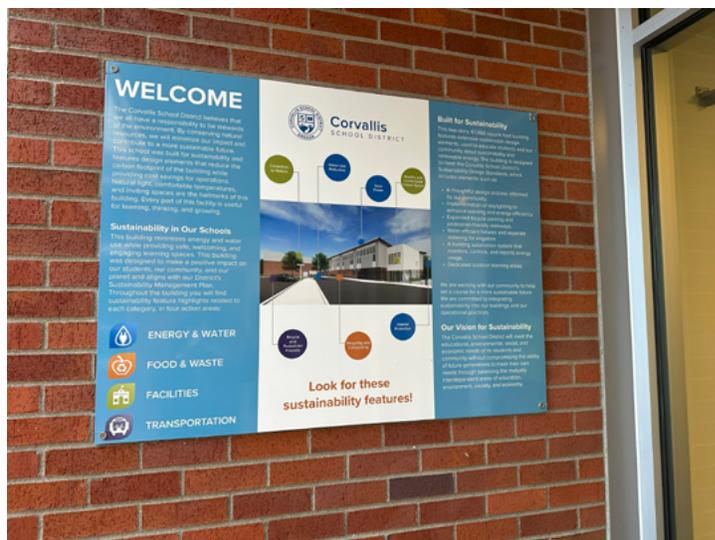


Table 1. 2018 Facilities Bond sustainable building features.

| 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 |
|------------------------|--------------------------------------|------------------------------------|------------------------------------|---------------------------------|--|
| Adams | | | | | |
| Bessie Coleman | | | | | |
| Cheldelin | | | | | |
| CHS | | | | | |
| College Hill | | | | | |
| CVHS | | | | | |
| Franklin | | | | | |
| Garfield | | | | | |
| Kathryn Jones Harrison | | | | | |
| Letitia Carson | | | | | |
| Lincoln | | | | | |
| Linus Paulding | | | | | |
| Mt. View | | | | | |

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.

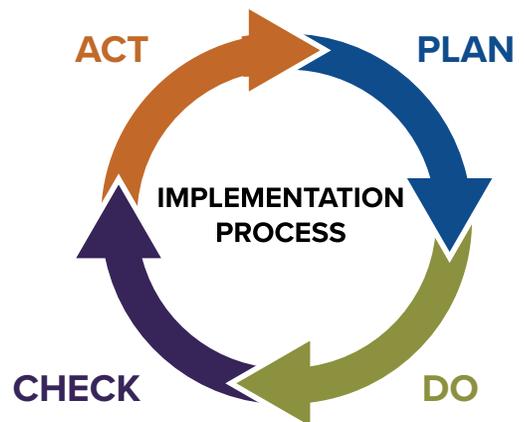


Figure 4. Sustainability Management Plan Implementation Process.





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.

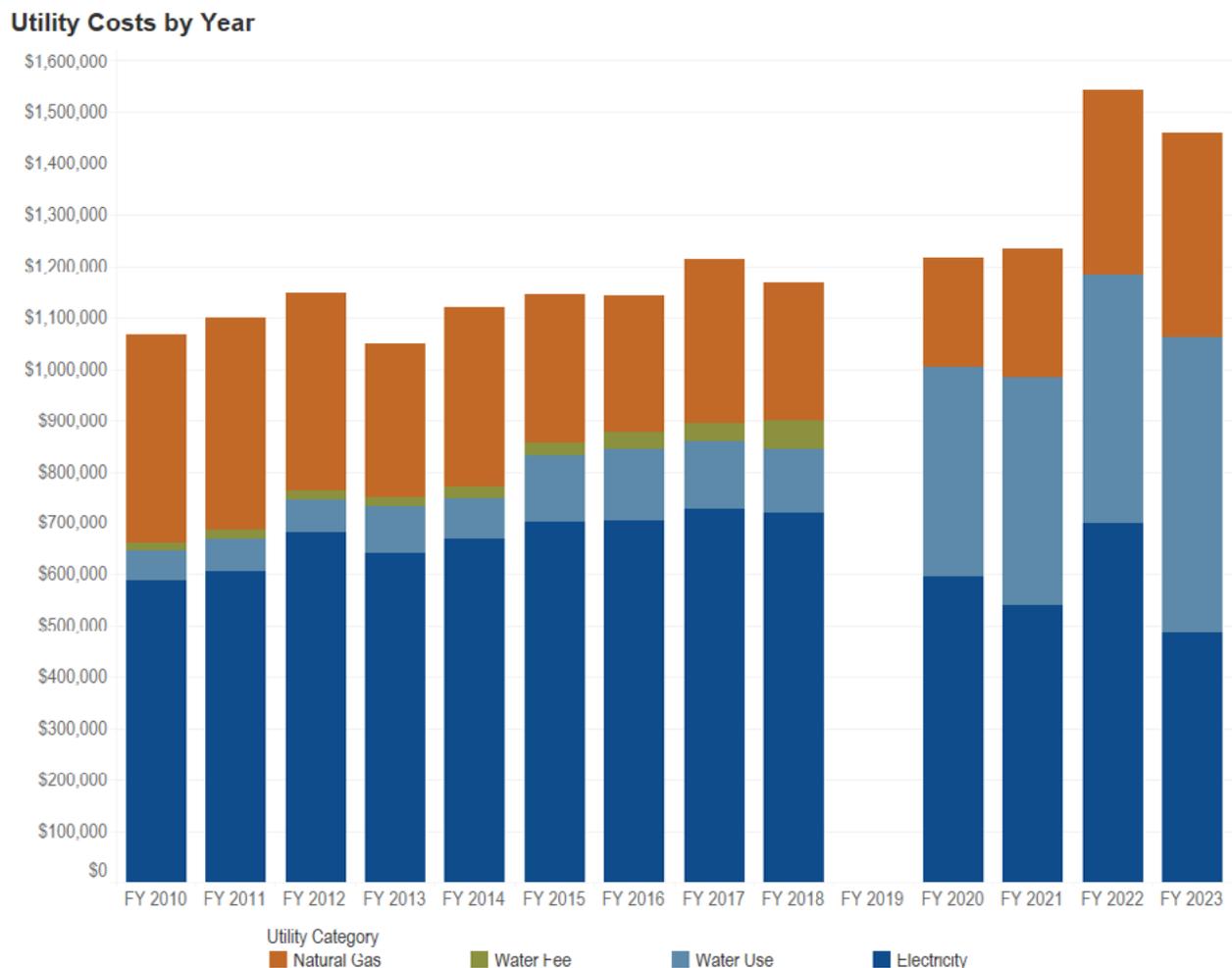


Figure 5. Corvallis School District utility costs by year. Data are not available for FY 2019.

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

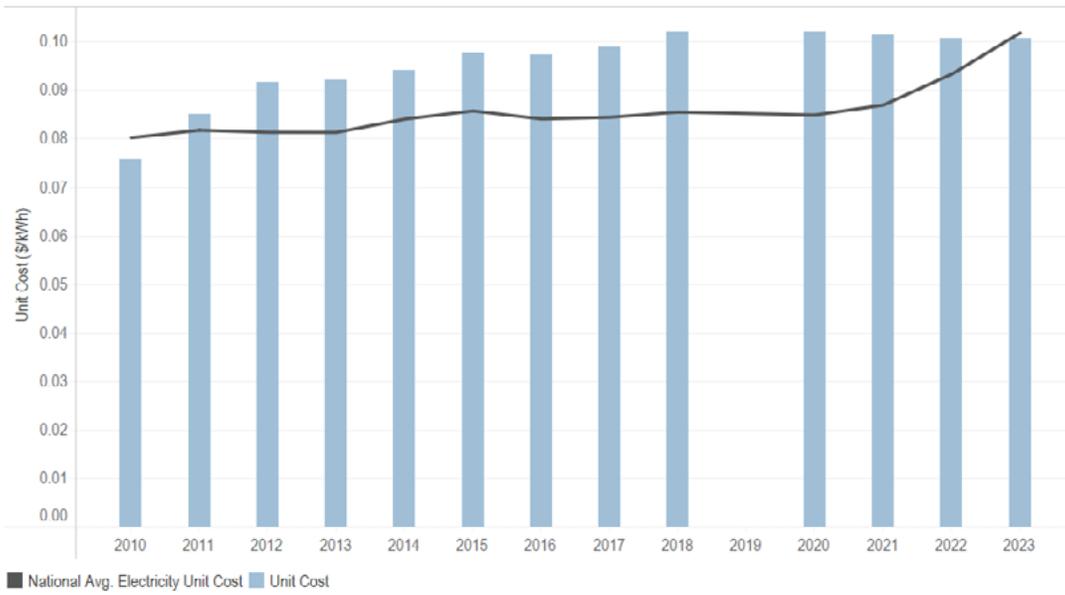


Figure 6. Electricity unit cost (\$ per kWh) for Corvallis School District compared to the national average electricity unit cost.

Electricity Use

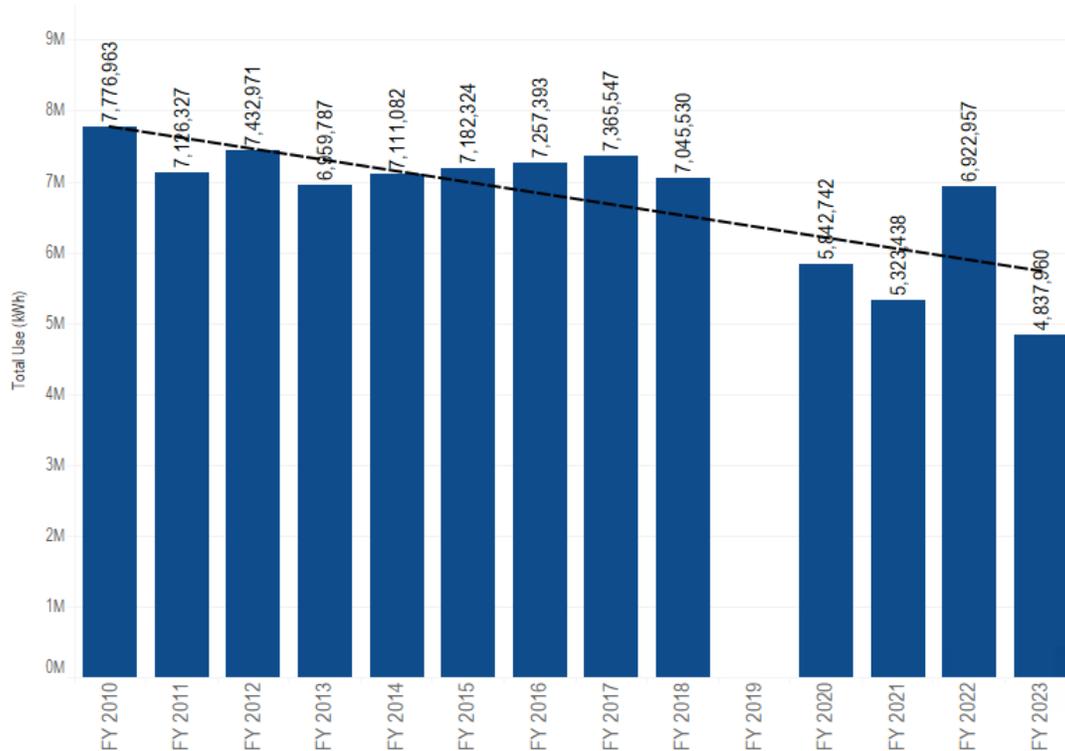


Figure 7. Corvallis School District electricity use (kWh) per year (blue bars) and trend line for data from FY 2010 – FY 2023 (dotted line). Data are not available for FY 2019.

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

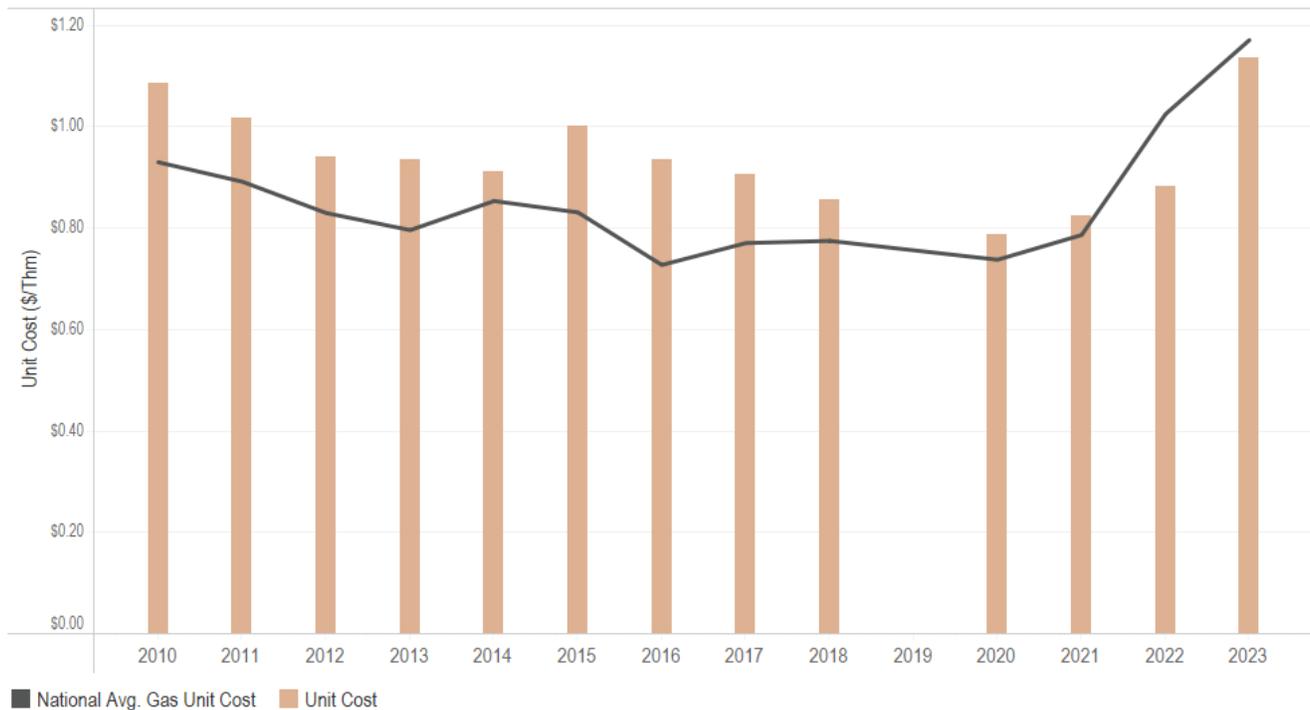


Figure 8. Natural gas unit cost (\$ per therm) for Corvallis School District compared to the national average natural gas unit cost.

Natural Gas Use

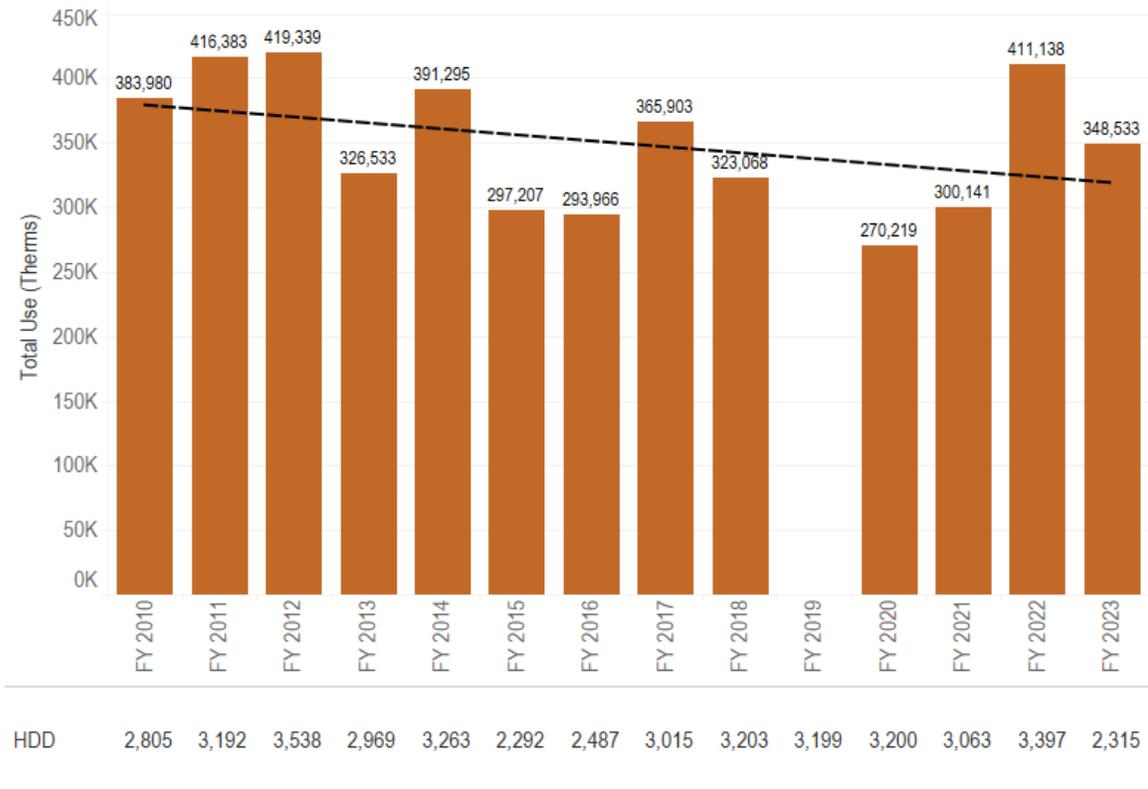


Figure 9. Corvallis School District natural use (therms) per year (orange bars) and trend line for data from FY 2010 – FY 2023 (dotted line). Heating Degree Days (HDD) are shown beneath the chart. Data are not available for FY 2019.

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

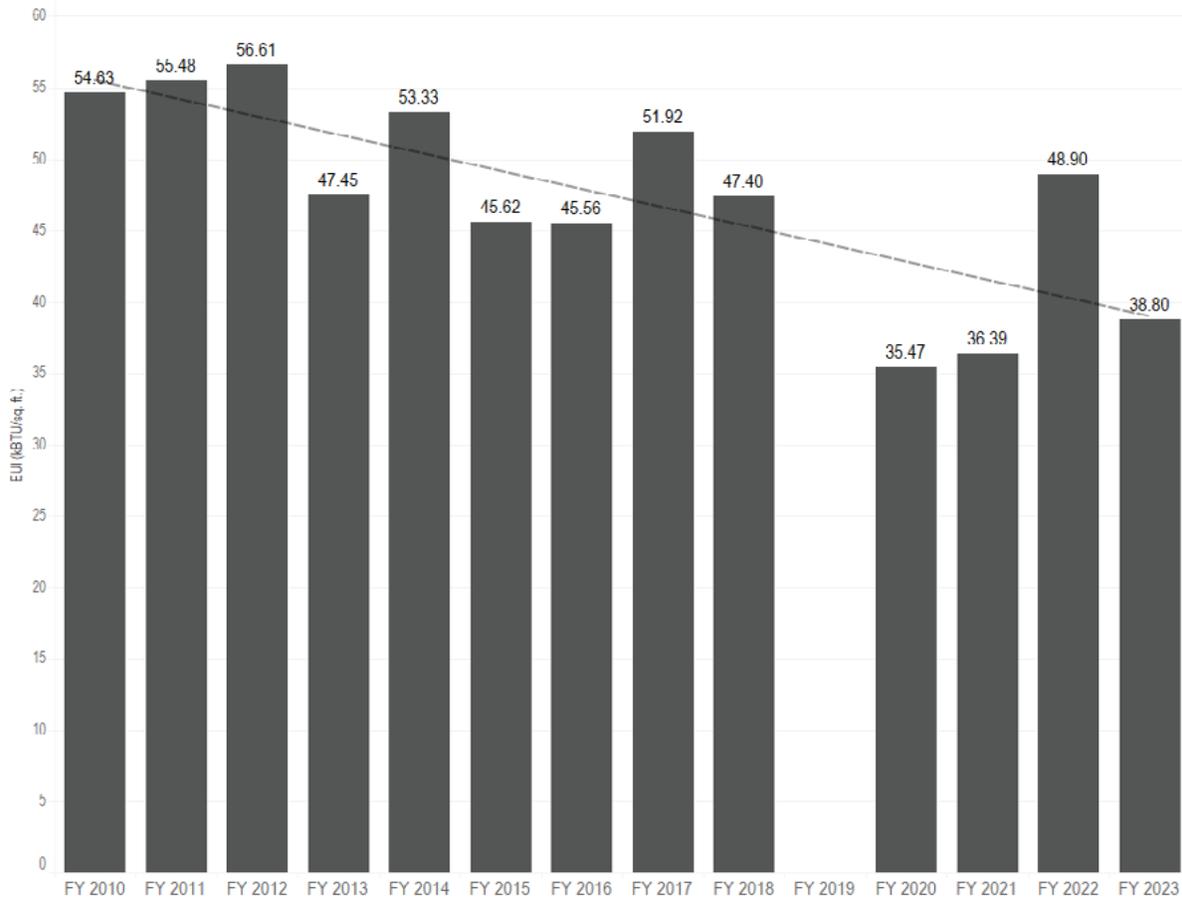


Figure 10. Corvallis School District EUI (kBTU/sq.ft) and trend line for data from FY 2010 – FY 2023 (dotted line). Data are not available for FY 2019.

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

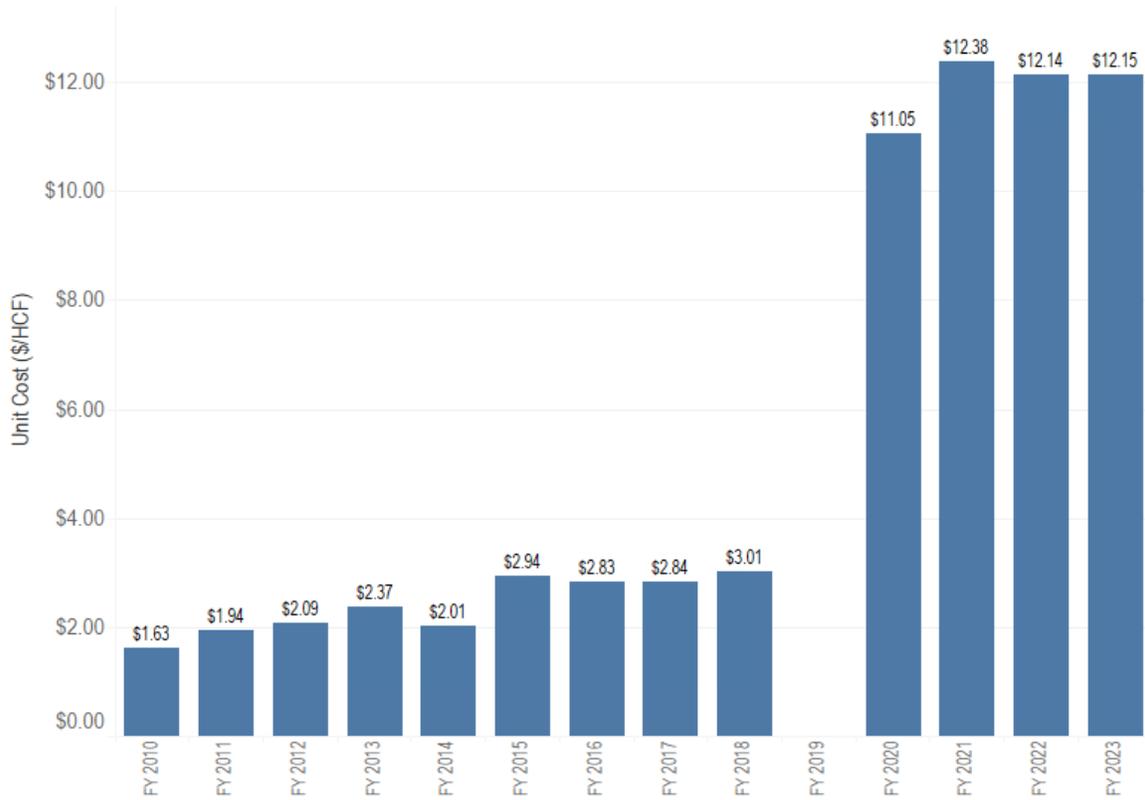


Figure 11. Water unit cost (\$ per hcf) for Corvallis School District

- **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

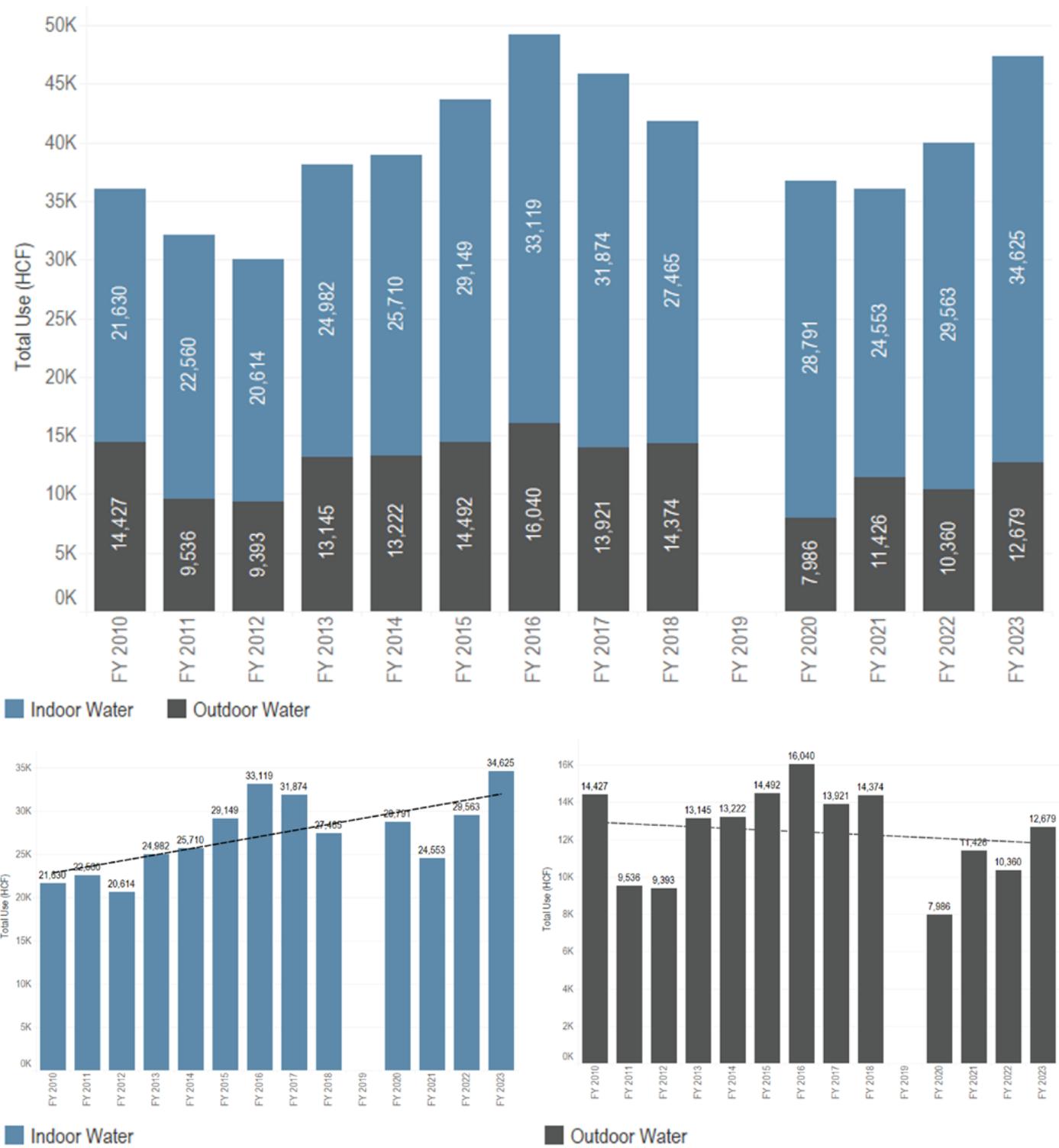


Figure 12. Corvallis School District water use (HCF) with irrigation only meters shown in grey and indoor meters shown in blue. Note that some indoor meters also include outdoor consumption. Data are not available for FY 2019.

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 landscaping 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 landscaping 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.

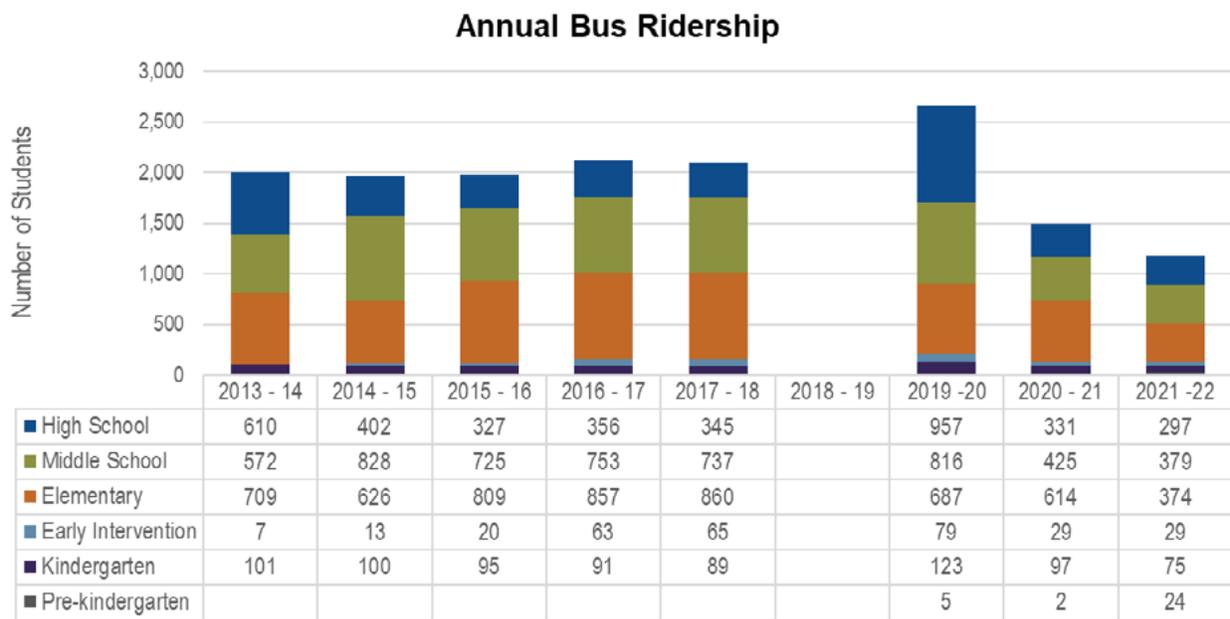


Figure 13. Corvallis School District school bus ridership. Note that SY 2019 data are not available.

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 Mid-Valley Bicycle Club 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 Oregon Green Schools activities.
- 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 strategy and implement a timeline to include Oregon Environmental Literacy Standards in district curriculum.

Strategy L-1.1: Ensure Oregon Environmental Literacy Standards are met and documented within the 2024 science curriculum adoption process.

Science curriculum standards will be reviewed and updated in 2024, creating an opportunity to integrate and align with Oregon Environmental Literacy Standards for all grade levels.



Secondary level green teams will have an opportunity to provide input on how environmental literacy standards are integrated.

Strategy L-1.2: Evaluate existing curriculum and document any gaps in meeting Oregon Environmental Literacy Standards.

Following integration of the Oregon Environmental Literacy Standards into science curriculum, the district will review all existing curriculum to identify and document any remaining gaps in meeting the standards established. This strategy will involve developing a plan and timeline for closing identified gaps.



Secondary level green teams can play a key role in reviewing existing curriculum and identifying gaps in the District's current practices.

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

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:

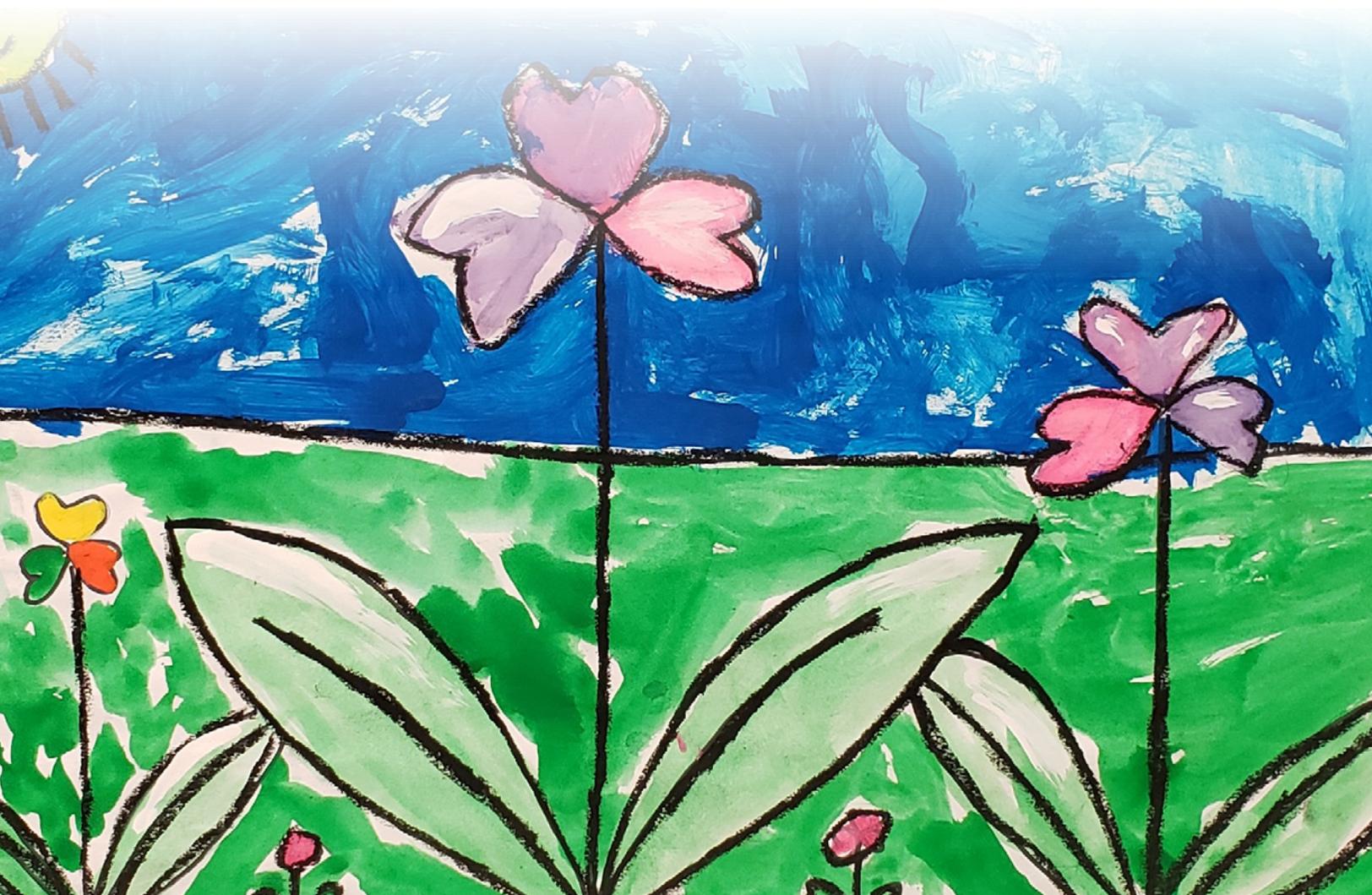
- Part 1: Performance Summary
 - » Summary message from sustainability specialist or superintendent
 - » Data tracking and goal progress
 - Which goals (if any) need adjustment or modification?
 - Is each goal adequately supported?
- Part 2: Celebrations and Highlights
 - » Action area summaries
 - Highlight 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.

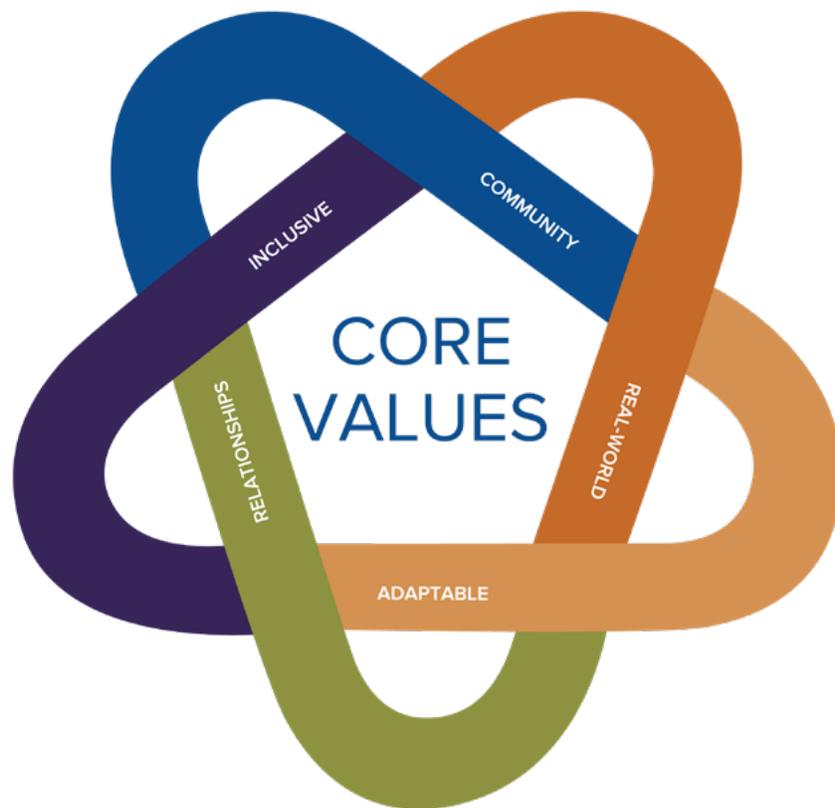


Appendices



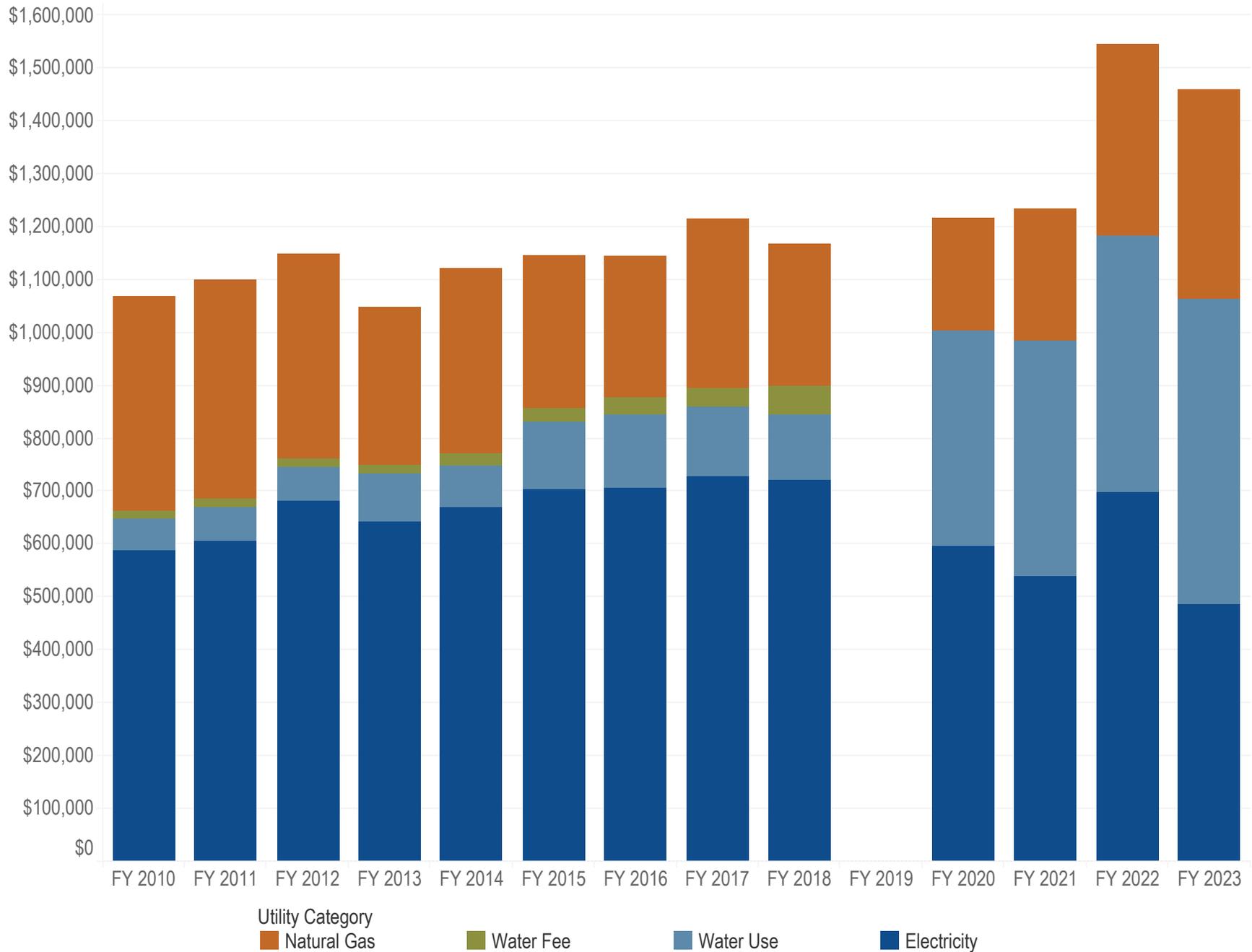
Appendix A: Core Values for Educational Design

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.

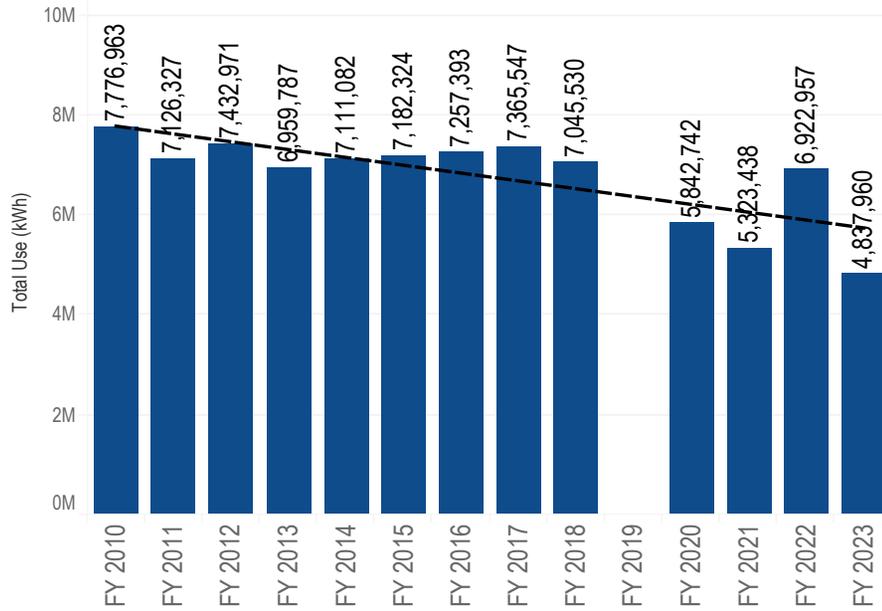


Appendix B: Baseline Data

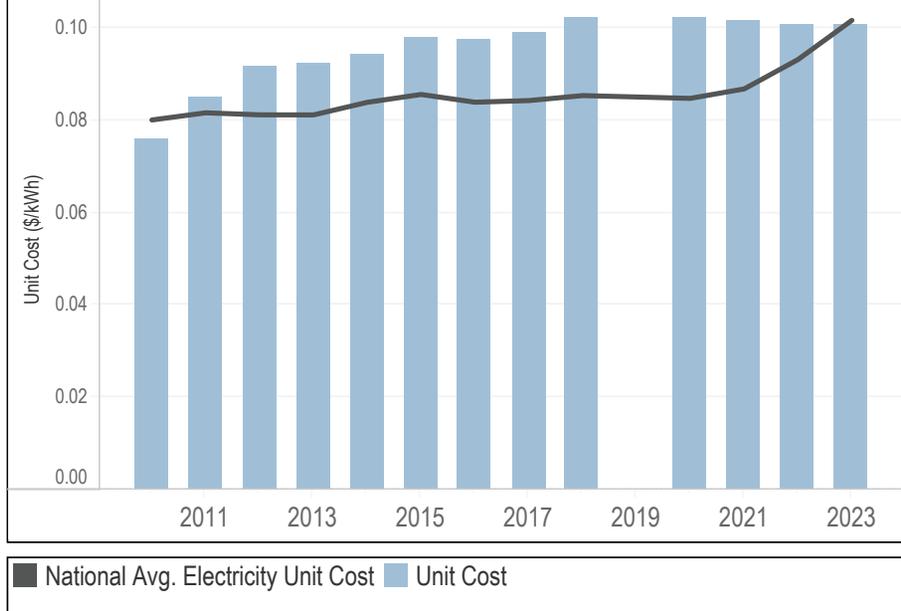
Utility Costs by Year



Electricity Use



Electricity Unit Cost

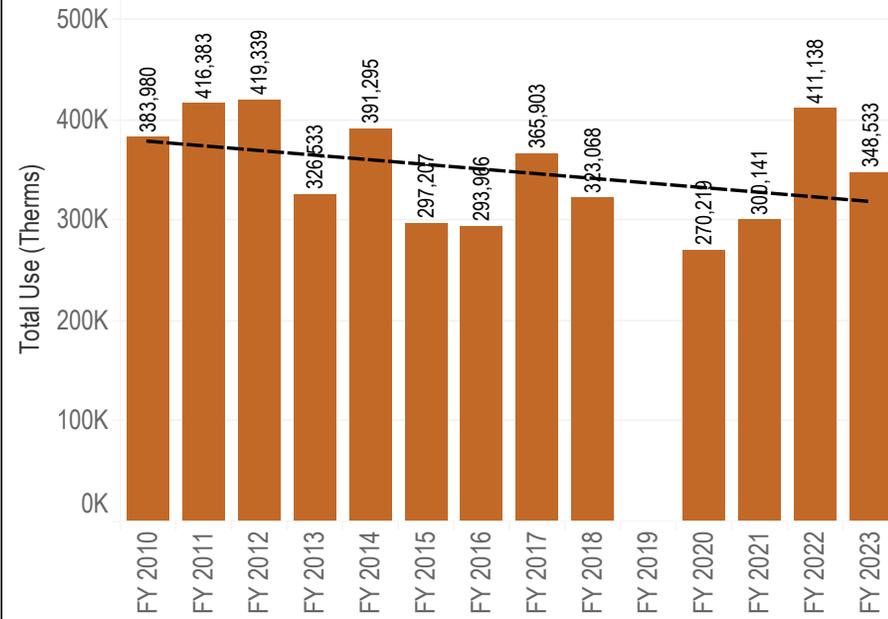


Normalized Electricity Use (kWh/sq. ft.)

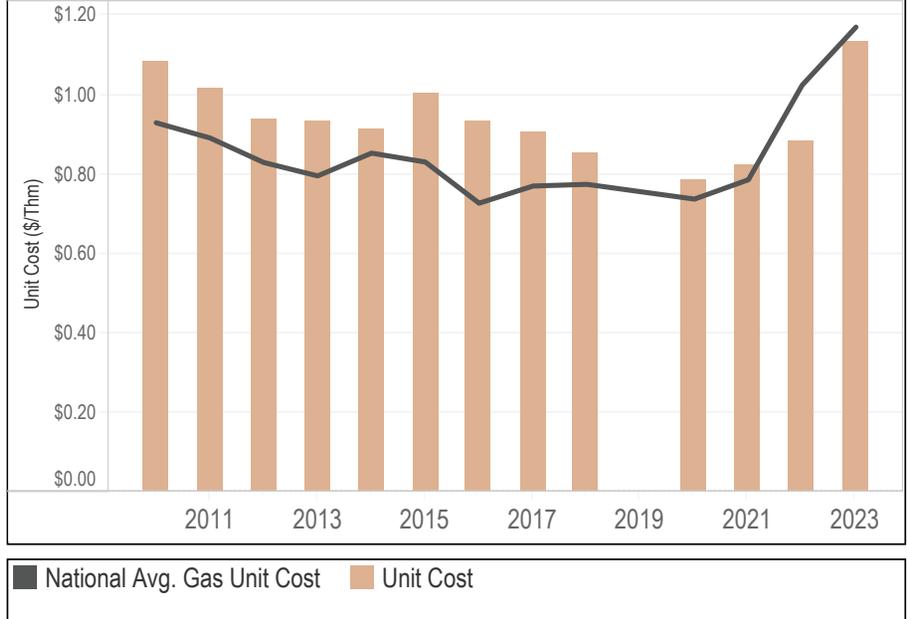
| EUI Building Name | FY 2010 | FY 2011 | FY 2012 | FY 2013 | FY 2014 | FY 2015 | FY 2016 | FY 2017 | FY 2018 | FY 2019 | FY 2020 | FY 2021 | FY 2022 | FY 2023 |
|----------------------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 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



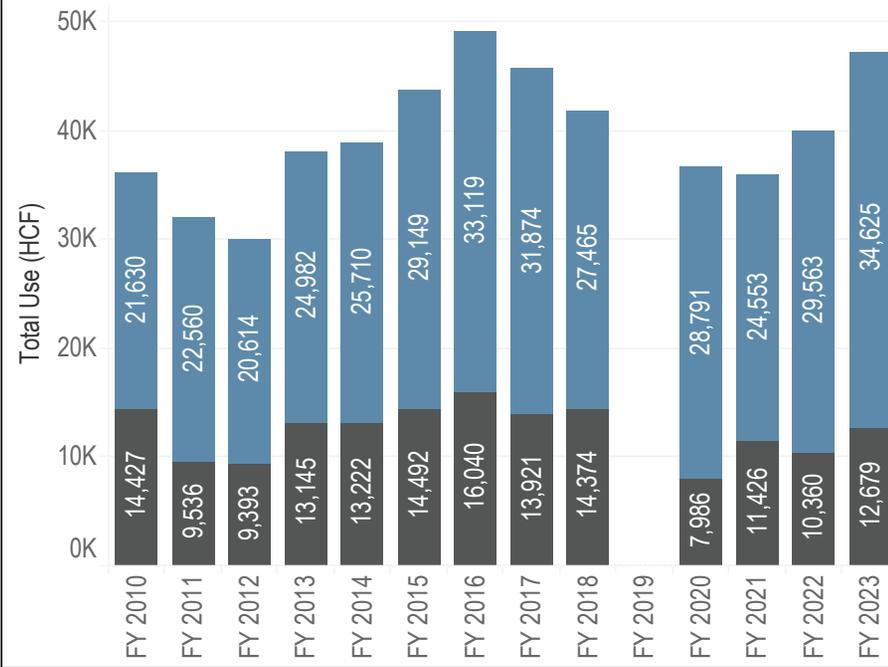
Normalized Natural Gas Use (Therm/sq.ft.)

| 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 |
| Chedelin 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.

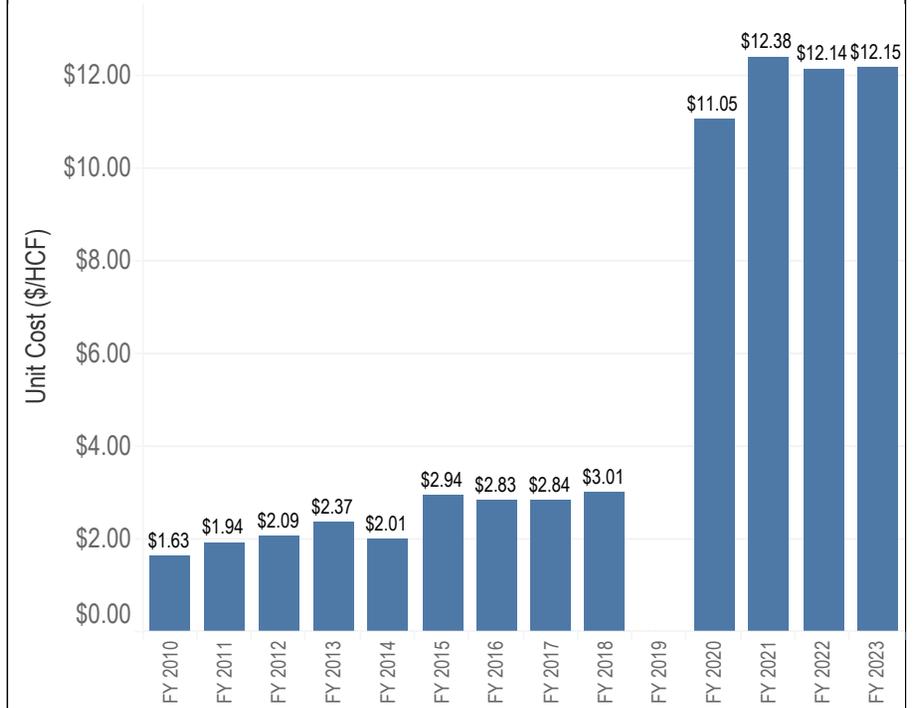


Annual Water Use



Water Type ■ Indoor Water ■ Outdoor Water

Water Unit Cost



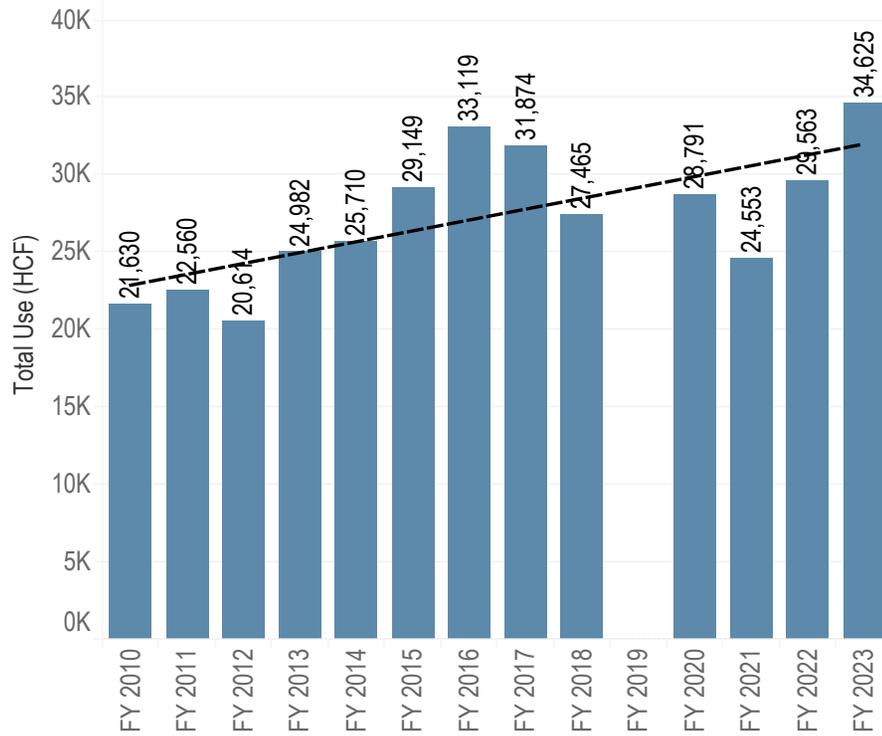
Normalized Water Use (hcf/student)

| 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 | |

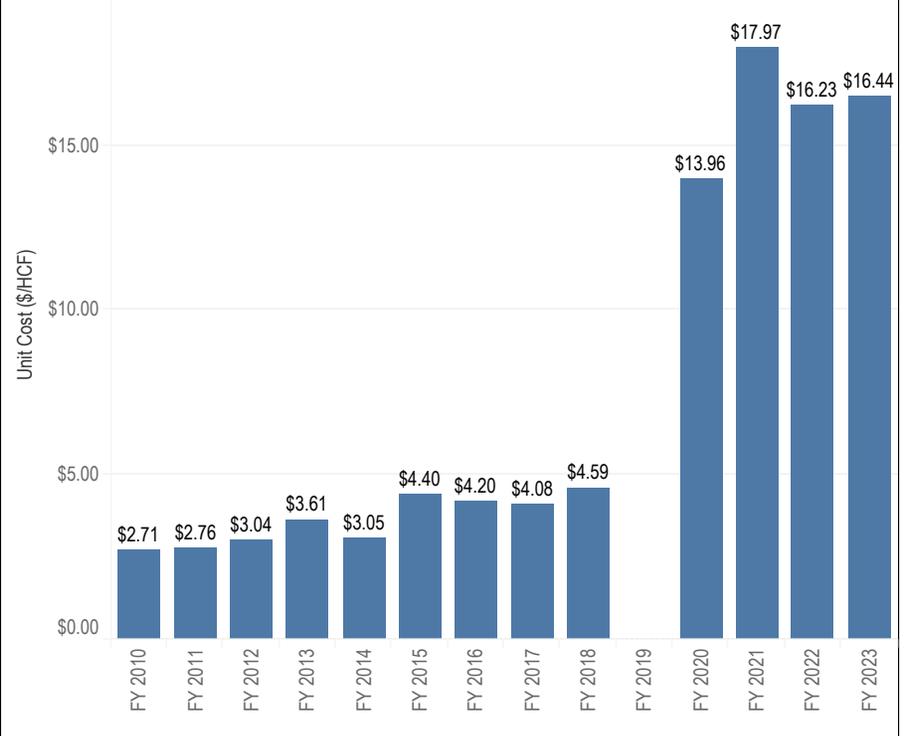
Use per Student



Annual Indoor Water Use



Indoor Water Unit Cost



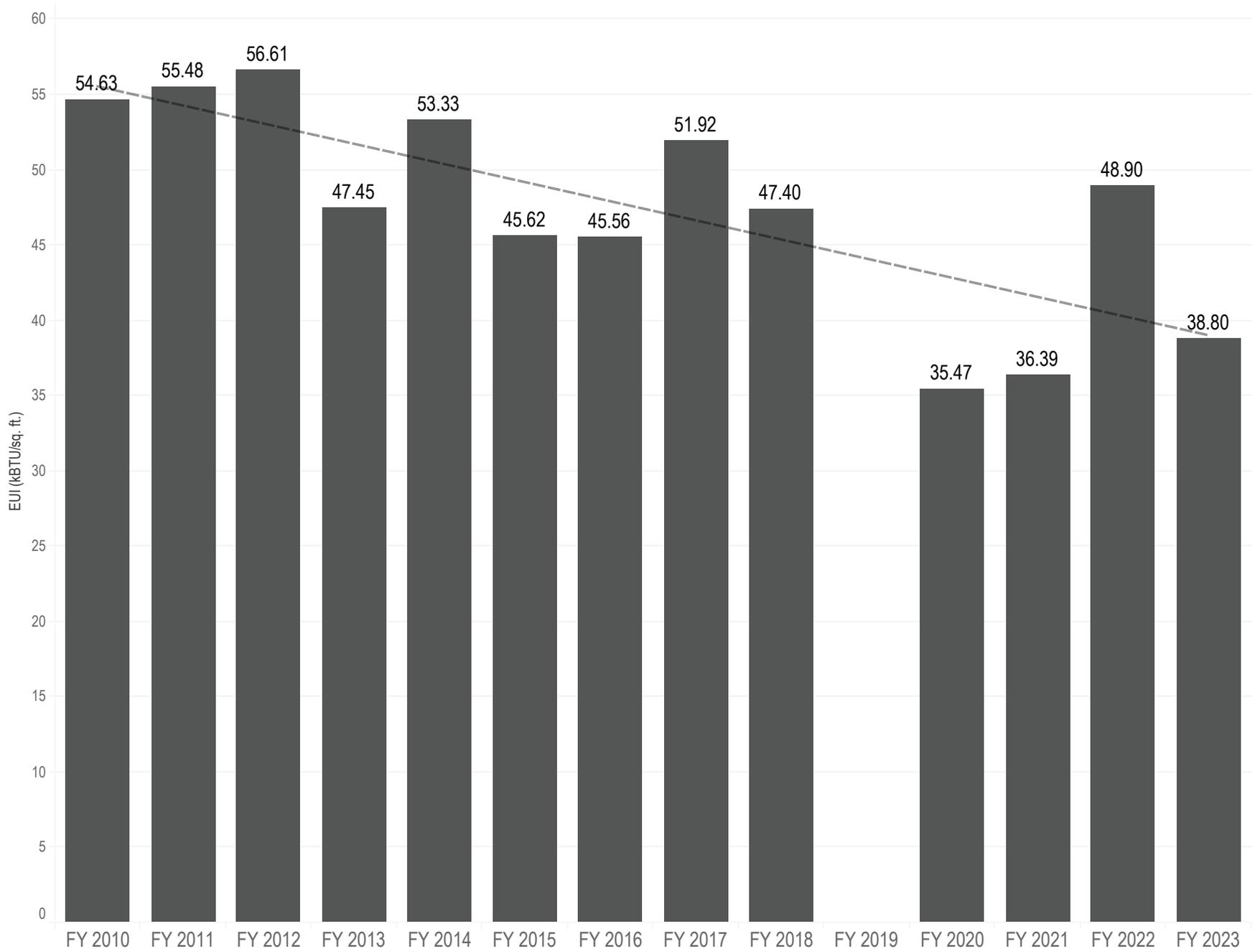
Normalized Indoor Water Use (hcf/student)

| 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

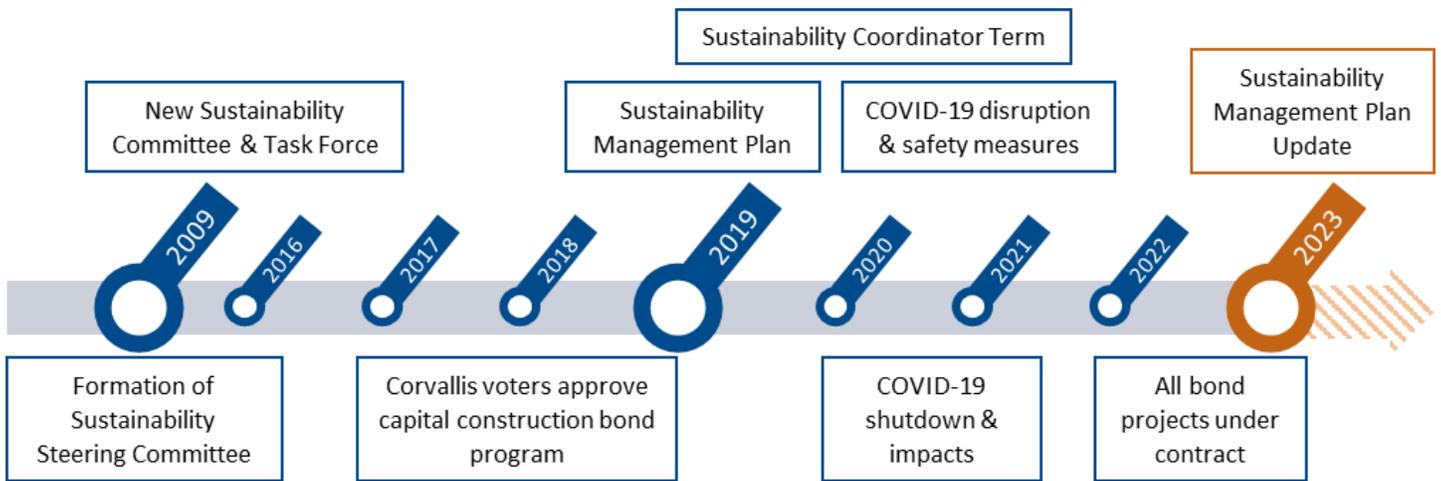




Corvallis School District views sustainability as a natural extension of the district’s core mission, integral to our built environment, our practices, and our core values. The district has worked diligently to operationalize sustainable practices for many years and, in 2019, developed a Sustainability 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 and direction. 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 Mid-Valley Bicycle Club 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.*

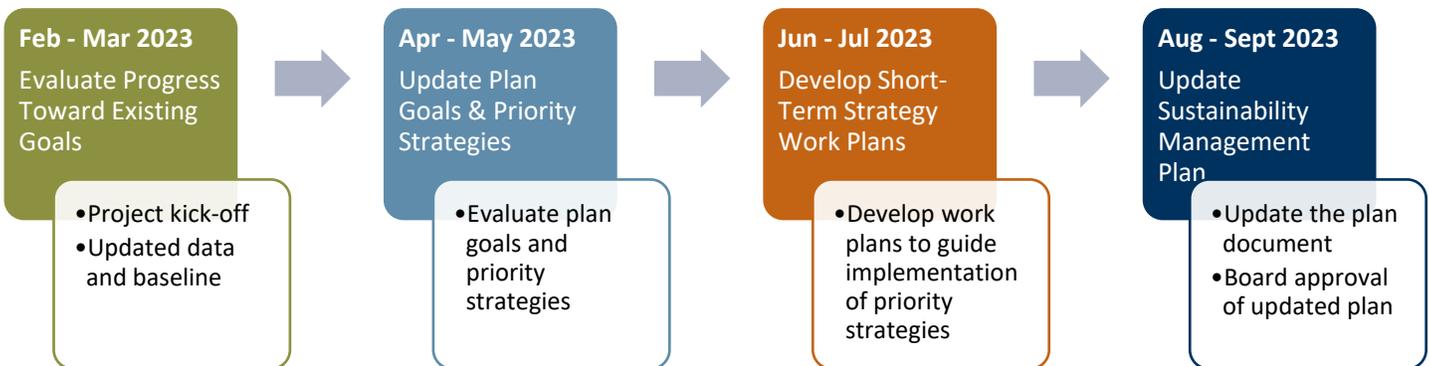
The support plans for the school sustainability leaders were somewhat informal during the COVID-19 pandemic due to shifting restrictions; but, beginning in FY23 more formal plans addressing one goal or action area a month have been rolled out.

✔ *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

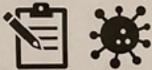
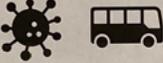
Development of the Corvallis School District Sustainability Management Plan 2023 Update was built on stakeholder collaboration and feedback, including:

- 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
They need more
ideas to get
more to get
people out of cars

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.

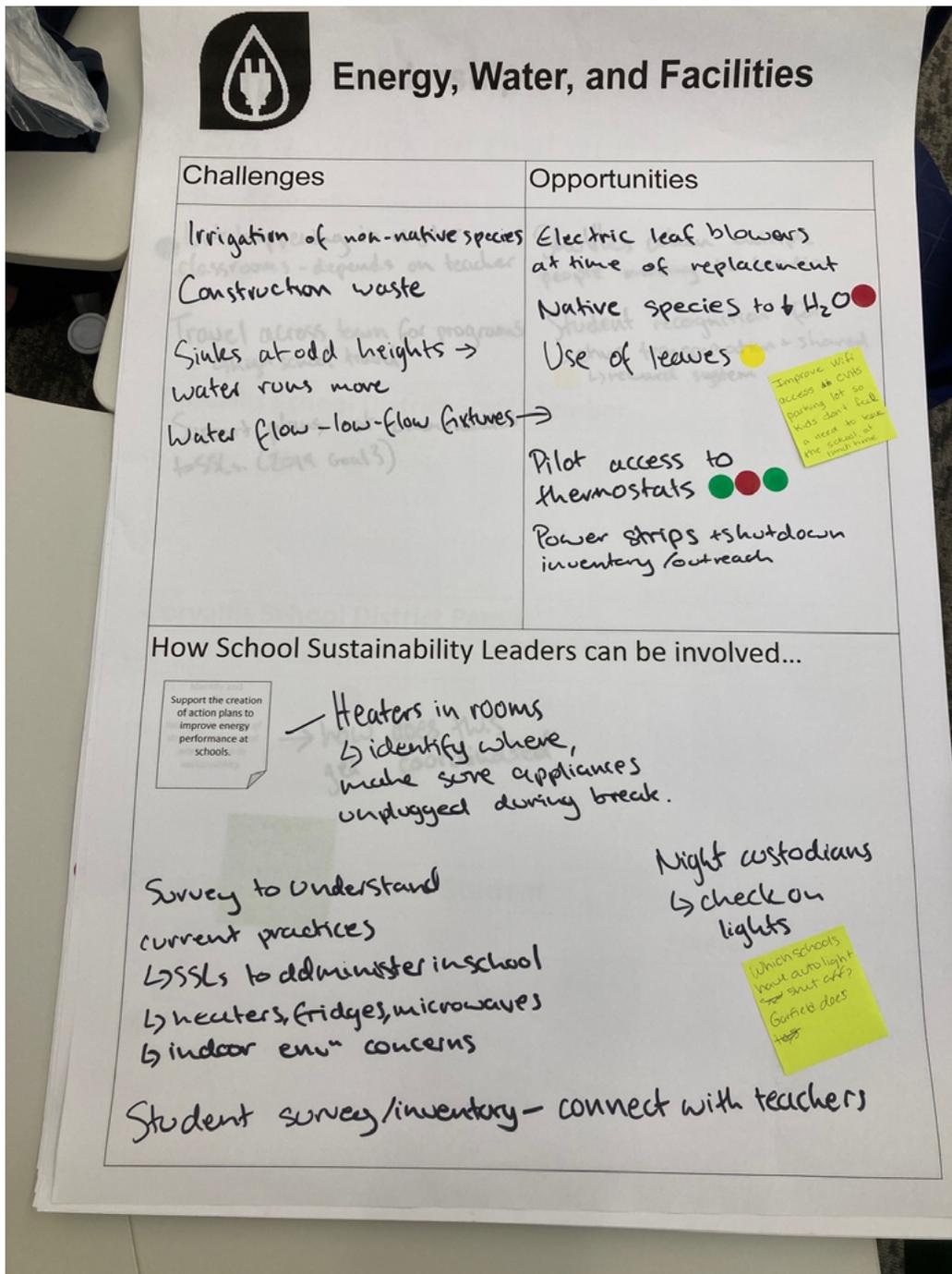


Figure 15. An example of a poster used during staff feedback sessions at Bessie Coleman Elementary School.

- 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.

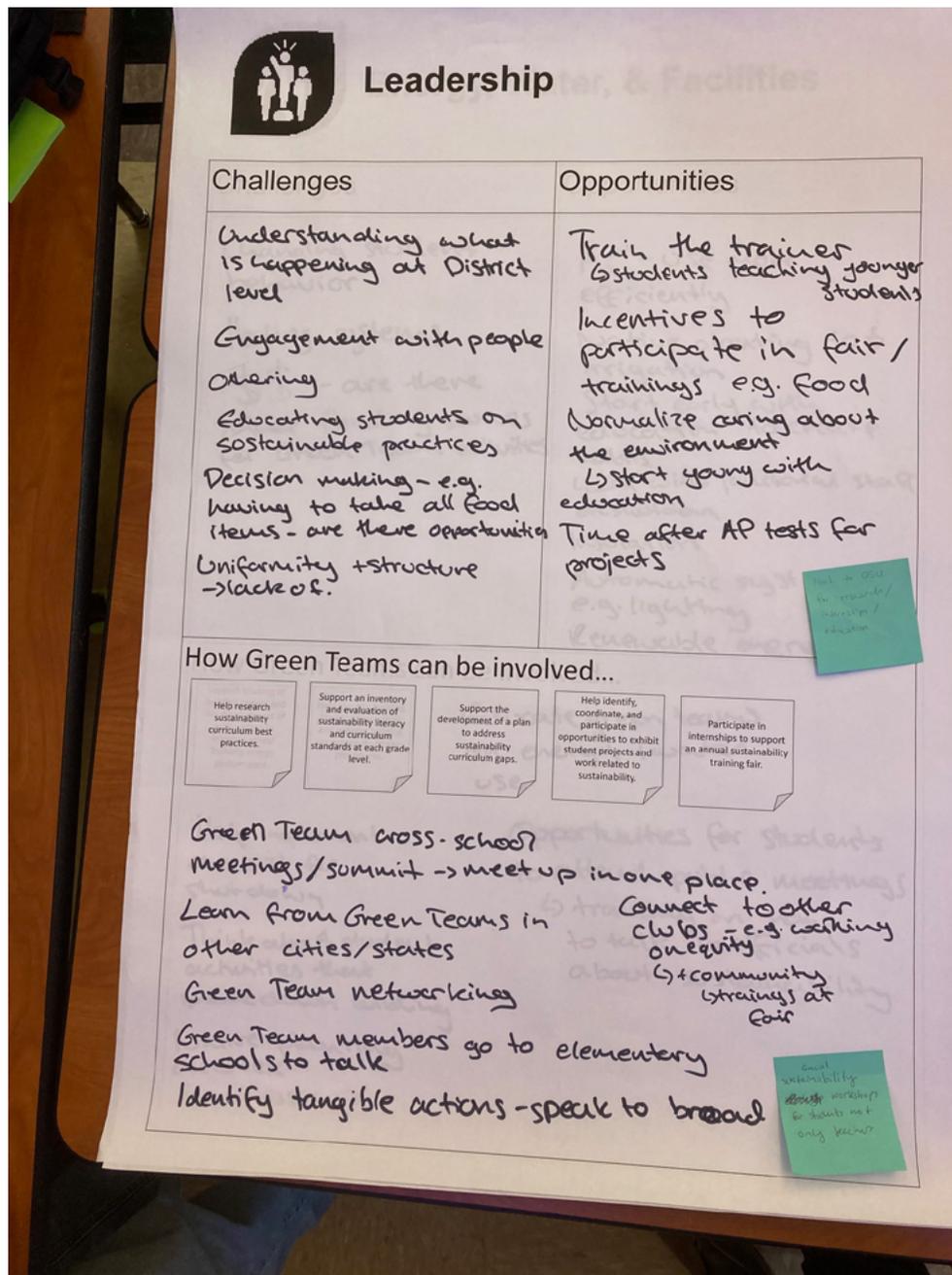


Figure 16. An example of a poster used to gather Green Team Feedback at Corvallis High School.

- 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

This appendix includes a list of strategies included in the 2019 and 2023 Sustainability Management Plans along with other strategies that were identified during the planning process but not included in the final plan. Where relevant, the table also provides the 2019 strategy score (which was based on an assessment of community priority, impact, student engagement, and practicality) along with the plan status for that strategy or the implementation timeframe identified in 2019. Where the 2023 Strategy Number or Plan Horizon column shows “N/A”, the strategy was either completed or is no longer relevant for the district.

This list and scoring of strategies from 2019 informed the identification of new strategies for this 2023 plan update and may be revisited during future updates.

| Energy & Water | | | | |
|----------------|----------------------|--|------------|--------------------------------------|
| 2019 Plan Goal | 2019 Strategy Number | Strategy Description | 2019 Score | 2023 Strategy Number or Plan Horizon |
| EW1 | EW1.1 | Conduct an energy audit in all school buildings to identify energy savings opportunities and implement priority recommendations. | 7.75 | N/A |
| 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 | N/A |
| EW1 | N/A | Track utility use and costs by building and review trends quarterly. | 5.4 | Strategy EW-1.1 |
| EW1 | N/A | 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 | 4.44 | Strategy EW-1.2 |
| EW1 | N/A | Conduct a water use audit to identify water efficiency opportunities and implement priority opportunities. | 5.48 | Short |
| EW1 | N/A | Monitor indoor water use and water quality in all school buildings. | 4.1 | Short |
| EW1 | N/A | Benchmark CSD energy and water use against other school districts. | 2.98 | Short |
| EW1 | N/A | Calculate the carbon footprint for each facility. | 2.44 | Short |
| EW2 | EW2.1 | Identify and replace high-flow water fixtures, where appropriate. | 3.94 | N/A |
| EW2 | N/A | Develop a program to routinely identify and repair water leaks. | 3.21 | Strategy EW-2.2 |
| EW2 | N/A | Work with the City and/or other local partners to improve water use data access and quality. | N/A | Strategy EW-2.1 |
| EW2 | N/A | Identify all water meters with irrigation use and ensure that use is metered separately. | N/A | Strategy EW-2.3 |

| | | | | |
|-----|-------|--|------|--------------------------------|
| EW2 | N/A | Establish and implement irrigation schedules. | N/A | Strategy EW-2.4 |
| EW2 | N/A | Determine the feasibility and affordability of reusing grey water in school facilities. | 3.44 | Long |
| EW3 | EW3.1 | Create a building shutdown checklist and train staff to complete before each extended school break. | 5.96 | Strategy EW-3.1 |
| EW3 | N/A | Complete two-year post occupancy recommissioning | N/A | Strategy EW-3.2 |
| EW3 | EW3.2 | Develop sustainability curriculum for elementary level, develop a conservation kit to borrow from the central instructional media center (CIMC), and include staff training. | 5.81 | Integrated into Strategy L-1.2 |
| EW3 | N/A | Install building automation systems in all applicable facilities. | 2.5 | Long |
| EW3 | N/A | Maximize value of 1.5% of bond dedicated to renewable energy by leveraging incentives through Community Solar. | 2.04 | Long |
| EW3 | N/A | Use phase-change materials to store thermal energy and stabilize temperature. | 1.9 | Long |
| EW3 | N/A | Identify equipment nearing end of life and make a plan to replace with high efficiency equipment. | 3.4 | Long |
| EW3 | N/A | Ensure 100% electricity use all CSD buildings is generated by photovoltaics. | 3.19 | Long |
| EW3 | N/A | Start an energy efficiency revolving fund to fund energy efficiency initiatives. | 2.67 | Medium |
| EW3 | N/A | Develop inter-school energy and water use competitions. | 4.77 | Medium |
| EW3 | N/A | Provide training for building principals on the proper operation of school systems to be included in new staff onboarding training. | 3.06 | Medium |
| EW3 | N/A | Provide training and professional development opportunities for facilities and maintenance staff. | 2.71 | Medium |
| EW3 | N/A | Convene a student-led building energy team focused on occupant engagement. | 5.69 | Short |
| EW3 | N/A | Create student watt watchers. | 4.9 | Short |
| EWX | N/A | Explore the feasibility and cost effectiveness of using rain water for irrigation. | 3 | Long |
| EWX | N/A | Determine the overall health of any creek on district property and develop a plan to improve or maintain creek health. | 4.77 | Medium |
| EWX | N/A | Develop student centered curriculum, including home use of electricity & water. | 3.19 | Medium |
| EWX | N/A | Install native landscaping or Xeriscaping. | 2.92 | Medium |
| EWX | N/A | Identify schools with electric demand reduction opportunities and implement priority strategies. | 2.58 | Medium |
| EWX | N/A | Install weather monitoring irrigation controllers. | 2.27 | Medium |

| | | | | |
|-----|-----|--|-----|--------|
| EWX | N/A | Develop a program to identify and replace any leaks in irrigation system. | 1.6 | Medium |
| EWX | N/A | Identify best practices for energy and water conservation from other school districts. | 2.4 | Short |

| Facilities | | | | |
|----------------|----------------------|--|------------|--------------------------------------|
| 2019 Plan Goal | 2019 Strategy Number | Strategy Description | 2019 Score | 2023 Strategy Number or Plan Horizon |
| F1 | F1.1 | Implement sustainable design standards for all new construction and major renovations. | 5.37 | N/A |
| F1 | N/A | Continue to implement sustainable design standards for all new construction and major renovations. | N/A | Strategy F-1.1 |
| F1 | N/A | Continue monitoring and communication of Bond Program sustainable design impacts. | N/A | Strategy F-1.2 |
| F1 | N/A | Install thermostats in each classroom to allow for individual temperature control. | 1.76 | Medium |
| F1 | N/A | Recycle building materials during new construction and renovation projects. | 2.67 | Short |
| F2 | F2.2 | Install real-time air quality monitors to monitor and evaluate indoor air quality. | 4.44 | NA |
| F2 | N/A | Inventory daylighting and views of nature in primary learning locations and make recommendations based on findings. | 4.82 | Short |
| F2 | N/A | Document and implement a process to use real time air quality monitors to track and evaluate indoor air quality. | 4.44 | N/A |
| F2 | N/A | Document existing indoor learning environment standards and monitoring systems. | N/A | Strategy F-2.1 |
| F2 | N/A | Develop a plan to review, document and address indoor environmental concerns. | N/A | Strategy F-2.2 |
| 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 | N/A | 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 | N/A | 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 | N/A |
| F3 | F3.2 | Develop and implement a training plan regarding indoor environments and toxic materials for administrators and teachers. | 4.49 | Integrated into Strategy F-2.2 |

| | | | | |
|-----|-----|--|------|--------------------------------|
| F3 | N/A | Develop and implement an indoor air quality concern response plan. | 2.98 | Integrated into Strategy F-2.2 |
| F3 | N/A | Ensure there are windows in all classrooms. | 1.09 | Long |
| F3 | N/A | Use area lighting instead of general lighting. | 2.19 | Medium |
| F3 | N/A | Reduce use of white boards which generate plastic waste and VOCs. | 2.13 | Medium |
| F3 | N/A | Cover asbestos flooring. | 1.83 | Medium |
| F3 | N/A | 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 | N/A | Develop and implement a pest management plan based on Integrated Pest Management (IPM) principles. | 3.83 | Short |
| F3 | N/A | Implement the use of only low/no VOC paints. | 3.15 | Short |
| N/A | N/A | Document existing standards, education, and maintenance practices related to landscaping environments district-wide. | N/A | Strategy F-3.1 |
| N/A | N/A | Develop an education and communications plan to raise awareness of landscaping environmental systems. | N/A | Strategy F-3.2 |
| FX | N/A | Transition building heating systems from natural gas to electricity. | 0.72 | Long |
| FX | N/A | 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 | N/A | Install user-friendly, low-maintenance school garden infrastructure (e.g. automated irrigation, raised beds, sheds, deterrents to vandalism). | 3.29 | Medium |
| FX | N/A | Assess mechanical facilities, including age/upkeep of systems and the ability to track/schedule maintenance. | 3.84 | Medium |
| FX | N/A | Identify what maintenance records are kept and make sure they are consistent across the district. | 4.07 | Medium |
| FX | N/A | Adjust thermostats seasonally and ensure student access to clothing, donations etc. | 3.93 | Short |
| FX | N/A | Develop a building profile including size, occupancy, heating/cooling system, fuel type, age, and overall condition for all district facilities. | 3.44 | Short |

| Transportation | | | | |
|----------------|----------------------|----------------------|------------|--------------------------------------|
| 2019 Plan Goal | 2019 Strategy Number | Strategy Description | 2019 Score | 2023 Strategy Number or Plan Horizon |

| | | | | |
|----|------|--|------|--------------------------------|
| T1 | T1.1 | Develop and administer a survey to create a transportation baseline and track impact of transportation strategies. | 2.93 | Strategy T-1.1 |
| T2 | T2.1 | Identify and implement strategies that support active and shared transportation trips to school including use of district bus service. | 4.45 | Strategy T-1.2 |
| T2 | N/A | Continue annual bike education for elementary students and implement middle school bike education program. | N/A | Strategy T-2.2 |
| T2 | N/A | Work with local transit district to ensure access to viable public transportation options for district staff. | 2.74 | Long |
| T2 | N/A | Create and promote a district rideshare forum for parents and staff. | 1.64 | Medium |
| T2 | N/A | Create a policy that only High School Seniors can park at school. | 2.11 | Short |
| TX | N/A | Review and update middle and high school Safe Routes to School | N/A | Medium |
| T3 | N/A | Review and update elementary school Safe Routes to School by 2025. | 4.38 | Strategy T-2.3 |
| T3 | T3.1 | Integrate pedestrian and bike safety into student curriculum. | 6.3 | Integrated into Strategy L-1.2 |
| T3 | N/A | Create an outreach campaign to encourage families and staff to use active and shared transportation to get to school. | 5.57 | Strategy T-2.1 |
| T3 | N/A | Organize bicycle buses to encourage students to ride their bikes to school. | 5.29 | Medium |
| T3 | N/A | Promote the use of walking school buses. | 4.69 | Medium |
| T3 | N/A | Provide covered bike parking at all schools. | 3.19 | Medium |
| T3 | N/A | Incentivize use of alternative transportation. | 2.46 | Medium |
| T3 | N/A | Restrict school bus use to trips longer than a specific distance depending on age. | 2.04 | Medium |
| T3 | N/A | Educate parents on the benefits of alternative transportation methods, including environmental impact and helping students develop an active, independent lifestyle. | 1.37 | Medium |
| TX | N/A | Work with City to install speed detection cameras that ticket all speeders in school zones. | 2.75 | Long |
| TX | N/A | Improve enforcement of the district's "No Idling" policy for school buses and private vehicles. | 4.15 | Medium |
| TX | N/A | Develop sustainable procurement guidelines for school bus services. | 3.87 | Medium |
| TX | N/A | Install electric vehicle charging stations. | 2.85 | Medium |
| TX | N/A | Implement sustainable practices at district automotive shops. | 0.73 | Medium |

| | | | | |
|----|-----|---|------|-------|
| TX | N/A | Evaluate the feasibility and affordability of alternative fuels for district vehicles and school buses. | 2.71 | Short |
|----|-----|---|------|-------|

| Food & Waste | | | | |
|----------------|----------------------|--|------------|--------------------------------------|
| 2019 Plan Goal | 2019 Strategy Number | Strategy Description | 2019 Score | 2023 Strategy Number or 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 | Strategy FW-2.2 |
| FW1 | N/A | Perform annual waste audits to inform understanding of waste stream composition. | 3.49 | Strategy FW-1.1 |
| FW1 | FW1.1 | Determine whether food waste is composted in each school, and if so, how much. | 5.41 | N/A |
| FW2 | FW2.2 | Monitor composting and recycling stations to promote good practices and reduce waste stream contamination. | 5.77 | Strategy FW-2.2 |
| FW2 | FW2.1 | Discontinue use of plastic bottled water and encourage use of reusable water bottles. | 5.77 | Integrated into Strategy FW-2.1 |
| FW2 | N/A | Discourage use of single-use plastics in district facilities. | N/A | Strategy FW-2.1 |
| FW2 | N/A | Pilot an all-reusable materials kitchen operation at one school | N/A | Strategy FW-2.3 |
| FW2 | N/A | Develop a network to connect with local farms that could use food waste to feed livestock. | 3.73 | Medium |
| FW2 | N/A | Provide drink filling stations for water and/or milk. | 2.82 | Medium |
| FW2 | N/A | Stop selling items on campus that are either not reusable or not recyclable. | 2.71 | Medium |
| FW2 | N/A | Increase recycled materials across all school areas and at extracurricular events by providing well signed recycling bins. | 5.41 | Medium |
| FW2 | N/A | Use smart purchasing guidelines to reduce school waste. | 5.1 | Medium |
| FW2 | N/A | Provide designated rinsing and compost sorting station in each cafeteria. | 4.9 | Medium |
| FW2 | N/A | Create district wide policies and procedures for composting in all schools. | 4.47 | Medium |
| FW2 | N/A | Install dishwashers in each school. | 4.42 | Medium |
| FW2 | N/A | Increase composting at schools by providing more compost bin locations and develop signage to educate students, staff, and visitors. | 4.35 | Medium |
| FW2 | N/A | Encourage staff to reduce paper use. | 4.34 | Short |

| | | | | |
|-----|-----|---|------|--------|
| FW2 | N/A | 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 | N/A | Establish hard-to-recycle product programs with outside partner (Terracycle, Trex, etc.). | 3.2 | Short |
| FW2 | N/A | Reuse cardboard boxes, folders, and file folders. | 2.64 | Short |
| FW2 | N/A | Use salvaged, refurbished and reused products when possible. | 1.58 | Short |
| FW2 | N/A | Expand pre-ordering of school lunch to minimize over preparation and food waste. | N/A | Short |
| FW2 | N/A | Explore options for donating prepared foods that isn't served to local food banks. | N/A | Short |
| FW2 | N/A | Educate students on the impact of food waste. | 5.3 | Short |
| FWX | N/A | Establish contracts with local farmers to provide food to schools (like industrial CSA). | 5.27 | Long |
| FWX | N/A | Ensure all school cafeterias have salad bars to provide healthy food options to all students. | 3.07 | Medium |
| FWX | N/A | Establish healthy and local food guidelines for procurement. | 2.8 | Medium |
| FWX | N/A | Develop and implement curriculum to address sustainable food and wellness. | 4.33 | Medium |
| FWX | N/A | Create a Freshman health and nutrition class. | 3.62 | Medium |
| FWX | N/A | Identify which buildings have a garden, greenhouse, and/or compost area as well as their condition and frequency of use. | 4.48 | Short |
| FWX | N/A | Implement tasting and sharing tables in all school cafeterias. | 4.48 | Short |
| FWX | N/A | 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 | N/A | Participate in Food Heroes with OSU extension to encourage healthy eating. | 3.82 | Short |
| FWX | N/A | Increase plant-based proteins in school meals. | 3.57 | Short |
| FWX | N/A | Hire a full-time sustainability coordinator to oversee the district's sustainability efforts. | 3.22 | Short |

| Leadership | | | | |
|----------------|----------------------|----------------------|------------|--------------------------------------|
| 2019 Plan Goal | 2019 Strategy Number | Strategy Description | 2019 Score | 2023 Strategy Number or Plan Horizon |

| | | | | |
|-----|--------|--|-----|--------------------------------|
| L1 | 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 | N/A | N/A |
| L2 | Goal 2 | By 2022, provide 3 district level opportunities annually to exhibit student projects/work related to sustainability | N/A | Integrated into Strategy L-1.3 |
| L3 | Goal 3 | By 2022, develop customized support plans for all SSLs | N/A | N/A |
| L4 | Goal 4 | By 2022, host at least 2 reoccurring annual sustainability training events for all school staff and teachers | N/A | Integrated into Strategy L-1.4 |
| L1 | L1.1 | Create Wooden name placards for school sustainability leaders to hang outside their classrooms. | N/A | N/A |
| L1 | N/A | Launch "One Conversation" campaign with student green teams to encourage student to talk to teachers about incorporating sustainability into their curriculum. | N/A | N/A |
| L3 | N/A | Require professional development sustainability session at annual kick-off for all teachers and staff. | N/A | Integrated into Strategy L-1.4 |
| L3 | N/A | Integrate sustainability in curriculum for each grade level. | N/A | Integrated into Strategy L-1.2 |
| LX | N/A | Survey state of sustainability annually. | N/A | N/A |
| N/A | N/A | Ensure Oregon Environmental Literacy Standards are met and documented within the 2024 science curriculum adoption process. | N/A | Strategy L-1.1 |
| N/A | N/A | Evaluate existing curriculum and document any gaps in meeting Oregon Environmental Literacy Standards. | N/A | Strategy L-1.2 |
| N/A | N/A | Provide annual district-level opportunities to exhibit student projects and work related to sustainability. | N/A | Strategy L-1.3 |
| N/A | N/A | Hold an annual training fair for district staff. | N/A | Strategy L-1.4 |
| N/A | N/A | Provide High School Green Teams with bi-annual Sustainability Management Plan progress updates and provide opportunities for cross-district collaboration and peer learning. | N/A | Strategy L-1.5 |
| N/A | N/A | Develop and implement guidelines to ensure that sustainability is integrated into district-wide decision making. | N/A | Strategy L-2.1 |
| N/A | N/A | Review and update the district-wide Sustainability Design Guidelines. | N/A | Strategy L-2.2 |

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>

Corvallis School District 509J. (2011). Sustainability Policy. Retrieved from <https://policy.osba.org/corvall/E/EDDA%20D1.PDF>

Corvallis Sustainability Coalition. (2019). Community Sustainability: A Framework for Action. Retrieved from https://sustainablecorvallis.org/wp-content/uploads/2022/03/2018_Action_Framework_FINAL.pdf

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



E. Minutes

1. December 7, 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> |
|--|---|

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

II. BOARD MEMBER REPORTS

There were no board member reports.

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

Director Al-Abdrabbuh shared highlights from a written report provided before the meeting. (The document is posted online with the information packet of this meeting and will be filed with the official 2023-24 board records.)

Board members reflected on their attendance at the Oregon School Boards Association annual conference.

IV. SUPERINTENDENT'S REPORT

Superintendent Noss shared highlights from a written report. (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

John Swanson, Corvallis, OR read from a written statement regarding the Sustainability Management Plan draft. (The written statement is posted online with the information packet of this meeting and will be filed with the official 2023-24 Board records.)

Troy Brandt, Corvallis, OR read from a written statement regarding last year’s library book weeding at Franklin K-8 School. (The written statement is posted online with the information packet of this meeting and will be filed with the official 2023-24 Board records.)

Alexis McQuillan, Cheldelin Science Teacher, spoke in support of continuous full-year science learning at the middle school level to provide more time for project-based learning.

Jacob Gradek, Cheldelin Science Teacher, spoke in support of continuous full-year science learning at the middle school level to prevent drop-off between the first and third trimesters.

Jenny Davis, Cheldelin Science Teacher, opined that science literacy requires continuous full-year science learning at the middle school level.

VI. SUSTAINABILITY MANAGEMENT PLAN – FIRST READ

Kim Patten, Operations Director, Kathy Feser, Sustainability Specialist, and Imagen Ainsworth, Brendle Group, provided highlights from a written report provided to the Board before the meeting, shared a slide presentation, and engaged the Board in discussion. (The report and slides are posted online with the informational packet of this meeting and will be filed with the official 2023-24 board records.)

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

VII. STUDENT INVESTMENT ACCOUNT (SIA) ANNUAL REPORT

Assistant Superintendent Harder referred to a written report provided before the meeting and engaged the Board in discussion. (The report and slides are posted online with the informational packet of this meeting and will be filed with the official 2023-24 board records.)

VIII. STUDENT INVESTMENT ACCOUNT GRANT AGREEMENT

Finance and Operations Director Olivia Meyers Buch referred to a written report provided to the Board before the meeting. (The report is posted online with the informational packet of this meeting and will be filed with the official 2023-24 board records.)

MOTION:

It was moved by Director Al-Abdrabbuh and seconded by Director Largent to approve the district’s 2023-24 Student Investment Account (SIA) Grant Agreement. The motion was voted on and passed unanimously.

IX. CONSOLIDATED ACTION**MOTION:**

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

- A. Resolution No. 23-1202: Supplemental Budget** – (This document is posted online with the informational packet of this meeting and will be filed with the official 2023-24 Board records.)
- B. Resolution No. 23-1201: Update to 2023-24 Organizational Resolution** – (This document is posted online with the informational packet of this meeting and will be filed with the official 2023-24 Board records.)
- C. Employment Contracts - Finance Director and Operations Director** – (This document is posted online with the informational packet of this meeting and will be filed with the official 2023-24 Board records.)
- D. Modify Non-Represented Employee Salary Schedule: Food Services Supervisor** – (This document is posted online with the informational packet of this meeting and will be filed with the official 2023-24 Board records.)
- E. Minutes** – November 2, 2023; November 16, 2023; November 27, 2023 (These documents are posted online with the informational packet of this meeting and will be filed with the official 2023-24 Board records.)
- F. 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.)
- G. Board Policies**
 - 1. Policy EFA - Wellness — Second Reading** – (This document is posted online with the informational packet of this meeting and will be filed with the official 2023-24 Board records.)

X. CONSOLIDATED INFORMATION

- A. Budget Parameters** – (This document is posted online with the informational packet of this meeting and will be filed with the official 2023-24 Board records.)
- B. October 2023 Financial Statements (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. Pre-Audit Report: FY 2022-23 Financials (Unaudited)** – (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

- 1. **Policy JGE - Expulsion — First Reading** – (This document is posted online with the informational packet of this meeting and will be filed with the official 2023-24 Board records.)

XI. BOARD MEMBER COMMENTS

Director Largent offered the following comments:

- It has been exciting to meet with district staff to look at ways to ensure board meetings are as accessible to the community as possible.
- I would like the Board to review Policy BDDH, specifically regarding revision to specify that community members requiring translation or other accommodation during public comment will receive six minutes for comments.

Comments offered by Director Finger McDonald included:

- A request for information on the library book weeding process moving forward.
- Encouragement to Board and community to continue to advocate for education funding; the current model used to determine how much funding schools need is broken.
- Thank you to Olivia Meyers Buch for the excellent work and for making the budget more accessible to the Board and community.

Director Al-Abdrabbuh shared the following comments:

- The Sherlock Holmes Baker Street Irregulars play put on by Corvallis High Schools was phenomenal; the students did a great job.
- Tonight is the first night of Hanukah; I want to wish our Jewish community members Happy Hanukah.

Comments offered by Director Hawkins included:

- Appreciation to the district for the ongoing QPR suicide prevention training provided to staff through professional development; staff value the training and the opportunity for conversation about their experiences.
- I have been in several buildings and witnessed the positive work with new behavior systems in buildings. I have heard positive comments from staff about how the new strategies work.

XII. ADJOURNMENT

There being no further business before the Board, Chair Whitebear adjourned the meeting at 8:13 p.m.

Luhui Whitebear, Ph.D., Board Chair

Ryan Noss, D.Ed., Superintendent

Prepared By: Kim Nelson

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2. December 14, 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 5:35 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. Chris Hawkins Judah Largent</p> <p><u>BOARD MEMBERS EXCUSED</u> Terese Jones</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 & Operations Director Lauren Wolfe, Finance Director</p> | <p><u>STUDENT REPRESENTATIVES PRESENT</u> Liam Gottlieb, CHS Ava Fries, CHS Rachel Dazey, CHS Eileen Lewis, CHHS</p> <p><u>ELEMENTARY ADMINISTRATORS PRESENT</u> Peter Henning, Adams Elementary Tracey Fischer, Bessie Coleman Elementary Nancy Davila Williams, Garfield Elementary Elton Kikuta, Kathryn Jones Harrison Elementary Leigh Santy, Letitia Carson Elementary Byron Bethards, Mt. View Elementary</p> |
|---|--|

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

Judah Largent joined the meeting at 5:55 p.m.

The Board and presenters had dinner from 5:35 p.m. to 6:05 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. Adams Elementary**
- B. Bessie Coleman Elementary**
- C. Garfield Elementary**
- D. Kathryn Jones Harrison Elementary**
- E. Letitia Carson Elementary**
- F. Lincoln Elementary**
- G. Mt. View Elementary**

The Board took a break and then resumed the meeting.

V. REFLECTION - BOARD AND PRINCIPALS

Board members and district administration shared reflections back to the larger group, including:

- Student voice and passion fuels our schools.
- Students want to raise funds for the community.
- Great teachers in our schools.
- I appreciated the caring principals shared for their teams.
- Bringing families back into school is reinvigorating.
- Appreciation for being on the front lines and strong systems.
- Expectation of doing more with less.
- Leaning into systems of support.
- Appreciation of the importance of deans and a multi-tiered system of support in schools.
- It is essential to have Board policies that support the work needed for students, families, and staff.
- There is a continued need for professional development.
- Centering students in all the work (belonging, relationships).
- Attendance – how do we support the families (not all about compliance)?
- Each student vs all students.
- State goals aren't mandates but show the pulse of schools.
- Amy Lesan's leadership is apparent in the school plans.
- All students are capable of learning with support.
- I appreciate that we are all in this together, leaving energized.

VI. PUBLIC COMMENT REGARDING EARLY LITERACY SUCCESS APPLICATION

There was no public testimony regarding the Early Literacy Success Application.

VII. EARLY LITERACY SUCCESS APPLICATION

Elementary Coordinator Amy Lesan referred to a written report provided to the Board before the meeting and engaged the Board in discussion. (The report is posted online with the informational

packet of this meeting and will be filed with the official 2023-24 board records.)

MOTION:

It was moved by Director Al-Abdrabbuh and seconded by Director Finger McDonald to approve the district’s Early Literacy Success School District Grant Application. The motion was voted on and passed unanimously.

VIII. 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

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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: January 11th, 2024

Licensed Personnel Action

ACTION REQUESTED

Recommendation to Hire

| Name | Position | FTE | Building | Start Date | Contract Status |
|-------------------|---|------|---|------------|-------------------|
| Brien, Jacob | Music Teacher | 1.0 | Kathryn Jones Harrison Elementary and Franklin School | 12/4/2023 | Temporary Teacher |
| Chanti, Eileen | Title 1 Reading Teacher | .075 | District Office/Waldorf School | 1/2/2024 | Temporary Teacher |
| Mackey, Faith | Mechanical Trades Teacher | .17 | Crescent Valley High | 2/2/2024 | Temporary Teacher |
| Puentes, Anakaren | 4 th Grade Bilingual Teacher | 1.0 | Garfield Elementary | 1/5/2024 | Temporary Teacher |

Termination/Resignation/Layoff/Retirement

| Name | Position | FTE | Building | Effective | Notes |
|----------------|------------------------------------|-----|----------------------|-----------|----------|
| Diaz, Susan | Alternative Education, Mathematics | 1.0 | Corvallis High | 1/31/2024 | Retired |
| Loza, Jennifer | Special Education Teacher | 1.0 | Crescent Valley High | 2/2/2024 | Resigned |
| Wiger, James | Mechanical Trades Teacher | .17 | Crescent Valley High | 2/1/2024 | Resigned |

MOTION REQUESTED:

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

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

1. Policy JGE - Expulsion — Second Reading



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Melissa Harder & Kristin Mahoney
Meeting Date: January 11, 2024

ACTION REQUESTED

[Board Policy JGE](#)—Expulsion** —Revised—Second 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).

Submitted for approval by the board for adoption.

Involvement

Staff members: Melissa Harder & Kristin Mahoney

Cost Impact

None.

Function

Adoption of the revised version.



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 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.

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 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. A statement of intent to consider the charges as reason for expulsion;
 - c. The student's right to a hearing;
 - d. When and where the hearing will take place; and
 - e. The student may be represented by counsel or other persons.
2. If the parent or student does not understand the English language or has other serious communication disabilities, the district will provide an interpreter during the hearing. All communications will be in a manner that is understandable to the parents and student;
3. The student shall be permitted to have representation present at the hearing to advise and to present arguments. The representation may be an attorney, parent, or other person. The district's attorney may be present.
4. 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 exhibits.
5. The student shall be permitted to be present and to hear the evidence presented by the district.
6. The hearings officer or the student may record the hearing.
7. Strict rules of evidence shall not apply to the proceedings. However, this shall not limit the hearings officer's control of the hearing.
8. 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:

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)

- 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 for reasons other than a weapons violation, the district must notify the student and parents of alternative programs of instruction or instruction combined with counseling and document this notification.

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](#)

IX. CONSOLIDATED INFORMATION

A. November 2023 Financial Statements (Unaudited)



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Lauren Wolfe, Finance Director
Meeting Date: January 11, 2023

November 2023 Financial Report (Unaudited) NO ACTION REQUIRED

Background

The Financial Report for the General Fund for the period ending November 30, 2023 follows this report. Year-to-date operating revenues through November 30, 2023 total \$63.5 million or 70.7% of total budgeted operating revenues as compared to \$62.1 million or 68.7% through November 30, 2022. As usual, revenues from the state school fund formula constitute the majority of funds received at this point in the year.

Total resources of \$104.8 million are projected to be \$3.5 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 November 30, 2023 total \$28.2 million or 30.5% of total budgeted operating expenditures as compared to \$27.4 million or 30.5% through November 30, 2022.

Projected resources and requirements through November 30, 2023 result in an ending fund balance of \$13.2 million, or 14.5% of projected operating revenues. The projected ending fund balance reflects a decrease in fund balance, or operating deficit, of \$0.55 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 November 30, 2023
2. Schedule of Investments as of November 30, 2023

General Fund | 2023 - 2024 Financial Summary by Object

For the Period Ending November 30, 2023

| | Prior Year | | Adopted Budget | | | Annual Forecast | Variance Fav / (Unfav) |
|--|---------------------------|----------------|-----------------------|----------------------|----------------|-----------------------|---------------------------|
| | 2022 - 2023 YTD Actual | % of Actual | | | | | |
| RESOURCES | | | | | | | |
| Operating Revenues | | | | | | | |
| State School Fund | \$ 20,367,378 | 51.28% | \$ 41,180,916 | \$ 21,976,751 | 53.37% | \$ 42,032,774 | \$ 851,858 |
| Other State School Fund | 30,310,400 | 87.50% | 35,776,287 | 31,094,661 | 86.91% | 35,653,876 | (122,411) |
| State School Fund Formula | 50,677,778 | 68.15% | 76,957,203 | 53,071,412 | 68.96% | 77,686,650 | 729,447 |
| Local Sources | 10,064,096 | 76.66% | 11,301,908 | 10,333,020 | 91.43% | 12,047,461 | 745,553 |
| Intermediate Sources | 2,029 | 0.31% | 696,903 | - | 0.00% | 682,413 | (14,490) |
| State Sources | - | 0.00% | 650,000 | - | 0.00% | 450,270 | (199,730) |
| Federal Sources | 90,596 | 32.00% | 190,000 | 66,483 | 34.99% | 178,000 | (12,000) |
| Other Sources | 1,220,324 | 100.00% | - | 2,625 | | - | - |
| Total Operating Revenues | \$ 62,054,823 | 68.72% | \$ 89,796,014 | \$ 63,473,541 | 70.69% | \$ 91,044,794 | \$ 1,756,798 |
| Beginning Fund Balance | 13,638,940 | 100.00% | 12,030,826 | 13,746,047 | 114.26% | 13,746,047 | 1,715,221 |
| TOTAL RESOURCES | \$ 75,693,763 | 72.83% | \$ 101,826,840 | \$ 77,219,588 | 75.83% | \$ 104,784,526 | \$ 3,472,019 |
| REQUIREMENTS | | | | | | | |
| Operating Expenditures | | | | | | | |
| Salaries | \$ 12,506,075 | 28.80% | \$ 45,671,961 | \$ 13,512,414 | 29.59% | \$ 45,224,181 | \$ (447,780) |
| Associated Payroll Costs | 6,909,254 | 28.33% | 25,799,672 | 6,676,046 | 25.88% | 25,775,381 | (24,291) |
| Purchased Services | 3,653,767 | 27.13% | 13,513,900 | 3,832,062 | 28.36% | 13,735,752 | 221,852 |
| Supplies and Materials | 2,591,249 | 49.27% | 4,096,062 | 2,560,781 | 62.52% | 3,982,254 | (113,808) |
| Capital Outlay | 47,675 | 12.77% | 120,000 | 99,095 | 82.58% | 117,600 | (2,400) |
| Other Objects | 1,687,378 | 89.61% | 1,665,566 | 1,503,441 | 90.27% | 1,632,255 | (33,311) |
| Transfers | - | 0.00% | 1,558,540 | - | 0.00% | 1,125,350 | (433,190) |
| Total Operating Expenditures | \$ 27,395,399 | 30.46% | \$ 92,425,701 | \$ 28,183,839 | 30.49% | \$ 91,592,771 | \$ (832,930) |
| Contingencies | - | | 6,734,701 | - | 0.00% | - | 6,734,701 |
| Unappropriated Ending Fund Balance | - | | 2,666,438 | - | 0.00% | - | 2,666,438 |
| TOTAL REQUIREMENTS | \$ 27,395,399 | 30.46% | \$ 101,826,840 | \$ 28,183,839 | 27.68% | \$ 91,592,771 | \$ 8,568,209 |
| Ending Fund Balance | \$ 48,298,364 | | | | | \$ 13,191,755 | \$ (554,292) |
| Ending Fund Balance % of Revenues | | | | | | 14.49% | |

Corvallis School District 509J
Schedule of Investments
November 30, 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: | 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: | | | | | | \$ 18,065,000 |
| | | | | Average Annualized Rate | | |
| Local Government Investment Pool: | | | | | | |
| General Account | | | | 5.00% | | |
| Total Investments Inside of Local Government Investment Pool ¹ | | | | | \$ 32,638,365 | |
| Total Investments | | | | | \$ 50,703,365 | |

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% | 9.9% |
| U.S. Government Agency Securities and Instrumentalities of Government-Sponsored Corporations | 90.0% | 25.8% |
| State of Oregon Local Government Investment Pool (LGIP) | 100.0% | 64.4% |
| Bankers Acceptances | 25.0% | 0.0% |
| Repurchase Agreements | 25.0% | 0.0% |
| Certificates of Deposits | 50.0% | 0.0% |
| Commercial Paper | 10.0% | 0.0% |
| State of Oregon and Oregon Local Government Securities | 25.0% | 0.0% |
| TOTAL | | 100.00% |

Benchmarks as of 11/30:

| | |
|---|-------|
| 3 Month U.S. Treasury Yield Curve Rate | 5.45% |
| 3 Month Jumbo Certificate of Deposit Rate | 4.75% |

B. Board Policies -- **FOR INFORMATION**

1. Policy LBE - Public Charter Schools — First Read



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Melissa Harder & Kristin Mahoney
Meeting Date: January 11, 2024

NO ACTION REQUIRED

Board Policy LBE—Public Charter Schools**—Revised—First Reading

Background

This policy outlines the process of establishing a Public Charter School and the rules and regulations those schools must follow. It also describes district programs in which students enrolled in public charter schools may participate.

Changes to the policy are minor and include the addition of the line “The public charter school will be located and operated within the sponsoring district except where authorized by law.” as well as the addition of Senate Bill 767.

Involvement

Staff members: Melissa Harder & Kristin Mahoney

Cost Impact

None.

Function

Review of revised version.



Code: LBE
Adopted: 1/10/00
Revised/Readopted: 8/19/02, 11/7/05, 1/10/11, 4/14/14, 6/21/18, 9/9/21

Public Charter Schools**

Public charter schools may be established as a new public school or a virtual public school, from one or more existing public schools or a portion of the school, or from an existing alternative education program. A public charter school may not convert an existing tuition-based private school into a charter school, affiliate itself with a nonsectarian school or religious institution, or encompass all the schools in the district unless the district is composed of only one school.

Public charter schools shall demonstrate a commitment to the mission and diversity of public education while adhering to the following goals:

1. Increase student learning and achievement;
2. Increase choices of learning opportunities for students;
3. Better meet individual student academic needs and interests;
4. Build stronger working relationships among educators, parents and other community members;
5. Encourage the use of different and innovative learning methods;
6. Provide opportunities in small learning environments for flexibility and innovation;
7. Create new professional opportunities for teachers;
8. Establish additional forms of accountability for schools; and
9. Create innovative measurement tools.

An applicant must submit a complete public charter school proposal that meets the requirements of Oregon law, and includes other information required by the district in the application process.

The public charter school will be located and operated within the sponsoring district except where authorized by law.

The public charter school employer will be determined with each proposal. If the district is the employer, the terms of the current collective bargaining agreement will be examined to determine which parts of the agreement apply. If the district is not the sponsor of the public charter school, the district shall not be the employer and will not collectively bargain with public charter school employees.

The district will determine if it has any vacant or unused buildings and will make a list of such buildings; buildings may be made available for public charter school use, buildings may be made available for public charter school use, subject to Board approval. Approved use may be limited to instructional purposes only. Appropriate-use fees will be determined by the Board. Public

charter school use outside the district's instructional day will be subject to Board policy KG, Community Use of District Facilities and accompanying administrative regulation.

Public charter school students may, upon request, be allowed to participate in district programs such as physical education, instrumental and vocal music offerings, or other selected options if space and materials are available¹. Students must adhere to state law, Board policies, regulations, and rules concerning student conduct and discipline.

Public charter school students in grades K-8 may participate in their resident district's activities that are offered before or after regular school hours. Public charter school students in grades 9-12 may participate in their resident district's available activities that are sanctioned by the Oregon School Activities Association (OSAA) when the requirements found in Oregon law are met.

The district may provide instructional materials, lesson plans, or curriculum guides for use in a public charter school.

The superintendent will develop administrative regulations to include, but not limited to, the proposal process, review and appeal procedure and program evaluation, renewal and termination.

END OF POLICY

Legal References:

[ORS 327.077](#)

[ORS 327.109](#)

[ORS 332.107](#)

[ORS 338](#)

[ORS 339.141](#)

[ORS 339.147](#)

[ORS 339.460](#)

[OAR 581-026-0005 to 0710](#)

Every Student Succeeds Act of 2015, 20 U.S.C. §§ 6311-6322 (2018).

Senate Bill 767 (2023)

¹ This does not apply to the Oregon law related to OSAA-sanctioned activity participation.

2. Policy LBEA - Resident Student Denial for Virtual Public Charter School Attendance — First Read



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Melissa Harder & Kristin Mahoney
Meeting Date: January 11, 2024

NO ACTION REQUIRED

Board Policy LBEA—Resident Student Denial for Virtual Public Charter School
Attendance—Revised—First Reading

Background

This policy outlines the denial process when preventing a resident student from enrolling in a virtual charter school. The school district is unable to deny a student from leaving when the percentage of students attending virtual charter schools is under three percent. If that number should go over three percent, the school district will need to request board involvement to resolve the issue. When denying a student, the school district must give the family the percentage number, two online alternatives, and the process of appealing to the board.

Changes to the policy include language required when denying a student's request, shortening the response time from 14 days to 10 days, and allowing students who recently moved into the district to continue to attend their virtual charter school regardless of the percentage.

Involvement

Staff members: Melissa Harder & Kristin Mahoney

Cost Impact

None.

Function

Review of revised version.



Code: LBEA
Adopted: 6/10/21
Revised/Readopted:

Resident Student Denial for Virtual Public Charter School Attendance**

The district is not required to approve a transfer of a resident student, when more than three percent of the students residing in the district are attending a virtual public charter school not sponsored by the district. The district will semiannually, by October 1 and April 1, calculate the percentage of the number of students residing in the district who are enrolled in a virtual public charter school not sponsored by the district. Calculations will be conducted utilizing data collected for state reporting purposes on or around October 1 and May 1 of each year.

When the established percentage is more than three percent (3%), the district will request direction from the Board as to its intent to approve or deny additional resident students enrollment to a virtual public charter school outside of the district boundary, subject to the requirements in Oregon Administrative Rule (OAR) 581-026-0305(2). Such direction will be in effect until the next semiannual review date for the upcoming academic term.

~~The district may respond with an approval or disapproval to a parent within 14 days¹ of receipt of the notice from the parent subject to OAR 581-026-0305(3).~~

If the district is not approving the enrollment, the district must respond with a decision to not give approval within 10 calendar days of receipt of the notice of intent from the parent. Such decision must include:

1. The percentage of students in the district that attend virtual public charter schools that are not sponsored by the district, based on recent calculations;
2. The right to appeal the decision to the State Board of Education;
3. A list of two or more other online options available to the student; and
4. A copy of OAR 581-026-0305 and OAR 581-026-0310.

The district is only required to use data that is reasonably available to the district, including but not limited to the following for such calculation:

1. The number of students enrolled in the schools within the district;
2. The number of students enrolled in public charter schools located in the district;
3. The number of students residing in the district enrolled in virtual public charter schools not located within the district boundary;

¹If a parent does not receive a notice of approval or disapproval from the district within 14 days of sending the notice of intent to enroll to the district, the student shall be deemed approved for enrollment by the district.

4. The number of home-schooled students who reside in the district and who have registered with the educational service district; and/or
5. The number of students enrolled in private schools located within the school district.

A parent may appeal a decision of a district to not approve a student enrollment to a virtual public charter school to the State Board of Education under OAR 581-026-0310.

If the student was enrolled in a virtual public charter school while living in another district and has maintained continuous enrollment in such school since moving into, and residing in this district, approval is not required.

END OF POLICY

Legal References:

[ORS 332.107](#)

[ORS 338.125](#)

[OAR 581-026-0305](#)

[OAR 581-026-0310](#)

House Bill 3024 (2023)

X. **BOARD MEMBER COMMENTS (8:55 p.m.)***

XI. **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 |