

6:30 PM
7, 2024

Thursday, March

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

Meeting Details: Thursday, March 7, 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. **EXECUTIVE SESSION (4:45-6:15 p.m.)* Note: this is not part of the public meeting. The Board will meet in Executive (closed) Session under ORS 192.660(2)(i) regarding the superintendent's performance evaluation.**
- III. **ACKNOWLEDGMENT OF DEVELOPMENTAL DISABILITY MONTH**

Corvallis School District 509J

ACKNOWLEDGEMENT OF DEVELOPMENTAL DISABILITY AWARENESS MONTH

Resolution Number 22-0205

WHEREAS, the Corvallis School District recognizes and pays tribute to the significant contributions made in our community by people with disabilities; and

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

WHEREAS, Developmental Disability Awareness Month grew out of grassroots efforts advocating for human rights of people with disabilities in the 19th century; and

WHEREAS, people with disabilities have historically been subjected to institutionalization and eugenics practices in Oregon and nationally; and

WHEREAS, Fairhaven Training Center in Salem, Oregon was opened in 1907 as the "Oregon State Institution for the Feeble-Minded" through state legislation in order to institutionalize people with developmental disabilities, including children; and

WHEREAS, the Oregon Board of Eugenics was passed through state legislation in 1923 in an effort to sterilize people with disabilities, including developmental and mental health, as well as other members of society; and

WHEREAS, forced sterilization in Oregon occurred until 1981 and was not abolished by the Oregon State Senate until 1983; and

WHEREAS, National Developmental Disabilities Awareness Month was first proclaimed nationally in 1987; and

WHEREAS, people with disabilities of all kinds have contributed to the history and collective future of Corvallis and Benton County, OR; and

WHEREAS, Developmental Disabilities Awareness Month provides an opportunity to continue the District's growth in learning about the many contributions of people with disabilities to the nation, world, and local community; and

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

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

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

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

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

does hereby proclaim **March 2022** as well as each March annually, as **Developmental
Disability Awareness Month** in the District and strongly encourage students, families, staff,
and community members to establish and participate in local celebrations;

and encourage all schools in the district to help highlight this month in grade-appropriate
ways as well as highlight the contributions of people with disabilities to the local community,
nation, and beyond both historically and in current times.

Adopted by the Board of Directors of School District No. 509J (Corvallis) of Benton and Linn
Counties, Oregon, at its regular meeting this 24th day February, 2022.

Signed:



Sarah Finger McDonald
Board Chair

Attested:



Ryan Noss
Superintendent

IV. BOARD MEMBER REPORTS

V. SUPERINTENDENT'S REPORT (6:55 p.m.)*



Corvallis

SCHOOL DISTRICT

Superintendent's Report

Shared with the Corvallis School Board during the March 7, 2024 meeting.

Principal at Kathryn Jones Harrison Elementary

Elton Kikuta has been hired as the principal at Kathryn Jones Harrison Elementary. He has been a teacher at Kathryn Jones Harrison for 38 years and was most recently the dean of students.

Please join me in welcoming Elton to his new role!

Classified Appreciation Week

This week (March 4-8) is Classified Appreciation Week, where we celebrate our classified staff who support staff, students, and families and contribute to the district's success. We worked with the Corvallis Public Schools Foundation to provide ice cream sundae bars to celebrate at all our buildings.

Native Families Grant - Title VI

On January 31, we had our first Native Community gathering, with nearly 60 people attending. This event included dinner and childcare, and we collected feedback about community needs and topics for future events. The district will use this feedback for our Title VI application.

Recently, we received \$10,000 of federal funding to support the initial phase of the district's application for the Title IV Indian Education Grant. Yesterday, we applied for the first part of the Title VI grant. Funding will be used to bring native musical composer Mato Wayuhi to the community for a performance. Part of the ESSR funding will also cover the purchase of graduation stoles for our Native Students.

2024 Career Fair at OSU LaSells Stewart Center

Over 700 students and over 130 volunteers attended the Benton County Career Convention last week at OSU. Students attended career interest panels and participated in mock interviews. Students provided feedback for future events and shared what they enjoyed the most. Read more [on our website](#).

Last Weekend of Newsies

This is the last weekend to see the CSD Theatre production of Newsies. To purchase tickets, please visit the [CSDTheaters website](#).

Upcoming Meeting with the Corvallis Public Schools Foundation

The Corvallis Public Schools Foundation Board will join us at our next meeting to share about their upcoming work and celebrations from this school year. There will also be an opportunity to share ideas and suggestions on how both boards engage community members.

Multi-Factor Authentication

Over the last three years, the district has been working to increase the safety and security of our district networks. Beginning next week, the district will introduce [Multi-Factor Authentication \(MFA\)](#) for all staff. This serves to:

- Safeguard sensitive information in our organization.
- Fulfill cybersecurity insurance prerequisites.
- Align with data protection practices used in districts statewide.

K-12 education is an increasingly profitable target of cyberattacks and cybercrime. These attacks, as we experienced last week and have seen in nearby districts, cost valuable instructional time and put important staff and student information at risk.

VI. PUBLIC COMMENT (7:05 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. BIAS REPORTING UPDATE



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Melissa Harder and Marcianne Rivero-Koetje
Meeting Date: March 7, 2024

Bias Incident Response - Mid-Year Update

No Action Required

Background

This presentation will provide mid-year bias incident data reported from September 6, 2023, through January 31, 2024, as well as updated information on how we are training our staff differently this year.

Involvement

District staff: Melissa Harder, Marcianne Rivero-Koetje, Kristin Mahoney

Cost Impact

None

Function

Review and discussion.

Bias Incident Board Report

Mid-Year Presentation

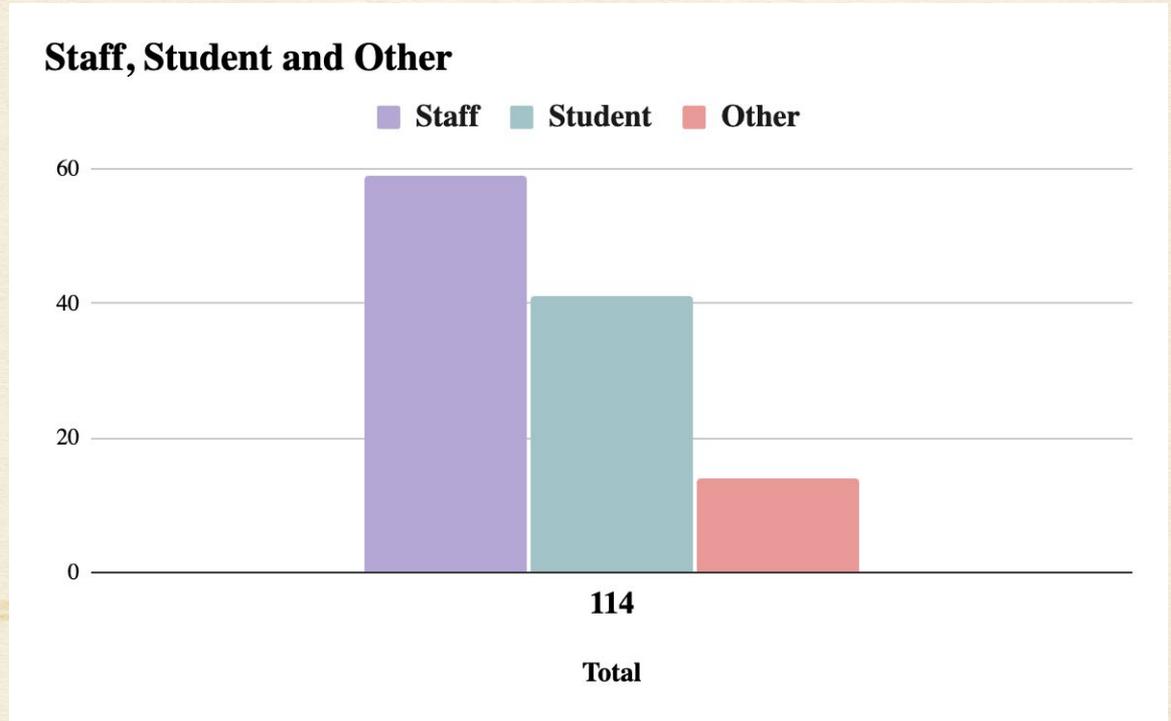
March 2024

Bias Incident Report Data

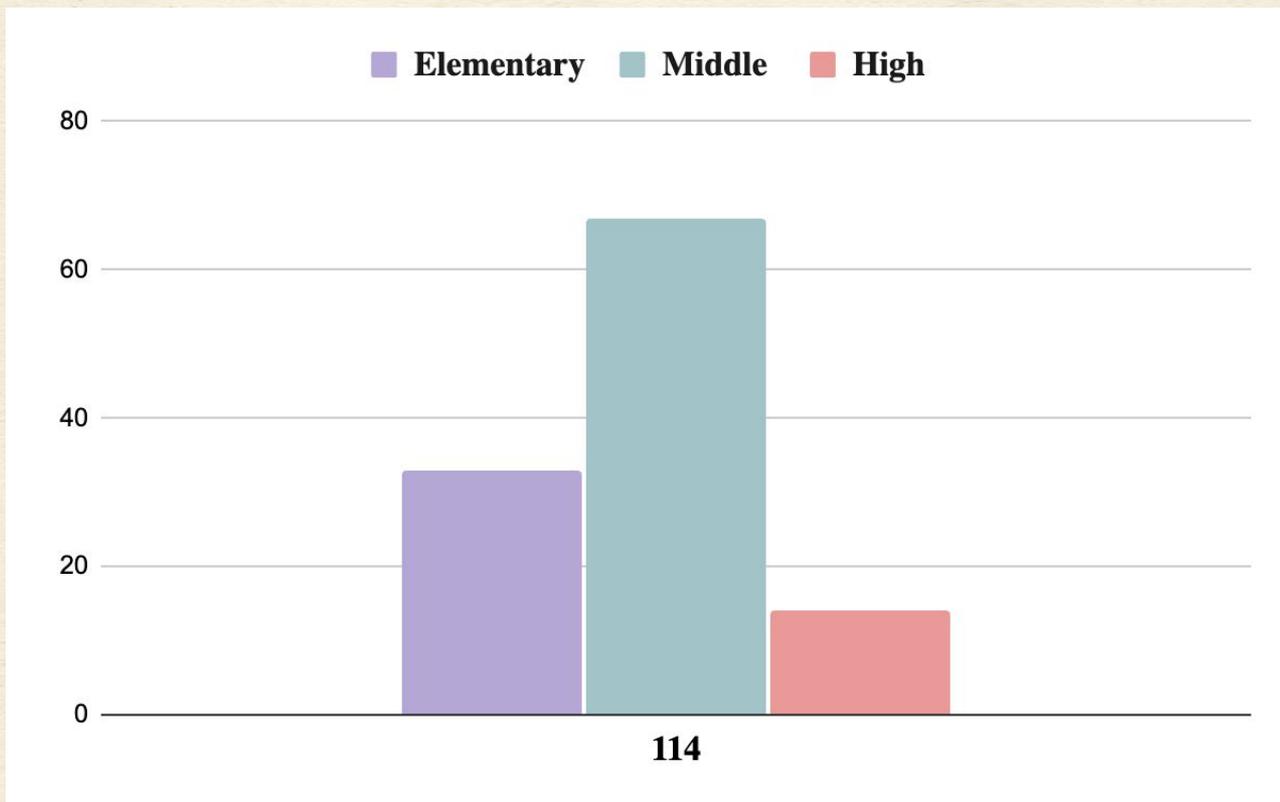
September 6, 2023 - January 31, 2024

	2022 - 2023 School Year	This Reporting Period
Elementary	31	33
Middle	74	67
High	26	14

Who is Reporting



Reports by Grade Level



Bias Incident Report Data

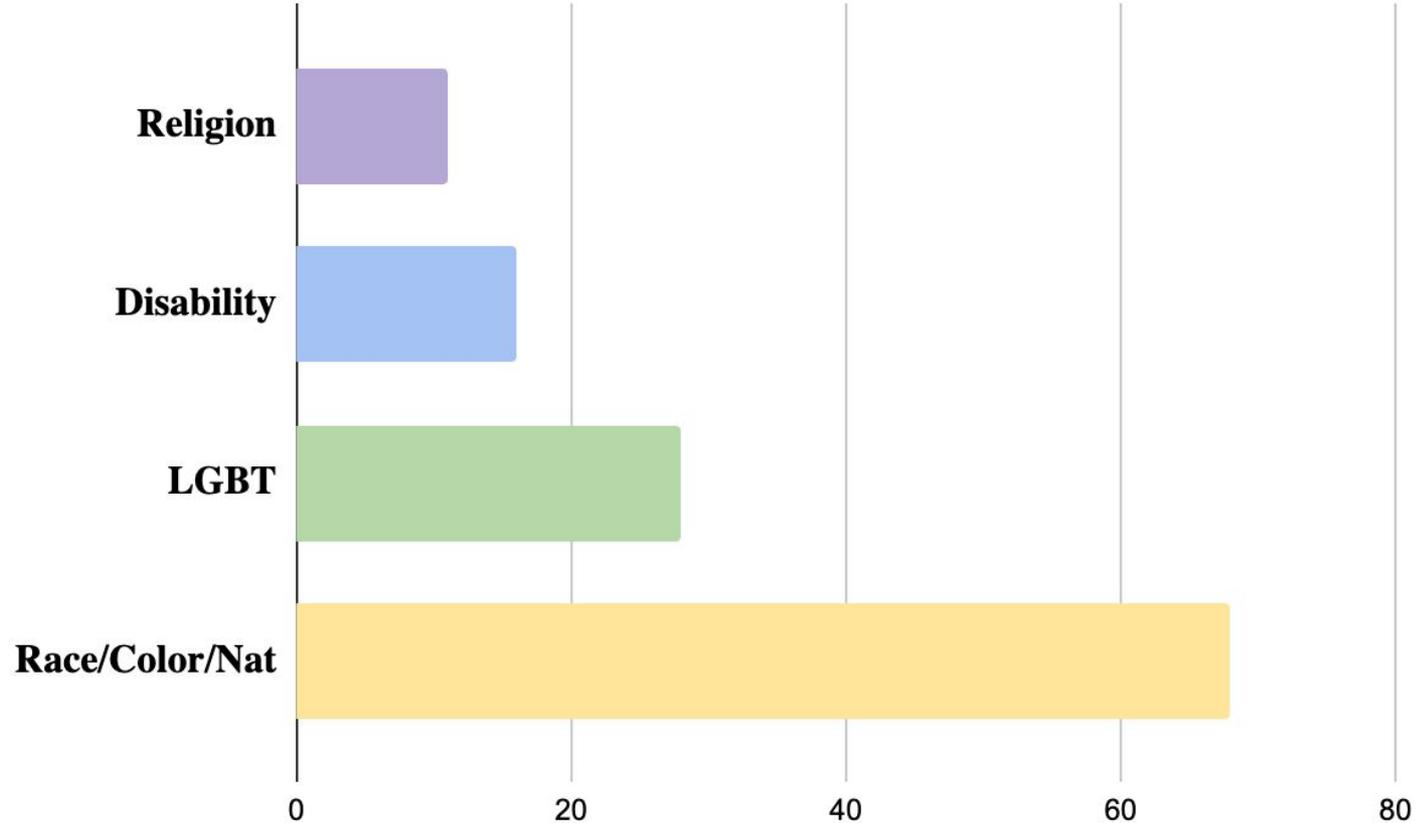
Fast Facts

25.4%
Reporters,
Reported
Anonymously

Students are
the most
common
reporters of
LGBTQ+ Bias

Staff are the
most common
reporters of
Racial Bias

Types of Bias Reported



Bias Incident Report Data

Fast Facts

Most Common
Form of Bias -
Verbal Abuse

Most Common
Time of Day -
Lunch Time or
Post-Lunch
Hour

Most Common
Location -
Classroom

Feedback from Our Students

What is working well?

I think the bias response is going decent. What is going well is people feeling comfortable to report a bias incident.

Being able to be anonymous is important to feel safe and helps if people are nervous about reporting.

I personally have used the bias incident reporting system once before and it was very smooth and it was dealt with accordingly.

How easy it is to find it.

Ideas for Improvement from Students

Separate elementary form

Updated poster with simple phrasing

Provide lessons about Bias Response Process

Staff Training Continues

Preventative and Proactive Measures

- Mitigating Bias in Hiring
- Bias Training for Specific Groups
 - Transportation
 - Mental Health Team
 - Theatre Diversity Advisory Committee (TDAC)
 - Schools- Staff and students
 - Sports
- Ongoing and Intentional Training
 - SafeSchools microaggression module
 - Lessons for Racial Equity
- Collaboration and resource sharing with Regional Racial Equity Group

When a Bias Incident Occurs in Your Presence...



Interrupt it.

Every time.

In the moment.

Without exception.

Bias Incident is in the District Behavior Guidelines

Harassment, Bias

When determining severity please reference the below forms and policies before, during, and after investigation.

The below incidents may require use of the following forms:

[Racial Language and Behavior Scale](#)

[Harassment Policy](#)

[Bias Incident Report](#)

[STAT Process](#)

Please note that these events have specific investigation and documentation requirements

	Harassment, coercion, bullying, hazing, cyberbullying	Racial Harassment	Bias Incident
Low level severity	Student Conference Building level discipline	Student Conference Building level discipline	Student Conference Building level discipline
Medium level severity	Student/Family Conference Up to 2 day OSS	Student/Family Conference Up to 2 day OSS	Student/Family Conference Up to 2 day OSS
High level severity	Required Re-entry meeting Up to 3-4 day OSS	Required Re-entry meeting Up to 3-4 day OSS	Required Re-entry meeting Up to 3-4 day OSS

Reporting



Corvallis
SCHOOL DISTRICT

FAMILY LOGINS

STAFF LOGINS

COMPLAINT PROCESS

EMPLOYMENT

CONTACT US

TRANSLATE ▾

SEARCH

About Us

Bond Program

Schools &
Programs

Departments

Parents &
Students

News &
Announcements

Report bias incidents to your building principal, dean of students, or behavior team.

OR: report bias incidents to the website.

All reports must be investigated.

All reports to the website are tracked and documented.

Bias Educational Kits

Lessons and Resources that address the following incidents

- Anti-semitism
- Racism
- Anti-immigration
- Anti-muslim
- Anti-LGBTQIA2S
- Ableism





What is Bias?



Race, Color, or National Origin:

Racial bias can appear in many ways, including stereotyping, discrimination, and prejudice. Use of **slurs**, mention on skin color in a derogatory way, or **stereotyping** people from a specific country are some examples.

Religion:

Religious bias is a form of prejudice that involves treating someone unfairly and differently because of their religious beliefs or practices. This could involve the drawing of **symbols of hate** or making fun of religious clothing.

LGBT+ & Gender:

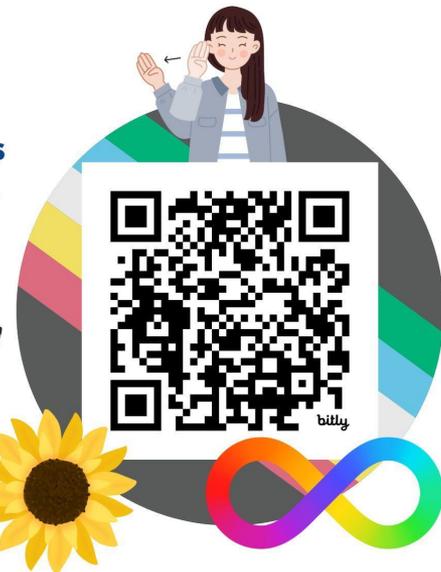
Bias against the LGBT+ community can take many forms, including stereotyping of genders, **discrimination**, use of slurs, and **harassment** are just some examples.

Disability:

Ableism is a form of discrimination against individuals with disabilities. It can be anything from physical **barriers** to social **exclusion** and negative attitudes. It often goes unnoticed, as it is deeply ingrained in our society and culture. **Many disabilities are invisible** which can cause bias to occur against a person without the other knowing they are doing so.

The Corvallis School District does not discriminate on the basis of age, citizenship, color, disability, gender expression, gender identity, national origin, parental or marital status, race, religion, sex, or sexual orientation in its programs and activities, and provides equal access to designated youth groups. The following persons have been designated to handle inquiries regarding discrimination: Rynda Gregory, Human Resources Administrator and Title IX Coordinator: rynda.gregory@corvallis.k12.or.us, 971-217-6309; Melissa Harder, Assistant Superintendent and Title II Oversight: melissa.harder@corvallis.k12.or.us; Sabrina Wood, Special Education Coordinator and ADA Title II Complaints: sabrina.wood@corvallis.k12.or.us

If you or someone you know is facing bias report it!



Disability Bias

Ableism is a form of discrimination against individuals with disabilities. It often goes unnoticed, as it is deeply ingrained in our society and culture. Many disabilities are invisible which can cause bias to occur against a person without the other knowing they are doing so.

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Bias against the LGBT+ community can take many forms, including stereotyping of genders, discrimination, use of slurs, and harassment.



Report Using the QR Code



VIII. BOARD GOALS - FIRST READING (7:55 p.m.)*



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Superintendent Noss
Meeting Date: March 7, 2024

2024-2029 Board Goals and Strategies – First Reading

NO ACTION REQUIRED

At the August 16, 2018, meeting, Board members adopted the 2018-2023 Board Goals and Strategies. Looking forward, the Board recognized the importance of creating space for community voice to inform and develop future Board goals. Over the 2022-23 school year, the Board prioritized community engagement in their work on the 2024-2029 Board Goals and Strategies. Staff, students, and community members were involved through a community survey, eight facilitated community engagement sessions, and the August 24, 2023, board retreat. At the October 12, 2023, meeting, board members recommended edits and additions to the 2024-2029 Board Goals and Strategies.

At the November 2, 2023, meeting, Board members reviewed an updated draft of the 2024-2029 Board goals and determined more community feedback would be collected. At the February 22, 2024, board meeting, Superintendent Noss received feedback incorporating the survey feedback from the Board and will present an updated draft document at the March 7, 2024, board meeting.

Function

Review of revised draft document.



2024-2029 Board Goals

(Draft – 03/07/24)

Student voice is a core tenant of the Corvallis School Board. Student identity (race, culture, socioeconomic **and family** status, language, ability, gender, gender identity, gender expression, or sexual orientation) should not predict or predetermine success in school.

Goal 1: Excellent Learning Experience

Vision: We will create exceptional learning experiences where all students learn at high levels¹. Taking into account identity, history, accessibility, and ability **encompassing students with disabilities**, academic rigor will be achieved as students are challenged and supported. **to: List the attributes of our profile of a graduate here.**

Strategies:

1. Adopt and implement culturally relevant curricula **while monitoring and adjusting practices and curricula based on student outcomes. that integrate (List the attributes of our profile of a graduate here.)**
2. Implementation of the 5 Dimensions of Teaching and Learning Framework².
3. **Develop a profile of a graduate that includes academic outcome measures.**
- 2.4. **Provide high-quality professional development for staff.**
- 3.5. Track key academic indicators and growth targets from the Oregon Department of Education.

Goal 2: Equitable Systems

Vision: We will transform educational systems to be diverse, equitable, and inclusionary in our decisions and actions, and create belonging for all students, staff, and families.

Strategies:

1. Elevate and center voices of institutionally underserved³ students in both decisions and actions.
2. **While working in community we will Enhance** student, family, and community engagement in meaningful ways to inform district decision-making.
3. Develop and implement an equity plan to support students and staff.

¹ Expectations for students are set at a level that challenges them to reach their full potential.

² A shared language for instruction that grounds teaching and learning in classroom environment and culture, student engagement, curriculum, assessment for student learning and purpose.

³ A situation in which a specific group of individuals or communities is not adequately or equitably served or supported by an institution or a system.

(Continued on next page.)

4. Develop institutionally supported retention efforts of racially, culturally, linguistically, and gender-diverse staff.

Goal 3: Relevant and Engaging Learning

Vision: Students will participate in relevant and engaging real-world learning experiences ~~that prepare them for~~ that support their short and long-term goals towards an evolving future.

Strategies:

1. Create and sustain strong career-technical, music, and art education.
2. Support learning that focuses on ecoliteracy⁴, stewardship, and sustainability.
3. Support multilingualism⁵ across our school system.
4. Create varied, accessible, and adaptable learning pathways toward graduation that are connected to student interests and their post-secondary plan.
5. Create and sustain– community partnerships that integrate relevant experiential learning in the community in all grades.

Goal 4: Healthy Communities

Vision: We will cultivate schools and a district that promote wellness through the social, emotional, mental, and physical health and well-being of students, families, and staff by fostering personal growth, community care, and equitable systems that honor the rightful presence of identities and lived experiences, ~~recognizing some students live independently of a family structure,~~ so that every student belongs and feels safe and supported to thrive socially and academically.

Strategies:

1. Foster student and staff belonging through the implementation of SEL standards⁶.
2. Foster student education in areas of health and wellbeing.
3. Foster student and staff identity and agency.
- 3.4. Support staff well-being and retention efforts.
- 4.5. Foster collaboration with families in the learning process with emphasis on families navigating poverty.

⁴ A deep comprehension of ecological systems, sustainability, and the ability to apply understanding in practical ways.

⁵ Being able to read, write, and speak in more than one language.

⁶ A set of guidelines or benchmarks that outline the social and emotional skills and competencies that students are expected to develop and demonstrate as part of their education.



2024-2029 Board Goals

(Draft – 03/07/24)

Student voice is a core tenant of the Corvallis School Board. Student identity (race, culture, socioeconomic and family status, language, ability, gender, gender identity, gender expression, or sexual orientation) should not predict or predetermine success in school.

Goal 1: Excellent Learning Experience

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Strategies:

1. Adopt and implement culturally relevant curricula while monitoring and adjusting practices and curricula based on student outcomes.
2. Implementation of the 5 Dimensions of Teaching and Learning Framework².
3. Develop a profile of a graduate that includes academic outcome measures.
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5. Track key academic indicators and growth targets from the Oregon Department of Education.

Goal 2: Equitable Systems

Vision: We will transform educational systems to be diverse, equitable, and inclusionary in our decisions and actions and create belonging for all students, staff, and families.

Strategies:

1. Elevate and center voices of institutionally underserved³ students in both decisions and actions.
2. While working in community we will enhance student, family, and community engagement in meaningful ways to inform district decision-making.
3. Develop and implement an equity plan to support students and staff.
4. Develop institutionally supported retention efforts of racially, culturally, linguistically, and gender-diverse staff.

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³ A situation in which a specific group of individuals or communities is not adequately or equitably served or supported by an institution or a system.

Goal 3: Relevant and Engaging Learning

Vision: Students will participate in relevant learning experiences that support their short and long-term goals towards an evolving future.

Strategies:

1. Create and sustain strong career-technical, music, and art education.
2. Support learning that focuses on ecoliteracy⁴, stewardship, and sustainability.
3. Support multilingualism⁵ across our school system.
4. Create varied, accessible, and adaptable learning pathways toward graduation that are connected to student interests and their post-secondary plan.
5. Create and sustain community partnerships that integrate relevant experiential learning in the community in all grades.

Goal 4: Healthy Communities

Vision: We will cultivate schools and a district that promote wellness through the social, emotional, mental, and physical health and well-being of students, families, and staff by fostering personal growth, community care, and equitable systems that honor the rightful presence of identities and lived experiences so that every student belongs and feels safe and supported to thrive socially and academically.

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⁶ A set of guidelines or benchmarks that outline the social and emotional skills and competencies that students are expected to develop and demonstrate as part of their education.

IX. SUPERINTENDENT'S 2023-24 EVALUATION



Corvallis
SCHOOL DISTRICT

Corvallis School District Board of Directors Evaluation of Superintendent Ryan Noss 2023-24

Dr. Ryan Noss is completing his eighth year as Superintendent of the Corvallis School District. This past year has shown growth, highlighted areas of struggle, and made good on the bond promises to the community. Ryan and his team have continued to show they are committed to helping students move towards graduation and prepare for life after K12 through lasting effects of the COVID-19 pandemic and increasing state budget reductions. Even still, persistent barriers remain offering a lens to seek ways to continue to look for what may be impacting student learning. This evaluation has been compiled in a way that synthesizes key items shared by board members.

Areas evaluated

2022-2023 Priorities

Goal 1: Student Achievement

Goal 2: Equitable Systems

Goal 3: Real World Learning

Goal 4: Health and Wellness

Goal 5: Long Range Facilities Planning

Executive Summary:

There were areas of growth identified by board members, which were also highlighted by Dr. Noss in his report. Board members pointed out ways in which they see the district moving towards addressing those needs. Most understand that the lasting impacts of the COVID-19 pandemic on student learning, mental health, and behavior will take many years to overcome. Currently, the students in kindergarten this year are the first cohort of students that have not had direct COVID-19 policies and processes in place that impact school attendance and learning. Even still, students and staff continue to miss days due to COVID-19. Ryan has spent much of his efforts in ensuring the Corvallis School District has funding to keep the summer enrichment program operational through strategic partnering with the Corvallis Public School Foundation. The board recognizes this and also sees the ways in which students continue to struggle in this area through the data available to us. While we are still measuring above state averages, attention to students with disabilities, students of color, students navigating poverty, and English language learners need additional support to intervene the lower learning rates in these areas. Given the continued budgetary declines at the state level, Ryan's creative and strategic thinking will be relied upon to help the district move forward in the best way it can.

Sociopolitical tensions locally and nationally as well as the national economic and housing crisis impact students in our district. Efforts around equity including SAFE, DEDI, DELTA, Pride, TDAC, and SEAC offer supports centering the needs of students whose data continues to show lower rates related to learning outcomes mentioned above. Additionally, Dr. Noss' thoughtful partnership with the Corvallis Public School Foundation has allowed for stronger support of students navigating poverty. Students have access to more mental health resources directly in schools, which fills a gap in the community. Every school has been positively impacted by the bond project which is near completion fully reaching the promises made to the community that it would make. This has allowed for expanded opportunities through CTE, arts, and science as well as better supports of students with learning disabilities and increased access to restrooms for trans and non-binary students. It is clear to the board that Ryan is invested in student success on multiple levels. While it was noted that he does care about staff, questions about how this type of systematic support offered to students can be replicated for staff arose as well as a desire to know how staff are doing and what their needs are.

Dr. Ryan Noss is described as thoughtful, strategic, student-centered, and a collaborative leader. It is noted that he involves staff as thought partners in decision making and advocates in the community for issues that impact students, families, and staff. Ryan models what it means to challenge oneself and continue to grow. CSD is fortunate to have Dr. Noss as Superintendent to lead us through the challenges that lie ahead and help the district address the areas in which need to be improved.

X. NON-REPRESENTED EMPLOYEE BENEFITS AND COMPENSATION (8:35 p.m.)*



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Ryan Noss, Superintendent, and Jennifer Duvall, Human Resources Director
Meeting Date: March 7, 2024

Non-Represented Employee Benefits and Compensation

ACTION REQUIRED

Background

The non-represented employee group's agreement expires June 30, 2024. The following changes are recommended to the Non-Represented Employee Benefits and Compensation Agreement:

- A one-year agreement, effective July 1, 2024 through June 30, 2025;
- Provide steps each year of the agreement for those eligible for step movement;
- Add a 5.00% cost of living adjustment (COLA) to the salary schedule for all non-represented positions;
- Adjust work calendars for administrator positions to be in alignment with comparator districts;
- Increase the monthly district insurance contribution to \$1,625 per month;
- Update the positions that receive mileage stipend.
- Added severance benefit stipend, aligned with new language added for the certified agreement in July 2023.

ACTION REQUESTED:

Approve the changes to the Non-Represented Employee Salary and Benefits Agreement effective July 1, 2024.

MOTION REQUESTED:

"I move to approve the Non-Represented Employee Salary and Benefits Agreement for the 2024-25 school year."



Corvallis
SCHOOL DISTRICT

Non-Represented Employees Salary and Benefits Agreement

2024-2025

The Corvallis School District does not discriminate on the basis of age, citizenship, color, disability, gender expression, gender identity, national origin, parental or marital status, race, religion, sex, or sexual orientation in its programs and activities, and provides equal access to designated youth groups.

The following persons have been designated to handle inquiries regarding discrimination: Rynda Gregory, Human Resources Administrator and Title IX Coordinator: rynda.gregory@corvallis.k12.or.us, 971-217-6309; Melissa Harder, Assistant Superintendent and Title II Oversight: melissa.harder@corvallis.k12.or.us; Sabrina Wood, Special Education Coordinator and ADA Title II Complaints: sabrina.wood@corvallis.k12.or.us

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CORVALLIS SCHOOL DISTRICT NON-REPRESENTED SALARIES AND BENEFITS

INTRODUCTION

Employees subject to this handbook are those excluded from collective bargaining units on the grounds of supervisory or confidential status or those having a community of interest with management personnel. The following groups of employees are covered by the provisions of this handbook:

- Licensed Administrators
- Supervisors
- Confidential Staff
- Non-Teaching Professional Staff

- 1) **DUTIES**—Duties shall be as assigned by the district superintendent. The employee shall devote full time, skill, labor, and attention to district assignments. The employee must obtain prior superintendent approval before accepting any offers of outside employment or consulting work. The employee shall perform assigned responsibilities in accordance with the employment agreement, the laws of the state of Oregon, the Oregon Administrative Rules, written school district policies, and school district administrative regulations, procedures, and directives. The employee may be reassigned or transferred at any time. Employees are expected to work on policy, procedure, curriculum, negotiations, budget, and other issues or projects as assigned. Each employee shall demonstrate skill in communications with staff, students, parents, patrons, and all others with whom the employee comes into official contact.

- 2) **CONTRACT YEAR WORK SCHEDULE**—Employees will schedule the work year with their immediate supervisors so that the contracted number of work days are available between July 1 and the following June 30. Each day that students attend school will be a scheduled workday for building administrators unless the appropriate supervisor approves a specific exception. Any variation from the established work year schedule requires the specific written approval of the supervisor. If the employee does not complete their work year with the district, the employee’s final check shall be prorated to account for actual days worked.

- 3) **HOURS**—The nature of the work is such that definite work hours cannot be established, and it is the expectation of the district that employees will be available when needed. The employee shall maintain sufficient on-site hours consistent with the needs of the particular building or program and general operations of the school district. Employees are required to attend school board, budget committee, and other meetings or activities at the direction of their supervisor or the superintendent.

The district recognizes the varied and unique duties and responsibilities that employees are required to perform during and beyond the regular workday. Because flexibility is essential at all levels of administration, exemptions from a rigid work schedule are desirable in order to provide a means for employees to meet professional and personal obligations. As a guideline, however, covered employees are expected to maintain work hours that are consistent with the needs of students, the public, and other staff. Summer hours may vary depending upon building and district needs as approved by the superintendent.

4) COMPENSATION

Salary Schedule (see Appendix A.)

Non-represented employees shall be paid in accordance with Salary Schedule, Appendix A. Salary applies to work performed during the fiscal year of July 1 through June 30.

Paychecks are generally issued the last working day of a month. Final payment of wages shall be made on the final day of the corresponding pay period for separation of services, other than termination.

New employees will be placed on the salary schedule for the appropriate position and in accordance with their verified work experience. Steps will be granted based on similar job related experience or similar position held for which they are hired.

Any non-represented employee who can demonstrate proficiency in any one of the top 3 languages of origin represented by the district's student population, aside from English, will receive a bilingual stipend equivalent to 2.50% of their salary each year.

Employees who have been in a paid status a minimum of 75% of the scheduled work year during the immediately preceding school year will be advanced one step on the appropriate salary range.

Effective July 1, 2014, cell phone stipends will no longer be paid to non-represented employees. The total stipend amount (\$360) was included in total salary moving forward.

Public Employees Retirement System (PERS) Pickup—The district pays the six percent employee contribution to the Public Employees Retirement System (PERS). Employees become members of the Public Employees Retirement System after being employed by district for six months, or upon date of employment if already member of PERS.

5) HEALTH INSURANCE--

Effective October 1, 2024, the monthly district contribution for health insurance, which includes medical, dental, and vision for a full time employee shall be \$1,625. Life and long-term disability insurance premiums will be paid in full by the District.

Employees will pay the difference between the district contribution for health insurance and the cost of the monthly premium for the plan that the employee chooses. Employees hired for .5 FTE to .99 FTE will have premium payments prorated for the portion of an employee's assignment subject to this policy.

If the district selects a high deductible major medical plan that can be partnered with a Health Savings Account (HSA) per federal regulation, the district will make contributions to the HSA account for employees eligible to receive insurance benefits. The district's contribution will be pro-rated based upon FTE and the employer contribution amounts less medical/dental/vision/life/ltd premium deductions, but not in excess of the IRS allowable limit defined for individual and family classifications. Additionally, an employee may contribute funds to bring the total employer and employee contributions up to the IRS allowable maximum for the calendar year.

The employee is responsible to ensure account activities are in compliance with IRS regulations. Also, the employee is responsible for setting up the HSA account during the open enrollment period or the first time an individual is eligible to enroll in insurance. The benefits provided are described in the contract between the district and insurance carrier and the summary of these plans is available on the district's website. Domestic partner coverage is available. The employee will be taxed on added value of increased benefit, as required by law.

An eligible employee may "opt out" of District offered medical insurance coverage by indicating in writing to the District the employee's election not to obtain medical insurance coverage through the District. The employee is then responsible for meeting the health insurance coverage requirements under the Affordable Care Act (ACA). The deadline for making this election shall be by the end of open enrollment or first date the employee is eligible for insurance. A non-represented employee who opts out of District medical insurance coverage will receive \$200 per month, based on full-time FTE, or \$100 per month based on part-time FTE, paid as taxable income, beginning the eligible month the employee opts out.

An employee's decision to opt out of District medical insurance coverage shall constitute a waiver of the right to any such benefit for the duration of the insurance year, and shall be irrevocable until the following year unless the employee undergoes a "qualifying event" and applies for the District medical insurance coverage.

6) FLEXIBLE SPENDING PLAN—The district has established Section 125 (flexible spending) accounts in accordance with the Internal Revenue Code.

7) TAX-SHELTERED ANNUITIES (TSA)—Employees may contribute before-tax salary to tax-sheltered annuities. A list of available TSA vendors is on the district website.

8) HOLIDAYS AND LEAVES

Paid Holidays:

- New Years Day
- Martin Luther King Jr.
- Memorial Day
- Juneteenth (employees with 220 or more contract days)
- Independence Day (employees with 220 or more contract days)
- Labor Day
- Veterans Day
- Thanksgiving Day
- Day after Thanksgiving Day
- Christmas (employees with 220 or more contract days)
- Either Christmas Eve or New Year's Eve day as scheduled on the work calendar (employees with 220 or more contract days)

Leaves:

Exempt employees are responsible for reporting all absences (i.e. personal leave, sick leave, vacation) through the district's leave reporting system.

Non-exempt employees are responsible for reporting their time worked and all absences (i.e. personal leave, sick leave, vacation) through the district's time-reporting system.

- *Bereavement Leave*—The employee will be granted, upon request, up to three days leave in the event of death of any member of the immediate family. Where substantial justification exists, in the sole discretion of the superintendent or designee, they may grant time beyond the three days with full pay.

Members of the immediate family include mother, mother-in-law, father, father-in-law, spouse, son, daughter, brother, sister, grandparents, grandchildren, or any other relative or domestic partner living in the immediate household of the employee. The superintendent or designee may grant leave for others upon written request.

- *Sick Leave*—Sick leave is available to covered employees on the basis of one day per month worked (defined as a month with 14 or fewer unpaid days). Sick leave with pay is for personal illness or in order to care for the employee's spouse, domestic partner, son, daughter, or parent who has a serious health condition.

Sick leave for the fiscal year will be advanced on July 1, and earned by subsequent service. Sick leave is accumulative without limit. Employees may take sick leave prior to its accrual up to the maximum that can reasonably be expected to accrue during the fiscal year. Employees who leave the employ of the district and have used unearned sick leave will be required to reimburse the district for any unearned sick leave used. Sick leave is not earned during unpaid leave of more than two weeks duration.

Employees may bring in up to 75 days of sick leave from other Oregon school districts. The transfer of sick leave shall not be effective until the administrator has completed thirty (30) working days.

- *Personal Leave*—Three days per year is granted for those times when leave is desired for personal commitments or convenience but is not of an emergency nature. Prior approval by the employee's supervisor is required. At the end of the fiscal year, each employee shall be paid out for all unused personal leave. This payout will occur in July.
- *Emergency Leave*—Two days leave with pay will be granted for emergencies of a serious personal nature beyond the employee's control which must be attended to during regular working hours or closure emergency days. This leave is non-accumulative.

In requesting emergency leave, the applicant will be requested to state the general nature of the emergency. The superintendent or designee has authority and grants emergency leave.

- *Family/Parental Leave*—Leave will be granted by the superintendent or designee in accordance with state and federal family medical leave law for 12 work weeks in any 12 month period for the reasons set forth in those laws.
- *Professional Leave*—An employee’s supervisor may grant professional leave with pay for educational conferences, meetings, or visitations to exemplary programs that are related to the employee’s assignment, in accordance with Board Policies GCL and GDL.
- *Professional Growth Leave*—Professional growth leave is for unique opportunities that can be expected to provide a substantial contribution to the district. Leave may be requested without pay or with reduced pay through application to the superintendent or designee for approval. At a minimum, the application will describe the proposed activity or program and its potential contribution to the district, financial support requested (if any), and a statement of income and/or benefits the employee expects to receive from non-district sources as a result of the proposed activity.

The superintendent or designee may, at their discretion, approve the application as submitted, approve the application subject to such modifications as it deems appropriate, or deny the application.

If the leave is with pay and/or benefits, the employee shall sign a promissory note in the amount of the *total cost* to the district of the pay and benefits to be provided. One-third of the original amount of the promissory note shall be waived by the district for each full year of service following the employee’s return from leave. If the employee fails to complete three full years of service, the portion of the note not waived shall be due upon the effective date of the employee’s termination. However, in the event of death or permanent disability of the employee, the full amount of the promissory note will be waived.

- *Unpaid Leave*—An employee who is not probationary and who has worked three consecutive years for the district may be granted unpaid leave by the superintendent or designee for personal reasons for up to one year. No benefits will accrue during extended unpaid leaves.
- *Other Leaves*—The district will comply with its legal obligations to grant any leaves not specified above, i.e., military, jury duty, etc.
- *Vacation (260 day employees only)*

<u>Years of Service</u>	<u>Vacation Days Annually</u>
Less than 10 years	15 days
10- 14 years	17 days
15 years and more	20 days

Employees may carry over a maximum of ten days of vacation each July 1 with the approval of the superintendent or designee. Any vacation accrual in excess of 10 days on June 30 will be paid in July of each year.

9) OTHER BENEFITS

- *Mileage Allowance (out of district)*: Employees are reimbursed at the IRS rate for actual mileage for out-of-district business use of their car.
- *Mileage Allowance (in district)*: Designated employees who travel extensively in-district as an ongoing part of their job may be reimbursed for in-district travel at the IRS rate. These positions will be designated by Human Resources as part of the job description.

The following positions will be paid a mileage stipend, based on work calendars, as compensation for the use of personal vehicles to perform in district duties as follows:

\$50 per month

Principals/High, Middle School, Elementary
Assistant Principals/High, Middle School
Coordinator/Alternative Pathways

\$75 per month:

Executive Assistant to Superintendent & Board
Family Outreach Supervisor
Therapist/Physical and/or Occupational

\$100 per month

Assistant Coordinator/Teaching and Learning
Communications Coordinator
Coordinator/Teaching and Learning
Director/Technology
Manager/Food Services
Mental Health Manager and Clinical Supervisor

Other non-represented positions may be compensated for in-district travel for district-required meetings up to \$50 per year by submitting a mileage reimbursement request.

- *Professional Dues*: The district will pay the cost of dues for affiliation with COSA and one appropriate State and one National professional organization, with prior approval by the employee's administrative supervisor.
- *Professional Development for Licensed Administrators*:
In-state conferences/workshops: Each building administrator will be allocated \$300 per year towards an in-state conference/workshop (registration and travel expenses, following board policy and administrative regulations). Reimbursement needs to be processed through the Human Resources Department. A building administrator may choose to use the \$300 conference allocation towards tuition reimbursement for the year, working through the Human Resources Department.

National conference: The district will pay up to \$2000 per year, per a three year calendar rotation for building administrators to attend a national conference. This allocation can be used towards registrations and travel expenses, following adopted board policy and administrative regulations. The national conference must be

approved by the Superintendent. The three year rotation will be based on seniority as an administrator with the district.

- *Severance Benefit:* The District will offer a severance benefit to any non-represented staff member who has completed a minimum of 20 years of service in the Corvallis School District and resigns or retires their employment with the District. Eligible staff shall receive lump sum payment equivalent to 12 months District provided insurance benefits at the equivalence of their last year's FTE.
- *Tuition Reimbursement for Licensed Administrators:* Tuition may be reimbursed for a maximum of eight quarter hours per year (July 1 through June 30) for a course of study approved in advance by the superintendent or designee. Reimbursement is for 100% of cost of tuition if university vouchers are used or if vouchers are not used then reimbursement is for 90 percent of cost of tuition with maximum being 90 percent of OSU graduate school rate. Administrators must submit a written request, a copy of the tuition receipt, and evidence of satisfactory course completion to Human Resources to receive reimbursement. This benefit is for the current school year only and is not cumulative. In addition a tuition reimbursement pool will be established up to \$5,000. If this allotment has not been used by June 30, then staff who have already received reimbursement earlier in the year may apply for additional reimbursement, if qualified.
- *Tuition Reimbursement/Professional Development for Non-licensed Employees:* Tuition and workshop fees may be reimbursed for job-related or education focused classes/workshops approved in advance by the superintendent or designee. Employees must submit a written request, a copy of the tuition/workshop receipt, and evidence of satisfactory course completion to Human Resources to receive reimbursement. The maximum reimbursement amount per employee shall be \$2000 per year. A pool of \$10,000 will be available each year. If the annual allotment has not been used by March 1 then employees that have already received reimbursement earlier in the year may apply for additional reimbursement, subject to prior approval and verification of course completion. This benefit is for the current school year only and is not cumulative.
- *Support for Employees Running for State or National Offices (in their respective professional organizations):* The district will establish an account to cover the costs of printing and mailing for any employee who is campaigning for state or national office in a professional organization related to his/her assignment. Employees may apply to access this account through the superintendent's office. The maximum reimbursement available to each employee will be \$250 per campaign as funds are available.

10) PROBATIONARY PERIOD

Licensed Administrators—Licensed administrators will serve a probationary period of three years. In special circumstances, the probationary period may be shortened, based on relevant experience, to no less than one year by the agreement of the superintendent and the administrator. Any such agreement will be in writing and will be placed in the administrator's personnel file.

Non-licensed Employees—Non-licensed employees will serve a probationary period of one year.

- 11) EVALUATION**—Evaluation of employees will be conducted annually for probationary licensed administrators, and at least every other year for other non-represented staff by the superintendent or appropriate administrative designee. The evaluation will be based on applicable board policy, the job description, performance, and professional standards, and performance goals that have been discussed with the employee at the beginning of the evaluation period. It may be desirable to gather input from parents, students, teachers, peers, or others for use in the evaluation process. If such input is to be part of the licensed administrator's evaluation, its use will be in accordance with Board Policy CCG. Evaluations will be completed and discussed with the employee by June 30 of each year unless that date is extended in writing.
- 12) IMPROVEMENT PLAN**—When an employee's performance needs improvement (for other than disciplinary reasons), the superintendent or designee may place the employee on an improvement plan. The plan will specify the area(s) of deficiency, the needed improvement, the time period in which improvement is required, and what assistance the district will provide. An improvement plan may be required if the deficiency is inadequate performance, inefficiency, or neglect of duty. The duration of an improvement plan will be for 45 workdays or such other time as is reasonably calculated to allow the employee an opportunity to correct the area(s) of deficiency. At the end of the plan, the superintendent or designee will review the results with the employee, including whether the employee met the requirements of the improvement plan, whether an extension of the plan is required, or whether the superintendent will recommend termination of employment.
- 13) COMPLAINTS**—Persons with complaints about non-represented employees will be encouraged to attempt to resolve the issue with the employee involved. If the complaint is not resolved, the complainant may formally present the complaint in writing (including all supporting statements and evidence) to the employee's supervisor. Complaints will be shared with the affected employee. The employee will be given an opportunity to respond to the complaint and/or attempt to resolve the complaint, as deemed appropriate to the circumstances by the employee's supervisor. Such complaints will not be used in the employee's evaluation unless the employee has had these opportunities. Additionally, complaints will not be used in an employee's evaluation unless it is determined through this process that the complaint has merit and substance and is reasonably related to the employee's job description, performance standards, or ability to be an effective employee in the district.
- 14) DISCIPLINE AND DISMISSAL**—No employee will be disciplined without due process that includes a clear statement of charges for violation of known standards with the opportunity to meet and discuss the matter with their supervisor after a thorough investigation, and discipline that is consistent with other discipline administered for similar offenses.

Employees may be dismissed, or otherwise disciplined, for any reason deemed sufficient by the district and will be entitled to an improvement plan only at the discretion of the district.

15) INDEMNIFICATION—The district will defend, hold harmless, and indemnify the employee from any and all demands, claims, suits, actions, and legal proceedings brought against the employee in their individual capacity, or in their official capacity as agent and employee of the district, provided the incident arose while they were acting within the scope of their employment, all according to the Oregon Tort Claims Act.

16) EXTENSION OR NONEXTENSION OF LICENSED ADMINISTRATOR’S CONTRACT

The district will comply with state law regarding the extension/non-extension of licensed administrator’s contracts. Administrators may appeal contract non-extension to the School Board, no later than the next March 30 after notification.

17) REDUCTION IN STAFF

Licensed Administrator—The district will observe ORS 342.934 and Board Policy CPA when making reductions in licensed staff. The Board will retain, consistent with state law, the most capable and productive of the licensed and/or qualified employees needed to carry out the approved programs of the district.

Non-Licensed Employees—An employee whose entire FTE has been terminated will be entitled to 90 calendar days notice of layoff or the equivalent salary in lieu of notice.

18) CHANGES IN BENEFITS—Changes in benefits for non-represented employees may be proposed by the Board or covered employees as needed, by a written request to the other party. The Board agrees that no changes will be made without first offering affected employees the opportunity to consult and confer with the Board regarding the proposed changes.

19) RETIRED NON-REPRESENTED EMPLOYEES—The district may choose to hire PERS-retired non-represented employees on an annual basis. Unless set forth herein, the provisions of this document shall cover all duties, work schedule, hours, compensation, insurance, flexible spending plan, tax-sheltered annuities, holidays, leaves, other benefits, evaluation, complaints, due process, indemnification, reduction in staff, and changes in benefits. In addition, the rehired retiree will be able to carry over up to ten days of sick leave.

The following provisions shall not apply: retirement, personal leave, vacation accrual, professional growth leave, tuition reimbursement, and improvement plan. The rehired retiree will not be granted extended leave.

The contract year may have fewer days than a typical school year calendar. A re-employment calendar may be mutually developed to address district needs or PERS restrictions on post-retirement employment, and salary would be pro-rated accordingly based on number of days. It is the employee’s responsibility to maintain records to ensure compliance with all PERS regulations and allowable PERS hours. If the employee exceeds the number of PERS allowable hours, they will be responsible for any costs or penalties incurred.

2024-25 Non-Rep Salary Schedule

5% COLA

Position	Days	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7
Assistant Superintendent	260	157,817	161,762	165,807	169,952	174,199	178,555	183,019
Director/Finance	260	142,133	145,686	149,329	153,063	156,889	160,811	164,831
Director/Human Resources	260	142,133	145,686	149,329	153,063	156,889	160,811	164,831
Director/Operations	260	142,133	145,686	149,329	153,063	156,889	160,811	164,831
Director/Teaching & Learning	260	142,133	145,686	149,329	153,063	156,889	160,811	164,831
Principal/High School	225	141,432	144,968	148,593	152,307	156,114	160,018	164,018
Principal/Middle School	225	131,846	135,143	138,521	141,983	145,532	149,170	152,900
Principal/Elementary	225	126,444	129,606	132,846	136,166	139,570	143,059	146,636
Coordinator/Teaching & Learning	230	129,260	132,492	135,804	139,199	142,679	146,246	149,902
Coordinator/Alternative Pathways	225	126,444	129,606	132,846	136,166	139,570	143,059	146,636
Assistant Principal/High School	225	122,930	126,003	129,153	132,382	135,692	139,085	142,563
Assistant Principal/Middle School	225	117,263	120,195	123,199	126,279	129,436	132,673	135,990
Director/Technology	260	112,900	115,723	118,616	121,582	124,621	127,737	130,930
Manager/Mental Health	230	117,263	120,195	123,199	126,279	129,436	132,673	135,990
Manager/Accounting	260	96,572	98,985	101,459	103,997	106,597	109,262	111,993
Manager/Food Services	260	93,367	95,701	98,095	100,547	103,061	105,637	108,278
Communications Coordinator	260	93,367	95,701	98,095	100,547	103,061	105,637	108,278
Manager/Facilities	260	87,830	90,027	92,277	94,584	96,949	99,372	101,856
Supervisor/Culinary	260	77,974	79,923	81,921	83,969	86,069	88,220	90,425
Supervisor/Custodial	260	77,974	79,923	81,921	83,969	86,069	88,220	90,425
Manager of District Theaters	260	77,974	79,923	81,921	83,969	86,069	88,220	90,425
Supervisor/Food Services	260	67,146	68,825	70,546	72,309	74,117	75,971	77,870
Family Outreach Supervisor	230	74,722	76,590	78,505	80,467	82,479	84,541	86,655
Therapist/Physical	200	79,509	81,497	83,533	85,622	87,762	89,958	92,207
Senior Finance Specialist	260	79,497	81,483	83,520	85,610	87,750	89,943	92,192
Executive Assistant to Superintendent & Board	260	77,974	79,923	81,921	83,969	86,069	88,220	90,425
Senior Business Specialist	260	75,933	77,831	79,777	81,771	83,816	85,911	88,059
Sustainability Specialist	260	67,146	68,825	70,546	72,309	74,117	75,971	77,870
Administrative Specialist	260	64,492	66,105	67,758	69,451	71,187	72,968	74,792
Human Resource Specialist	260	64,492	66,105	67,758	69,451	71,187	72,968	74,792
Payroll & Benefits Specialist	260	64,492	66,105	67,758	69,451	71,187	72,968	74,792
Coordinator/Transportation	260	64,492	66,105	67,758	69,451	71,187	72,968	74,792
Athletic Trainer (grandfathered)	210	-	-	-	-	-	-	67,391
Health & Wellness Specialist	210	54,235	55,590	56,980	58,404	59,865	61,361	62,895

XI. CONSOLIDATED ACTION (8:55 p.m.)*

A. Appoint Budget Committee Member



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Lauren Wolfe, Director of Finance
Meeting Date: March 7, 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 item on the district's website, a press release, a social media post, and the district's regular communication channels with families. Applications have continued to be accepted as the committee is not full. Applications are reviewed by district staff involved in the budget development process.

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

ACTION REQUESTED:

Appoint Tony Vandermeer to a three-year term ending June 30, 2026.

MOTION REQUESTED:

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



2024 Budget Committee Application

Mr. Tony Vandermeer (he/him)



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?

Having worked in the district in various positions, and currently working a few days/month as a substitute, I have perspectives that would be helpful as the district goes through future budgets and dealing with anticipated cuts.

I have also worked as an administrator in the Redmond school district and in a private international school in South Korea.

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

BS in Secondary Social Studies Education, Oregon State University 1982

MA in Education, Oregon State University 1987

Administrative License, Willamette University 2006

Taught and coached at Corvallis HS, 1983-2006 and 2009-2011 (coached)

Taught Crescent Vally HS, 2009-2012

Admin Redmond School District, 2006-2009

Taught and Admin Gyeonggi Suwon International School, 2012-2016

Taught and coached at South Albany HS, 2016-2022

Substitute teacher, 2022-present. Will stop substituting if I am appointed to the budget committee.

OPTIONAL: Upload a letter of interest & resume

No additional documents included.

B. Weather Make-up Division 22



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Melissa Harder
Meeting Date: March 7, 2024

Inclement Weather Permission

ACTION REQUESTED

Background

OAR 581-002-0035 Waivers and Permissions is a temporary rule adopted by the State Board of Education in response to the need for a flexible pathway to meet instructional time requirements due to impacts from severe inclement weather.

The rule states: "For the 2023-24 school year, a school district or public charter school may request permission to include in its calculation of instructional time required by OAR 581-022-2320 up to 14 hours for missed instructional time due to emergency school closures for adverse weather conditions and facilities failure. The request must be made in writing to the Deputy Superintendent of Public Instruction. The request must include a statement that the request is made with the approval of the school district's or charter school's governing school board and must include relevant information explaining why the district or charter school needs the permission."

Corvallis Schools were canceled for inclement weather on January 16, 17, and 18, 2024. The weather event Corvallis experienced on those days created hazardous driving and walking conditions and prevented schools from opening.

The total instructional time lost was 21 hours. Students attended school on Monday, February 12 which was previously approved on our school calendar as a scheduled snow make-up day. We are seeking board approval to request to use 14 hours as provided by OAR 581-002-0035 in order to meet instructional time requirements for the school year.

Following Board action, district staff will make the request in writing to the Deputy Superintendent of Public Instruction.

ACTION REQUESTED

Approve the request to use 14 hours as provided by OAR 581-002-0035 in order to meet instructional time requirements for the school year.

C. LBL ESD 2023-2025 Local Service Plan - Affirm Year Two



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Ryan Noss, Superintendent
Meeting Date: March 7, 2024

Linn Benton Lincoln Education Service District 2023-2025 Local Service Plan Affirm Second Year

ACTION REQUESTED

Background

At least 90% of the annual State School Fund (SSF), Property Tax and other qualifying resources allocated to the Linn Benton Lincoln Education Service District (LBL ESD) will be expended on resolution services and are outlined in a Local Service Plan (LSP). Service decisions are made by the member district superintendents for a two-year period. The updated 2023-2025 LSP, attached, was adopted by the LBL ESD Board of Directors on February 21, 2024. Under Oregon Law, each component school district board must affirm the resolution for the Local Service Plan.

Involvement

Superintendents of the member districts of the LBL ESD.

Cost Impact

Costs will be factored into the annual budget.

Linn Benton Lincoln ESD

Local Service Plan

2023-2025

905 4th Avenue
Albany, OR 97321
www.lblesd.k12.or.us
541-812-2600

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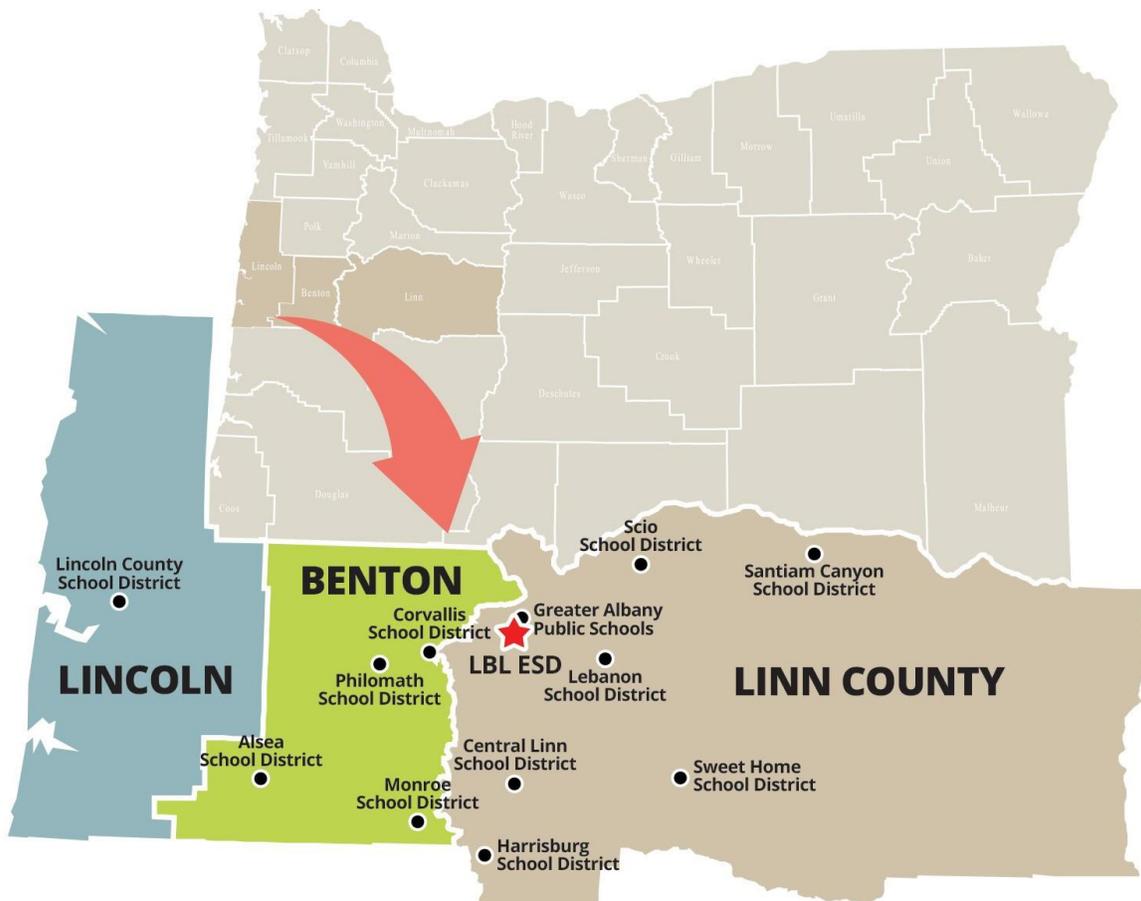
Serving the Counties of Linn, Benton, Lincoln, and Beyond!

Linn Benton Lincoln Education Service District (LBL) serves educational agencies, districts, and schools across the state with high-quality services and programs that are practical, reliable, and economical. LBL has a distinguished reputation for supporting educational excellence and equity, working cooperatively with educators and educational agencies, and effecting productive solutions that help schools, teachers, students, and families meet Oregon's educational goals.

LBL comprises 12 component districts and 96 schools with approximately 37,217 students in Linn, Benton, and Lincoln counties. LBL also serves

students and districts elsewhere in Oregon through grants and contracts. Its governance structure includes a seven-member Board.

LBL is one of 19 Education Service Districts in Oregon that serve all 36 counties. The purpose of Oregon's Education Service Districts is defined in Oregon Revised Statute (ORS) 334.005. Education Service Districts assist school districts and the State of Oregon in achieving Oregon's education goals by providing equitable education opportunities for all of Oregon's public school students.



Education Service Districts (ESDs) originated in Oregon's first laws establishing a general system of common schools. Through the history of Oregon's regional services system, local governances and state statues concerning the mission of ESDs has remained somewhat constant: "Education Service Districts assist school districts and the State of Oregon in achieving Oregon's education goals by providing excellent and equitable educational opportunities for all Oregon public school students."



ORS 334.005 defines the mission, purpose, and accountability of an ESD. The mission of education service districts is to assist school districts and the Department of Education in achieving Oregon's educational goals by providing equitable, high quality, cost-effective, and locally responsive educational services at a regional level.

An education service district plays a key role in:

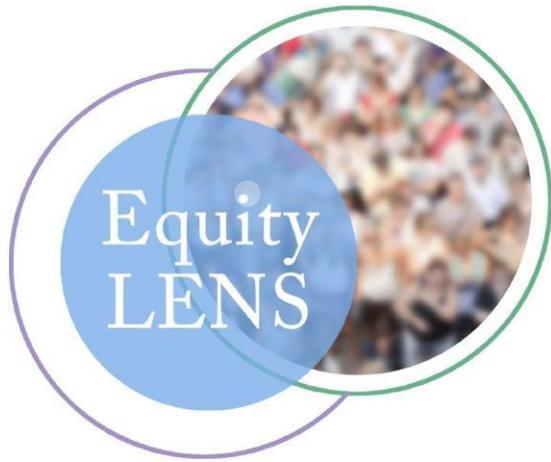
- Ensuring an equitable and excellent education for all children in the state;
- Implementing the Oregon Educational Act for the 21st Century;
- Fostering the attainment of high standards of performance by all students in Oregon's public schools;
- Facilitating interorganizational coordination and cooperation among education, social service, health care, and employment training agencies.

(Continued on page 6)

Per ORS 334.175, Education Service Districts must provide regionalized core services in the following areas:

- Programs for children with special needs, including but not limited to special education services and services for at-risk students.
- Technology support for component school districts and the individual technology plans for those districts, including but not limited to technology infrastructure services, data services, instructional technology services, and distance learning.
- School improvement services for component school districts, including but not limited to:
 1. Services designed to support component school districts in meeting the requirements of state and federal law;
 2. Services designed to allow the education service district to participate in and facilitate a review of the state and federal standards related to the provision of a quality education by component school districts;
 3. Services designed to support and facilitate continuous school improvement planning;
 4. Services designed to address schoolwide behavior and climate issues;
 5. Services designed to support career and technical education.
- Administrative and support services for component school districts, including but not limited to services designed to consolidate component school district business functions, liaison services between the Department of Education and component school districts, and registration of children being taught by private teachers, parents, or legal guardians pursuant to ORS 339.035.

An education service district may provide entrepreneurial services to public and private entities and to school districts that are not component school districts of the education service district with the approval of the constituent districts through their approval of the Local Service Plan.



We believe that every student, staff and community partner should be treated equitably. Our focus is to eliminate disparities among all groups.

Equity:

Just and fair inclusion. An equitable society is one in which all can participate and prosper to allow all to reach their full potential.

Purpose:

Provide a common vocabulary and protocol to produce and evaluate policies, practices, processes, programs, services or decisions that result in more equitable outcomes.

Procedure:

Consider the following four questions for any policy, practice, process, program, service or decision:

- 1 Who Does It Impact?**
 - Who are the groups affected?
 - What are the potential impacts on these groups?
- 2 Who Has the Opportunities and is Included and Who is Not?**
 - Are existing disparities ignored or worsened?
 - Are there unintended consequences?
- 3 Whose Voices Are at the Table?**
 - Have we intentionally involved our partners?
- 4 What Can We Do About It?**
 - How will we mitigate the negative impacts and address the barriers identified above?

Non-Discrimination: LBL ESD prohibits discrimination and harassment on any basis protected by law, including but not limited to an individual's perceived or actual race, color, religion, sex, sexual orientation, national or ethnic origin, marital status, disability, veterans status, or the protected status of any other person with whom the individual associates. [Policy AC](#).





Mission

Linn Benton Lincoln Education Service District serves districts, schools, and students by providing equitable, flexible, and effective educational services through economy of scale.



Vision

To be a responsive and transparent organization that supports districts by embracing continuous improvement in helping every child succeed.



Values

Success for all students and their districts.

Relationships built on trust, responsiveness, and honesty.

The four “E”s of Excellence, Equity, Efficiency, and Effectiveness.

Accountability.

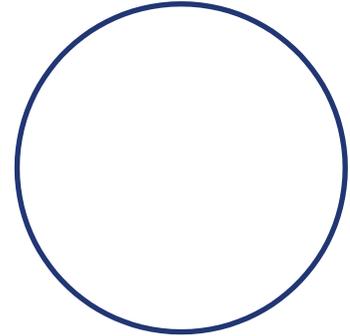
Board of Directors



Jean Wooten
Zone 1
Term Expires: 6/30/2025



Roger Irvin
Zone 2
Term Expires: 6/30/2025



Zone 3
Term Expires: 6/30/2025



Jim Blount
Zone 4
Term Expires: 6/30/2027



Amy Vctor
Zone 5
Term Expires: 6/30/2027

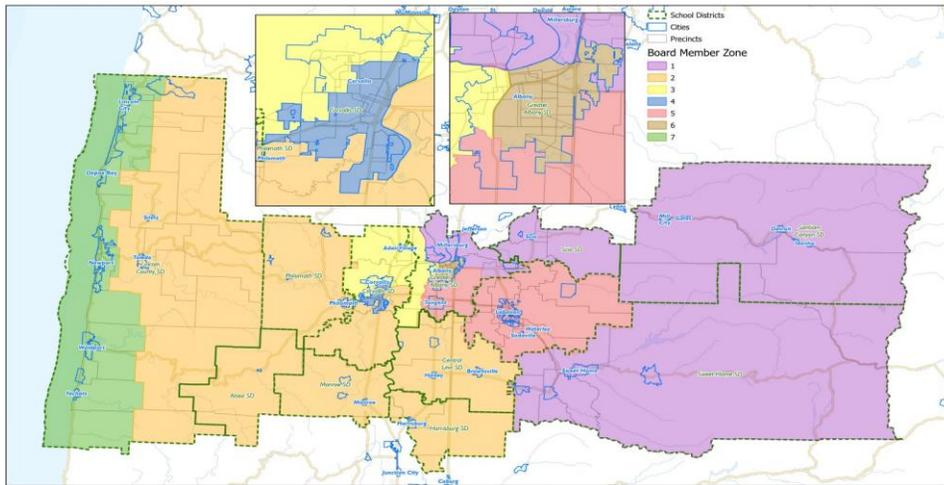


Miriam Cummins
Zone 6
Term Expires: 6/30/2027

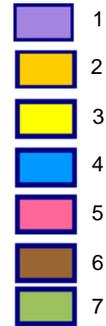


David Dunsdon
Zone 7
Term Expires: 6/30/2027

Board Zones



Board Zones



Zone 1
Greater Albany (part),
Sweet Home, Scio,
Santiam Canyon

Zone 3
Corvallis (North),
Greater Albany (part)

Zone 6
Greater Albany (part)

Zone 2

Central Linn, Harrisburg,
Monroe, Alsea, Philomath,
Lincoln Co. Schools (part)

Zone 4
Corvallis (part)

Zone 7
Lincoln County (part)

Zone 5
Lebanon,
Greater Albany (part)

Budget Committee

Richard Moore
Zone 1
Term Expires: 6/30/24

Sarah Finger McDonald
Zone 4
Term Expires: 6/30/2024

Vacant
Zone 7
Term Expires: 6/30/2025

Sarah Fay
Zone 2
Term Expires: 6/30/2025

Nichole Piland
Zone 5
Term Expires: 6/30/2024

Risteen Follett
At Large
Term Expires: 6/30/2025

Sami Al-Abdrabbuh
Zone 3
Term Expires: 6/30/2025

Ryan Mattingly
Zone 6
Term Expires: 6/30/2024

Cabinet Members



Jason Hay
Superintendent



Nancy Griffith
Assistant Superintendent



Rocco Luiere
Executive Financial
Officer



Kate Marrone
Executive Human Resources
Officer



Tim Jones
Executive Information and Technology
Officer



Sean Yoder
Business Services



Autumn Belloni
Early Intervention / Early
Childhood Special Ed.



Tina Linn
Early Intervention / Early
Childhood Special Ed.



Catie Dalton
Early Intervention / Early
Childhood Special Ed.



Kimberly McCutcheon-Gross
Early Intervention / Early
Childhood Special Ed.



Kristina Wonderly
Strategic Partnerships
for Students Success



Sonya Hart
Special Education and
Evaluation Services



Angie Greenwood
Cascade Regional
Inclusive Services



Kristy Stringham
Special Education
Program Coordinator



Jennifer Kessel
Technology and
Information Services



Brittney Spencer
Long Term Care and
Treatment Education



Alsea 7J

P.O. Box B
301 South 3rd Street
Alsea, OR 97324

Superintendent: Krista Nieraeth

<http://alsea.k12.or.us/>

Phone: 541-487-4305



Central Linn 552C

P.O. Box 200 32433
Highway 228 Halsey, OR
97348

Superintendent: Candace Pelt

<http://centrallinn.k12.or.us/>

Phone: 541-369-2813



Corvallis 509J

1555 SW 35th Street
Corvallis, OR 97333

Superintendent: Ryan Noss

<https://www.csd509j.net/>

Phone: 541-757-5841



Greater Albany 8J

718 Seventh Avenue SW
Albany, OR 97321

Superintendent: Andy Gardner

<https://albany.k12.or.us/>

Phone: 541-967-4511



Harrisburg #7

P.O. Box 208
865 LaSalle Street
Harrisburg, OR 97446

Superintendent: Steve Woods

<https://www.harrisburg.k12.or.us/>

Phone: 541-995-6626 ext. 1



Lebanon Community #9

485 S Fifth Street
Lebanon, OR 97355

Superintendent: Jennifer Meckley

<http://lebanon.k12.or.us/>

Phone: 541-451-8511



Lincoln County 1212
NE Fogarty Street
Newport, OR 97365

Superintendent: Majalise Tolan
<https://lincoln.k12.or.us/>
Phone: 541-265-9211



Monroe 1J
365 N 5th Street Monroe,
OR 97456

Superintendent: Bill Crowson
<https://monroe.k12.or.us/>
Phone: 541-847-6292



Philomath 17J
1620 Applegate Street
Philomath, OR 97370

Superintendent: Susan Halliday
<https://www.philomathsd.net/>
Phone: 541-929-3169



Santiam Canyon 129J
P.O. Box 197
150 SW Evergreen Street
Mill City, OR 97360

Superintendent: Todd Miller
<http://santiam.k12.or.us/>
Phone: 503-897-2321



Scio 95
38875 NW First Avenue
Scio, OR 97374

Superintendent: Steve Martinelli
<https://scio.k12.or.us/>
Phone: 503-394-3261



Sweet Home 55
1920 Long Street Sweet
Home, OR 97386

Superintendent: Terry Martin
<http://sweethome.k12.or.us/>
Phone: 541-367-7637



September/October

Visit and interview districts to discuss service level satisfaction, LBL performance measures, and emerging needs. Survey electronically as needed.



October/November

Present VCSA draft resolution Local Service Plan for the next biennium. Review/revise the Local Service Plan as described under ORS 334.175(1) with input from Superintendents.



November

VCSA Superintendents finalize the Local Service Plan services and agreements resulting in recommendation of the LBL Local Service Plan to the LBL Board of Directors and component school districts.



January

The recommended LBL Local Service Plan will be provided to the LBL Board of Directors for adoption for the biennium. By statute, the Local Service Plan must be approved by districts each year.



February

After being adopted by the LBL Board of Directors, the Local Service Plan is approved on or before March 1 by resolution of two-thirds of the component school districts representing more than 50% of the students in the LBL region. Adoption by component district boards shall occur before March 1.



March

Notify LBL staff of changes in service requirements as established in the Local Service Plan.



April/May

LBL acquires the necessary staffing, equipment, and technology and other resources to deliver the services required or services are brokered through other sources.

Resolution Service Allocation

At least 90% of the annual State School Fund (SSF), property tax, and other qualifying resources allocated to LBL will be expended on resolution services. Services will be provided on a two-tiered basis.

Tier 1 Resolution Services

Tier 1 includes services that are available to all 12 districts and are determined as being essential to all districts. Approval to sustain or add a Tier 1 service occurs with a positive vote of two-thirds of the districts, representing over 50% of the students, based on the final ADMr from the 2020-2021 fiscal year as provided by the Oregon Department of Education in May of 2022. The emphasis in Tier 1 is on achieving the greatest economies of scale and assuring equity of access. Tier 1 services are fully funded from the 90% SSF allocation. Service decisions are made for a two year period. However, if a service is provided through a contract that LBL holds with a third party vendor, the term of that contract will take precedence. Current Tier 1 services include:

- Business Information Services
- InTouch Student Receipting Software
- Frontline Software - Forecast 5, 5Cast, 5Cast Plus, and 5Sight
- Courier
- Student Information System Suite: Synergy with Analytical and multi-tiered systems of support modules.
- Network Support Services including Wide Area Network Operation
- Cyber Safety
- Special Education and Evaluation Services (School Psychologists, Speech Language Pathologists, and other special education assessment personnel)
- Early Childhood Special Education Evaluation
- Audiology Evaluation
- Occupational Therapy
- Physical Therapy
- Augmentative Communication Services
- Severe Disabilities: Support and consultation for students
- Strategic Partnerships for Student Success
- Home School: Registration and assessment tracking

Tier 2 Resolution Services

Once Tier 1 funds are allocated, the remaining balance is used for Tier 2 services. Tier 2 funds are allocated based on the average of the last 3 years of actual ADMw. For the 2023-2024 fiscal year, ADMw from FY19/20, FY20/21 and FY21/22 will be used. For the 2024-2025 fiscal year, ADMw from FY20/21, FY21/22 and FY22/23 will be used. The amount is rounded to the nearest tenth of a percentage, not less than 1%. This allows LBL and its component school districts will stay within the constraints of the agreements, yet provide flexibility in the use of funds.

It is further agreed:

Changes in Tier 2 resolution services are negotiated by each district between the LBL Superintendent and the component school district Superintendent based on individual needs and within the following criteria:

- Assist component school districts in meeting requirements of state and federal law
- Improve student learning
- Enhance the quality of instruction provided to students
- Provide professional development to component school district employees
- Enable component school districts and the students who attend schools in those districts to have equitable access to resources
- Maximize operational and fiscal efficiencies for component school districts

- Service decisions will be made prior to May 1st of each year when possible
- Estimates of available resolution funding will be provided in April of each year

While every attempt is made to achieve economies of scale in Tier 2, the emphasis is on customizing a service package for each district. Tier 2 services do not require participation by a certain number of school districts. The emphasis is on the development of consortia of districts utilizing a given service. These consortia may, and most likely will, utilize a variety of funding resources, including resolution service resources, to fund services. The cost of Tier 2 services will be based on the districts ADMr where applicable. Up to 50% of the district's allocated Tier 2 resources may be used to acquire services from sources other than LBL if the service is not provided by LBL, based on the above criterion. Individual districts will determine Tier 2 services of Charter Schools.

Amendments to the Local Service Plan

If the component school districts approve an amendment to a Local Service Plan, the board of the education service district may amend a Local Service Plan that has been previously adopted by the LBL Board and approved by the Boards of component school districts.

ADMw that is used to calculate resource distribution for the 2023-2025 Local Service Plan are as follows:

(Continued on page 18)

Enrollment for Year 1 of the 2023-2025 Biennium

Tier 2 funds are allocated based on the average of the last 3 years of actual ADMw. ADMw from the previous three years will be used. This information is provided below.

3 Year Actual ADMw and Allocation of Tier 2 Funds for FY23/24

District	2020-2021 ADMw	2021-2022 ADMw	2022-2023 ADMw	3 Year Average	% of Total ADMw	% Allocation of Tier 2 Funds
Alsea	961.4	1,116.4	844	973.9	1.9%	1.9%
Central Linn	823.2	729.9	771	774.7	1.7%	1.7%
Corvallis	7,769.4	7,465.8	7,564	7,599.7	17.1%	17.1%
Greater Albany	11,050.5	10,698.4	10,763	10,871.1	24.5%	24.5%
Harrisburg	1,009.8	941.5	959	970.1	2.2%	2.2%
Lebanon	4,908.0	4,689.1	4,662	4,753.0	10.5%	10.7%
Lincoln County	7,032.5	6,618.0	6,677	6,775.8	15.1%	15.3%
Monroe	507.1	513.4	504	508.16	1.1%	1.1%
Philomath	1,935.8	1,832.0	1,857	1,874.9	4.2%	4.2%
Santiam Canyon	5,626.7	3,820.6	4,870	4,772.4	11.0%	11.0%
Scio	3,053.0	2,254.9	2,140	2,482.6	4.8%	4.7%
Sweet Home	2,711.2	2,572.9	2,609	2,631.0	5.9%	5.9%
	47,388.6	43,252.9	44,220	44,953.8	100%	100%

The amount is rounded to the nearest tenth of a percentage, not less than 1%. This allows LBL and its component school districts to stay within the constraints of the agreement, yet provide flexibility in the use of funds.





SPECIAL EDUCATION SERVICES

Audiology Screening and Augmentative Communication

Service: Audiology Screening and Augmentative Communication

Program: Cascade Regional Inclusive Services

How it's funded: Tier 1

Contact: Angie Greenwood

Hearing screenings are provided to all students in kindergarten, 1st and 3rd grades who attend public schools. A child who fails two hearing screenings is then referred to the audiologist for an audiology evaluation. Testing may include: otoscopy, acoustic emittance testing, standard air and bone conduction audiometry, speech audiometry, and otoacoustic emissions.



Augmentative Communication



Service: Augmentative Alternative Communication (AAC)

Program: Cascade Regional Inclusive Services

How it's funded: Tier 1

Contact: Angie Greenwood

Students who have an existing special education program, demonstrate significant difficulty communicating, and need a specialized system to support their education program are referred to Augmentative Alternative Communication Specialists. The goal of the specialists is to support school staff in creating and supporting student communication opportunities throughout the school day/week- infusing communication training in daily tasks and routines.

Early Childhood Special Education Evaluation

Service: Early Childhood Special Education Evaluation

Program: Early Intervention/Early Childhood Special Education

How It's Funded: Tier 1 and State Grant

Contact: Autumn Belloni, Tina Linn, Catie Dalton and Kimberly McCutcheon-Gross

LBL early intervention specialists provide evaluations for students from birth to age 5 who are suspected of having a developmental delay or disability, including challenges in how they see, hear, talk, move, respond to others, play or learn. Families, child care providers, preschools, physicians, and community agencies can all refer students to the program for evaluation. Children who are found to have a developmental delay or disability are provided an Individualized

Family Service Plan (IFSP). An IFSP is a plan of services individualized for each child and family and includes the child's abilities and needs, services for the child and family, family outcomes related to the child's needs and goals, and objectives reflecting both the child's developmental and special education needs.



Occupational Therapy

Mild/Moderate occupational therapy in the educational setting supports school staff toward the collaborative implementation of student and children's educational goals. Providers assist in the implementation of Individual Family Service Plan (IFSP) and Individual Education Program (IEP) goals with a focus on adaptations and functional skills that promote progress toward those goals. Providers give direct consultation

Service: Occupational Therapy

Program: Cascade Regional Inclusive Services

How It's Funded: Tier 1 and Tier 2 and State Grant

Contact: Angie Greenwood

to school staff and early intervention families for children eligible for services. Classroom teachers and interventionists are assisted with program development and interpretation of medical information. In-service training opportunities are available to enhance knowledge and understanding of issues impacting children's progress towards IFSP or IEP goals.



Physical Therapy

Service: Physical Therapy
Program: Cascade Regional Inclusive Services
How It's Funded: Tier 1 and Tier 2 and State Grant
Contact: Angie Greenwood

Physical therapists play an important role in both developing standards for school staff to assist students with gross motor deficits and in developing health care protocols to ensure safety, availability, accessibility, and self-



care in the school environment. A library of equipment is available for loan including assistive technology, positioning equipment, recreational equipment, and mobility aids. Providers give direct consultation to school staff and early intervention families for children eligible for services. Classroom teachers and interventionists are assisted with program development and interpretation of medical information. In-service training opportunities are available to enhance knowledge and understanding of issues impacting children's progress toward Individual Family Service Plan (IFSP) or Individual Education Program (IEP) goals.

School Psychological Services



Service: School Psychological Services
Program: Special Education and Evaluation Services
How It's Funded: Tier 1 and Tier 2
Contact: Sonya Hart

School psychologists provide evaluation and consultation services to component districts. The school psychologists complete some evaluations in their assigned districts and also lead more complex team evaluations (such as Autism Spectrum Disorder and Culturally and Linguistically Diverse evaluations) that take place in the ESD's testing center. Additionally, school psychologists provide consultation services in a wide range of areas such as systems development, academic interventions and behavioral supports for both general education and special education students, evaluation planning, as well as legal compliance.

Severe Disability Services

Service: Severe Disability Services
Program: Special Education and Evaluation Services
How It's Funded: Tier 1 and State Grant
Contact: Sonya Hart

Consultants provide support on instructional programming for students with moderate to severe intellectual disabilities, financial support, and access to an extensive lending library with materials that target the educational needs of students with moderate to severe intellectual disabilities. Services are provided by a program consultant which include the following resources: coordinates library purchases and

distributes list of available materials, provides districts with or helps districts find technical assistance and materials identified in district goals, visits each district monthly to observe programs and to provide consultation, serves as regional qualified trainer for Extended Assessment, and maintains an iPad loaded with educational apps for teacher preview.



Spanish Interpreter and Translation Services

Interpretation (oral) and translation (written) services in Spanish for school-related activities and meetings/services related to special education are offered through the Special Education and Evaluation Services program. The interpreter/translator services include interpreting at special education meetings and providing exact

Service: Spanish Interpreter and Translation Services
Program: Special Education and Evaluation Services
How It's Funded: Tier 1 and Tier 2
Contact: Sonya Hart

translation of all school-related materials and forms, including but not limited to: evaluation reports, education forms, and parent communications. Staff can attend special education meetings to provide interpretation. This service also supports the Culturally and Linguistically Diverse (CLD) evaluations conducted per district request.



Special Education Collaborative

Service: Special Education Collaborative
Program: Special Education and Evaluation Services
How It's Funded: Tier 2
Contact: Sonya Hart

The Special Education Collaborative consists of five component districts who coordinate service and professional development needs through the ESD's learning consultants and school psychologists to maximize the support of district teachers and administrators. The collaborative services and supports include, but are not limited to the following: consultation on special education paperwork development, Individualized Education Plan (IEP) preparation, action plan

and system development, short professional development for individuals or groups of teachers, Oregon Department of Education (ODE) guidance and sharing of ODE resources, Systems Performance Review & Improvement (SPR&I) procedures, and review and maintaining the Electronic Special Education Manual (ESEM).



Special Education Evaluation Services

The Special Education and Evaluation Services (SEES) program offers support to students across the broad range of services, including: system development for general education interventions in academics and behavior, evaluations for Special Education identification, psychologists, speech language pathologists and educational consultants services, interpreter and translator services in Spanish,

Service: Special Education Evaluation Services
Program: Special Education and Evaluation Services
How It's Funded: Tier 1
Contact: Sonya Hart

Multi-Tiered Systems of Support (MTSS) consultation and training, professional development on research based initiatives, and special education law and current practices in evaluation by SEES staff.



Speech and Language Services

Service: Speech Language Services

Program: Special Education and Evaluation Services

How It's Funded: Tier 1 and Tier 2

Contact: Sonya Hart

Speech Language Pathologists (SLPs) provide speech and language services in Tier 1 evaluations as well as a direct service for districts to address students with a speech language impairment that adversely impacts their educational performance. As a Tier 1 service, speech language pathologists work with the evaluation teams to help identify and evaluate students with a suspected speech language impairment, suspected Autism Spectrum Disorder, or to help teams identify a language difference due to an English language proficiency rather than a disorder for students who are bilingual. As a Tier 2 service, districts are able to purchase FTE to support direct services within districts. Services include improving communication skills for students coping with difficulties in learning to listen, speak, read and/or write. SLPs serving in the schools case manage students who are identified with an eligibility of a speech language impairment as well as serve on intervention teams to help determine appropriate next steps for students who may be struggling with speech and/or language. SLPs may work with students under all disability categories and provide services under Specially Designed Instruction (SDI), related service, and/or consultation. These services may include articulation, receptive language, expressive language, social language, fluency, and voice.





TECHNOLOGY SUPPORT SERVICES

Business Information System (BIS)

Service: Business Information System (BIS)
Program: Business Services
How It's Funded: Tier 1 and Tier 2
Contact: Rocco Luiere

Infinite Visions is a fully integrated solution for financial and personnel management. It consists of integrated financial, human resources, payroll, purchasing, warehouse and fixed asset applications. Designed specifically for schools, Infinite Visions is a true K-12 multi-fund, modified accrual accounting system, both Generally Accepted Accounting Principles (GAAP) and Government Account Standards Board (GASB) compliant, offering full

Microsoft Office integration, drill-down capabilities, expert state reporting, customizable data sorting, and comprehensive reporting. The Infinite Visions suite also includes integrated applications such as the iVisions Web Portal that brings the power of Infinite Visions to every employee's desktop for employee self-services and school site functionality. LBL provides level 1 customer support to districts and acts as a liaison between Tyler Technologies and districts. Customer support includes problem-solving, training, facilitation of user groups, and upgrades and maintenance to each district database.



Cyber Safety

In the last year over 1000 schools have been negatively impacted by ransomware and many more have had breaches that resulted in stolen data. These attacks can cost districts in excess of one million dollars to rectify. Due to this uptick in cyber related attacks many cyber insurance carriers have increased their requirements for coverage.

Service: Cyber Safety
Program: Technology and Information Services
How It's Funded: Tier 1
Contact: Tim Jones

Cyber safety services are designed to help districts assess compliance with insurance requirements and improve their security posture. Cyber safety engineers can work with districts to create a complete security profile and make recommendations on how best to protect the district from malicious actors. While no amount of preparation can prevent all cyber attacks, the cyber safety services can help to lessen the impact in the case of the cyber attack.



Data Integrations

Service: Data Integrations
Program: Technology and Information Services
How It's Funded: Tier 2
Contact: Tim Jones



Data integration services offer the ability to integrate LBLED hosted applications with a variety of third party vendors, including but not limited to Destiny, MealTime, Canvas, Google and School Messenger. Integrations can be configured, implemented and monitored for proper transmission of data.

Desktop Support



Service: Desk top Support
Program: Technology and Information Services
How It's Funded: Tier 1
Contact: Tim Jones

Computer support technicians (desktop support) offer support to users who are experiencing problems with their individual desktop computers or software. Assistance is provided to computer users by answering questions and resolving technical problems related to computer equipment and software. They may install or update required hardware and software, and recommend computer products or equipment to improve district productivity.

Frontline (formerly Forecast5)

Service: Frontline License
Program: Business Services
How It's Funded: Tier 1
Contact: Rocco Luiere



Tier 1 funds support the purchase of Frontline licenses for three products: 5Cast, 5Cast *Plus* and 5Sight. A statewide contract with Frontline provides technical support, regional training, and report development.

Internet Access

Internet access (ISP) service is available to provide districts with reliable high speed internet secured by a high availability firewall pair



and optional content filtering. Network devices and facilities required to deliver ISP service are housed and maintained in the LBL data center facility. This secure facility provides an environment that includes high-capacity cooling and emergency power capabilities.

Service: Internet Access
Program: Technology and Information Services
How It's Funded: Tier 1 and Tier 2
Contact: Tim Jones

InTouch Receipting Software

Service: InTouch Receipting Software
Program: Business Services
How It's Funded: Tier 2
Contact: Rocco Luiere

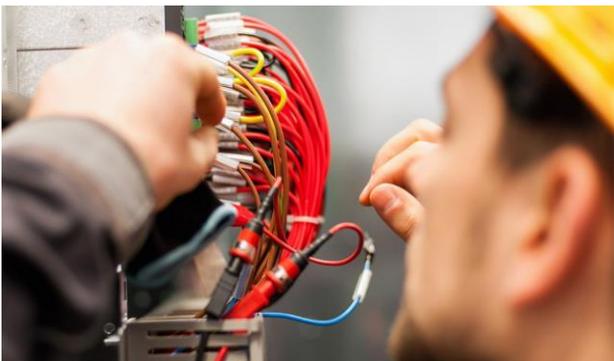


InTouch is a comprehensive cash receipting software developed for K-12 schools that provides information in real-time. Tier 1 funds support the purchase of licenses for InTouch software and LBL staff provide level 1 support and training to districts. The software is a point of sale, system that manages students fees, tracks donations and payments for fundraisers, and provides comprehensive reporting.

Low Voltage

Low-voltage electrical work requires a licensed (journeyman) staff who can provide design, installation, maintenance, replacement and repair of electrical systems under 100 volts. Services include any kind of device that connects through the internet, such as telephone systems, climate controls, and even clocks. This service and other related

Service: Low Voltage
Program: Technology and Information Services
How It's Funded: Tier 2 FTE
Contact: Tim Jones



network consulting services are offered economically and with a clear understanding of district needs and the best time to complete work within a school calendar. As school districts replace older technology equipment, they need to update their existing CAT-3/4/5 cabling with newer CAT-5+ or CAT-6.

Network Management

Service: Network Management
Program: Technology and Information Services
How It's Funded: Tier 1 and Tier 2
Contact: Tim Jones

Network technicians provide support for your district's local and wide area networks which includes troubleshooting, patching, configurations and monitoring. Technicians maintain and provide consultation on network



equipment such as switches, routers, firewalls, and access points. Technology moves at a fast pace and our technical staff can help districts keep up with changing technologies.

Synergy (formerly Student Information System (SIS) Suite

LBL provides a comprehensive student information system (SIS) to districts and schools across Oregon. The Synergy SIS includes an administrative student information system, teacher gradebook and attendance, master/student scheduler, online registration system, MTSS, Special education and analysis tools. These applications offer secure, configurable access to student demographics, enrollment,

Service: Synergy
Program: Technology and Information Services
How It's Funded: Tier 1
Contact: Tim Jones

grades, schedules, and much more. The system assists district offices with data assistance and submission of state reports.



Power School Special Education Records Management

Service: Special Education Records Management

Program: Technology and Information Services

How It's Funded: Tier 2

Contact: Tim Jones

LBL provides a web-based special education management system. This special education management system enables educators to document all activities from pre-referral, referral, eligibility, Individual Education Program (IEP) development, IEP progress reporting to parents, and IEP revisions.

The model also includes private school



Individualized Service Plan (ISP) forms, data tracking sheets, and other forms. PowerSchool has an extensive suite of reports for district administrative reporting and state reporting. PowerSchool can be integrated with a district's student information system allowing specified data to flow between the two systems.

Systems Engineering



Service: Systems Engineering

Program: Technology and Information Services

How It's Funded: Tier 2

Contact: Tim Jones

System engineers specialize in solving complex engineering problems regarding maintenance of and implementation of new systems. Engineers work to implement best practices in application delivery and data storage. These services include application and website hosting, data backups and datacenter designs and implementations. Engineering procedures are developed from idea to implementation to ensure security, service and sustainability.

Web Design and Maintenance

Service: Web Design and Maintenance
Program: Technology and Information Services
How It's Funded: Tier 2
Contact: Tim Jones



LBL offers website development, hosting, and management solutions for district web-related needs. All of our websites utilize responsive design, with content that tailors to any device. Websites and content are made accessible to the widest audience. LBL’s social media integration allows districts to make multiple posts of the same content for website and social media feeds, such as Facebook and Twitter saving you time. LBL has developed a mobile app for websites that allows users to quickly access website information, news, and resources, as well as receive push notifications for instant communication from school district officials. The mobile app is available for Android and Apple devices.

A background image of school supplies including a pencil holder with pencils, a stack of books, and an apple with a leaf, all rendered in a monochromatic red color scheme.

SCHOOL IMPROVEMENT SERVICES

Attendance Services

Service: Attendance Services
Program: Strategic Partnerships for Student Success
How It's Funded: Tier 2 and State Grant
Contact: Kristina Wonderly



School attendance advisors work in collaboration with educators to mobilize schools and communities to teach the value of regular school attendance. Decreasing absenteeism involves a team approach in addressing the complex needs of our most vulnerable children in schools. School attendance advisors provide positive messaging, home visits, and mentoring to students and families. They address barriers to regular school attendance and connect students and families to community resources when needed. Schools attendance advisors work closely with school teams to promote a positive culture of attendance and an engaging school environment that motivates daily attendance.

Behavior Consultant Services

Behavior consultants work closely with teachers and administrators to provide behavioral intervention for students in the classroom. Behavior consultants collaborate with educators to complete Functional Behavior Assessments (FBAs) and positive Behavior Intervention Plans (BIPs). They provide specific student strategies to help students learn new behavior skills and promote prosocial behavior and emotional regulation. Behavior consultants provide support for level 1 and level 2 student behavioral safety assessments and sexual incident response

Service: Behavior Consultant Services
Program: Strategic Partnerships for Student Success
How It's Funded: Tier 2
Contact: Kristina Wonderly



advisory teams. They also provide nonviolent crisis intervention training to teach educators best practices for managing difficult situations involving unsafe behavior.

Family Support Liaisons

Family support liaisons offer a range of services that include, but are not limited to addressing, physical and mental health services, case coordination services, positive youth development opportunities, and education supports. Of importance, secure connections are made for families to access health and social services, assist in navigating social service systems, and eliminating barriers. A disproportionate number of youth and families encounter adversaries such as poverty, homelessness, bullying/harassment, trauma, crisis, food insecurity, and substance abuse resulting in problems with social, emotional, and behavioral health issues. The vision is to fully engage and support underserved populations by integrating and leveraging resources that eliminate barriers to school success and foster successful transition to the workforce or postsecondary education.

Service: Family Support Liaisons

Program: Strategic Partnerships for Student Success

How It's Funded: Tier 2

Contact: Kristina Wonderly



Home School Support

Service: Home School Support

Program: Strategic Partnerships for Student Success

How It's Funded: Tier 1

Contact: Kristina Wonderly

LBL home school registrar monitors and maintains records of compliance for home school students and their parents residing in Linn, Benton, and Lincoln counties. LBL serves as a home school information resource for parents, students, schools, and districts.

When a student is being home schooled, parents must notify LBL of their intention to home school. Home school is education provided in the home by the parent or guardian. Home school parents have the full responsibility for their student's education, including all curriculum choices, record keeping, and testing compliance.



Library/Media Services

This service provides districts with the opportunity to purchase district-based library media services at the level of FTE required to meet Division 22 Standards. The specialist primarily provides consultation services that may include supporting districts in the development of library media program goals, library inventory training, and database management along with providing recommendations for media, book and collection purchases as well as other services as needed by the district.

Service: Library/Media Services
Program: Strategic Partnerships for Student Success
How It's Funded: Tier 2
Contact: Kristina Wonderly



Student and Family Support Services

Service: Student and Family Support Services
Program: Strategic Partnerships for Student Success
How It's Funded: Tier 1
Contact: Kristina Wonderly

This service provides oversight and coordination of student and family support services including behavior consultants, school attendance advisors, family support liaisons, home school, youth transition specialists, and transition network facilitators. Additional services include crisis response, grant writing, and service coordination with youth serving agencies specifically addressing health and social services.





ADMINISTRATIVE SERVICES

Business Administration Services

Service: Business Information System
Program: Business Services
How It's Funded: Tier 2
Contact: Rocco Luiere

The business office serves component and non-component districts by offering services to support the many business functions of a district. Services included payroll,



accounts payable, grants, and general transactional and state reporting support.

Courier Service

LBL provides courier service for component districts for delivery of materials and correspondence throughout the region. This service is provided for each component district twice weekly during the school year and one weekly during summer breaks.

Service: Courier
Program: Facilities Services
How It's Funded: Tier 1
Contact: Lisa McConnell



E-rate Services

Service: E-rate Services
Program: Business Services
How It's Funded: Tier 2
Contact: Rocco Luiere

The Universal Service Administration Company's (USAC) Schools and Libraries Program, commonly known as the E-rate Program, helps ensure that schools and libraries can obtain high-speed internet access and telecommunications at affordable rates. Each year, the E-rate program offers over \$3.9 billion to bring

internet services to classrooms and libraries, providing discounts ranging from 20 to 90 percent to eligible schools and libraries on eligible products and services. LBL can assist districts to apply for and track E-rate funding, while helping to make sure each district stays in compliance with program rules. Our application services include assisting applicants through the entire lifecycle of the E-rate application process as well as providing staff training and yearly reports on E-rate funding. LBL also offers additional services that include district needs assessments, project management and audit supports.



Special Education and Evaluation Services



Service: Special Education Administration/Consultation
Program: Special Education and Evaluation Services
How It's Funded: Tier 2
Contact: Sonya Hart

This service is available to districts who require a licensed special education administrator to support their district. Services may include administrative functions of planning and managing special education programs, staffing and budgeting, supervision of staff, compliance review, professional development, state reporting, and consultation.



OTHER GRANTS & CONTRACTS

Cascade Regional Inclusive Grant

This contract through the ODE supports the Regional Program for students with low-incidence disabilities:

- Deaf/Hard of Hearing
- Audiology for Deaf/Hard of Hearing
- Traumatic Brain Injury
- Blind/Visually Impaired
- Severe Orthopedic Impairment
- Autism Spectrum Disorder



Service: Low-Incidence Disabilities
Program: Cascade Regional Inclusive Program
How It's Funded: Grants from Oregon Department of Education
Contact: Angie Greenwood

Early Intervention/Early Childhood Special Education

This contract through the Oregon Department of Education, supports the program for Early Intervention and Special Education services to young children, birth to five years. Early Intervention/Early Childhood Special Education staff provides consultation and instruction to families and young children with developmental delays and disabilities in a variety of settings through an Individualized Family Service Plans (IFSP).

The focus of Oregon's Early Intervention (EI) program is to build the family's capacity to meet the special needs of their child. EI services are available for children from birth to three years who have developmental delays in their cognitive, physical, communication, self-help, or social skills development. EI services are also provided to children who have medically diagnosed conditions that are likely to result in a developmental delay later in the child's development.

Most EI interventions are provided to the child within everyday routines, activities, and places within their natural environment. Family members or caregivers are shown strategies for teaching the child in situations where and when a skill is used. Early Childhood Special Education (ECSE) provides services for children from three years to entrance kindergarten who qualify for services due to a developmental delay or categorical disability. Children in ECSE have disabilities that significantly impact their developmental progress. Services are provided in community preschools, homes, and structured classrooms and are based on the unique special education needs of each child.

The focus of the ECSE program is on teaching the child needed skills in areas of developmental delay, preparing the child for a school setting, and incorporating intervention strategies into the child's day.

Service: Special Education
Program: Early Intervention/Early Childhood Special Education
How It's Funded: Grant from Oregon Department of Education from Student Success Act
Contact: Autumn Belloni, Tina Linn, Catie Dalton and Kimberly McCutcheon-Gross

Juvenile Crime Prevention

The Juvenile Crime Prevention (JCP) grant funding is managed by the Linn County Juvenile Department. Family support liaisons assist students who are experiencing challenges to their success at home, school and in the community. The family support liaisons work closely with the family, school, health care providers and social service agencies to locate and access resources, organize support, develop skills and remove barriers so that children can come to school ready to learn.

Service: Family Support Liaison
Program: Strategic Partnerships for Student Success
How It's Funded: Grant from Juvenile Crime Prevention
Contact: Kristina Wonderly

Long-Term Care and Treatment

The Long Term Care and Treatment (LTCT) contract through the Oregon Department of Education provides education services to students in residential and day treatment facilities.



Service: Education Services
Program: Long Term Care and Treatment
How It's Funded: Grant from Oregon Department of Education
Contact: Brittney Spencer

Farm Home School - The Children's Farm Home, a Trillium Family Services mental health facility, provides residential and day treatment mental health services to children and youth from our region and from around the state who have significant emotional and behavioral challenges. LBL provides educational services to children and youth primarily in middle school through high school.

Wake Robin School - This transitional program provides education services to children and youth admitted to the day treatment program located on the Children's Farm Home campus, through a contract with ODE. Trillium Family Services provides the mental health services and LBL ESD provides the educational services. The program services children and youth, kindergarten through 12th grade.

Old Mill Center Classroom - This program, through a contract with ODE, provides education services to students in day treatment at the Old Mill Center for Children and Families in Corvallis, the mental health provider. The program services children and youth, kindergarten through 2nd grade.

Medicaid Administrative Claiming

With support from the Oregon Health Authority (OHA), LBL provides training and support to districts to complete the Medicaid Administrative Claiming survey three times a year. LBL interfaces with OHA to generate cost pools, process match payments and resolve questions.

LBL staff also participate in the Medicaid Administrative Claiming process. Funds generated are used to purchase 0.25 FTE for a family support liaison to work with students and families in the Early Intervention/Early Childhood Special Education program.

Service: District Support
Program: Strategic Partnerships for Students Success
How It's Funded: Grant from Oregon Department of Human Services
Contact: Kristina Wonderly

Statewide Education Initiatives Account

Service: District Support
Program: Strategic Partnerships for Students Success
How It's Funded: Student Success Act
Contact: Kristina Wonderly

The Statewide Education Initiatives Account (SEIA) provides support to districts in the implementation of their Student Investment Account (SIA) plans. LBL's plan will assist districts in meeting their SIA goals by providing school and systems improvement strategy support through partnerships that facilitate ongoing learning. Staff provide and assist with the use of data and strategies integral to improvement science. As a hub of information from ODE and other educational and mental health organizations, we communicate the latest information in regard to curriculum, initiatives and grants, professional development, and opportunities to work with other educators and service providers.

School Safety and Prevention Specialist

Service: District Support
Program: Strategic Partnerships for Students Success
How It's Funded: Grant from Oregon Department of Education
Contact: Kristina Wonderly

This contract through the Oregon Department of Education offers training, assistance program/plan development, help to establish and coordinate school and community teams and provide ongoing consultation, training and technical assistance in Linn, Benton Lincoln and Lane counties. Three domains include: behavioral safety assessment, suicide prevention, and bullying and harassment prevention. This also includes promoting the use of the SafeOregon Tip Line.

Transition Network Facilitator

Service: District Support
Program: Special Education and Evaluation Services
How It's Funded: Grant from Oregon Department of Education
Contact: Sonya Hart

This contract through the Oregon Department of Education provides support in developing partnerships between districts and agencies that support transition services for students with intellectual and developmental disabilities. The services are focused on providing educators and students in Lane, Linn, Benton, Lincoln, and Marion counties with information and services creating pathways toward independent living and employment in post school life. Services include teaching pre-employment transition skills for youth and young adults.



Youth Transition Program

The Youth Transition Program (YTP) is a structured partnership between local Vocational Rehabilitation offices and school districts to enhance transition services. The grant is used to support services which are designed to prepare high school youth with disabilities for employment or career related post-secondary education or training. Through a partnership, the University of Oregon provides technical assistance to students and schools, preparing the student to enter the work force, higher education or both.

Service: Student Support
Program: Special Education and Evaluation Services
How It's Funded: Grant from Oregon Department of Human Services
Contact: Sonya Hart





APPENDIX

Business Services

Performance Goal #1

LBL ESD Goal 1: Support success for all students and their districts by delivering excellent, equitable, efficient, and cost-effective services.

Provide monthly reports for each program's financial review including both budget reports and new roster report. Identify and analyze macro issues and key operating trends.

Performance Goal #2

LBL ESD Goal 2: Foster positive relationships by strengthening communication within LBL ESD, with school districts, other organizations and communities.

Perform an assessment for each district to identify the areas and levels of business support needed in our component districts.

Human Resources

Performance Goal #1

LBL Goal 1: Foster positive relationships by strengthening communication within LBL ESD, with school districts, other organizations, and communities.

Increase our community outreach within our three counties through involvement with other agencies and organizations. Participate as community members and sponsor community activities.

Performance Goal #2

LBL Goal 2: Foster positive relationships by strengthening communication within LBL ESD, with school districts, other organizations, and communities.

Facilitate and organize ongoing training for districts in the areas of hiring, staff development and retention.

Cascade Regional Inclusive Services

Performance Goal#1

LBL Goal 1: Support success for all students and their districts by delivering excellent, equitable, efficient, and cost effective services.

Create structures for more uniform processes and services within the CRIS team. Streamline referral process for OT, PT and Audiology. Re-define and calibrate service delivery model for AAC and ASD. Re-evaluate existing templates for assessment reports for DHH and TVI teams.

Performance Goal#2

LBL Goal 1: Support success for all students and their districts by delivering excellent, equitable, efficient, and cost effective services.

Increase partnership between CRIS and SEES programs to provide better services for ESD component districts. Regularly collaborate with the Special Ed Director of each component district based on their scheduling preferences.

Early Intervention/Early Childhood Special Education

Performance Goal #1

LBL Goal 1: Support success for all students and their districts by delivering excellent, equitable, efficient, and cost effective services.

In our work with the Center for Educational Leadership, our goal is to eliminate educational inequities by creating a culture of rigorous teaching and learning.

Performance Goal #2

LBL Goal 1: Support success for all students and their districts by delivering excellent, equitable, efficient, and cost effective services.

Increase the number of children receiving services in a regular childhood program toward the state target of 36% as shown in the At-A-Glance Profile published by ODE in May of 2023. (Data in At-A Glance profile from May 2021 indicates 27.87% of students in Lincoln County, 34.18% in Benton County and 23.74% in Linn County are receiving services in a regular childhood program.)

Long Term Care and Treatment (LTCT)

Performance Goal #1

LBL Goal 1: Support success for all students and their districts by delivering excellent, equitable, efficient, and cost effective services.

LTCT Program will continue to implement the Collaborative Problem Solving method in working with students for the 23-24 school year. This strategy supports the evidence based program for challenging behaviors that is used by Trillium Family Services.

Performance Goal #2

LBL Goal 2: Foster positive relationships by strengthening communication within LBL ESD, with school districts, other organizations, and communities.

LTCT program will create an Equity and Wellness committee that will have representation from the certified staff, classified staff and office staff.

Special Education and Evaluation Services (SEES)

Performance Goal #1

LBL Goal 1: Support success for all students and their districts by delivering excellent, equitable, efficient, and cost effective services.

Gather customer service/feedback data from parents and district staff after the completion of each evaluation to ensure excellent, equitable and efficient services.

Performance Goal #2

LBL Goal 2: Foster positive relationships by strengthening communication within LBL ESD, with school districts, other organizations, and communities.

Increase partnership between SEES and CRIS to provide better services for ESD component districts. Increase staff recognition and praise based on Gallup Survey results. Strengthen communication skills among program staff in order to foster positive relationships.

Technology and Information Services

Performance Goal #1

LBL Goal 1: Support success for all students and their districts by delivering excellent, equitable, efficient, and cost effective services.

Define staff responsibilities to improve processes and deliver services more effectively, while promoting staff recognition and providing clear paths for career advancement.

Performance Goal #2

LBL Goal 2: Foster positive relationships by strengthening communication within LBL ESD, with school districts, other organizations, and communities.

Collaborate with districts to pinpoint products suitable for inclusion in a consortium contract. Subsequently, lead contract negotiations and effectively communicate the procurement process under the established contract.

Strategic Partnerships for Student Success

Performance Goal #1

LBL Goal 1: Support success for all students and their districts by delivering excellent, equitable, efficient, and cost effective services.

Develop a coordinated regional Behavioral Safety Framework that addresses the development of services and support for safety assessment processes, Suicide prevention, intervention and postvention plans, and crisis response protocols in districts.

ALSEA SCHOOL DISTRICT

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Krista Nieraeth
Superintendent

Tier 1

Data based on fiscal year 2022-2023

Special Education - Tier 1 Services by Student	ESD	ASD
Audiology Hearing Screenings	6,457	0
Audiology Evaluations	26	0
Mild/Moderate Special Ed Supports K-12 (PT)	109	0
Mild/Moderate Special Ed Supports K-12 (OT)	662	5
Mild/Moderate Special Ed Supports K-12 (Aug Comm)	241	0
In-Center Special Education Evaluations	195	1
In-District and Assigned Special Education Evaluations	211	9
Severe Disability Supports	160	1
Early Intervention Evaluations	362	3
Early Childhood Special Education Evaluations	426	2

Special Education - Tier 1 Services by Hours	ESD	ASD
Interpreter, District Requests	67.29	0
Interpreter, In-Center Evaluations	276.3	0
Translation, District Requests	354.49	0
Translation, In-Center Evaluations	122.47	0

Grants

Data based on fiscal year 2022-2023

Cascade Regional - Low Incidence, High Needs	ESD	ASD
Vision	48	0
Hearing	86	0
Physical Therapy	54	0
Occupational Therapy	52	0
Autism Spectrum Disorder	790	15
Traumatic Brain Injury	30	0
Deafblindness	4	0
Total # of K-12 Regional Low Incidence Disabilities	1,064	15

Other Services	ESD	ASD
Family Support Liaison	825	0
Behavior Specialist	297	15



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Candace Pelt
Superintendent

Tier 1

Data based on fiscal year 2022-2023

Special Education - Tier 1 Services by Student	ESD	CLSD
Audiology Hearing Screenings	6,457	99
Audiology Evaluations	26	4
Mild/Moderate Special Ed Supports K-12 (PT)	109	3
Mild/Moderate Special Ed Supports K-12 (OT)	662	10
Mild/Moderate Special Ed Supports K-12 (Aug Comm)	241	3
In-Center Special Education Evaluations	195	3
In-District and Assigned Special Education Evaluations	211	23
Severe Disability Supports	160	1
Early Intervention Evaluations	362	2
Early Childhood Special Education Evaluations	426	9

Special Education - Tier 1 Services by Hours	ESD	CLSD
Interpreter, District Requests	67.29	11.17
Interpreter, In-Center Evaluations	276.3	0
Translation, District Requests	354.49	69.42
Translation, In-Center Evaluations	122.47	0

Grants

Data based on fiscal year 2022-2023

Cascade Regional - Low Incidence, High Needs	ESD	CLSD
Vision	48	2
Hearing	86	0
Physical Therapy	54	3
Occupational Therapy	52	3
Autism Spectrum Disorder	790	8
Traumatic Brain Injury	30	0
Deafblindness	4	0
Total # of K-12 Regional Low Incidence Disabilities	1064	9

Other Services	ESD	CLSD
Behavior Specialist	297	0
Family Support Liaison	825	34



CORVALLIS SCHOOL DISTRICT
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Ryan Noss
Superintendent

Tier 1

Data based on fiscal year 2022-2023

Special Education - Tier 1 Services by Student	ESD	CSD
Audiology Hearing Screenings	6,457	1,216
Audiology Evaluations	26	3
Mild/Moderate Special Ed Supports K-12 (PT)	109	12
Mild/Moderate Special Ed Supports K-12 (OT)	662	94
Mild/Moderate Special Ed Supports K-12 (Aug Comm)	241	40
In-Center Special Education Evaluations	195	36
In-District and Assigned Special Education Evaluations	211	12
Severe Disability Supports	160	38
Early Intervention Evaluations	362	78
Early Childhood Special Education Evaluations	426	73

Special Education - Tier 1 Services by Hours	ESD	CSD
Interpreter, District Requests	67.29	0
Interpreter, In-Center Evaluations	276.3	36.75
Translation, District Requests	354.49	0
Translation, In-Center Evaluations	122.47	8.67

Grants

Data based on fiscal year 2022-2023

Cascade Regional - Low Incidence, High Needs	ESD	CSD
Vision	48	12
Hearing	86	17
Physical Therapy	54	8
Occupational Therapy	52	8
Autism Spectrum Disorder	790	107
Traumatic Brain Injury	30	2
Deafblindness	4	1
Total # of K-12 Regional Low Incidence Disabilities	1,064	200

Other Services	ESD	CSD
Behavior Specialist	297	0
Family Support Liaison	825	0



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Andy Gardner
Superintendent

Tier 1

Data based on fiscal year 2022-2023

Special Education - Tier 1 Services by Student	ESD	GAPS
Audiology Hearing Screenings	6,457	1,966
Audiology Evaluations	26	11
Mild/Moderate Special Ed Supports K-12 (PT)	109	30
Mild/Moderate Special Ed Supports K-12 (OT)	662	172
Mild/Moderate Special Ed Supports K-12 (Aug Comm)	241	82
In-Center Special Education Evaluations	195	74
In-District and Assigned Special Education Evaluations	211	10
Severe Disability Supports	160	35
Early Intervention Evaluations	362	124
Early Childhood Special Education Evaluations	426	136

Special Education - Tier 1 Services by Hours	ESD	GAPS
Interpreter, District Requests	67.29	3
Interpreter, In-Center Evaluations	276.3	139.38
Translation, District Requests	354.49	0
Translation, In-Center Evaluations	122.47	103.05

Grants

Data based on fiscal year 2022-2023

Cascade Regional - Low Incidence, High Needs	ESD	GAPS
Vision	48	9
Hearing	86	20
Physical Therapy	54	11
Occupational Therapy	52	11
Autism Spectrum Disorder	790	142
Traumatic Brain Injury	30	6
Deafblindness	4	1
Total # of K-12 Regional Low Incidence Disabilities	1,064	200

Other Services	ESD	GAPS
Behavior Consultant	297	205
Family Support Liaison	825	215



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Steve Woods
Superintendent

Tier 1

Data based on fiscal year 2022-2023

Special Education - Tier 1 Services by Student	ESD	HSD
Audiology Hearing Screenings	6,457	149
Audiology Evaluations	26	0
Mild/Moderate Special Ed Supports K-12 (PT)	109	5
Mild/Moderate Special Ed Supports K-12 (OT)	662	22
Mild/Moderate Special Ed Supports K-12 (Aug Comm)	241	6
In-Center Special Education Evaluations	195	8
In-District and Assigned Special Education Evaluations	211	22
Severe Disability Supports	160	5
Early Intervention Evaluations	362	4
Early Childhood Special Education Evaluations	426	7

Special Education - Tier 1 Services by Hours	ESD	HSD
Interpreter, District Requests	67.29	.5
Interpreter, In-Center Evaluations	276.3	0
Translation, District Requests	354.49	22.25
Translation, In-Center Evaluations	122.47	0

Grants

Data based on fiscal year 2022-2023

Cascade Regional - Low Incidence, High Needs	ESD	HSD
Vision	48	0
Hearing	86	1
Physical Therapy	54	3
Occupational Therapy	52	3
Autism Spectrum Disorder	790	23
Traumatic Brain Injury	30	2
Deafblindness	4	0
Total # of K-12 Regional Low Incidence Disabilities	1,064	32

Other Services	ESD	HSD
Behavior Consultant	297	27
Family Support Liaison	825	21



LEBANON SCHOOL

DISTRICT 485 S Fifth Street Lebanon,
OR 97355

Phone: 541-451-8511

Fax: 541-259-6857

Superintendent: Jennifer
Meckley

jennifer.meckley@lebanon.k12.or.us

k12.or.us



Jennifer Meckley
Superintendent

Tier 1

Data based on fiscal year 2022-2023

Special Education - Tier 1 Services by Student	ESD	LCS
Audiology Hearing Screenings	6,457	438
Audiology Evaluations	26	1
Mild/Moderate Special Ed Supports K-12 (PT)	109	18
Mild/Moderate Special Ed Supports K-12 (OT)	662	76
Mild/Moderate Special Ed Supports K-12 (Aug Comm)	241	18
In-Center Special Education Evaluations	195	24
In-District and Assigned Special Education Evaluations	211	4
Severe Disability Supports	160	24
Early Intervention Evaluations	362	26
Early Childhood Special Education Evaluations	426	62

Special Education - Tier 1 Services by Hours	ESD	LCS
Interpreter, District Requests	67.29	0
Interpreter, In-Center Evaluations	276.3	8.75
Translation, District Requests	354.49	111.42
Translation, In-Center Evaluations	122.47	0

Grants

Data based on fiscal year 2022-2023

Cascade Regional - Low Incidence, High Needs	ESD	LCS
Vision	48	5
Hearing	86	6
Physical Therapy	54	6
Occupational Therapy	52	5
Autism Spectrum Disorder	790	61
Traumatic Brain Injury	30	3
Deafblindness	4	0
Total # of K-12 Regional Low Incidence Disabilities	1,064	86

Other Services	ESD	LCS
Behavior Consultant	297	0
Family Support Liaison	825	143



LINCOLN COUNTY SCHOOL DISTRICT
 1212 NE Fogarty Street
 Newport, OR 97365
Phone: 541-265-9211
Fax: 541-265-3059
Superintendent: Majalise Tolan
majalise.tolan@lincoln.k12.or.us



Majalise Tolan
 Superintendent

Tier 1

Data based on fiscal year 2022-2023

Special Education - Tier 1 Services by Student	ESD	LCSD
Audiology Hearing Screenings	6,457	917
Audiology Evaluations	26	1
Mild/Moderate Special Ed Supports K-12 (PT)	109	25
Mild/Moderate Special Ed Supports K-12 (OT)	662	155
Mild/Moderate Special Ed Supports K-12 (Aug Comm)	241	49
In-Center Special Education Evaluations	195	10
In-District and Assigned Special Education Evaluations	211	14
Severe Disability Supports	160	24
Early Intervention Evaluations	362	64
Early Childhood Special Education Evaluations	426	74

Special Education - Tier 1 Services by Hours	ESD	LCSD
Interpreter, District Requests	67.29	47.95
Interpreter, In-Center Evaluations	276.3	62.25
Translation, District Requests	354.49	85.65
Translation, In-Center Evaluations	122.47	0

Grants

Data based on fiscal year 2022-2023

Cascade Regional - Low Incidence, High Needs	ESD	LCSD
Vision	48	13
Hearing	86	9
Physical Therapy	54	11
Occupational Therapy	52	12
Autism Spectrum Disorder	790	151
Traumatic Brain Injury	30	2
Deafblindness	4	1
Total # of K-12 Regional Low Incidence Disabilities	1,064	199

Other Services	ESD	LCSD
Behavior Consultant	297	0
Family Support Liaison	825	0



MONROE SCHOOL DISTRICT

365 N 5th Street

Monroe, OR 97456

Phone: 541-847-6292

Fax: 541-847-6290

Superintendent: Bill Crowson

bill.crowson@monroe.k12.or.us



Bill Crowson
Superintendent

Tier 1

Data based on fiscal year 2022-2023

Special Education - Tier 1 Services by Student	ESD	MSD
Audiology Hearing Screenings	6,457	82
Audiology Evaluations	26	1
Mild/Moderate Special Ed Supports K-12 (PT)	109	
Mild/Moderate Special Ed Supports K-12 (OT)	662	14
Mild/Moderate Special Ed Supports K-12 (Aug Comm)	241	3
In-Center Special Education Evaluations	195	2
In-District and Assigned Special Education Evaluations	211	11
Severe Disability Supports	160	1
Early Intervention Evaluations	362	4
Early Childhood Special Education Evaluations	426	7

Special Education - Tier 1 Services by Hours	ESD	MSD
Interpreter, District Requests	67.29	0.67
Interpreter, In-Center Evaluations	276.3	6.92
Translation, District Requests	354.49	38.5
Translation, In-Center Evaluations	122.47	7

Grants

Data based on fiscal year 2022-2023

Cascade Regional - Low Incidence, High Needs	ESD	MSD
Vision	48	1
Hearing	86	1
Physical Therapy	54	3
Occupational Therapy	52	2
Autism Spectrum Disorder	790	7
Traumatic Brain Injury	30	0
Deafblindness	4	0
Total # of K-12 Regional Low Incidence Disabilities	1,064	14

Other Services	ESD	MSD
Behavior Consultant	297	2
Family Support Liaison	825	126



PHILOMATH SCHOOL DISTRICT

1620 Applegate Street

Philomath, OR 97370

Phone: 541-929-3169

Fax: 541-929-3991 **Superintendent:**

Susan Halliday

susan.halliday@philomath.k12.or.us



Susan Halliday
Superintendent

Tier 1

Data based on fiscal year 2022-2023

Special Education - Tier 1 Services by Student	ESD	PSD
Audiology Hearing Screenings	6,457	261
Audiology Evaluations	26	0
Mild/Moderate Special Ed Supports K-12 (PT)	109	5
Mild/Moderate Special Ed Supports K-12 (OT)	662	42
Mild/Moderate Special Ed Supports K-12 (Aug Comm)	241	7
In-Center Special Education Evaluations	195	12
In-District and Assigned Special Education Evaluations	211	1
Severe Disability Supports	160	11
Early Intervention Evaluations	362	6
Early Childhood Special Education Evaluations	426	17

Special Education - Tier 1 Services by Hours	ESD	PSD
Interpreter, District Requests	67.29	0
Interpreter, In-Center Evaluations	276.3	15.25
Translation, District Requests	354.49	27.25
Translation, In-Center Evaluations	122.47	3

Grants

Data based on fiscal year 2022-2023

Cascade Regional - Low Incidence, High Needs	ESD	PSD
Vision	48	1
Hearing	86	3
Physical Therapy	54	1
Occupational Therapy	52	0
Autism Spectrum Disorder	790	32
Traumatic Brain Injury	30	2
Deafblindness	4	0
Total # of K-12 Regional Low Incidence Disabilities	1,064	39

Other Services	ESD	PSD
Behavior Consultant	297	44
Family Support Liaison	825	74



SANTIAM CANYON SCHOOL DISTRICT
 P.O. Box 197 / 150 SW
 Evergreen Street Mill City, OR 97360
Phone: 503-897-2321
Fax: 503-897-2322
Superintendent: Todd Miller
todd.miller@santiam.k12.or.us



Todd Miller
 Superintendent

Tier 1

Data based on fiscal year 2022-2023

Special Education - Tier 1 Services by Student	ESD	SCSD
Audiology Hearing Screenings	6,457	94
Audiology Evaluations	26	0
Mild/Moderate Special Ed Supports K-12 (PT)	109	5
Mild/Moderate Special Ed Supports K-12 (OT)	662	8
Mild/Moderate Special Ed Supports K-12 (Aug Comm)	241	2
In-Center Special Education Evaluations	195	7
In-District and Assigned Special Education Evaluations	211	25
Severe Disability Supports	160	0
Early Intervention Evaluations	362	3
Early Childhood Special Education Evaluations	426	8

Special Education - Tier 1 Services by Hours	ESD	SCSD
Interpreter, District Requests	67.29	0
Interpreter, In-Center Evaluations	276.3	1
Translation, District Requests	354.49	0
Translation, In-Center Evaluations	122.47	0

Grants

Data based on fiscal year 2022-2023

Cascade Regional - Low Incidence, High Needs	ESD	SCSD
Vision	48	0
Hearing	86	2
Physical Therapy	45	1
Occupational Therapy	52	1
Autism Spectrum Disorder	790	5
Traumatic Brain Injury	30	1
Deafblindness	4	0
Total # of K-12 Regional Low Incidence Disabilities	1,064	13

Other Services	ESD	SCSD
Behavior Consultant	297	0
Family Support Liaison	825	42



SCIO SCHOOL DISTRICT

38875 NW First Avenue

Scio, OR 97374

Phone: 503-394-3261

Fax: 503-394-3920

Superintendent: Steve Martinelli

martinellis@sciok12.org



Steve Martinelli
Superintendent

Tier 1

Data based on fiscal year 2022-2023

Special Education - Tier 1 Services by Student	ESD	SSD
Audiology Hearing Screenings	6,457	172
Audiology Evaluations	26	1
Mild/Moderate Special Ed Supports K-12 (PT)	109	1
Mild/Moderate Special Ed Supports K-12 (OT)	662	10
Mild/Moderate Special Ed Supports K-12 (Aug Comm)	241	2
In-Center Special Education Evaluations	195	3
In-District and Assigned Special Education Evaluations	211	17
Severe Disability Supports	160	4
Early Intervention Evaluations	362	1
Early Childhood Special Education Evaluations	426	6

Special Education - Tier 1 Services by Hours	ESD	SSD
Interpreter, District Requests	67.29	4
Interpreter, In-Center Evaluations	276.3	6
Translation, District Requests	354.49	0
Translation, In-Center Evaluations	122.47	.075

Grants

Data based on fiscal year 2022-2023

Cascade Regional - Low Incidence, High Needs	ESD	SSD
Vision	48	1
Hearing	86	1
Physical Therapy	54	0
Occupational Therapy	52	0
Autism Spectrum Disorder	790	9
Traumatic Brain Injury	30	1
Deafblindness	4	0
Total # of K-12 Regional Low Incidence Disabilities	1,064	12

Other Services	ESD	SSD
Behavior Consultant	297	20
Family Support Liaison	825	60



SWEET HOME SCHOOL DISTRICT
 1920 Long Street
 Sweet Home, OR 97386
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Superintendent: Terry Martin
terry.martin@sweethome.k12.or.us



Terry Martin
Superintendent

Tier 1

Data based on fiscal year 2022-2023

Special Education - Tier 1 Services by Student	ESD	SHSD
Audiology Hearing Screenings	6,457	530
Audiology Evaluations	26	0
Mild/Moderate Special Ed Supports K-12 (PT)	109	7
Mild/Moderate Special Ed Supports K-12 (OT)	662	44
Mild/Moderate Special Ed Supports K-12 (Aug Comm)	241	20
In-Center Special Education Evaluations	195	15
In-District and Assigned Special Education Evaluations	211	63
Severe Disability Supports	160	16
Early Intervention Evaluations	362	21
Early Childhood Special Education Evaluations	426	31

Special Education - Tier 1 Services by Hours	ESD	SHSD
Interpreter, District Requests	67.29	0
Interpreter, In-Center Evaluations	276.3	0
Translation, District Requests	354.49	0
Translation, In-Center Evaluations	122.47	0

Grants

Data based on fiscal year 2022-2023

Cascade Regional - Low Incidence, High Needs	ESD	SHSD
Vision	48	5
Hearing	86	5
Physical Therapy	54	1
Occupational Therapy	52	1
Autism Spectrum Disorder	790	44
Traumatic Brain Injury	30	6
Deafblindness	4	0
Total # of K-12 Regional Low Incidence Disabilities	1,064	62

Other Services	ESD	SHSD
Behavior Consultant	1,065	283
Family Support Liaison	112	0



LBL Local Service Plan Addendum 2024-2026: Integrated Grants Technical Assistance

The ESD Mandate: Through the Statewide Education Initiatives Account, each ESD receives funds to provide technical assistance to districts in their region in support of the Student Investment Account, now included in the Integrated Guidance. There is flexibility in how ESD TA funds can be spent, but they must be spent on capacity building expenditures. (Funds cannot be used for direct student services.)

LBLESD	Technical Assistance
Outcome #1	Technical assistance for districts in their implementation of policies, systems, programs, and practices that promote student social emotional wellbeing, mental health, engagement, and physical safety.
Outcome #2	Technical assistance for the continued implementation of and the identified key areas in district Integrated Grants plans via consulting, coaching, professional development, or other supports.
Outcome #3	Technical assistance in data collection and analysis that builds capacity, data literacy, and continuous improvement of schools and districts.
Outcome #4	Technical assistance to further and expand community engagement to meet the requirements of district Integrated Grants planning.
Outcome #5	Technical assistance for the growth and support of Equity within each school district.
Strategy #1	Utilize a Continuous Improvement Team to focus on district social, emotional, behavioral, and student engagement needs in-line with district planning. [Outcomes #1, 2, 5]
Strategy #2	Utilize a Continuous Improvement Team focused on building data literacy of district and school personnel through coaching and training, or provide systems planning and performance support for the systematic use of data in planning and decision making. [Outcomes #2, 3, 5]
Strategy #3	Utilize a Continuous Improvement Team to support Instruction, Mentoring, and Coaching within Districts to provide more equitable outcomes for students. [Outcomes #1, 2, 3, 5]
Strategy #4	Utilize a Continuous Improvement Team to support implementation of District Integrated Grants processes and plans. [Outcomes #1-5]

Activities 2024-2025	SSA/Integrated Grants Liaison and Associated Costs (Strategies 1-4) (required by statute)
	Social, Emotional, & Behavioral Health Team and Associated Costs (Strategies 1,4)
	Instructional Coaching and Mentoring Program and Associated Costs (Strategies 2,3, 4)
	Regional Improvement and Engagement Liaison and Associated Costs (Strategies 1-4)
	Professional Development – Regional Trainings and Support (Strategies 1-4)
	SEB Screening Tool
	Data Analyst Tech/Programming Support (Longitudinal Performance Growth Targets) (Strategies 2,4)
	Admin Asst (no more than 0.25 FTE)
Activities 2025-2026	Indirect 5%
	SSA/Integrated Grants Liaison and Associated Costs (Strategies 1-4) (required by statute)
	Social, Emotional, & Behavioral Health Team and Associate Costs (Strategies 1,4)
	Instructional Coaching and Mentoring Program and Associated Costs (Strategies 2,3,4)
	Regional Improvement and Engagement Liaison and Associated Costs (Strategies 1-4)
	Professional Development – Regional Trainings and Support (Strategies 1-4)
	SEB Screening Tool
	Data Analyst Tech/Programming Support (Longitudinal Performance Growth Targets) (Strategies 2,4)
Administrative Assistant	
Indirect 5%	

SEIA Plan presented to Valley Coast Superintendent Association: October 20, 2023, November 17, 2023, January 19, 2024

SEIA Plan approved by Valley Coast Superintendent Association: January 19, 2024

Presented by LBL ESD Board of Directors: February 21, 2024

Adopted by LBL ESD Board of Directors: February 21, 2024

LBLESD works to support districts in the implementation of their Integrated Grants plan.

The original SSA purpose:

1. *Meet students' health or safety needs. This may include supports from the following:*
 - (A) *Social-emotional learning and development (SEB Team);*
 - (B) *Student mental and behavioral health (SEB Team);*
 - (C) *Improvements to teaching and learning practices or organizational structures that lead to better interpersonal relationships at the school (Engagement/Attendance Facilitator, Instructional & Mentor Coaches);*
 - (D) *Student health and wellness (SEB Team);*
 - (E) *Trauma-informed practices (SEB Team);*
2. *Increase academic achievement, including reducing academic disparities for historically underserved students (Primarily Instructional & Mentor Coaches)*

Each of the Activities were created based on the Strategies listed that support the overall Outcomes.

Strategy 1: Utilize a Social, Emotional, & Behavioral Health Team to focus on district social, emotional, behavioral, and student engagement needs in-line with district planning. [Outcome #s 1, 2, 5]

Activity Associated

- Integrated Grants Liaison
- Social Emotional Behavioral Health Team
 - Facilitate Needs Assessment focusing on implementation readiness, progress monitoring and program evaluation for existing and/or new social, emotional and behavioral health systems and practices.
 - Train and Coach district and school leaders through professional learning opportunities with customized follow-up support to guide the implementation process of social, emotional and behavioral health systems.
 - Provide Implementation Support & Technical Assistance for existing and/or new social, emotional and behavioral health systems in your schools and district as well as supporting adaptations to these systems to implement in a variety of learning environments.
 - Connect with Local/Regional Leaders for regular collaboration opportunities with other leaders in schools/districts with similar demographics and structures to support the ongoing implementation of social, emotional and behavioral health systems.
 - Share Critical Information Updates on the latest research and trends related to evidence-based or field-tested practices and programs for social, emotional and behavioral health systems including easy-to-implement strategies to share with school leaders and staff.
 - Collaborate with Community Partners to provide access to social, emotional and behavioral health services beyond what the schools or district can provide in house.
- Improvement Facilitator/Engagement
- Professional Development
- DESSA or other SEL screener

Strategy 2: Utilize a Continuous Improvement Team focused on building data literacy of district and school personnel through coaching and training, or provide systems planning and performance support for the systematic use of data in planning and decision making. [Outcome #s 2, 3, 5]

Activity Associated

- Integrated Grants Liaison
- Instructional Coaching/Mentor
- Improvement/Engagement Liaison
 - Coaching on implementation of Tiered Communication Plans and Data Teams for Attendance
 - Coaching on implementation of [9th Grade On-Track best practices](#)
 - Coaching on implementation of PBIS data teams and systems
 - Multi-tiered System of Support
- SEB Coaching
- Data Analyst Tech/Programming Support (Longitudinal Performance Growth Targets)
- Professional Development

Strategy 3: Utilize a Continuous Improvement Team to support Instruction, Mentoring, and Coaching within Districts to provide more equitable outcomes for students. [Outcome #s 1, 2, 3, 5]

Activity Associated

- Integrated Grants Liaison
- Instructional Coaching/Mentor
- Improvement/Engagement Liaison
 - Coaching and Technical Expertise in Restorative Practices for individuals and school-wide systems
 - Coaching and Consultation on student voice and agency
 - Every Day Matters and Center for High School Success
- Professional Development

Strategy 4: Utilize a Continuous Improvement Team to support implementation of District SIA processes and plans. [Outcome #s 1-5]

Activity Associated

- Integrated Grants Liaison
- All Coaches & Facilitators
- Data Analyst Tech/Programming Support (Longitudinal Performance Growth Targets)
- Professional Development

As outlined in statute, at least 90% of the annual State School Fund (SSF), property tax and other qualifying resources allocated to LBL will be expended on resolution services. The Local Service Plan is developed with the State School fund biennium budget. Districts review and approve the Local Service Plan on an annual basis. Services will be provided on a two-tiered basis.

Tier 1 Resolution Services

Tier 1 includes services that are available to all 12 districts and are determined as being essential to all districts. The emphasis in Tier 1 is on achieving the greatest economies of scale and assuring equity of access. Tier 1 services are fully funded from the 90% SSF allocation. Service decisions are made for a two year period.

Tier 2 Resolution Services

Once Tier 1 funds are allocated, the remaining balance is used for Tier 2 services. Tier 2 services are decided by districts on an annual basis. This allows LBL and its component school districts to stay within the constraints of the agreements, yet provide flexibility in the use of funds.

Transits

Up to 50% of the district's allocated Tier 2 resources may be used to acquire services from sources other than LBL if the service is not provided by LBL.

Statewide Education Initiatives Account (SEIA)

The SEIA grant provides funding to allow greater ESD support to districts. This includes the provision of technical assistance to districts in developing, implementing and reviewing a plan for receiving Student Investment Account grant money; and providing coordination with Oregon Department of Education in administering and providing technical assistance to districts, including coordinating any coaching programs. SEIA plans are adopted and amended as part of the Local Service Plan and approved by the Oregon Department of Education.

The _____ School District is in agreement to have the Linn Benton Lincoln Education Service District provide the Local Service Plan for the 2024-2025 school year as presented.

LBL Board Chair

Date

School District Board Chair

Date

As outlined in statute, at least 90% of the annual State School Fund (SSF), property tax and other qualifying resources allocated to LBL will be expended on resolution services. The Local Service Plan is developed with the State School fund biennium budget. Districts review and approve the Local Service Plan on an annual basis. Services will be provided on a two-tiered basis.

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Tier 2 Resolution Services

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Transits

Up to 50% of the district's allocated Tier 2 resources may be used to acquire services from sources other than LBL if the service is not provided by LBL.

Statewide Education Initiatives Account (SEIA)

The SEIA grant provides funding to allow greater ESD support to districts. This includes the provision of technical assistance to districts in developing, implementing and reviewing a plan for receiving Student Investment Account grant money; and providing coordination with Oregon Department of Education in administering and providing technical assistance to districts, including coordinating any coaching programs. SEIA plans are adopted and amended as part of the Local Service Plan and approved by the Oregon Department of Education.

The Corvallis School District is in agreement to have the Linn Benton Lincoln Education Service District provide the Local Service Plan for the 2024-2025 school year as presented.


LBL Board Chair

2/21/2024
Date


School District Board Chair

03/07/24
Date

D. 2025-2026 School Year Calendar - Second Read



Prepared for: Corvallis School Board

Prepared by: Amy Lesan, Kim Johnson & Nikki McFarland, Teaching and Learning Coordinators

Meeting Date: March 7, 2024

2025-2026 School Year Calendar (for families)

ACTION REQUESTED

Background

School Board Policy IC/ICA—School Year/School Calendar directs the Superintendent to establish a school calendar giving due consideration to input from staff, parents, and the community.

Providing calendars for upcoming school years allows parents, staff, and the community to plan with key calendar dates.

The 25-26 school year calendar was built based on feedback from staff and families, including requests that we:

- Align k-12 school and non-school days
- Spread non-school days throughout the year (rather than cluster in 1 month)
- Have full non-school days (v. partial school days) for professional development & collaboration
- Align the calendar to OSU and surrounding district calendars

Recommended key dates for the 2025-2026 school year are in the table below.

	Key Date
Orientation for k, 6, 9, and new students	September 2, 2025
First Day of School	September 3, 2025
Holidays and Breaks	Veterans Day 11/11 Thanksgiving break 11/26-11/28 Winter break 12/22-1/2 MLK Day 1/19 President's Day 2/16 Spring break 3/23-3/27 Memorial Day 5/25
Non-School days	10/30-31 12/1 1/26-27 3/9 4/16-17
Last Day of School	June 11, 2026
Weather make-up days	2/16, 4/16, 4/17, 6/12, 6/15, 6/16

ACTION REQUESTED:

Adopt the 2025-2026 school year calendar, as submitted.

E. 2024-25 Board of Directors Schedule - Second Read



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Kim Nelson, Board Secretary
Meeting Date: March 7, 2024

2024-2025 Board of Directors Meeting Schedule – Second Read

ACTION REQUESTED

Background

Attached is the proposed 2024-2025 Board of Directors meeting schedule, which takes into account a variety of factors, including religious holidays, school district breaks, and professional obligations for district management staff. It is similar to the schedule of the 2023-2024 meetings.

ACTION REQUESTED

Adopt the proposed 2024-25 Board of Directors meeting schedule.



A	August 8, 2024 – Business Meeting
	August 22, 2024 – Retreat
S	September 5, 2024 – Business Meeting
	September 17, 2024 – Special Meeting
O	October 10, 2024 – Business Meeting
	October 24, 2024 – Special Meeting
N	November 7, 2024 – Business Meeting
	November 21, 2024 – Special Meeting (SIP)
D	December 12, 2024 – Business Meeting
	December 19, 2024 – Special Meeting (SIP)
J	January 9, 2025 – Business Meeting
	January 16, 2025 – Special Meeting
F	February 6, 2025 – Business Meeting
	February 20, 2025 – Special Meeting
M	March 6, 2025 – Business Meeting
	March 20, 2025 – Special Meeting
A	April 10, 2025 – Business Meeting
	April 24, 2025 – Budget Committee Meeting
M	May 8, 2025 – Business Meeting
	May 15, 2025 – Budget Committee Meeting
	May 22, 2025 – Budget Committee Meeting
J	June 5, 2025 – Business Meeting

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

F. Resolution No. 24-0301: Transfer of Appropriations



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Lauren Wolfe, Director of Finance
Meeting Date: March 7, 2024

Resolution No. 24-0301: Transfer of Appropriations in the Internal Service Fund

ACTION REQUESTED

Background

Oregon Revised Statute 294.463 allows the district to transfer appropriations within a fund when authorized by resolution of the governing body. Proposed changes are based on transferring funds from one function to another as needed in anticipation that expenditures may exceed appropriations in the Internal Service Fund.

ACTION REQUESTED:

Adopt the attached resolution authorizing the transfer of appropriations in the Internal Service Fund.

ATTACHED:

Resolution No. 24-0301

MOTION REQUESTED:

"I move that Resolution No. 24-0301 be adopted to transfer budget appropriations in the Internal Service Fund."

Corvallis School District 509J
Resolution No. 24-0301

TRANSFER OF APPROPRIATIONS
Internal Service Fund

WHEREAS, the appropriations made by the Board for the Internal Service Fund requires adjustment to acknowledge that projected actual expenditures may exceed the amounts appropriated by the Board.

BE IT RESOLVED, that pursuant to ORS 294.463(1) the Board of the Corvallis School District 509J hereby transfers appropriations in the Internal Service Fund as follows:

INTERNAL SERVICE FUND			
	As Adopted	Proposed	Change
Requirements			
Instruction	\$ 705,358	\$ 2,533,893	\$ 1,828,535
Support Services	16,244,796	14,416,261	(1,887,387)
Enterprise and Community Services	32,857	91,709	58,852
Facilities Acquisition and Construction	3,586	3,586	-
Contingency	6,069,603	6,069,603	-
Total Change in Requirements	\$23,056,200	\$23,056,200	\$ -

ADOPTED by the Board of Directors of Corvallis School District 509J in Benton and Linn Counties, Oregon, at its regular meeting this 7th day of March, 2024.

ATTEST:

Luhui Whitebear, Ph.D., Board Chair

Lauren Wolfe, Deputy Clerk

G. Minutes

1. February 8, 2024

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 6:31 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 Sarah Finger McDonald, Ph.D. Sami Al-Abdrabbuh, Ph.D. Shauna Tominey, Ph.D., Co-Vice Chair Chris Hawkins</p>	<p><u>EXECUTIVE STAFF PRESENT</u> Ryan Noss, D.Ed., Superintendent Melissa Harder, Assistant Superintendent Jennifer Duvall, HR Director Kim Patten, Operations Director Lauren Wolfe, Finance Director</p>
<p><u>BOARD MEMBERS EXCUSED</u> Judah Largent Terese Jones, Co-Vice Chair</p>	<p><u>STUDENT REPRESENTATIVES PRESENT</u> Zoe DeAmicis, CVHS Vibhav Javali, CVHS</p>

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

II. BOARD MEMBER REPORTS

Co-Vice Chair Tominey shared that she participated in the recent District Diversity Equity & Inclusion (DEDI) meeting along with district staff, community members, and staff, expressing gratitude for the chance to engage in discussions regarding equity goals, what being a part of a healthy community looks like, and an update on the Theater Diversity Advisory Committee (TDAC).

Director Al-Abdrabbuh reported attending the first bargaining session for the new contract between the District and the Oregon School Employees Association (OSEA) as the board liaison.

Chair Whitebear reported the following:

- Attended the District Diversity Equity & Inclusion (DEDI) meeting as board liaison and appreciated being in the community and part of the conversation.
- As board liaison for the Indian Education Title VI Grant group, attended the first Native American Family night for the Corvallis School District. It was a successful night, and feedback was received from parents and students for the federal grant application.
- Attended the Corvallis Public School Foundation annual Hands Across Corvallis event; this year’s presentation was on summer programs. There is a YouTube video available for those who could not attend the event.

III. OREGON SCHOOL BOARDS ASSOCIATION (OSBA) AND NATIONAL SCHOOL BOARDS ASSOCIATION (NSBA) UPDATES

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

IV. SUPERINTENDENT'S REPORT

Superintendent Noss read from a written report providing key highlights of upcoming events throughout the district and answered questions from the Board. (The written 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

Jayden Wang, a Crescent Valley High School student, spoke in support of reviewing district Policy IIBGB regarding web pages; it was adopted in 1999 and last reviewed in 2005.

The Board Chair proposed rescheduling the Theater Diversity Advisory Committee (TDAC) Report to follow the Enrollment and Budget Update as the presenters were unprepared for an earlier-than-anticipated presentation time.

VI. THEATER DIVERSITY ADVISORY COMMITTEE (TDAC) REPORT

Kim Patten, Operations Director; Marcianne Rivero-Koetje, Multilingual Programs and Equity Coordinator; Bernie Wang, CSD parent; and Jayden Wang, CSD student, shared a Theater Diversity Advisory Committee (TDAC) update and slide presentation and answered questions from the Board. (The slides are posted online with the information packet of this meeting and will be filed with the official 2023-24 Board records.)

Students from the Newsies cast performed a number from the upcoming winter musical.

VII. ENROLLMENT AND BUDGET UPDATE

Lauren Wolfe, Finance Director, provided a written report before the meeting, presented a slide presentation with budget and enrollment highlights, and engaged the Board in discussion. (The written report and slides are posted online with the informational packet of this meeting and will be filed with the official 2023-24 Board records.)

After a short break, the Board reconvened and resumed the meeting.

VIII. REVIEW POLICY DA - FISCAL POLICIES

The Board initiated the review of Policy DA with the upcoming work on the 2024-2025 budget and contract negotiations. The policy was provided to the board before the meeting for review. (The written report and slides are posted online with the informational packet of this meeting and

will be filed with the official 2023-24 Board records.)

Superintendent Noss and Lauren Wolfe, Finance Director, engaged in discussion with the Board and answered questions regarding the policy.

IX. ANNUAL COMPREHENSIVE FINANCIAL REPORT (ACFR) 2022-23

Lauren Wolfe, Finance Director, provided the audit report to the Board for review before the meeting. (The written report and slides are posted online with the informational packet of this meeting and will be filed with the official 2023-24 Board records.)

Ms. Wolfe engaged the Board in discussion regarding the annual audit process and shared that it was successful.

X. CONSOLIDATED ACTION

MOTION:

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

The Board approved the following items:

- A. Minutes** – January 11, 2024; January 18, 2024 – (These documents are posted online with the informational packet of this meeting and will be filed with the official 2023-24 Board records.)
- B. Licensed Personnel Action** – (This document is posted online with the informational packet of this meeting and will be filed with the official 2023-24 Board records.)
- C. Board Policies** – (These documents are posted online with the informational packet of this meeting and will be filed with the official 2023-24 Board records.)
 - 1. Policy LBE - Public Charter Schools - Second Reading**
 - 2. Policy LBEA - Resident Student Denial for Virtual Public Charter School Attendance - Second Reading**

XI. CONSOLIDATED INFORMATION

The Board received the following information:

- A. November 2023 Financial Statements (Unaudited)** – (These documents are posted online with the informational packet of this meeting and will be filed with the official 2023-24 Board records.)

XII. BOARD MEMBER COMMENTS

Director Finger McDonald expressed gratitude for the Corvallis Public Schools Foundation and commended their contributions to the community. Specifically Ms. Finger McDonald

acknowledged the Hands Across Corvallis event, which underscored the importance of summer programs and their positive impact on students.

Director Hawkins expressed appreciation for the Hands Across Corvallis breakfast, emphasizing the inspiring stories shared by students. Furthermore, she recognized National School Counseling Week, commending counselors for their dedication to reaching out to students and families and connecting them with essential resources.

Director Al-Abdrabbuh requested a review of Policy IIBGB – Web Sites, noting it was good to observe student engagement in the board process.

Chair Whitebear thanked the teachers for their diligence in grading and preparing for the upcoming semester.

Chair Whitebear proposed that the Board bring two new resolutions forward for adoption:

- A resolution recognizing May as Jewish American Heritage Month.
- A resolution recognizing June as Caribbean American Heritage Month.

Co-Vice Chair Tominey and Directors Finger McDonald and Hawkins volunteered to collaborate on drafting these resolutions.

XIII. ADJOURNMENT

There being no further business before the Board, Chair Whitebear adjourned the meeting at 8:34 p.m.

Luhui Whitebear, Ph.D., Board Chair
Prepared By: Kim Nelson

Ryan Noss, D.Ed., Superintendent

2. February 22, 2024

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 6:33 p.m. in the Gymnasium of Lincoln Elementary School, 110 SE Alexander Avenue, Corvallis, OR 97333. The secretary recorded those present as listed below.

<u>BOARD MEMBERS PRESENT</u> Luhui Whitebear, Ph.D., Chair Terese Jones, Co-Vice Chair Sarah Finger McDonald, Ph.D. Sami Al-Abdrabbuh, Ph.D. Shauna Tominey, Ph.D., Co-Vice Chair Chris Hawkins Judah Largent <u>BOARD MEMBERS EXCUSED</u>	<u>EXECUTIVE STAFF PRESENT</u> Ryan Noss, D.Ed., Superintendent Melissa Harder, Assistant Superintendent Jennifer Duvall, Human Resources Director Kim Patten, Operations Director Lauren Wolfe, Finance Director <u>STUDENT REPRESENTATIVES PRESENT</u> Rachel Dazey, CHS Jazmin Castillo, CHHS
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A quorum was present, and due notice had been published.

II. EXECUTIVE SESSION

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

III. ACKNOWLEDGEMENT OF WOMEN'S HISTORY MONTH

Board members and student representatives read aloud Resolution Number 22 – 0204 Acknowledgement of Women’s History Month, which is celebrated annually in March. (The document is posted online with the information packet of this meeting and will be filed with the official 2023-24 board records.)

IV. STUDENT REPRESENTATIVE REPORTS

Student representatives provided brief updates regarding their schools.

V. PUBLIC COMMENT REGARDING MUDDY CREEK CHARTER RENEWAL

Evangeline Shipe, Corvallis, OR resident and Muddy Creek Charter School staff member, spoke in support of the charter renewal.

Kellie Evon, Corvallis, OR resident and Muddy Creek Charter School parent, supported the charter renewal.

Jessica Larsa, Corvallis, OR resident, Muddy Creek Charter School parent, board member, and PTO president, spoke in support of the charter renewal.

Sarah MacClary, Corvallis, OR resident and Muddy Creek Charter School parent, spoke to support the charter renewal.

Matt MacClary, Corvallis, OR resident and Muddy Creek Charter School parent, spoke in support of the charter renewal.

VI. 2025-2026 SCHOOL CALENDAR - FIRST READING

Nikki McFarland, High School Coordinator, Kim Johnson, Middle School Coordinator, and Amy Lesan, Elementary Coordinator, provided the 2025-2026 School Calendar draft to the Board 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.)

District staff answered questions from the Board regarding the calendar.

VII. BOARD GOALS UPDATE

Before the meeting, the board received a summary of feedback gathered from a survey distributed to staff and community members who contributed to the 2024-2029 Board Goals draft document. (The document is posted online with the information packet of this meeting and will be filed with the official 2023-24 board records.)

Superintendent Noss received input from the Board incorporating the survey feedback and will present the updated goals draft for consideration at an upcoming board meeting.

After a short break, the Board reconvened and resumed the meeting.

VIII. REVIEW POLICY JFCF - HAZING, HARASSMENT, INTIMIDATION, BULLYING, MENACING, CYBERBULLYING, TEEN DATING VIOLENCE, OR DOMESTIC VIOLENCE - STUDENTS

The Board initiated the review of Policy JFCF, engaged in discussion with district staff, and proposed potential revisions to the policy. Assistant Superintendent Harder will make the requested revisions and present the updated version for consideration at an upcoming Board meeting.

IX. 2024-2025 BOARD MEETING SCHEDULE - FIRST READING

The Board reviewed the proposed 2024-2025 Board Meeting Schedule draft 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.)

District staff responded to questions from the Board.

X. ADJOURNMENT

There being no further business before the Board, Chair Whitebear adjourned the meeting at 8:52 p.m.

Luhui Whitebear, Ph.D., Board Chair

Ryan Noss, D.Ed., Superintendent

Prepared By: Kim Nelson

DRAFT

H. Licensed Personnel Action, Including Annual Contract Renewals



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
 Prepared by: Jennifer Duvall, Human Resources Director
 Meeting Date: March 7th, 2024

Licensed Personnel Action

ACTION REQUESTED

Recommendation to Hire

Name	Position	FTE	Building	Start Date	Contract Status
Brust, Ryan	Fourth Grade Teacher	1.0	Bessie Coleman Elementary	2/12/2024	Temporary Contract
Eberl, Chloe	PE Teacher/Elementary	1.0	Kathryn Jones Harrison Elementary	3/4/2024	Temporary Contract
Kikuta, Elton	Principal/Elementary	1.0	Kathryn Jones Harrison Elementary	7/1/2024	Probationary Admin 1 st Year
King, Sue	ELL Teacher	1.0	Garfield Elementary	3/4/2024	Temporary Contract
Matano, Sara	ELL Teacher	.17	Corvallis High	2/15/2024	Temporary Contract

Termination/Resignation/Layoff/Retirement

Name	Position	FTE	Building	Effective	Notes
Cook, Angela	Payroll & Benefits Specialist	.625	District Office	3/26/2024	Resign
Garcia Canovas, Isabel	Third Grade-Bilingual	1.0	Lincoln Elementary	6/30/2024	Resign
Gregory, Chris	PE Teacher (currently on leave)	.6	Cheldelin Middle	6/30/2024	Resign
Hamp, Ginger	Speech Language Pathologist	.6	Crescent Valley High and Cheldelin Middle	3/13/2024	Resign
Harlan, Sierra	Counselor (currently on leave)	1.0	Adams Elementary	6/30/2024	Resign



Corvallis

SCHOOL DISTRICT

Huang, Margaret Anne	Mathematics-MS (currently on leave)	.5	Franklin School	6/30/2024	Resign
Hung, Yi-Lin	Mental Health Therapist	1.0	Crescent Valley High	3/22/2024	Resign
Joos, Betsy	First Grade Teacher (currently on leave)	1.0	Adams Elementary	6/30/2024	Resign
Kirsch, Wendy	Language Arts Teacher	1.0	Crescent Valley High	6/30/2024	Retire
Knox, Emmareighn	Special Education	1.0	Cheldelin Middle	6/30/2024	Resign
Martin, Beth	Principal/Elementary (Currently on leave)	1.0	Katryn Jones Harrison Elementary	6/30/2024	Resign
McCracken, Marta	First Grade Teacher	1.0	Letitia Carson Elementary	6/30/2024	Retire
McGowan, Christopher	Social Studies-HS	1.0	Corvallis High	6/30/2024	Retire
Pitot, David	PE/Elementary Specialist	.6	Mt. View Elementary	6/30/2024	Resign
Sutton, Jaime	Art/Elementary Specialist and TOSA/Teacher on Special Assignment	1.0	Mt. View Elementary	6/30/2024	Resign
Swenson, Stephanie	TOSA/Mentor (currently on leave)	1.0	District Office	6/30/2024	Resign
Taylor, Cherie	Alternative Education/Urban Farming	1.0	College Hill	6/30/2024	Resign

MOTION REQUESTED:

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



Corvallis

SCHOOL DISTRICT

LICENSED PERSONNEL Recommendations for the 2024-25 School Year

The following are licensed staff members listed by status with recommendations indicated for the 2024-26 school year.

CONTRACT EXTENSION FOR THE PERIOD OF JULY 1, 2024-JUNE 30, 2026

Name	Building	Current status
Abbott, Keli Jo	Mt. View Elementary	Contract Teacher
Abrams, David	Adams Elementary	Contract Teacher
Adams, Jeremy	Cheldelin Middle	Contract Teacher
Adams, Maria	Letitia Carson Elementary	Contract Teacher
Anderson, Nicole	Mt. View Elementary	Contract Teacher
Apple McConahy, Angela	Letitia Carson Elementary	Contract Teacher
Arauz, Mariela	Lincoln Elementary	Contract Teacher
Arevalo, Isela	Lincoln Elementary	Contract Teacher
Arnst, Samantha	Lincoln Elementary	Contract Teacher
Arroyo, Raquel	Garfield Elementary	Contract Teacher
Baker, Michael	Franklin School	Contract Teacher
Bannister, Leonne	Kathryn Jones Harrison Elementary	Contract Teacher
Banuelos, Irma	Lincoln Elementary	Contract Teacher
Barbeau, Ashleigh	Corvallis High/Franklin School	Contract Teacher
Bay, Eva	Crescent Valley High	Contract Teacher
Becerra, Jose	Linus Pauling Middle	Contract Teacher
Beran, David	Crescent Valley High	Contract Teacher
Berg, Katherine	Mt. View Elementary	Contract Teacher
Bethel, Jasmin	Cheldelin Middle	Contract Teacher
Birulin, Konstantine	College Hill	Contract Teacher
Black, Danielle	Mt. View Elementary	Contract Teacher
Blue Arm, Julia	Crescent Valley High	Contract Teacher
Boock, Kristin	Letitia Carson Elementary	Contract Teacher
Boyer, Dennis	Linus Pauling Middle	Contract Teacher
Braning, Laura	Corvallis High	Contract Teacher
Bregar, Daniel	Crescent Valley High	Contract Teacher
Bregar, Lea	Cheldelin Middle	Contract Teacher
Bryant, Zachariah	Franklin School	Contract Teacher
Buchanan, Paul	Crescent Valley High	Contract Teacher
Burke, Maria	Franklin School	Contract Teacher
Cadotte, Melissa	Cheldelin Middle	Contract Teacher
Calderon, Martha	District Office	Contract Teacher
Callis, Jared	Cheldelin Middle	Contract Teacher

CONTRACT EXTENSION FOR THE PERIOD OF JULY 1, 2024-JUNE 30, 2026
CONTINUED

Name	Building	Current status
Cano, Claudia	Garfield Elementary	Contract Teacher
Carmichael-Kelso, Erin	Mt. View Elementary	Contract Teacher
Carpenter, Jennifer	Lincoln Elementary	Contract Teacher
Carpenter, Laura	Linus Pauling Middle	Contract Teacher
Carver, Julie	Franklin School	Contract Teacher
Caster, Trudi	Corvallis High/Crescent Valley High	Contract Teacher
Cavagnaro, Erin	Lincoln Elementary	Contract Teacher
Chilvers, Jody	Linus Pauling Middle	Contract Teacher
Ciechanowski, Ian	Cheldelin Middle	Contract Teacher
Cook, Matthew	Franklin School	Contract Teacher
Corkey, Catherine	Crescent Valley High	Contract Teacher
Criscione, Anicia	Bessie Coleman Elementary	Contract Teacher
Criscione, Matthew	Adams Elementary	Contract Teacher
Crisotomo, Roseanne	Lincoln Elementary	Contract Teacher
Crosby, Alleya	Garfield Elementary	Contract Teacher
Davis, Jennifer	Cheldelin Middle	Contract Teacher
Davis, Laura	Adams Elementary	Contract Teacher
Deffenbacher, Holly	Kathryn Jones Harrison Elementary	Contract Teacher
Delp, Laura	Linus Pauling Middle	Contract Teacher
Dickerson, Sherry	Crescent Valley High	Contract Teacher
DuBose, Maria	College Hill	Contract Teacher
Duerfeldt, Ross	Corvallis High	Contract Teacher
Dykes, Samuel	Adams Elementary	Contract Teacher
Egan, Lisa	Corvallis High	Contract Teacher
Ellis, Charlyn	Corvallis High	Contract Teacher
Erickson, Kristin	Kathryn Jones Harrison Elementary	Contract Teacher
Espinosa, Adriana	Garfield Elementary	Contract Teacher
Faulk, Angela	District Office	Contract Teacher
Filloy Sharp, Amanda	Corvallis High/ District Office	Contract Teacher
Fischer, Michael	Mt. View Elementary	Contract Teacher
Foley-Thornburgh, Audrey	Adams Elementary	Contract Teacher
Foltz, Anne Marie	College Hill	Contract Teacher
Fowler, Sheila	Crescent Valley High	Contract Teacher
Frederick, Jennifer	Linus Pauling Middle	Contract Teacher
Free, Stacey	Franklin School	Contract Teacher
Freedman, Kevin	Crescent Valley High	Contract Teacher
Gabriel, Shannon	Adams Elementary	Contract Teacher
Garcia, Angela	Cheldelin Middle/Corvallis High	Contract Teacher
Garcia, Elizabeth	Corvallis High	Contract Teacher
Gartner, Nathan	Corvallis High	Contract Teacher
Geisbert, Diann	Crescent Valley High/Kathryn Jones Harrison Elementary	Contract Teacher
Giddens, Jayce	Corvallis High	Contract Teacher

CONTRACT EXTENSION FOR THE PERIOD OF JULY 1, 2024-JUNE 30, 2026
CONTINUED

Name	Building	Current status
Gilpin, Bernadette	Mt. View Elementary	Contract Teacher
Gollmann, Valerie	Linus Pauling Middle	Contract Teacher
Goranson, Nelson	Corvallis High	Contract Teacher
Gough, Christine	Letitia Carson Elementary	Contract Teacher
Gourley, Joyce	Bessie Coleman Elementary	Contract Teacher
Gower, Eric	Cheldelin Middle	Contract Teacher
Gower, Jennifer	Bessie Coleman Elementary	Contract Teacher
Green, Alison	Kathryn Jones Harrison Elementary	Contract Teacher
Griffin, Leslie	Corvallis High	Contract Teacher
Guerrero-Gilliam, Armida	Lincoln Elementary	Contract Teacher
Hackethorn, Kristen	Corvallis High	Contract Teacher
Hagen, Harley	Cheldelin Middle	Contract Teacher
Haid, Shana	District Office	Contract Teacher
Halsey, Julie	Crescent Valley High	Contract Teacher
Hanningan, Angela	Kathryn Jones Harrison Elementary	Contract Teacher
Hanson, Mark	Linus Pauling Middle	Contract Teacher
Harder, Katherine	Crescent Valley High	Contract Teacher
Hardy, Kimbre	Corvallis High	Contract Teacher
Harris, Nathan	Adams Elementary	Contract Teacher
Hartman, Naomi	Lincoln Elementary	Contract Teacher
Hasenstein, Liisa	Linus Pauling Middle	Contract Teacher
Hastings, Adam	Linus Pauling Middle	Contract Teacher
Haun, Jason	Corvallis High	Contract Teacher
Hawkinson, Paige	Franklin School	Contract Teacher
Hay, Caroline	Corvallis High	Contract Teacher
Hee, Malia	Crescent Valley High	Contract Teacher
Hemmele, Jessica	Lincoln Elementary	Contract Teacher
Hibbert, Kelsey	Linus Pauling Middle	Contract Teacher
Hicks, Shayna	Mt. View Elementary	Contract Teacher
Hoffman, Nichole	Letitia Carson Elementary	Contract Teacher
Howe, Ronald	Crescent Valley High	Contract Teacher
Howitt, Karen	Letitia Carson Elementary	Contract Teacher
Huffaker, Roxie	Franklin School	Contract Teacher
Huidor Dever, Elvira	Garfield Elementary	Contract Teacher
Hunter, Many	Bessie Coleman Elementary	Contract Teacher
Huthinson, Heather	District Office	Contract Teacher
Ingersoll, Amanda	Lincoln Elementary	Contract Teacher
Inman, Joel	Garfield Elementary	Contract Teacher
James, Jill	Bessie Coleman Elementary	Contract Teacher
James, Sara	District Office	Contract Teacher
Jamison, Erin	Bessie Coleman Elementary	Contract Teacher
Janney, Kara	Cheldelin Middle	Contract Teacher
Jensen, Aurora	Bessie Coleman Elementary	Contract Teacher

CONTRACT EXTENSION FOR THE PERIOD OF JULY 1, 2024-JUNE 30, 2026
CONTINUED

Name	Building	Current status
Johnson, Brandon	Linus Pauling Middle	Contract Teacher
Johnson, Travis	Franklin School	Contract Teacher
Jordan, Sarah	Crescent Valley High	Contract Teacher
Juarez-Hernandez, Mayra	Lincoln Elementary	Contract Teacher
Kammerzelt, Daniel	Corvallis High	Contract Teacher
Kanter, Ryan	Crescent Valley High	Contract Teacher
Karlin, Jennifer	Bessie Coleman Elementary	Contract Teacher
Keady, Joshua	Corvallis High	Contract Teacher
Kelly, Drew	College Hill	Contract Teacher
Kiekel, Jane	Corvallis High	Contract Teacher
Kindred, Penny	Corvallis High	Contract Teacher
King, Matthew	Corvallis High	Contract Teacher
Kingston, Elena	District Office	Contract Teacher
Kinney, Kathryn	Garfield Elementary	Contract Teacher
Kirby, Matthew	Corvallis High	Contract Teacher
Kirsch, Fred	Crescent Valley High	Contract Teacher
Knoke, Amy	Corvallis High	Contract Teacher
Kollath, Jennifer	Corvallis High	Contract Teacher
Kreta, Jennifer	Lincoln Elementary	Contract Teacher
Kropf, Joel	Linus Pauling Middle	Contract Teacher
Kuhns, Peter	Linus Pauling Middle	Contract Teacher
Kurlak, Vicki	Linus Pauling Middle	Contract Teacher
Kussalanant, Gloria	Corvallis High	Contract Teacher
Lahman, Chris	Crescent Valley High	Contract Teacher
Lambert, Katelyn	Letitia Carson Elementary	Contract Teacher
Latham-Ocampo, Alison	Lincoln Elementary	Contract Teacher
Lawrence, Kendra	Letitia Carson Elementary	Contract Teacher
Leclair, Teresa	Kathryn Jones Harrison Elementary	Contract Teacher
Lepe-Gonzalez, Veronica	Garfield Elementary	Contract Teacher
Loso, Dana	Crescent Valley High	Contract Teacher
Luftig, Alexandria	Corvallis High	Contract Teacher
Luke, Jaime	Franklin School	Contract Teacher
Lundeen, Joel	Corvallis High	Contract Teacher
Lynn, Kela	District Office	Contract Teacher
Macdonald, James	Corvallis High	Contract Teacher
Marliave, Emma	Linus Pauling Middle	Contract Teacher
Martinez, Kara	Letitia Carson Elementary	Contract Teacher
McBride, Amanda	Linus Pauling Middle	Contract Teacher
McCune, Sara	Crescent Valley High	Contract Teacher
McDonald, Scot	Crescent Valley High	Contract Teacher
McDonough, Matthew	Corvallis High	Contract Teacher
McQueen, Megan	Kathryn Jones Harrison Elementary	Contract Teacher
McQuillan, Alexis	Cheldelin Middle	Contract Teacher

CONTRACT EXTENSION FOR THE PERIOD OF JULY 1, 2024-JUNE 30, 2026
CONTINUED

Name	Building	Current status
Meeker, Patricia	Linus Pauling Middle	Contract Teacher
Messenger, Tyler	Kathryn Jones Harrison Elementary	Contract Teacher
Meyers, Kimberly	Garfield Elementary	Contract Teacher
Meza, Estela	Garfield Elementary	Contract Teacher
Michalski, April	Letitia Carson Elementary	Contract Teacher
Michalski, Derek	Linus Pauling Middle	Contract Teacher
Miller, Elizabeth	Kathryn Jones Harrison Elementary	Contract Teacher
Miller, Joshua	Corvallis High	Contract Teacher
Mock, Aaron	Crescent Valley High	Contract Teacher
Mohler, Sara	Letitia Carson Elementary	Contract Teacher
Monroe, Dana	Lincoln Elementary	Contract Teacher
Mooney, Christopher	Corvallis High	Contract Teacher
Morales Mendez, Nancy	Garfield Elementary	Contract Teacher
Moran, Dolcie	Garfield Elementary	Contract Teacher
Morrow, Chad	Corvallis High	Contract Teacher
Morrow, Karissa	Corvallis High	Contract Teacher
Moses, Jaclyn	Bessie Coleman Elementary	Contract Teacher
Moses, Keith	Crescent Valley High	Contract Teacher
Moss, Janelle	Letitia Carson Elementary	Contract Teacher
Mudd, Kira	Linus Pauling Middle	Contract Teacher
Mulligan, Sheila	Cheldelin Middle	Contract Teacher
Munoz, Laura	Linus Pauling Middle	Contract Teacher
Muravez, Emily	District Office	Contract Teacher
Nelson, John	Kathryn Jones Harrison Elementary	Contract Teacher
Nelson, Stephanie	Letitia Carson Elementary	Contract Teacher
Nunez Guzman, Ana Maria	Corvallis High	Contract Teacher
Oleson, Kathleen	Adams Elementary	Contract Teacher
Olson, Debra	Linus Pauling Middle	Contract Teacher
Olvera, Daniel	Garfield Elementary	Contract Teacher
Olvera, Holly	Linus Pauling Middle	Contract Teacher
Owen, Cassie	Linus Pauling Middle	Contract Teacher
Papineau, Jesse	Mt. View Elementary	Contract Teacher
Paramo, John	Linus Pauling Middle	Contract Teacher
Parrott, Theresa	Cheldelin Middle	Contract Teacher
Patching, Andrew	Linus Pauling Middle	Contract Teacher
Peak, Jefferson	College Hill	Contract Teacher
Pedersen, Emily	District Office	Contract Teacher
Perdue, Kim	Bessie Coleman Elementary	Contract Teacher
Perkins, Sarah	Corvallis High/Crescent Valley High	Contract Teacher
Perley, KC	Crescent Valley High	Contract Teacher
Perrigan, Heather	Corvallis High	Contract Teacher
Petersen, Curtis	Adams Elementary	Contract Teacher
Phillips, Katherine	Mt. View Elementary	Contract Teacher

CONTRACT EXTENSION FOR THE PERIOD OF JULY 1, 2024-JUNE 30, 2026
CONTINUED

Name	Building	Current status
Phillips, Tyler	Kathryn Jones Harrison Elementary	Contract Teacher
Pilmer, Carolyn	Linus Pauling Middle	Contract Teacher
Pipitone, Renee	Bessie Coleman Elementary	Contract Teacher
Polo, Marilyn	Lincoln Elementary	Contract Teacher
Pool, Amanda	Lincoln Elementary	Contract Teacher
Poole, Lia	Corvallis High	Contract Teacher
Quinn, Mckyeli	Bessie Coleman Elementary	Contract Teacher
Raleigh, Stephanie	Bessie Coleman Elementary	Contract Teacher
Rathja, Laura	Adams Elementary	Contract Teacher
Reed, Lorin	Corvallis High	Contract Teacher
Reerslev, Nancy	Letitia Carson Elementary	Contract Teacher
Reeves, Susan	Bessie Coleman Elementary	Contract Teacher
Reinwald, Stephanie	Crescent Valley High	Contract Teacher
Reynolds, Alyssa	Corvallis High	Contract Teacher
Reynolds, Daniel	Mt. View Elementary	Contract Teacher
Rice, Kelli	Corvallis High	Contract Teacher
Riedlecker-Wolfe, Eva	Crescent Valley High	Contract Teacher
Riesenberg, Douglas	Crescent Valley High	Contract Teacher
Rivera, Marcos	Corvallis High	Contract Teacher
Roberts, Carrie	Letitia Carson Elementary	Contract Teacher
Robinson, Emma	Letitia Carson Elementary	Contract Teacher
Rodecap, Carol	Garfield Elementary	Contract Teacher
Rodriguez, Jennifer	Adams Elementary	Contract Teacher
Rose, Coulter	Linus Pauling Middle	Contract Teacher
Rosling, Tonya	Letitia Carson Elementary	Contract Teacher
Roylance, Lynn	Adams Elementary	Contract Teacher
Russell, Leigh-Ann	Corvallis High	Contract Teacher
Sahnaw, Shahnaz	Lincoln Elementary	Contract Teacher
Sampson, Amy	Letitia Carson Elementary	Contract Teacher
Sanders, Rachael	Adams Elementary	Contract Teacher
Sandoval, Ruben	District Office	Contract Teacher
Schloss, Christine	Kathryn Jones Harrison Elementary	Contract Teacher
Schmeder, Christa	Corvallis High	Contract Teacher
Schmidt, Susan	Crescent Valley High	Contract Teacher
Schneiter, Rebekah	Linus Pauling Middle	Contract Teacher
Schreier, Shannon	Mt. View Elementary	Contract Teacher
Serna, Julie	Crescent Valley High	Contract Teacher
Shimabuku, Jeffrey	Crescent Valley High	Contract Teacher
Shorey, Michael	Crescent Valley High	Contract Teacher
Silbernagel, Kristin	Kathryn Jones Harrison Elementary	Contract Teacher
Simmons, Maria	Kathryn Jones Harrison Elementary	Contract Teacher
Sirianni, Barbara	Franklin School	Contract Teacher
Skillings, Kevin	College Hill	Contract Teacher

CONTRACT EXTENSION FOR THE PERIOD OF JULY 1, 2024-JUNE 30, 2026
CONTINUED

Name	Building	Current status
Skillings, Mary	College Hill	Contract Teacher
Skinner, Charles	Linus Pauling Middle	Contract Teacher
Smith, Kathleen	Linus Pauling Middle	Contract Teacher
Soot, Kristia	Adams Elementary	Contract Teacher
Spangle, Trevor	District Office	Contract Teacher
Stair, Michael	Crescent Valley High	Contract Teacher
Stanfield, Heathrina	Linus Pauling Middle	Contract Teacher
Stefan, Melissa	Crescent Valley High	Contract Teacher
Stone, Kristina	Crescent Valley High	Contract Teacher
Stratten, Melissa	Cheldelin Middle	Contract Teacher
Stroup, Tara	Mt. View Elementary	Contract Teacher
Suchaneck, Maya	Corvallis High	Contract Teacher
Theurer, Sarah	Corvallis High	Contract Teacher
Thorpe, Sarah	Corvallis High	Contract Teacher
Tomlin, Lead	Corvallis High	Contract Teacher
Tonna, Lesley	Linus Pauling Middle	Contract Teacher
Torregrosa, Cristina	Lincoln Elementary	Contract Teacher
Torres-Montano, Vanesa	Lincoln Elementary	Contract Teacher
Tucker, Donald	Cheldelin Middle	Contract Teacher
Tucksen, Amanda	Kathryn Jones Harrison Elementary	Contract Teacher
Unrein, Kristin	Mt. View Elementary	Contract Teacher
Van Fleet, Rachael	Franklin School	Contract Teacher
Vandermeer, Leslynn	Bessie Coleman Elementary	Contract Teacher
Velez, Tracy	Crescent Valley High	Contract Teacher
Villani, Danielle	Letitia Carson Elementary	Contract Teacher
Villarreal, Stephanie	Corvallis High	Contract Teacher
Wibbens, Karmen	Corvallis High	Contract Teacher
Wieland, Elizabeth	Cheldelin Middle	Contract Teacher
Wight, Lars	Crescent Valley High	Contract Teacher
Williams, Joseph	Adams Elementary	Contract Teacher
Wolfe, Molly	Corvallis High	Contract Teacher
Woodruff, Karrie	Corvallis High	Contract Teacher
Wydronek, Teresa	Cheldelin Middle	Contract Teacher
Yeh, Dow	Franklin School/ Kathryn Jones Harrison Elementary	Contract Teacher
Young, Christopher	Letitia Carson Elementary	Contract Teacher
Zachariah, Anna	Corvallis High	Contract Teacher
Zimmers, Heather	Crescent Valley High	Contract Teacher



**ADMINISTRATOR PERSONNEL
Recommendations for the 2024-25 School Year**

The following are administrators listed by status with recommendations indicated for the 2024-25 school year.

1. Executive team administrators currently in the first year of a three-year contract for the period of July 1, 2023 to June 30, 2026, will continue in second year of contract for 2024-2025 school year.

Name	Building
Harder, Melissa	District Office

2. Executive team administrators currently in the second year of a three-year contract to be extended and offered a new three-year contract for the period of July 1, 2024 to June 30, 2027, replacing a current 2022-2025 contract.

Name	Building
Duvall, Jennifer	District Office

3. Administrators currently in the first year of a three-year contract for the period of July 1, 2023 to June 30, 2026, will continue in second year of contract for the 2024-2025 school year.

Name	Building
Henning, Peter	Adams Elementary
Lesan, Amy R	District Office
McKee, Aaron P	Crescent Valley High
Strowbridge, Jonathan E	Crescent Valley High

ADMINISTRATORS PERSONNEL RECOMMENDATIONS
CONTINUED

4. Administrators currently in the second year of a three-year contract to be extended and offered a new three-year contract for the period of July 1, 2024 to June 30, 2027, replacing a current 2022-25 contract.

Name	Building
Bethards, Byron D	Mt. View Elementary
Boring, Matthew R	Corvallis High
Gregory, Rynda M	District Office
Hyde, Gregory N	Linus Pauling Middle
Koetje, Marcianne	District Office
Krause, Lisa O	Linus Pauling Middle
McFarland, Natalie N	District Office
Munoz, Salvador J	Corvallis High
Santy, Leigh C	Letitia Carson Elementary
Still, Jennifer	Crescent Valley High
Wood, Sabrina	District Office
Wright, Eric A	Harding Center

5. Administrators currently in the third probationary year to be renewed and offered an initial three-year contract for the period of July 1, 2024 to June 30, 2027.

Name	Building
Bernard, Shawn	District Office
Davila-Williams, Nancy	Garfield Elementary
Fischer, Tracey	Bessie Coleman Elementary
Joseph-Hays, Germaine	Corvallis High
Whittaker, Emmet	Corvallis High

6. Administrators currently in second probationary year to be renewed and offered a one-year contract for the period July 1, 2024 to June 30, 2025.

Name	Building
Foster, Dennis	Cheldelin Middle
Johnson, Kim	District Office
Wright, Amy	Franklin School

ADMINISTRATORS PERSONNEL RECOMMENDATIONS
CONTINUED

7. Administrators currently in first probationary year to be renewed and offered a one-year contract for the period July 1, 2024 to June 30, 2025.

Name	Building
Kidder, Caleea	Linus Pauling Middle
Seals, Stephanie	Cheldelin Middle
Smith, Chaundra	Lincoln Elementary

8. Administrators currently on a temporary contract and cannot recommended for rehire due to temporary status.

Name	Building
Wright, Cathy	Crescent Valley High



Corvallis

SCHOOL DISTRICT

NON-LICENSED SUPERVISOR PERSONNEL Recommendations for the 2024-25 School Year

The following are TSPC non-licensed supervisors with recommendations indicated for the 2024-25 school year.

Executive team administrators currently in the first year of a contract for the period of December 20, 2023 to June 30, 2025, will continue in second year of contract for 2024-2025 school year.

Name	Building
Patten, Kimberly	District Office
Wolfe, Lauren	District Office

Continued Status For The Period Of July 1, 2024-June 30, 2025

Name	Building	Current Status
Devine, Sarah	District Office	Regular Non-Rep
Hill, Shakoda	Central Kitchen	Regular Non-Rep
Locey, Kelly	District Office	Regular Non-Rep
McEldowney, Maria	District Office	Probationary Non-Rep
Pitzer, Kathleen	District Office	Regular Non-Rep
Schaffeld, Brian	District Office	Regular Non-Rep
Tiller, Doug	District Office	Regular Non-Rep
Torres Diaz, Alexis	District Office	Regular Non-Rep
Zandonella, Dana	District Office	Probationary Non-Rep



Corvallis

SCHOOL DISTRICT

LICENSED PERSONNEL Recommendations for the 2024-25 School Year

The following are licensed staff members listed by status with recommendations indicated for the 2024-25 school year.

PROBATIONARY STATUS – 2ND YEAR FOR THE PERIOD OF JULY 1, 2024-JUNE 30, 2025

Name	Building	Current status
Brownell, Amanda	Cheldelin Middle	Probationary Teacher, 1st Year
Catbagan, Winnie	Kathryn Jones Harrison Elementary	Probationary Teacher, 1st Year
Chavez, Kandy	Adams Elementary	Probationary Teacher, 1st Year
Coughlan, Ella	Bessie Coleman Elementary	Probationary Teacher, 1st Year
Forsman, Ashley	Bessie Coleman Elementary	Probationary Teacher, 1st Year
French, Irene	Kathryn Jones Harrison Elementary	Probationary Teacher, 1st Year
Fricke, David	Corvallis High	Probationary Teacher, 1st Year
Gerszewski, Michael	Linus Pauling Middle	Probationary Teacher, 1st Year
Giles, Michelle	Crescent Valley High	Probationary Teacher, 1st Year
Hopkins, Maria	Garfield Elementary/Linus Pauling Middle	Probationary Teacher, 1st Year
Huth, Kristen	Garfield Elementary	Probationary Teacher, 1st Year
Jans, Ryleigh	Bessie Coleman Elementary	Probationary Teacher, 1st Year
LaGue, Angela	Cheldelin Middle	Probationary Teacher, 1st Year
Morrison, Pamela	Garfield Elementary	Probationary Teacher, 1st Year
Rodinsky, Susan	Garfield Elementary	Probationary Teacher, 1st Year
Scott, Candice	Adams Elementary	Probationary Teacher, 1st Year
Shumaker, Nicole	Mt. View Elementary	Probationary Teacher, 1st Year
Spicuzza, Madison	Bessie Coleman Elementary	Probationary Teacher, 1st Year

PROBATIONARY STATUS – 2ND YEAR FOR THE PERIOD OF JULY 1, 2024-JUNE 30, 2025
CONTINUED

Name	Building	Current status
Strowbridge, Mercedes	Kathryn Jones Harrison Elementary	Probationary Teacher, 1st Year
Vinyard, Zackary	Mt. View Elementary	Probationary Teacher, 1st Year
Wilson, Tyler	Bessie Coleman Elementary	Probationary Teacher, 1st Year
Wiseman, Brian	Cheldelin Middle	Probationary Teacher, 1st Year
Zaremba, Peter	Linus Pauling Middle	Probationary Teacher, 1st Year



Corvallis

SCHOOL DISTRICT

LICENSED PERSONNEL Recommendations for the 2024-25 School Year

The following are licensed staff members listed by status with recommendations indicated for the 2024-25 school year.

PROBATIONARY STATUS – 3RD YEAR FOR THE PERIOD OF JULY 1, 2024-JUNE 30, 2025

Name	Building	Current status
Althahabi, Salam	Corvallis High/Linus Pauling Middle	Probationary Teacher, 2nd Year
Beasley, Kareena	Bessie Coleman Elementary	Probationary Teacher, 2nd Year
Blake, David	Cheldelin Middle	Probationary Teacher, 2nd Year
Bowman, Jenna	Adams Elementary	Probationary Teacher, 2nd Year
Burns, Abigayle	Adams Elementary	Probationary Teacher, 2nd Year
Gevatosky, Mary	Linus Pauling Middle	Probationary Teacher, 2nd Year
Gradek, Jacob	Cheldelin Middle	Probationary Teacher, 2nd Year
Gradwohl, Matthew	Linus Pauling Middle	Probationary Teacher, 2nd Year
Hastings, Jackie	Kathryn Jones Harrison Elementary	Probationary Teacher, 2nd Year
Henning, Catherine	Franklin School	Probationary Teacher, 2nd Year
Hoke, Steven	Linus Pauling Middle	Probationary Teacher, 2nd Year
Jacquelin, Emma	Garfield Elementary	Probationary Teacher, 2nd Year
Kreft, Ediyana	Corvallis High	Probationary Teacher, 2nd Year
Kummerow, Susana	Garfield Elementary	Probationary Teacher, 2nd Year
Lodal, Christine	Cheldelin Middle	Probationary Teacher, 2nd Year
Marceau, Capi	Corvallis High	Probationary Teacher, 2nd Year
Matteo, Emma	District Office	Probationary Teacher, 2nd Year
McVeety, Janice	Lincoln Elementary	Probationary Teacher, 2nd Year

PROBATIONARY STATUS – 3RD YEAR FOR THE PERIOD OF JULY 1, 2024-JUNE 30, 2025
CONTINUED

Name	Building	Current status
Miguel Garcia, Ana	Garfield Elementary	Probationary Teacher, 2nd Year
Mikula, Daniel	Crescent Valley High	Probationary Teacher, 2nd Year
Newman, Jacob	Cheldelin Middle	Probationary Teacher, 2nd Year
O'Neil, Robert	Corvallis High	Probationary Teacher, 2nd Year
Pavloski, Brandon	Cheldelin Middle	Probationary Teacher, 2nd Year
Poff, Emma	Garfield Elementary	Probationary Teacher, 2nd Year
Poole, Rachael	Corvallis High	Probationary Teacher, 2nd Year
Randall, Whitney	Cheldelin Middle	Probationary Teacher, 2nd Year
Rice, Mackenzie	District Office	Probationary Teacher, 2nd Year
Roberson, Jeremy	Crescent Valley High	Probationary Teacher, 2nd Year
Sass, Emily	Crescent Valley High	Probationary Teacher, 2nd Year
Schmeder, Brandon	Corvallis High	Probationary Teacher, 2nd Year
Straughan, Melissa	Letitia Carson Elementary	Probationary Teacher, 2nd Year
Van Zee, Kevin	Linus Pauling Middle	Probationary Teacher, 2nd Year
Ward, Kelly	District Office	Probationary Teacher, 2nd Year
Workman, Jenny	Corvallis High/Crescent Valley High	Probationary Teacher, 2nd Year
Kittredge, Russa	Crescent Valley High	Probationary Teacher, 3rd Year (was on leave 2023/2024)



Corvallis

SCHOOL DISTRICT

LICENSED PERSONNEL Recommendations for the 2024-25 School Year

The following are licensed staff members listed by status with recommendations indicated for the 2024-25 school year.

INITIAL CONTRACT FOR THE PERIOD OF JULY 1, 2024-JUNE 30, 2026

Name	Building	Current status
Altamirano, Jasmine	Garfield Elementary	Probationary Teacher, 3rd Year
Betancourt-Garcia, Jeanette	Linus Pauling Middle	Probationary Teacher, 3rd Year
Boyer, Vanessa	Adams Elementary	Probationary Teacher, 3rd Year
Bradley, Nolan	Letitia Carson Elementary	Probationary Teacher, 3rd Year
Brown, Shannon	Corvallis High	Probationary Teacher, 3rd Year
Ford, Lindsay	Corvallis High	Probationary Teacher, 3rd Year
Garibay, Summer	Kathryn Jones Harrison Elementary	Probationary Teacher, 3rd Year
Grace, Dawn	District Office	Probationary Teacher, 3rd Year
Hedrick, Erin	Corvallis High/Crescent Valley High	Probationary Teacher, 3rd Year
Herrera Flores, Ranferi	Lincoln Elementary	Probationary Teacher, 3rd Year
Hintzman, Alison	Corvallis High	Probationary Teacher, 3rd Year
Horan, Katja	Franklin School	Probationary Teacher, 3rd Year
Johnson, Sarah	Linus Pauling Middle	Probationary Teacher, 3rd Year
Keim, Jefferson	Corvallis High	Probationary Teacher, 3rd Year
Kilman, Alexander	Linus Pauling Middle	Probationary Teacher, 3rd Year
Knudsen, Daniel	Garfield Elementary	Probationary Teacher, 3rd Year
Leach, Canton	Cheldelin Middle	Probationary Teacher, 3rd Year
Lovtang, Jens	Corvallis High/Crescent Valley High	Probationary Teacher, 3rd Year
Luebbert, Kiersten	Crescent Valley High	Probationary Teacher, 3rd Year
Name	Building	Current Status

INITIAL CONTRACT FOR THE PERIOD OF JULY 1, 2024-JUNE 30, 2026
CONTINUED

Meza, Yahaira	Garfield Elementary	Probationary Teacher, 3rd Year
Moore, Jennifer	Franklin School	Probationary Teacher, 3rd Year
Nelson, Colton	Bessie Coleman Elementary	Probationary Teacher, 3rd Year
Novak, Ethan	Bessie Coleman Elementary	Probationary Teacher, 3rd Year
Peterson, Lucas	Linus Pauling Middle	Probationary Teacher, 3rd Year
Reese, Stacey	Franklin School	Probationary Teacher, 3rd Year
Roach, Randy	College Hill	Probationary Teacher, 3rd Year
Rodriguez-Portillo, Elvira	Linus Pauling Middle	Probationary Teacher, 3rd Year
Ryan, Mandy	District Office	Probationary Teacher, 3rd Year
Sheridan, Elizabeth	Linus Pauling Middle	Probationary Teacher, 3rd Year
Shreve, Kourtney	Linus Pauling Middle	Probationary Teacher, 3rd Year
Taylor, Melinda	Letitia Carson Elementary	Probationary Teacher, 3rd Year
Thomas, Emily	Kathryn Jones Harrison Elementary	Probationary Teacher, 3rd Year
Thorson, Kealy	Franklin School	Probationary Teacher, 3rd Year
Valentin, Serena	Letitia Carson Elementary	Probationary Teacher, 3rd Year
Verhoogen Odden, Lise	Corvallis High	Probationary Teacher, 3rd Year
Vomocil, Jennifer	District Office	Probationary Teacher, 3rd Year
Walter, Tiffany	Linus Pauling Middle	Probationary Teacher, 3rd Year



**LICENSED PERSONNEL
Recommendations for the 2024-25 School Year**

The following are licensed staff members listed by status with recommendations indicated for the 2024-25 school year.

CANNOT RECOMMEND FOR REHIRE DUE TO TEMPORARY STATUS

Name	Building	Current status
Blickenstaff, Eric	District Office	Temporary Teacher
Brien, Jacob	Franklin School/Kathryn Jones Harrison Elementary	Temporary Teacher
Canfield, Bethany	Lincoln Elementary	Temporary Teacher
Chanti, Eileen	District Office	Temporary Teacher
Demarest, Rebecca	District Office	Temporary Teacher
Duvall, Robert	Corvallis High	Temporary Teacher
Elizarraga, Alex	Garfield Elementary	Temporary Teacher
Elsdon, Sam	Adams Elementary	Temporary Teacher
Evans, Wendy	Kathryn Jones Harrison Elementary	Temporary Teacher
Gonzalez-Cas, Arianna	Lincoln Elementary	Temporary Teacher
Johnson, Mary	Crescent Valley High	Temporary Teacher
Keller, Stephane	Garfield Elementary	Temporary Teacher
Lane, Jessica	Crescent Valley High	Temporary Teacher
Lawrence, John Andrew	District Office	Temporary Teacher
Luco, Joseph	Cheldelin Middle	Temporary Teacher
Macbeth, Debbie	Adams Elementary	Temporary Teacher
Mackey, Faith	Crescent Valley High	Temporary Teacher
Mendonca, Aubrey	Cheldelin Middle	Temporary Teacher
Mendonza, Angela	Garfield Elementary	Temporary Teacher

CANNOT RECOMMEND FOR REHIRE DUE TO TEMPORARY STATUS
CONTINUED

Name	Building	Current status
Nordahl, Andrea	Adams Elementary	Temporary Teacher
Park, Melissa	District Office	Temporary Teacher
Parsons, Kenzie	Linus Pauling Middle	Temporary Teacher
Paterson, Amber	Franklin School/Kathryn Jones Harrison Elementary	Temporary Teacher
Pederson-Pastor, Sue	District Office	Temporary Teacher
Pointer, Jen	Bessie Coleman Elementary	Temporary Teacher
Puentes, Anakaren	Garfield Elementary	Temporary Teacher
Reidy, Julie	Letitia Carson Elementary	Temporary Teacher
Rice, Shanon	Adams Elementary	Temporary Teacher
Roethler, Loraine	Corvallis High	Temporary Teacher
Saxe-O'Brien, Laura	District Office	Temporary Teacher
Schwartzman, Marisa	Franklin School	Temporary Teacher
Snell, Jill	District Office	Temporary Teacher
Villa, Jesus	Linus Pauling Middle	Temporary Teacher
Viramontes, Aimee	Crescent Valley High	Temporary Teacher
Volk, Alanna	Franklin School	Temporary Teacher
Webb, Kaylee	Linus Pauling Middle	Temporary Teacher
Winer, Stephanie	District Office	Temporary Teacher

XII. CONSOLIDATED INFORMATION

A. January 2024 Financial Statements (Unaudited)



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Lauren Wolfe, Finance Director
Meeting Date: March 7, 2024

January 2024 Financial Report (Unaudited)

NO ACTION REQUIRED

Background

The Financial Report for the General Fund for the period ending January 31, 2024 follows this report. On January 7, 2024 the 2023-24 adopted budget was amended through a supplemental budget (Resolution No. 23-1202).

Year-to-date operating revenues through January 31, 2024 total \$74.1 million or 81.4% of total budgeted operating revenues as compared to \$70.9 million or 78.1% through January 31, 2023. As usual, revenues from the state school fund formula constitute the majority of funds received at this point in the year. Total resources of \$105.6 million are projected to be \$.51 million more than budgeted, due to an increase in final audited beginning fund balance.

Year-to-date operating expenditures through January 31, 2024 total \$43.1 million or 46.1% of total budgeted operating expenditures as compared to \$41.0 million or 45.5% through January 31, 2023.

Projected resources and requirements through January 31, 2024 result in an ending fund balance of \$14.0 million, or 15.3% of projected operating revenues. The projected ending fund balance reflects a decrease in fund balance, or operating deficit, of \$.54 million. All General Fund reserves are projected to be at the designations outlined in board policy on June 30, 2024.

Please contact me with questions or if you would like any additional information.

Supplementary Materials

1. General Fund Financial Report as of January 31, 2024
2. Schedule of Investments as of January 31, 2024

General Fund | 2023 - 2024 Financial Summary by Object

For the Period Ending January 31, 2024

	Prior Year		Amended Budget ¹			Annual Forecast	Variance Fav / (Unfav)
	2022 - 2023 YTD Actual	% of Actual		2023 - 2024 YTD Actuals	% of Budget		
RESOURCES							
Operating Revenues							
State School Fund	\$ 27,194,342	68.46%	\$ 41,833,044	\$ 29,301,438	70.04%	\$ 42,045,560	\$ 212,516
Other State School Fund	31,560,918	90.97%	35,641,876	32,725,811	91.82%	35,653,876	12,000
State School Fund Formula	58,755,260	78.96%	77,474,920	62,027,249	80.06%	77,699,436	224,516
Local Sources	10,835,519	79.82%	12,047,461	11,880,721	98.62%	12,047,461	-
Intermediate Sources	4,964	0.76%	682,413	130,000	19.05%	682,413	-
State Sources	-	0.00%	650,000	-	0.00%	450,270	(199,730)
Federal Sources	122,788	43.38%	190,000	82,837	43.60%	178,000	(12,000)
Other Sources	1,220,324	97.02%	-	2,625		-	-
Total Operating Revenues	\$ 70,938,854	78.10%	\$ 91,044,794	\$ 74,123,431	81.41%	\$ 91,057,580	\$ 12,786
Beginning Fund Balance	13,638,940	100.00%	13,992,953	14,493,943	103.58%	14,493,943	500,990
TOTAL RESOURCES	\$ 84,577,794	80.96%	\$ 105,037,747	\$ 88,617,374	84.37%	\$ 105,551,523	\$ 513,776
REQUIREMENTS							
Operating Expenditures							
Salaries	\$ 19,636,769	45.22%	\$ 46,147,123	\$ 21,039,133	45.59%	\$ 45,224,181	\$ 922,942
Associated Payroll Costs	10,937,980	44.85%	26,301,409	10,578,060	40.22%	25,775,381	526,028
Purchased Services	5,740,695	42.63%	14,016,073	6,789,606	48.44%	13,735,752	280,321
Supplies and Materials	2,871,728	54.61%	4,063,524	2,958,264	72.80%	3,982,254	81,270
Capital Outlay	81,900	19.94%	120,000	132,301	110.25%	117,600	2,400
Other Objects	1,705,403	90.57%	1,665,566	1,586,623	95.26%	1,632,255	33,311
Transfers	-	0.00%	1,125,350	-	0.00%	1,125,350	-
Total Operating Expenditures	\$ 40,974,476	45.54%	\$ 93,439,045	\$ 43,083,987	46.11%	\$ 91,592,771	\$ 1,846,274
Contingencies	-		6,828,360	-	0.00%	-	6,828,360
Unappropriated Ending Fund Balance	-		4,770,342	-	0.00%	-	4,770,342
TOTAL REQUIREMENTS	\$ 40,974,476	45.54%	\$ 105,037,747	\$ 43,083,987	41.02%	\$ 91,592,771	\$ 13,444,976
Ending Fund Balance						\$ 13,958,752	
Net Change in Fund Balance						\$ (535,191)	
Ending Fund Balance % of Revenues						15.33%	

¹ Resolution 23-1202

Corvallis School District 509J
Schedule of Investments
January 31, 2024

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
	12/01/23	05/02/24	153	5.263%	\$5.07	5,628,000
	12/01/23	05/30/24	181	5.268%	\$5.05	19,510,000
US Government-Sponsored Enterprises:	11/25/22	03/08/24	469	4.581%	\$98.35	5,065,000
	12/09/22	02/15/24	433	4.320%	\$97.49	5,000,000
	02/28/23	06/14/24	472	5.030%	\$99.79	3,000,000
	12/01/23	04/05/24	126	5.269%	\$5.09	6,100,000
Commercial Paper:	12/01/23	05/03/24	154	5.460%	\$5.25	2,550,000
	12/01/23	05/29/24	180	5.406%	\$5.18	2,550,000
Total Investments Outside of Local Government Investment Pool:						\$ 54,403,000

Local Government Investment Pool:	Average Annualized Rate	
General Account	5.00%	2,353,627
Total Investments Inside of Local Government Investment Pool ¹		\$ 2,353,627

¹ The maximum amount (in any combination of accounts) that the Local Government Investment Pool (LGIP) allows is \$59,847,000

Total Investments **\$ 56,756,627**

Compliance with Investment Policy

Type of Investment	Maximum % of Portfolio per Policy DFA	Current Percent
U.S. Treasury Obligations	100.0%	53.1%
U.S. Government Agency Securities and Instrumentalities of Government-Sponsored Corporations	90.0%	33.8%
State of Oregon Local Government Investment Pool (LGIP)	100.0%	4.1%
Bankers Acceptances	25.0%	0.0%
Repurchase Agreements	25.0%	0.0%
Certificates of Deposits	50.0%	0.0%
Commercial Paper	10.0%	9.0%
State of Oregon and Oregon Local Government Securities	25.0%	0.0%
TOTAL		100.00%

Benchmarks as of 1/31:

3 Month U.S. Treasury Yield Curve Rate	5.42%
3 Month Jumbo Certificate of Deposit Rate	4.75%

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

1. Policy JBC - Transgender and Gender Nonconforming Students -
Nondiscrimination on the Basis of Gender Identity - First Reading



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Melissa Harder & Kristin Mahoney
Meeting Date: March 7, 2024

NO ACTION REQUIRED

[Board Policy JBC](#)—Gender Expansive Students - Nondiscrimination on the Basis of Gender Identity—First Reading

Background

In December 2018, the Corvallis School Board adopted Policy JBC Transgender and Gender Nonconforming Students - Nondiscrimination on the Basis of Gender Identity. This was a transformative board policy and provided a clear message to CSD students that they belong in our schools and provided guidance to CSD staff about how to ensure nondiscrimination on the basis of gender identity.

In January of 2023, the Oregon Department of Education (ODE) published [Supporting Gender Expansive Students: Guidance for Schools](#). “This guidance is grounded in the recognition, respect, affirmation, friendship, joy, belonging, and safety every human deserves - including the students, staff, and families that make-up our school communities.”

The original Policy JBC was filled with detailed directions for policy implementation. During the process of policy revision, it was determined that the policy should be divided into a Policy and an Administrative Rule.

Presented tonight is the new JBC and JBC-AR. Much of the details within the AR were taken from the original Policy JBC leaving it to stand on its own to provide consistency, continuity, and direction for staff and students.

Involvement

Staff members: CSD Counseling Subcommittee, Melissa Harder, Sabrina Wood, Kristin Mahoney

Cost Impact

None.

Function

Review of revisions.



Code: JBC

Adopted: 12/13/18

~~Transgender and Gender Nonconforming Students - Nondiscrimination on the Basis of Gender Identity~~

Nondiscrimination on the Basis of Gender Identity - Transgender, Gender Expansive, and Gender Nonconforming Students

In accordance with Oregon law, the Board requires that all classrooms, programs, activities, and employment practices be free from bias and unlawful discrimination on the basis of gender identity or gender expression. This policy for the District and its schools is designed to ensure a culture where transgender, gender expansive, and gender nonconforming students feel safe, supported, fully included, and to meet each school's obligation to provide educational opportunities for all students without discrimination.

The superintendent is responsible for developing appropriate administrative regulations, procedures or guidelines for implementation of this policy in order to create a safe and inclusive environment for every student; to promote physical and psychological safety of students who are transgender, gender expansive, and gender nonconforming; and to affirm the right of every student to equal educational opportunity and respectful treatment in their gender identification and expression.

The district is committed to full compliance of this policy, within the capacity of current facilities, technology, and equipment. In certain environments and situations, full compliance may not be possible at time of adoption of the policy. Database systems from outside agencies may not yet accommodate the requirements of this policy. The district shall adopt and utilize new database systems as they become available. In courses and activities incorporating world languages, pronouns and modifiers in accepted use may not allow for full compliance with this policy. Instructors will make every effort to make accommodations as practicable while maintaining the accepted standard of language requirements. The district shall prioritize the addition of gender-neutral and single-stall bathroom, shower and changing facilities in future renovations and new construction.

Definitions referenced in this policy are provided at the end.

~~Bias-Based Conduct, Discrimination, and Harassment~~

It is the policy of this District to maintain a safe and supportive learning and educational environment for all students. It is the responsibility of each employee, each school, and the District to ensure that all students have a school environment free from bias, discrimination, and harassment on the basis of gender identity or gender expression.

Reports of discrimination or harassment based on actual or perceived gender identity or gender nonconformity are to be handled in the same manner as other reports of bias-based conduct. For more

information, see related policies:

- JFC/JG, Student Conduct and Discipline;
- JFCF, Hazing/Harassment/Intimidation/Menacing/Bullying/Cyberbullying/Teen Dating Violence – Student;
- GBNA, Hazing/Harassment/Intimidation/Menacing/Bullying/Cyberbullying – Staff; and
- GBN/JBA, Sexual Harassment.

School staff members must take all reasonable steps to ensure safety and access for students at their school and support students' rights to assert their gender identity and expression.

Names and Pronouns

A student may adopt a name that is different from their legal name. When the District or a school receives a request for a name change or gender change, schools should accurately record the student's chosen name and self-identified gender on all school-based records. This policy is not intended to restrict parental rights under state or federal law. A court-ordered name or gender change is not required for a student to declare a chosen name and gender designation.

Unless legally required to use a legal name or sex assigned at birth on school records and other documents, the District and its schools will use the student's chosen name and self-identified gender, including using the student's chosen name in class and for attendance reports, classroom rosters, identification badges, announcements, certificates, newspapers, newsletters, and yearbooks.

Every student has the right to be addressed by the chosen name or pronouns that correspond to the student's gender identity. Some transgender and gender nonconforming youth may feel most comfortable being addressed by gender-neutral pronouns or being referred to by their names (without pronouns). It is recommended that school staff routinely ask all students how they prefer to be addressed and what name and pronouns should be used in class, during extra-curricular activities, and in the school's communications with the student's parents or guardians. These inquiries should be made in a way that does not single out any student. Information on how students prefer to be addressed in class should be routinely and easily made available to substitute personnel.

After the District enters a change in name or gender identity in a student's record, school personnel shall not intentionally refuse to refer to the student by the student's chosen name and pronouns. School personnel should be vigilant in the use of the student's chosen name and pronouns maintained in the record.

Although a student may establish a chosen name and self-identified gender for daily school operations, the District shall maintain the full legal name of the student in the student record in accordance with applicable law. A student's permanent record shall be changed to reflect a change in the student's legal name upon receipt of documentation that such legal name has been changed pursuant to a court order, new birth certificate, or through state or federally issued identification.

To the extent that the school is not legally required to use a student's legal name and sex assigned at birth on school records or documents, every effort should be made to update and maintain student records impacting daily school operations to reflect the student's chosen name and self-identified gender, and to restrict other names from dissemination as allowed by law. To the extent practicable, records with the student's legal name should be kept in a separate, confidential file.

~~When appropriate, the district will provide a transcript and/or diploma reflecting the student's or former student's chosen name and/or gender identity.~~

~~Privacy, Confidentiality, and Student Records~~

~~All documentation and disclosure of information related to gender identity, including health care information, legal name, and sex assigned at birth, shall be appropriately maintained by authorized personnel in accordance with applicable state, local, and federal privacy laws.~~

~~Authorized school personnel with access to a transgender or gender nonconforming student's identity shall not disclose any information that may reveal a student's transgender status to others—including the student's parents or guardians and other school staff—unless legally authorized to do so or unless the student has authorized such disclosure in writing. If a school is legally authorized to disclose a student's transgender status, the school should provide the student a reasonable opportunity to make that disclosure, where practicable. This would include making support services available to the student for making the disclosure in a safe and supportive environment. Recordkeeping systems should support staff efforts to avoid disclosure of status without specific student consent. General staff communication should therefore be as gender-neutral as possible. District will adopt recordkeeping systems that allow students to record their chosen name and gender as they are made available.~~

~~All students have the right to discuss and express their gender identity and expression openly and to decide when, with whom, and what private information to share. The fact that a student chooses to use a different name, to transition socially at school, or to disclose their transgender status to staff or other students does not authorize school staff to disclose the student's confidential or medical information to others. All students should be given the power to choose what name and pronouns are used to address them when their parent or guardian is present and in school communications with their parent or guardian. (See "Student Transitions" below.)~~

~~Restrooms, Locker Rooms, and Changing Facilities~~

~~All students are entitled access to restrooms, locker rooms, showers, and changing facilities consistent with their gender identity⁴. A student shall not be required to use a restroom, locker room, shower, or changing facility which is inconsistent with the student's gender identity. Where available, a single-stall bathroom or curtained area may be used by any student as a matter of the student's choice. The school cannot require a student to use single-stall bathrooms or curtained areas if the student prefers to use gender-specific facilities.~~

~~Some students may feel uncomfortable sharing gender-specific facilities with a transgender or gender nonconforming student. This discomfort is not a reason to deny access to the transgender or gender nonconforming student. Rather, where available, students experiencing discomfort may opt to use a single stall bathroom or curtained area. School administrators and counseling staff should work with all students to address any reported discomfort, to foster understanding of gender identity, and to create a school culture that respects and values all students.~~

~~Long-term plans for facilities renovations and construction shall include consideration of the addition of~~

⁴Parents for Privacy, et al v. Sessions, et al, No. 3:17-cv-01813-HZ, 24 July 2018.

~~gender-neutral single-stall bathrooms, locker rooms with private changing spaces, and private showers.~~

~~Physical Education Classes, Intramural Sports, and Interscholastic Athletic Activities~~

~~Oregon law that prohibits discrimination in education applies to physical education, intramural sports, and interschool activities:~~

~~All students shall be permitted to participate in physical education classes and intramural sports in a manner consistent with their gender identity. Furthermore, all students shall be permitted to participate in interscholastic athletics in a manner consistent with their gender identity, under guidelines established by the Oregon School Activities Association (OSAA)²:~~

~~Outdoor Education/Overnight Field Trips~~

~~District will facilitate all students' ability to participate in outdoor education and field trips conducted by the District, including overnight excursions, in a manner consistent with their asserted gender identity.~~

~~A student's asserted transgender or gender nonconforming status is confidential information and school staff members may not disclose or require disclosure of a student's status to other students or their parents/guardians in connection with a field trip without the consent of the student or the student's parent/guardian.~~

~~Dress Codes~~

~~Schools will enforce dress codes within limitations of District policy, but dress code enforcement shall not be based on gender. School staff must not enforce a dress code more or less strictly against transgender and gender nonconforming students than other students.~~

~~All students shall have the right to dress in any manner within the constraints of the gender-neutral dress code adopted by the school.~~

~~Gender-Based Activities, Rules, Policies, and Practices~~

~~Schools should evaluate all gender-based activities, policies, rules, and practices—including classroom activities, school ceremonies, and school photos—and maintain only those with an appropriate educational purpose to avoid marginalizing, stigmatizing, or excluding any student.~~

~~Whenever students are separated by gender in school activities or are subject to an otherwise lawful gender-specific rule, policy, or practice, students must be permitted to participate in any such activities or conform to such rule, policy, or practice consistent with their gender identity or be given the option to opt out of the activity if they are not comfortable in that setting.~~

~~Student Transitions~~

~~When a student requests a change of chosen name or gender identity, the school shall record the name and gender identity that the student requests subject to applicable law. Students ready to socially transition may initiate a process to change their name, pronouns, attire, and access to preferred programs, activities, and facilities consistent with their gender identity. Each student has a unique process for transitioning. The~~

²~~<https://www.osaa.org/docs/handbooks/osaahandbook.pdf>~~

school may customize support to ensure each student's equitable access to the District's educational programs and activities:

Transitions are private, and personal information about a transition shall not be discussed unless the conversation is initiated and led by the transitioning student. The principal or designee, in collaboration with the student and the student's family (if the student consents to disclosure of the transition), may develop a Transition Plan to ensure that the student has equal access and equal opportunity to participate in all programs and activities at school and is otherwise protected from gender-based discrimination at school.

Each student's needs should be evaluated on a case-by-case basis, and each Transition Plan should be evaluated on an ongoing basis and revised as needed. Components of the Transition Plan may include designated staff members as key contact(s) for the student; chosen name, pronouns, and safety supports; how support will be provided; how and to whom information will be disseminated; and how and to whom violations of this policy shall be reported. Safety supports may include allowing a transgender or gender nonconforming student to identify a safe space (e.g., main office, counselor's office) that they may go to at any time they encounter a situation that feels unsafe or uncomfortable.

Prior to contacting a student's parent/guardian, the principal or designee must speak with the student to ascertain the level of support the student either receives or anticipates receiving from home. In some cases, transgender or gender nonconforming students may not openly express their gender identity at home because of the student's readiness, safety concerns, or lack of acceptance. Matters of gender identity can be complex and may involve familial conflict; the District office may offer additional support, as required and acceptable to the student.

Training and Professional Development

The District shall conduct training for all staff members on their responsibilities under applicable laws and this policy, including teachers, administrators, counselors, social workers, and health staff. Information regarding this policy shall be incorporated into training for new district employees.

The Superintendent shall implement ongoing professional development to build the skills of all staff members to instill and support a safe school environment free from bias, harassment, or discrimination based upon gender identity or gender nonconformity. The content of such professional development shall include, but not be limited to:

1. Terms, concepts, and current developmental understandings of gender identity, gender expression, and gender diversity in children and adolescents;
2. Developmentally appropriate strategies for communication with students and parents about issues related to gender identity and gender expression that protect student privacy;
3. Developmentally appropriate strategies for preventing and intervening in bullying incidents, including cyberbullying;
4. Classroom management practices, curriculum, and resources that educators can integrate into their classrooms to help foster a more gender-inclusive environment for all students; and
5. School and District policies regarding bullying, harassment, discrimination, and suicide prevention and responsibilities of staff.

Publication

The requirements of this policy will be included with annual distributions of student codes of conduct, disciplinary policies, student handbooks, and publication on school websites. The full policy will be included on the District website.

Additional Definitions

Understanding the terminology associated with gender identity and gender expression is important to providing a safe and supportive school environment for all students. The definitions provided below are not intended to label or limit students' individual identities or experiences, but rather to assist in understanding this policy and the district's obligations. These are commonly used terms, although not an exhaustive list, and students may or may not choose to use them to describe their gender identity, appearance, or behavior.

- **Agender:** Without a gender (also nongendered, genderless).
- **Cisgender:** An adjective describing a person whose gender identity and gender expression align with the person's sex assigned at birth; a person who is not transgender.
- **Gender expression:** The manner in which a person represents or expresses gender to others, often through behavior, clothing, hairstyles, activities, voice, speech and word choices, or mannerisms.
- **Gender identity:** All people have a gender identity, which is separate and distinct from sexual orientation. Gender identity is an individual's deeply held internalized sense or psychological knowledge of their own gender. Gender identity may or may not match an individual's sex assigned at birth. For the purposes of this policy, a student's gender identity is that which is self asserted at school.
- **Gender nonconforming:** A person whose gender expression does not align with traditional or stereotypical expectations or norms. Gender nonconforming persons include "feminine" boys, "masculine" girls, and those whose gender expression is androgynous. This includes people who identify outside traditional gender categories, identify as two or more genders, or as none. Some gender nonconforming people identify as different genders at different times. Other terms that can have similar meanings include "gender diverse," "gender expansive," "gender fluid" (gender varying across time); and "two-spirit."
- **Nonbinary:** The term generally used for any gender identity that is not exclusively masculine or feminine. Nonbinary people may express a combination of masculinity and femininity, or neither, in their gender expression. Sometimes referred to as "genderqueer." This gender status is recognized by the State of Oregon.
- **Queer:** A term for people of marginalized gender identities and sexual orientations who are not cisgender and/or heterosexual. This term should only be used when a person self-identifies as Queer and grants permission for others to use this term in reference to them. In some contexts, this term is used as a slur and can be considered hate speech.
- **Sex assigned at birth:** The sex designation recorded on an infant's birth certificate.
- **Transgender:** An adjective describing a person whose gender identity is different from that traditionally associated with the person's sex assigned at birth. A transgender girl is a girl who was assigned male at birth. A transgender boy is a boy who was assigned female at birth.

~~**Transition:** The process by which a person goes from being identified as one gender to being identified as another or neither. Transitions may include physical, social, and/or medical processes. Not all transgender or gender nonconforming people transition or desire to transition in the same way. In order to feel comfortable and express their gender identity to other people, transgender people may take a variety of steps (e.g., adopting a new name or changing their names and/or gender designation on legal documents; choosing clothing and hairstyles that reflect their gender identity; and generally living and presenting themselves to others in a way that is consistent with their gender identity).~~

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

[ORS 659.850](#)

[ORS 174.100](#)

[OAR 581-021-0045](#)

2. Policy JBC-AR - Transgender and Gender Nonconforming Students -
Nondiscrimination on the Basis of Gender Identity - First Reading



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Melissa Harder & Kristin Mahoney
Meeting Date: March 7, 2024

NO ACTION REQUIRED

[Board Policy JBC-AR](#)—Nondiscrimination on the Basis of Gender Identity - Transgender, Gender Expansive, and Gender Nonconforming Students—First Reading

Background

In January of 2023, the Oregon Department of Education (ODE) published [Supporting Gender Expansive Students: Guidance for Schools](#). “This guidance is grounded in the recognition, respect, affirmation, friendship, joy, belonging, and safety every human deserves - including the students, staff, and families that make-up our school communities.”

In October 2023, Policy JBC was edited by a small group of staff who were mainly school counselors, and a revised policy was brought to the board. Following a first read, the policy was returned to the Assistant Superintendent for edits and with a request to reach out to CSD students in Pride Clubs across the district.

The Assistant Superintendent visited three of four Pride clubs in our district’s secondary schools. The main purpose was to solicit feedback on the policy. At those visits, students in Pride clubs at CHS, CVHS, and LPMS shared thoughts about their experiences as transgender, gender expansive, and gender nonconforming students in our district. They also asked questions related to the policy and to their lived experience in our schools. Their voices are powerful and will be shared tonight as the policy is discussed.

Much of the details within the Administrative Rule were taken from the original Policy JBC leaving it to stand on its own to provide consistency, continuity, and direction for staff and students. Administrative Rules are meant to assign the detail needed to implement policy to staff and provides administration the flexibility to make timely changes to effectively implement policy.

Involvement

Staff members: CSD Counseling Subcommittee, Melissa Harder, Sabrina Wood, Kristin Mahoney

Cost Impact

None.

Function

Review of revisions.



Code: JBC-AR
Adopted:

Nondiscrimination on the Basis of Gender Identity - Transgender, Gender Expansive, and Gender Nonconforming Students

This administrative rule is intended to clarify existing laws, rules, and policies, and to guide how best to support the needs of the district's transgender, gender expansive, and gender nonconforming students and their families. It does not anticipate every scenario and situation that may occur with respect to transgender, gender expansive, and gender nonconforming students and not all transgender, gender expansive, and gender nonconforming students' needs may be the same. Therefore, it is encouraged that administrators discuss these issues with each transgender, gender expansive, and gender nonconforming family on a case-by-case basis to determine how best to support the student within the parameters of this administrative rule.

Bias-Based Conduct, Discrimination, and Harassment

It is the policy of this District to maintain a safe and supportive learning and educational environment for all students. It is the responsibility of each employee, each school, and the District to ensure that all students have a school environment free from bias, discrimination, and harassment on the basis of gender identity or gender expression.

Reports of discrimination or harassment based on actual or perceived gender identity or gender expression are to be handled in the same manner as other reports of bias-based conduct. For more information, see related policies.

School staff members must take all reasonable steps to ensure safety and access for students at their school and support students' rights to assert their gender identity and expression.

Gender Affirming Facilities: Restrooms, Locker Rooms, and Changing Facilities

All students are entitled access to restrooms, locker rooms, showers, and changing facilities consistent with their gender identity¹. A student shall not be required to use a restroom, locker room, shower, or changing facility which is inconsistent with the student's gender identity. Where available, a single-stall bathroom or curtained area may be used by any student as a matter of the student's choice. The school cannot require a student to use single-stall bathrooms or curtained areas if the student prefers to use gender-specific facilities consistent with their gender identity.

Some students may feel uncomfortable sharing gender-specific facilities with a transgender, gender expansive, or gender nonconforming student. This discomfort is not a reason to deny access to the transgender, gender expansive, or gender nonconforming student. Rather, where available, students

¹ Parents for Privacy, et al v. Sessions, et al, No. 3:17-cv-01813-HZ, 24 July 2018.

experiencing discomfort may opt to use a single stall bathroom or curtained area. School administrators and counseling staff should work with all students to address any reported discomfort, to foster understanding of gender identity, and to create a school culture that respects and values all students.

The Menstrual Dignity for Students program requires that school districts provide free menstrual products within all student bathrooms in order to serve elementary, middle, high school and postsecondary students who menstruate. Through these rules, education providers are required to “consider all-gender access to menstrual products and student privacy” when making installation and dispenser location decisions.

Long-term plans for facilities renovations and construction shall include consideration of the addition of gender-neutral single-stall bathrooms, locker rooms with private changing spaces, and private showers.

Gender-Based Activities and Single-Sex Programs

As discrimination based on sex is prohibited by state and federal law, sex-segregated activities should be rare in public education programs. Single-sex programs are only allowed by Title IX in specific, limited circumstances.

When single-sex or gender-based activities are offered, schools should allow gender expansive students to participate in accordance with their gender identity. Schools should be aware that some students, such as Two Spirit, transgender, nonbinary, intersex, genderfluid, genderqueer, or agender students, may not feel comfortable participating in programs or activities for either sex. The most inclusive option is to eliminate or limit gender-based and single-sex programs in order to avoid creating uncomfortable or unwelcoming environments.

Physical Education, Gender-Specific Participation, and Athletics

Oregon law that prohibits discrimination in education applies to physical education, intramural sports, and interschool activities. Physical education activities should be coeducational and gender inclusive, however, Title IX and Oregon law allows schools to separate students by sex during contact sports in physical education classes. In cases where students are separated, transgender, gender expansive, and gender nonconforming students shall be permitted to participate in accordance with the student’s asserted gender identity.

All students shall be permitted to participate in intramural sports in a manner consistent with their gender identity. Furthermore, all students shall be permitted to participate in interscholastic athletics in a manner consistent with their gender identity, under guidelines established by the Oregon School Activities Association (OSAA)².

School Activities and Travel

District will facilitate all students’ ability to participate in field trips conducted by the District, including overnight travel, in a manner consistent with their gender identity. Schools should consult with the transgender, gender expansive, or gender nonconforming student to proactively address any safety and access concerns the student has, which can include room assignments or roommates, booking additional accommodations, and ensuring facilities access at all travel destinations.

A student’s transgender, gender expansive, or gender nonconforming status is confidential information

² <https://www.osaa.org/docs/handbooks/osaahandbook.pdf>

and school staff members may not disclose or require disclosure of a student's status to other students or their parents/guardians in connection with a field trip without the consent of the student or the student's parent/guardian.

Student Identity and Expression: Names and Pronouns

The ability to determine a student's gender identity rests with that student. As soon as a student asserts their gender identity, the school shall begin treating that student in alignment with their gender identity.

A student may adopt a name that is different from their legal name. When the District or a school receives a request for a name change and/or gender change, schools should accurately record the student's chosen name and self-identified gender on all school-based records. This policy is not intended to restrict parental rights under state or federal law. A court-ordered name or gender change is not required for a student to declare a chosen name and gender designation.

Unless legally required to use a legal name or sex assigned at birth on school records and other documents, the District and its schools will use the student's chosen name and self-identified gender, including using the student's chosen name in class and for attendance reports, classroom rosters, identification badges, announcements, certificates, newspapers, newsletters, and yearbooks.

Every student has the right to be addressed by the chosen name or pronouns that correspond to the student's gender identity. Some transgender, gender expansive, and gender nonconforming youth may feel most comfortable being addressed by gender-neutral pronouns or being referred to by their names (without pronouns). It is recommended that school staff routinely ask all students how they prefer to be addressed and what name and pronouns should be used in class, during extra-curricular activities, and in the school's communications with the student's parents or guardians. These inquiries should be made in a way that does not single out any student. Information on how students prefer to be addressed in class should be routinely and easily made available to substitute personnel.

After the District enters a change in name or gender identity in a student's record, school personnel shall not intentionally refuse to refer to the student by the student's chosen name and pronouns. School personnel should be vigilant in the use of the student's chosen name and pronouns maintained in the record.

Although a student may establish a chosen name and self-identified gender for daily school operations, the District shall maintain the full legal name of the student in the student record in accordance with applicable law. A student's permanent record shall be changed to reflect a change in the student's legal name upon receipt of documentation that such legal name has been changed pursuant to a court order, new birth certificate, or through state or federally issued identification.

To the extent that the school is not legally required to use a student's legal name and sex assigned at birth on school records or documents, every effort should be made to update and maintain student records impacting daily school operations to reflect the student's chosen name and self-identified gender, and to restrict other names from dissemination as allowed by law. To the extent practicable, records with the student's legal name should be kept in a separate, confidential file.

When appropriate, the district will provide a transcript and/or diploma reflecting the student's or former student's chosen name and/or gender identity.

Student Identity and Expression: Student Transitions

When a student requests a change of chosen name or gender identity, the school shall record the name and gender identity that the student requests subject to applicable law. Students ready to socially transition may initiate a process to change their name, pronouns, attire, and access to preferred programs, activities, and facilities consistent with their gender identity. Each student has a unique process for transitioning. The school may customize support to ensure each student's equitable access to the District's educational programs and activities.

Transitions are private, and personal information about a transition shall not be discussed unless the conversation is initiated and led by the transitioning student. The principal or designee, in collaboration with the student and the student's family (if the student consents to disclosure of the transition), may develop a Transition Support Plan to ensure that the student has equal access and equal opportunity to participate in all programs and activities at school and is otherwise protected from gender-based discrimination at school.

Each student's needs should be evaluated on a case-by-case basis, and each Transition Support Plan should be evaluated on an ongoing basis and revised as needed. Components of the Transition Support Plan should include:

1. Designated staff members as key contact(s) for the student
2. Chosen name, pronouns, and safety supports
3. How support will be provided
4. How and to whom information will be disseminated
5. How and to whom violations of this policy shall be reported.

Safety supports may include allowing a transgender, gender expansive, and gender nonconforming student to identify a safe space (e.g., main office, counselor's office) that they may go to at any time they encounter a situation that feels unsafe or uncomfortable.

Prior to contacting a student's parent/guardian, the principal or designee must speak with the student to ascertain the level of support the student either receives or anticipates receiving from home. In some cases, transgender, gender expansive, or gender nonconforming students may not openly express their gender identity at home because of the student's readiness, safety concerns, or lack of acceptance. Matters of gender identity can be complex and may involve familial conflict; the District office may offer additional support, as required and acceptable to the student.

Student Privacy: Confidentiality and Student Records

All documentation and disclosure of information related to gender identity, including health care information, legal name, and sex assigned at birth, shall be appropriately maintained by authorized personnel in accordance with applicable state, local, and federal privacy laws.

Authorized school personnel with access to a transgender, gender expansive, and gender nonconforming students' identity shall not disclose any information that may reveal a student's transgender status to others – including the student's parents or guardians and other school staff – unless legally authorized to do so or unless the student has authorized such disclosure in writing. If a school is legally authorized to disclose a student's transgender status, the school should provide the student a reasonable opportunity to make that

disclosure, where practicable. This would include making support services available to the student for making the disclosure in a safe and supportive environment.

Recordkeeping systems should support staff efforts to avoid disclosure of status without specific student consent. General staff communication should therefore be as gender-neutral as possible. District will adopt recordkeeping systems that allow students to record their chosen name and gender as they are made available.

All students have the right to discuss and express their gender identity and gender expression openly and to decide when, with whom, and what private information to share. The fact that a student chooses to use a different name, to transition socially at school, or to disclose their transgender status to staff or other students does not authorize school staff to disclose the student's confidential or medical information to others. All students should be given the power to choose what name and pronouns are used to address them when their parent or guardian is present and in school communications with their parent or guardian. (See "Student Transitions" below.)

Training and Professional Development

The District shall conduct training for all staff members on their responsibilities under applicable laws and this policy, including teachers, administrators, counselors, social workers, and health staff. Information regarding this policy shall be incorporated into training for new district employees.

The Superintendent shall implement ongoing professional development to build the skills of all staff members to instill and support a safe school environment free from bias, harassment, or discrimination based upon gender identity or gender expression. The content of such professional development shall include, but not be limited to:

1. Terms, concepts, and current developmental understandings of gender identity, gender expression, and gender expansiveness in children and adolescents;
2. Developmentally appropriate strategies for communication with students and parents about issues related to gender identity and gender expression that protect student privacy;
3. Developmentally appropriate strategies for preventing and intervening in bullying incidents, including cyberbullying;
4. Classroom-management practices, curriculum, and resources that educators can integrate into their classrooms to help foster a more gender-inclusive environment for all students; and
5. School and District policies regarding bullying, harassment, discrimination, and suicide prevention and responsibilities of staff.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

[ORS 659.850](#)

[ORS 174.100](#)

[OAR 581-021-0045](#)

[OAR 581-021-0590](#)

Related Policy

ACB: All Student Belong

JFC/JG, Student Conduct and Discipline;

JFCA - Student Dress**

JFCF, Hazing/Harassment/Intimidation/Menacing/Bullying/Cyberbullying/Teen Dating Violence – Student;

GBNA, Hazing/Harassment/Intimidation/Menacing/Bullying/Cyberbullying – Staff; and

GBN/JBA, Sexual Harassment.

Appendix A

Definitions

Understanding the terminology associated with gender identity and gender expression is important to providing a safe and supportive school environment for all students. The definitions provided below are not intended to label or limit students' individual identities or experiences, but rather to assist in understanding this policy and the district's obligations. These are commonly used terms, although not an exhaustive list, and students may or may not choose to use them to describe their gender identity, appearance, or behavior.

- **AFAB:** Acronym meaning Assigned Female at Birth. AFAB people may or may not identify as female some or all of the time.
- **Agender:** A term used to describe a person who does not identify with a specific gender or feels neutral when it comes to their gender identity.
- **AMAB:** Acronym meaning Assigned Male at Birth. AMAB people may or may not identify as male some or all of the time.
- **Androgynous:** Having elements of both femininity and masculinity.
- **Bigender:** Refers to those who identify as two genders. Can also identify as multigender (identifying as two or more genders). Not to be confused with Two-Spirit, which is specifically associated with Native American and First Nations cultures.
- **Cisgender/Cis:** A term to describe a person whose gender identity and expression align with the sex/gender they were assigned at birth or by society, through the enforcement of the gender binary.
- **Dyadic:** A term to describe a person who is born with the sexual anatomy, reproductive system, and chromosomes associated with their assigned sex/gender. In other words, a person who is not intersex. (See also Intersex)
- **Gender Expansive:** An umbrella term sometimes used to describe people that expand notions of gender expression and identity beyond what is perceived as the expected gender norms for their society or context. Some gender-expansive individuals identify as a boy or a girl, some identify as

neither, and others identify as a mix of both. Gender-expansive people feel that they exist psychologically between genders, as on a spectrum, or beyond the notion of the boy/girl binary paradigm, and sometimes prefer using gender-neutral pronouns. They may or may not be comfortable with their bodies as they are, regardless of how they express their gender.

- **Gender Expression:** The manner in which a person represents or expresses gender to others, often through behavior, clothing, hairstyles, activities, voice, speech and word choices, or mannerisms.
- **Gender Identity:** All people have a gender identity, which is separate and distinct from sexual orientation. Gender identity is an individual's deeply held internalized sense or psychological knowledge of their own gender. Gender identity may or may not match an individual's sex assigned at birth.
- **Gender Nonconforming:** A person whose gender expression does not align with traditional or stereotypical expectations or norms. Gender nonconforming persons include "feminine" boys, "masculine" girls, and those whose gender expression is androgynous. This includes people who identify outside traditional gender categories, identify as two or more genders, or as no specific gender. Some gender nonconforming people identify as different genders at different times. Other terms that can have similar meanings include "gender diverse," "gender expansive," "gender fluid" (gender varying across time); and "two-spirit."
- **Genderfluid:** Describes a person who does not consistently identify with one fixed gender, and who may move between gender identities at any point in time.
- **Genderqueer:** An identity commonly used by people who do not identify or express their gender within the gender binary. Those who identify as genderqueer may identify as neither male nor female, may see themselves as outside of or in between the binary gender boxes, or may simply feel restricted by gender labels. Not everyone who identifies as genderqueer identifies as trans or nonbinary.
- **Intersex:** An umbrella term for variations in sex traits or reproductive anatomy. Intersex people are born with these traits or develop them in childhood. There are many possible variations in genitalia, hormones, internal anatomy, or chromosomes, compared to the two typical ways that society enforces human development. Intersex may be an important part of someone's identity, but is not often used as a gender identity itself. (See also Dyadic)
- **Neopronouns:** Neopronouns are a category of pronouns that provide more inclusive and gender-neutral options beyond traditional pronouns like "he," "she," and "they." These pronouns are often used by individuals who identify as non-binary, genderqueer, or transgender, as well as by those who simply prefer a more gender-inclusive language. Unlike traditional pronouns, which are typically associated with specific grammatical genders (masculine, feminine, or neuter), neopronouns can be more flexible and varied. Examples of neopronoun sets include: xe/xir/xirs, ze/zir/zirs and fae/faer/faers.
- **Nonbinary:** The term generally used for any gender identity that is not exclusively masculine or feminine. Nonbinary people may express a combination of masculinity and femininity, or neither, in their gender expression. Sometimes referred to as "genderqueer." This gender status is recognized by the State of Oregon.

- **Pangender:** A term for individuals who may identify as having a gender that encompasses the entire gender spectrum.
- **Queer:** A term for people of marginalized gender identities and sexual orientations who are not cisgender and/or heterosexual. This term should only be used when a person self-identifies as Queer and grants permission for others to use this term in reference to them. In some contexts, this term is used as a slur and can be considered hate speech.
- **Sex assigned at birth:** The sex designation recorded on an infant's birth certificate.
- **Transgender/Trans:** A term describing a person's gender identity that does not necessarily match their assigned sex at birth.
- **Transition:** The process by which a person goes from being identified as one gender to being identified as another or neither. Transitions may include physical, social, and/or medical processes. Not all transgender or gender nonconforming people transition or desire to transition in the same way. In order to feel comfortable and express their gender identity to other people, transgender people may take a variety of steps (e.g., adopting a new name or changing their names and/or gender designation on legal documents; choosing clothing and hairstyles that reflect their gender identity; and generally living and presenting themselves to others in a way that is consistent with their gender identity).
- **Two-Spirit:** A term used within some American Indian (AI) and Alaska Native (AN) communities to refer to a person who identifies as having both a male and a female essence or spirit. The term, created in 1990 by a group of AI/AN activists at an annual Native LGBTQ conference in response to exclusion from White LGBTQ spaces, encompasses sexual, cultural, gender, and spiritual identities, and provides unifying, positive, and encouraging language that emphasizes reconnecting to tribal traditions and history. Non-Indigenous people should not use this term. Individual terms and roles for Two Spirit people are specific to each nation and/or language.

3. Policy KJA - AR - Distribution of Announcements and Community Information



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Kelly Locey
Meeting Date: March 7, 2024

NO ACTION REQUIRED

[Board Policy KJA-AR](#)—Distribution of Announcements and Community Information—
Revised—First Read

Background

Policy KJA-AR is designed to outline the district’s process for reviewing, approving, and distributing information for individuals or groups from outside the school district. The current KJA-AR was last updated in 2017 and does not reflect the current process or practices. The revisions include adding language that flyers must be submitted as a PDF for accessibility, that yard or lawn signs from outside organizations are not allowed, and removing language about requiring paper copies of materials for certain schools. These revisions ensure that the language in policy KJA-AR is consistent with the information on the district website and current department practice.

Involvement

Staff members: Kelly Locey

Cost Impact

None.

Function

Review of revisions



Corvallis

SCHOOL DISTRICT

Code: KJA-AR
Adopted: 5/06/02
Revised/Readopted: 12/10/07; 1/09/17

Distribution of Announcements and Community Information **

Requests by individuals or groups from outside the school district to distribute announcements, pamphlets, flyers, brochures, and other similar materials to students or staff shall be submitted electronically to the superintendent or designee. Materials will be reviewed and approved through an online process.

Those communications from public agencies or other organizations that include information of education concern or interest or benefit to youth and family, such as community events, classes, sports and recreation, and other opportunities may be allowed.

1. Material must be appropriate based on the age, grade level, or maturity of the reading audience and contain information that is factual.
2. Material may not be defamatory; must be free of racial, ethnic, religious, sexual bias, or gender bias; and not contain advertising that violates public school laws, rules, or policy.
3. Material must be easily readable for the intended audience and include contact name and telephone number, and email address (optional).
4. Material must contain disclaimer information that states: "The Corvallis School District does not necessarily sponsor this organization or its activities. The District assumes no liability for its contents or events arising out of this distribution."
5. Materials for fundraising events not related to the Corvallis School and conducted by an outside organization will not be distributed electronically.
6. All flyers and announcements must be submitted as a digital PDF. For accessibility, we cannot accept scanned documents.
7. Lawn or yard signs from outside organizations are not allowed and will be removed.

The practice of distributing materials shall be periodically reviewed to ensure that the volume of the requests has not become an interruption to the educational process.

Distribution Methods

Flyers may be distributed by school-affiliated organizations, contracting partners, qualified non-profit organizations, qualified for-profit organizations, students, and military recruiters upon approval in the following ways.

1. Community Display Area

Schools will provide clearly identified public bulletin board space with wording boldly posted: “This bulletin board is for announcements and communications from any group or individual. Placement of information on this board does not indicate endorsement by the Corvallis School District.” Flyers and notices other than those from the school must be approved by the superintendent or designee, following the guidelines for flyer distribution in the district, before they are posted. Flyers for Garfield, Lincoln, Linus Pauling, and Corvallis High must include Spanish version. School announcements should be posted separately. After a reasonable time period, flyers may be removed at the building principal’s discretion.

2. Electronic Sharing

An online format has replaced general paper flyer distribution. The Electronic Friday (E-Friday) Folder is a page on the district website for online flyer postings. It is updated weekly and shared with families through school email distribution lists. In addition to English, Spanish versions are strongly encouraged. ~~Paper copies are still needed for Garfield, Lincoln, and Mt. View students.~~

3. Permitted Distributions

Distributor	Example	Distribution Method
School-affiliated organizations <i>Exist solely to support Corvallis School District. Examples: PTA, PTO, Booster Clubs, Foundation, student clubs.</i>	Fundraising events, community building, work parties	<ul style="list-style-type: none"> • Community display areas • At school events • Classroom hand-outs • In registration packets • School newsletters and reader board
Contracting partners <i>Jointly provide programs or services for district students. Examples: Trillium, LBCC Parent Success Network.</i>	Mental health services, parenting classes	<ul style="list-style-type: none"> • Community display areas • Through teacher hand-outs • In registration packets • School newsletters and reader board • Family nights and resource fairs

<p>Qualified non-profit organizations <i>Provide educational, athletic, or enrichment opportunities for youth.</i> <i>Examples: government agencies, Corvallis Parks and Recreation, Boys and Girls Club, Scouts, Arts Center, Environmental Center, Assistance League, Heart of the Valley Choir</i></p>	<p>Enrichment and activities for students outside of school hours, family oriented community events</p>	<ul style="list-style-type: none"> • Community display areas • E-Friday Folder • Family nights and resource fairs • Short announcement in school newsletter at discretion of principal
<p>Qualified for-profit organizations <i>Serve the educational, athletic, or enrichment interests of youth.</i> <i>Examples: language schools, private tutoring, martial arts</i></p>	<p>Enrichment and activities for students outside of school</p>	<ul style="list-style-type: none"> • Community display areas • E-Friday Folder • Family nights and resource fairs

XIII. BOARD MEMBER COMMENTS (9:15 p.m.)*

XIV. ADJOURNMENT (9:30 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