

6:30 PM
11, 2024

Thursday, April

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

Meeting Details: Thursday, April 11, 2024, 6:30 PM in the Lincoln Elementary School -
Conference rm, 1555 SW 35th Street, 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. **ACKNOWLEDGMENT OF ASIAN AMERICAN AND PACIFIC ISLANDER HERITAGE MONTH**

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

WHEREAS, the Corvallis School District recognizes and pays tribute to the significant contributions made in our community by Asian Americans and Pacific Islanders; and

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

WHEREAS, Asian American and Pacific Islander Heritage Month grew out of efforts of former Capitol Hill staffer Jeanie Jew in the 1970s; and

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

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

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

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

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

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

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

WHEREAS, Asian American and Pacific Islander Heritage Month provides an opportunity to continue the District's growth in learning about the many contributions of Asian Americans and Pacific Islanders to the nation, world, and local community; and

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

WHEREAS, The Corvallis School District has committed to equity and anti-racism; and

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

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

THEREFORE, BE IT RESOLVED that the Board of Education of the Corvallis School District:

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

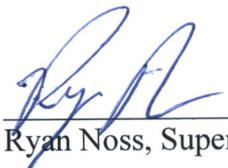
and encourages all schools in the District to help highlight this month in grade-appropriate ways as well as highlight the contributions of all Asian American and Pacific Islander peoples to the local community, nation, and beyond, both historically and in current times.

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

Signed:

Attested:


Sarah Finger McDonald, Board Chair


Ryan Noss, Superintendent

III. BOARD MEMBER REPORTS

IV. SUPERINTENDENT'S REPORT



Corvallis

SCHOOL DISTRICT

Superintendent's Report

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

Exchange Student Visit to Crescent Valley from Tokyo, Japan

Last week, we had 24 students from Nichidai High School in Tokyo, Japan join Crescent Valley as exchange students. Twelve host families shared Corvallis life with the students. During their visit, the students visited the ocean, ate American food, and attended classes at Crescent Valley.

This program started over thirty years ago, and it was exciting to have students back after the COVID-19 pandemic. Next year, students from Nichidai will visit CHS. We are hoping to start sending Corvallis students to Tokyo for the same exchange opportunity.

DLI Presentations

CHS senior DLI students have been giving research presentations over the past several months. The presentations are designed to evaluate each student's ability to:

1. Identify a relevant topic with multiple perspectives
2. Conduct independent research from legitimate sources
3. Present the information in an academic way to the class
4. Organize and facilitate a discussion amongst the class audience
5. Do all of this in grade-level, academic Spanish

It has been a pleasure to attend several of these presentations and to see the culmination of 13 years of a DLI program from these students.

Statewide African American Youth Leadership Conference at OSU

I had the opportunity to visit the African American Youth Leadership Conference at OSU earlier this week. I want to thank all of the volunteers who organized the event for students across the state. It was easy to see the excitement students had to be in community and talking about their lived experiences.

2024 Golden Apple Award Winners

Before Spring Break, the Corvallis Public Schools Foundation and district staff recognized the 2024 Golden Apple winners. We are blessed to have so many incredible educators across our district and it is always difficult to pick just four to recognize.

This year we recognized:

Dan Reynolds, a 1st-grade teacher at Mt. View

Dan is an amazing teacher who has served in our district for over 30 years. In that time he has served generations of students with kindness, caring, and respect.

Dan is an outstanding mentor who has helped others grow as people and educators. His quiet leadership often goes unseen, but his actions and words have had more impact than can be expressed.

Kathleen Smith, orchestra and band teacher at Linus Pauling Middle School

Kathleen always puts her students at the center of her teaching. She uses her humor and endless patience to bring out the best in her students. Her teaching style is tremendously engaging and she makes each student feel important.

In addition, Ms. Smith is teaching students to take inactive role in their community through concerts, field trips, school-to-school performances, and other community experiences.

Malia Hee, a science teacher at Crescent Valley High School

Malia has inspired many students to pursue a career in biology. She works tirelessly to create engaging, hands-on activities that kids find to be really fun and educational. Ms. Hee is often the first one here and the last one to go home.

When Ms. Hee received her award, she immediately began recognizing the CV staff members she works with. This highlights who Malia is as a member of the CV science department.

Ty Smith, behavior support, Cheldelin Middle School

Ty is THE kid whisperer. He meets all our students with acceptance, encouragement, and genuine enthusiasm. Ty has this grace about his conversations that allows a student to connect the dots as to where their behavior errored but reassures the student of their worth and ability to learn from their mistakes.

Ty also has an active horticulture club/plant therapy group that grows plants with students in the spring.

Each of these educators will be featured on our district social media accounts in April, to celebrate and recognize their contributions to our students and schools.

Board Member Statement of Economic Interest Filing

All current school board members must file a Statement of Economic Interest by April 15, covering their 2023 property holdings, income sources, and other financial interests. The statements do not require amounts. Please make sure to take time to complete this, if you have not already.

V. **STUDENT REPRESENTATIVE REPORTS**

VI. **PUBLIC COMMENT (7:15 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.

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- 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.
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- F. Speakers may offer objective criticism of District operations and programs but the Board will not hear complaints concerning individual District personnel.
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- G. Undue interruption or other interference with the orderly conduct of Board business cannot be allowed.
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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		

Dear School Board Members,

As parents, we recognize that the issue of cell phone usage in schools is one that we cannot face alone. Collectively, however, we can provide our students with a cell phone-free environment that fosters learning and social development. With this goal in mind, I have initiated a petition for the implementation of a district-wide policy to ban cell phones in Corvallis schools. While individual schools may have their own policies, a district-wide policy would ensure consistency, implementation, and enforcement across all educational institutions within our district.

Introduction: Over the past year, I have witnessed firsthand the disruptive effects of cell phone usage on the learning environment in our schools. As a parent and educator (I have been subbing in the Corvallis schools since fall), I firmly believe that addressing this issue is crucial for the academic and social well-being of our students.

Thesis Statement: I propose that the Corvallis School District implement a comprehensive policy to ban cell phones during the entire school day, including breaks and lunchtime. This policy is essential for creating a conducive learning environment where students can thrive academically and socially.

Supporting Points:

1. Phones are a Distraction:

- Studies have shown that cell phones are highly distracting for students, leading to decreased focus and comprehension of course material.
- Research by Melissa Huey and David Giguere has demonstrated that removing cell phones before class can improve students' mindfulness and comprehension levels, while also reducing anxiety.
- According to a report by UNESCO, students lose up to 20 minutes of focus on the task at hand after being distracted by a mobile phone, significantly impacting their learning outcomes.
- A 2023 report from Common Sense Media, which tracked about 200 young people with Android phones, found that participants typically received 237 cellphone notifications during the day — about one quarter of them during school hours.
- Cell phone distraction tends to affect the lowest-performing students the worst. The pandemic hit the lowest-performing students hardest, and removing phones can make it easier for them to focus and succeed academically.

2. Legislative Precedent:

- Legislative action in states such as Indiana, Kentucky, and Wichita has resulted in bans or restrictions on cell phone use in schools, highlighting the widespread recognition of this issue.
- In 2024 in Indiana, legislation was passed that bans "any portable wireless device" from district schools, including charter schools. This legislation was

endorsed by all the state's teachers unions and goes into effect in July. Individual school boards will have the summer to determine how best to implement this policy. In Feb, Fort Wayne Community Schools will pilot "phone-free schools" at two of its middle schools and two of its high schools this spring. Students will be required to put their phones in locked pouches, which will be unlocked at the end of the day.

- Most recently, in March 2024, Kentucky introduced legislation to ban phone bans. This ban was developed in consultation with the state's teachers unions.
- In Kansas last spring, the United Teachers of Wichita specifically asked for a phone ban as part of teacher contracts for the next school year. The union argued cell phones distract students from learning and cause mental health issues.
- Additionally, the Focus on Learning Act, introduced in Congress last November. The legislation would require the U.S. Department of Education to study the effects of cellphone use in schools on students' mental health and academic performance.
- The legislation also calls for establishing a pilot program that would award grants to school districts that agree to create a cellphone-free school environment. Those pilot programs would also be studied and analyzed to understand the effects of schools that are cellphone-free.
- Here's how the pilot program would work, according to the bill text:
 1. Participating schools would be given grants to purchase secure containers to store students' phones during school hours. Student cell phone use would be prohibited during the school day, including at lunch and in between classes. There would be exceptions for students with health conditions or disabilities, and non-English speakers.
 2. Schools participating in the pilot program would need to put a communication system in place to allow school staff to contact local emergency responders. They would also need to have a clear process for students to contact their parents.
 3. The cellphone storage containers would be controlled by school administrators.

3. Successful Implementation Elsewhere:

- Linus Pauling Middle School's cell phone policy, implemented in 2023, has resulted in noticeable improvements in student engagement and classroom dynamics. I applaud the efforts of the teachers and administrators who have helped make this happen. As far as I know, this policy was introduced and implemented in a short period of time. This gives me hope that a district wide policy for all Corvallis schools can be implemented for next year.

- “According to the 2023 UN report one in seven countries bans the use of mobile phones in schools. Governments have banned cell phones in schools due to the impact on children's learning range from France, Netherlands, Finland and Israel, China, Australia Ontario and Greece to Ghana, Rwanda: and Uganda.”Oct 2, 2023
- The 2023 Global Education Monitoring Report also emphasizes the importance of giving better guidance on what technology is allowed in school and what is not, advocating for responsible use and limiting distractions. They state that “Only technology that has a clear role in supporting learning should be allowed in school.”

Conclusion: Banning cell phones during the school day is a necessary step towards creating a positive and productive learning environment for our students.

Action Plan: I urge the School Board to take decisive action and adopt a phone free policy for all Corvallis schools. Next steps would be to establish a working group of administrators and teachers to develop logistics and implementation policies. To help teachers focus on teaching, I strongly advocate that the devices be removed from the classrooms. This might be through the use of lockers, cell phone-specific lockers, or phone specific pouches (Yondr). There may even be a technological answer (signal/wifi blocker?).

Thank you for considering this important matter. Together, we can create a better educational experience for our students.

Sincerely

Kirstin Carroll

References

1. Common Sense Media. (Sept, 2023.). Constant Companion: A Week in the Life of a Young Person's Smartphone Use. <https://www.commonsensemedia.org/research/constant-companion-a-week-in-the-life-of-a-young-persons-smartphone-use>
2. Indiana Chalkbeat. (2024, March 12). Cell phones in school banned for students. Chalkbeat. https://www.chalkbeat.org/indiana/2024/03/12/cell-phones-in-school-banned-for-students/?utm_source=substack&utm_medium=email
3. KWCH. (2023, March 8). Wichita teachers union proposes student cell phone ban in classrooms. KWCH. https://www.kwch.com/2023/03/08/wichita-teachers-union-proposes-student-cell-phone-ban-classrooms/?utm_source=substack&utm_medium=email
4. Kentuckians share thoughts on bill prohibiting cell phones. (Feb 2024) <https://spectrumnews1.com/ky/louisville/news/2024/02/27/house-bill-383-prohibiting-cell-phones->
5. Huey M, Giguere D. The Impact of Smartphone Use on Course Comprehension and Psychological Well-Being in the College Classroom. *Innov High Educ.* 2023;48(3):527-537. doi: 10.1007/s10755-022-09638-1. Epub 2022 Nov 18. PMID: 36440453; PMCID: PMC9676861.
6. Common Sense Media. (n.d.). Constant Companion: A Week in the Life of a Young Person's Smartphone Use. <https://www.commonsensemedia.org/research/constant-companion-a-week-in-the-life-of-a-young-persons-smartphone-use>

April 23, 2024

Read aloud during the April 11, 2024
board meeting. kn

Dear Corvallis School Board:

I am writing to you as a pediatrician and a mother of 3 children ages 16, 14 and 11. I would like to share some thoughts with respect to impact of cell phones in schools on children and adolescents. I think we can all agree that as a society, cell phone use is excessive and problematic. We know that middle school students spend an average of 5 hours per day on social media alone (not counting texting or calls). Phones are designed to manipulate the human brain and promote dependency on the device. Easy access to phones at school contributes to this dependency. It is not the fault of the school nor is it the sole responsibility of the school to solve or manage the problem entirely. However, the solution must include the school environment as this is where children and adolescents spend most of their time. Phones interfere with learning and academics but beyond that, adolescents are also learning and practicing important life and social skills at school. Phones interfere with that as well. Phones impede learning, hinder social development and lessen belonging.

Not long ago, the surgeon general issued a report outlining the devastating impact of the epidemic of loneliness, in part due to a move towards virtual living. Pertinent to schools, he recommended the following strategies:

- (1) Strengthen social infrastructure by designing environments that promote *connection* and investing in programs that bring people together.
- (2) Reform digital environments by critically evaluating our relationship with technology.
- (3) Cultivate a culture of connection

As a pediatrician and a mother, I'm concerned about the following regarding phones, especially in the school environment:

- (1) Opportunity costs- when adolescents are occupied with checking or scrolling on their phones, they miss out on other opportunities such as practicing socialization, problem solving and executive functioning skills that lead to building resilience
- (2) Social deprivation- adolescents are spending far less time *with* people in synchronous interactions and much more time interacting with friends virtually thereby inhibiting development of important social skills that are needed for future success.
- (3) Easy access to the phone promotes attention fragmentation. If there's anything that's most important in school and in relationship, it's attention. I do believe that if adolescents put their phones away for the day, they would give their brains the gift having more sustained attention which would transfer to other times in their lives.
- (4) Easy access to phones promotes behavioral addiction. Let's give adolescence the opportunity to put their phones away for the day and move away from the dependence. Additionally, phones are only becoming more addictive. At some point, schools will need to address this. Sooner is better than later.

How do we address this? Most importantly, this is a **collective action problem**. There are lots of problems that are addressed in the home but this is not one of them. This has to be addressed in community. We have to act collectively. As a pediatrician, I now address this issue as if it were a vital sign. I ask youth the following questions:

- Do you have a smartphone?
- What do you like to do on your phone?
- Do you think you spend too much time on your phone?

Most of them tell me that they're spending too much time on their phone but they are having a hard time 'cutting back.' Teens need and want boundaries. Parents feel disempowered and helpless because the phones are so pervasive.

I also want to speak to equity and the digital divide. In the past, the digital divide meant that children from families with more resources had more access to technology. The situation has flipped with smartphones. Families with resources and even parents who are heavily involved with the development of technology delay phone ownership and limit use in their children. Parents of children with more limited resources have a much harder time understanding how to set boundaries. These children and adolescents have much more screen time than their more privileged peers. It's an equity issue. This disproportionately affects adolescents who are from vulnerable circumstances and backgrounds. Putting the phone away for the day in the school environment would be such an important way to help address this equity issue.

In summary, I recommend that the school district implement a district-wide policy for all elementary, middle and high schools to essentially put the phones 'away for the day.' I do think that putting the phones away for the day including lunch and breaks (on the school campus) has a significant benefit over just away during class time. Of course, there will be challenges in implementation and enforcement, but we mustn't let challenges interfere with promoting health and wellness amongst youth in our community.

Sincerely,

Carolina Amador MD, MPH

References and resources:

<https://www.benton.org/headlines/common-sense-census-media-use-tweens-and-teens-2019#:~:text=Lower-income%20teens%20%2813-%20to%2018-year-olds%29%20spent%20more%20than,day%2C%20compared%20with%20four%20hours%20for%20higher-income%20tweens.>

<https://www.nea.org/nea-today/all-news-articles/cellphone-bans-school-are-back-how-far-will-they-go>

<https://www.theguardian.com/world/2023/jul/26/put-learners-first-unesco-calls-for-global-ban-on-smartphones-in-schools>

<https://docs.google.com/document/d/1uBKqzszvrUm6eK4-TbcEGKsYBPrvaxO8IbMh3v7JLJU/edit#>

<https://www.nytimes.com/2018/10/26/style/digital-divide-screens-schools.html>

VII. TITLE VI INDIAN EDUCATION GRANT APPLICATION (7:35 p.m.)*



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board

Prepared by: Marcianne Rivero Koetje, Ph.D., Multilingual Programs and Equity Coordinator

Meeting Date: April 11, 2024

Title VI Indian Education Grant

NO ACTION REQUIRED

With the support of our district leaders, we are deeply grateful to be applying for a Title VI Indian Education Grant. We believe the Title VI grant will strengthen our support for the unique cultural, language, and educational needs of our current and future native students.

In preparation for the grant application, we held a Native Community Gathering on January 31st. The event aimed to create space for community conversation and strengthen our support of American Indian and Alaskan Native students and families. During the event, there were small group conversations where feedback was gathered. Feedback from tribal members will be incorporated into the Title VI grant application as well as future Native Community Gatherings. The event was beautiful and a testament to the importance of family and community engagement and empowerment.

As part of the grant process and meaningful collaboration we will continue to reach out to local tribes including Confederated Tribes of Siletz Indians and Confederated Tribes of the Grand Ronde. In addition, an Indian Parent Committee is being formed. The mission of the committee is to advise and support the efforts of the Corvallis School District to meet the needs and culturally-related academic needs of American Indian and Alaskan Native students.

As part of the grant process, we are holding a public hearing on April 11, 2024. The hearing is an opportunity for all entities to understand the program and offer recommendations regarding the grant.

A. Presentation

Title VI Indian Education Grant

Marcianne Rivero Koetje, PhD

Multilingual and Equity Coordinator

Corvallis School District

Title VI Indian Education Grant Objective

Strengthen our support for the unique cultural, language, and educational needs of our current and future native students.



Meaningful Activities

- Native Community Gatherings
- Gathering Feedback
- Meaningful Collaboration
- Indian Parent Committee



Native Community Gatherings Purpose

- Space for community
- Trust building
- Title VI Grant Information
- Assess needs and supports



What would make your family feel more connected and supported in the school district?

- Acknowledgement
- Representation
- Education about native identity
- Resources to connect with tribes
- Ethnic studies/Indigenous studies



What topics would you like to see at future gatherings?

- Storytelling
- Mentorship
- Culture nights
- Dancing
- Drumming
- Community organizing
- Hands-on cultural experiences



Next Steps

- Meaningful Collaboration with Tribes
- Continue gathering 506 forms
- Collaboration with IPC
- Native Community Gathering



B. Public Testimony Regarding the Title VI Indian Education Grant Application

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VIII. STUDENT SUPPORT SYSTEMS UPDATE (7:55 p.m.)*



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board

Prepared by: Amy Lesan, Kim Johnson & Sabrina Wood – Student Growth & Experience Coordinators; Byron Bethards, Tracey Fischer, Stephanie Seals – Principals; Tara Stroup, Susan Reeves, Angie Legue – Deans of Students

Meeting Date: April 11, 2024

Student Support Systems Update

NO ACTION REQUIRED

The presentation will highlight recent improvements in the student support system at our K-8 schools, detailing ongoing initiatives and projects.

District-level personnel, along with school principals and deans of students, will illustrate the deliberate systemic efforts being made to enhance support for both students and staff.

For a sneak peek into these developments, you can refer to pages 35-40 of our online [Parent/Guardian Student Handbook](#). These pages contain forward-facing documents resulting from our efforts to align and clarify our work, offering a glimpse of what will be discussed at the upcoming board meeting.

Student and Staff Support

Building Strong Student Support Systems



Corvallis
SCHOOL DISTRICT

Introductions

Overview

District Behavior Guidelines

2023-2024

Table of Contents

Part I. Serious Incident Response - Guidance for Action

Drug and Alcohol	.....
Threats, Fighting, Assault	.....
Harassment, Bias	.....
Sexual Misconduct	.....
Knife	.....
Weapon(s)	.....
Other: Serious Incident	.....
Persistent Failure to Comply	.....
Parent Notification	.....
CSD Board Policy	.....
Process	.....

Part II. Resources - Resources, Forms, Links to Support

Behavior Matrix Documents for All Levels and All Schools	.....
Crisis Response and Communication	.....
Student Supports and Relevant Forms	.....
Student Services Response Process Chart	.....
Law Reference	.....

Sample Guidance

Threats, Fighting, Assault

Threats, Fighting, Assault			
Within a school year	Threats (including menacing), intimidations, targeting another person - including on and off school grounds Definition of "threat" - To place another person in fear of imminent physical injury by word (written or verbal) or conduct. Policy JFCM	Fighting (Mutual Combat)	Unilateral Assault of Another Person *severity scale
First Offense	Up to 1 day OSS	Up to 2 day OSS	Contact Law Enforcement Up to 3 day OSS Determined by severity: Suspension Pending Expulsion
Second Offense	Low level: up to 2 day OSS High level: up to 3 day OSS	Finish current day ISS then up to an additional 2 day OSS	Contact Law Enforcement Up to 4 day OSS Determined by severity: Suspension Pending Expulsion
Third Offense	Low level: up to 3 days OSS High level: up to Suspension Pending Expulsion	Finish current day ISS then up to 3 days OSS	Contact Law Enforcement Suspension Pending Expulsion
	<ul style="list-style-type: none"> All incidents of threat must be investigated Some incidents of threat may also require law enforcement contact 	<ul style="list-style-type: none"> Some fights may warrant a contact to law enforcement 	<ul style="list-style-type: none"> The situation must be investigated to determine if it is fighting or self-defense Severity of assault could lead to suspension pending expulsion regardless of number of offenses. When it is determined to be unilateral assault, investigations should be done in partnership with law enforcement

Sample Resources

- Student Supports Information & Relevant Forms
- Policy Links

Student Supports Information and Relevant Forms

Elementary Suspension Policy	COMING SOON! Restorative Conversations Guide	Student Threat Assessment Documentation and Protocol STAT
Manifestation Determination Guidance Document	Sexual Incident Response Documentation and Protocol SIRC	Student Transition Intradistrict Transition
COMING SOON! Mediation Guide	Student Protection Plan	Suicide Ideation Questionnaire
COMING SOON! No Contact Contract Template	Student Safety Plan Behavior Support Plan/Student Safety Plans/Student Support Plans - FAQ Student Support Plans (Including Behavior Plans)	Safety Incident and Injury Report Form Safety Incident and Injury FAQ

CSD School Board Policy Links

Bias Incident	ACB ; ACB-AR
Expulsion	JGE
Drug and Alcohol	JFCH
Every Student Belongs	ACB ; ACB-AR
Harassment/Bullying	JFCF
Relations with Law Enforcement	KN-AR (1)
Sexual Harassment	JBA ; JBA-AR1

Communication Checklists

Serious Incident, Threat, or Traumatic
Incident Communication Map

Incident Occurs In a Classroom

	Communication Plan Checklist
1	<input type="checkbox"/> The administrator will communicate consequences to the classroom
2	<input type="checkbox"/> The building administrator will a day.
3	<input type="checkbox"/> The building administrator and/c the school day.
4	<input type="checkbox"/> The building administrator will a square to impacted families with



K-8 Dean

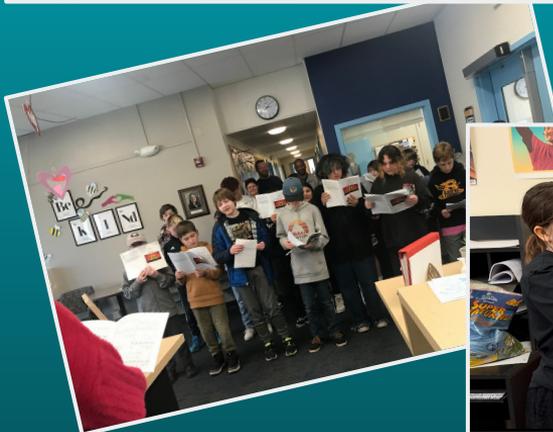
**Connecting District
to School Level**

Building Collective Efficacy through
Collaboration and Professional
Learning

- Book Reading
- Regular Meetings
- Development/Alignment BIM



Cheldelin
MIDDLE SCHOOL



Bessie Coleman



Connecting with families
School-wide green zone
Anti-Bullying



Mt. View



**Prevention
Skill Building
Collective**



IX. BOARD GOALS AND STRATEGIES - SECOND READ (8:25 p.m.)*



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Superintendent Noss
Meeting Date: April 11, 2024

2024-2029 Board Goals and Strategies – Second Reading

ACTION REQUESTED

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 presented an updated draft document at the March 7, 2024, board meeting. At the April 11, 2024 board meeting, Board members will be asked to make recommendations for edits and additions and then adopt the 2024-2029 Board Goals and Strategies, which are attached.

ACTION REQUESTED

Adopt the 2024-2029 Board goals and strategies.

MOTION REQUESTED

“I move to adopt the 2024-2029 Board Goals and Strategies [as submitted/as revised].”



2024-2029 Board Goals

(Draft – 03/07/2404/11/24)

Student voice is a core ~~tenant~~ **tenet** of the Corvallis School Board. Student identity (race, culture, socioeconomic and family status, **country of origin**, 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. (Possibly replace with one of the options below)

*Option 1: Taking into account students' intersecting identities and histories, abilities and disabilities, as well as their accessibility needs, academic rigor will be achieved as students are challenged and supported.

*Option 2: Taking into account students' unique and intersecting identities, histories, accessibility needs, abilities, and disabilities, academic rigor will be achieved as students are challenged and supported.

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.
4. Provide high-quality professional development for staff.
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 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.

(Continued on next page.)

1. Elevate and center voices of institutionally underserved³ students in both decisions and actions.
2. ~~While working~~ **Work** in community ~~to 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.

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 arts 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.

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.
4. Support staff well-being and retention efforts.
5. Foster collaboration with families in the learning process with emphasis on families navigating poverty

***Goals are not written in priority order.**

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.

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

(Adopted 04/11/24)

Student voice is a core tenet of the Corvallis School Board. Student identity (race, culture, socioeconomic and family status, national origin, 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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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.
4. Provide high-quality professional development for staff.
5. Track key academic indicators and growth targets from the Oregon Department of Education.

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Strategies:

1. Elevate and center voices of institutionally underserved³ students in both decisions and actions.
2. Work in community to 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.

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.

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(Continued on next page.)

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 arts education.
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3. Support multilingualism⁵ across our school system.
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**Goals are not written in priority order.*

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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.

X. CONSOLIDATED ACTION (8:45 p.m.)*

A. Certified Staff Device Replacement



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: [Brian Schaffeld](#), Director of Technology Services
Meeting Date: April 11, 2024

Certified Device Replacement

ACTION REQUESTED

Background

The district relies on our fleet of staff devices to meet the needs of learning and business operations.

Due to budget constraints and reprioritizing needs, we will be replacing 153 devices for Certified Staff. This group was chosen based on the device age and condition, number needed, and budget available for this replacement cycle.

The attached quote shows the final cost requested for approval by the board.

We will be utilizing the OMNIA-National Cooperative Purchasing Alliance (NCPA) agreement.

Dell devices were selected as the most effective vendor for these services. Past success, compatibility with existing systems, and quality of service were the greatest factors within the selection criteria, which aligned with the state procurement guidelines.

Involvement

Brian Schaffeld, Director of Technology Services

Cost Impact

District Cost (Technology Services Budget): \$174,494

ACTION REQUESTED:

Authorize staff to purchase devices from Dell to meet the needs of learning and business operations.

MOTION REQUESTED:

“I move to authorize staff to purchase certified replacement devices from Dell via the Master Purchase State Agreement not to exceed \$174,494.”

B. Non-Resident Transfer Allocation 2024-25



Corvallis

SCHOOL DISTRICT

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

ACTION REQUESTED

Board Request—Non-Resident Transfer Spots

Background

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

Resident transfer requests were accepted between March 18-April 1, 2024 for grades K-12 via an online application. After closing the application on April 1, we had received a total of 231 applications. Letters for approval, denial, or waitlist status were sent to families on Monday and many have responded. Nonresident spots will appear tomorrow on the District website and the application will open on April 15. Should the number of applications exceed the number of approved spots, an equitable lottery process will be applied with siblings and students of staff members having priority.

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

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

Involvement

Staff members: Melissa Harder & Kristin Mahoney.

Cost Impact

ADM for attending non-resident students.

Function

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

School	K	1	2	3	4	5	6	7	8	9	10	11	12
Adams	6	6	3	3	3	3							
Bessie Coleman	5	0	0	0	0	0							
Garfield (grades 2-5 require placement test)	5	2	4	0	0	2							
Kathryn Jones Harrison	8	2	0	0	0	0							
Letitia Carson	5	3	0	0	0	0							
Lincoln	8	0	0	0	0	0							
Mt. View	5	5	5	5	5	5							
Cheldelin MS							5	5	5				
Linus Pauling MS							3	0	0				
Corvallis HS										10	5	5	5
Crescent Valley HS										15	10	10	10

Motion Requested

I move to establish the proposed nonresident school openings for 2024-25 through the mutual agreement between districts' process outlined in ORS 339.127. In addition to the spots announced, non-resident siblings of current transfer students and students who have moved out of the District may apply to continue in the Corvallis School District as space allows.

C. Minutes

1. March 7, 2024

AGENDA
 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 6:36 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 Terese Jones, Co-Vice Chair Sarah Finger McDonald, Ph.D. Sami Al-Abdrabbuh, Ph.D. Shauna Tominey, Ph.D., Co-Vice Chair Judah Largent</p> <p><u>BOARD MEMBERS EXCUSED</u> Chris Hawkins</p>	<p><u>EXECUTIVE STAFF PRESENT</u> Ryan Noss, D.Ed., Superintendent Melissa Harder, Assistant Superintendent Jennifer Duvall, Human Resources Director Lauren Wolfe, Finance Director</p> <p><u>STUDENT REPRESENTATIVES PRESENT</u> Liam Gottlieb, CHS</p>
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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. ACKNOWLEDGMENT OF DEVELOPMENTAL DISABILITY MONTH

Board members read aloud Resolution Number 22-0205, Acknowledgment of Developmental Disability 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. BOARD MEMBER REPORTS

Chair Whitebear reported the following:

- She attended the District Equity Leadership Team Advisory (DELTA) meeting along with Director Hawkins and appreciates the work being done in the group.
- She attended the quarterly Students Advocating for Equity (SAFE) meeting.

V. SUPERINTENDENT'S REPORT

Superintendent Noss read from a written report providing highlights of District happenings. (The report is posted online with the informational packet of this meeting and will be filed with the official 2023-24 Board records.)

VI. PUBLIC COMMENT

Kelly Longway, Corvallis, OR, a Lincoln Elementary parent, opined that budget cuts and staff reductions will prevent students from receiving needed support in classrooms.

VII. BIAS REPORTING UPDATE

Assistant Superintendent Harder and Marcianne Rivero-Koetje, Multilingual Programs and Equity Coordinator presented a slide presentation and mid-year bias reporting data. (The slide presentation is posted online with the informational packet of this meeting and will be filed with the official 2023-24 Board records.)

District staff engaged in discussion with the Board and answered questions.

VIII. BOARD GOALS - FIRST READING

The Board received a written report prior to the meeting. (The written report is posted online with the informational packet of this meeting and will be filed with the official 2023-24 Board records.)

Superintendent Noss engaged in discussion with the Board and received feedback to include in the goals document and bring back for the second reading at a future meeting.

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

IX. SUPERINTENDENT'S 2023-24 EVALUATION

Chair Whitebear noted that every Board member provided input for Superintendent Noss's evaluation and his work in meeting the goals established by 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.)

Chair Whitebear read aloud the following executive summary of the superintendent's evaluation:

“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."

Dr. Noss expressed appreciation for the opportunity to serve in his role and to work with the Board.

X. NON-REPRESENTED EMPLOYEE BENEFITS AND COMPENSATION

Jennifer Duvall, Human Resources Director had provided information before the meeting for the Board's review. (The written report is posted online with the informational packet of this meeting and will be filed with the official 2023-24 Board records.)

MOTION:

It was moved by Director Al-Abdrabbuh and seconded by Director Jones to approve the Non-Represented Employee Salary and Benefits Agreement for the 2024-25 school year. The motion was voted on and passed unanimously.

XI. CONSOLIDATED ACTION

The Board pulled items A and D for discussion.

MOTION:

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

The Board approved the following items:

- A. Appoint Budget Committee Member** – (These documents are posted online with the informational packet of this meeting and will be filed with the official 2023-24 Board records.)
- B. Weather Make-up Division 22** – (This document is posted online with the informational packet of this meeting and will be filed with the official 2023-24 Board records.)
- C. LBL ESD 2023-2025 Local Service Plan - Affirm Year Two** – (These documents are posted online with the informational packet of this meeting and will be filed with the official 2023-24 Board records.)
- D. 2025-2026 School Year Calendar - Second Read** – (This document is posted online with the informational packet of this meeting and will be filed with the official 2023-24 Board records.)
- E. 2024-25 Board of Directors Schedule - Second Read** – (This document is posted online with the informational packet of this meeting and will be filed with the official 2023-24 Board records.)
- F. Resolution No. 24-0301: Transfer of Appropriations** – (This document is posted online with the informational packet of this meeting and will be filed with the official 2023-24 Board records.)
- G. Minutes** – February 8, 2024; February 22, 2024 – (These documents are posted online with the informational packet of this meeting and will be filed with the official 2023-24 Board records.)
- H. Licensed Personnel Action, Including Annual Contract Renewals** – (These documents are posted online with the informational packet of this meeting and will be filed with the official 2023-24 Board records.)

XII. CONSOLIDATED INFORMATION

The Board received the following information:

- A. January 2024 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.)

B. 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 JBC - Transgender and Gender Nonconforming Students - Nondiscrimination on the Basis of Gender Identity - First Reading**
2. **Policy JBC-AR - Transgender and Gender Nonconforming Students - Nondiscrimination on the Basis of Gender Identity - First Reading**
3. **Policy KJA - AR - Distribution of Announcements and Community Information**

XIII. BOARD MEMBER COMMENTS

Co-Vice Chair Jones shared that last month Linus Pauling Middle school students collected pennies for the South Corvallis Food Bank and it is wonderful for our students to be involved with; students learned about food insecurity faced by peers in the community.

Chair Finger McDonald attended the Corvallis High School open house and expressed gratitude for the opportunity to visit the CTE and art spaces that students have access to and hear about certifications students can receive before graduation.

Co-Vice Chair Tominey attended the Crescent Valley High School open house and expressed gratitude to staff and students for a warm welcome to incoming freshmen and sharing the incredible range of classes that are available.

Director Al-Abdrabbuh invited the Board and community to attend Celebrate Corvallis on March 15. The Chamber of Commerce holds this annual event to celebrate champions in our community, including high school students.

Chair Whitebear shared the following comments:

- Are there grants or other resources that could be used to address accessible restroom needs at the high schools.
- Thank you to Marcianne Rivero-Koetje for the \$10,000 she secured through her work on the Title IX grant application.
- Thankful for the community Fentanyl awareness event with the challenges facing young people.

XIV. ADJOURNMENT

There being no further business before the Board, Chair Whitebear adjourned the meeting at 8:39 p.m.

Luhui Whitebear, Ph.D., Board Chair

Ryan Noss, D.Ed., Superintendent

Prepared By: Kim Nelson

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2. March 14, 2024

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

I. CALL TO ORDER AND ROLL CALL

The meeting was called to order at 6:36 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	<u>EXECUTIVE STAFF PRESENT</u> Ryan Noss, D.Ed., Superintendent Melissa Harder, Assistant Superintendent Jennifer Duvall, Human Resources Director Lauren Wolfe, Finance Director Kim Patten, Operation Director
<u>BOARD MEMBERS EXCUSED</u> Judah Largent	<u>STUDENT REPRESENTATIVES PRESENT</u> Ava Fries, CHS Rachel Dazey, CHS Zoe DeAmicis, CVHS

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

II. ACKNOWLEDGMENT OF ARAB AMERICAN HISTORY MONTH

Board members and student representatives read aloud Resolution Number 22-0302 Acknowledgment of Arab American History Month, which is celebrated annually in April. (The document is posted online with the information packet of this meeting and will be filed with the official 2023-24 board records.)

III. STUDENT REPRESENTATIVE REPORTS

Students shared reports of current events at their respective schools.

IV. WORK SESSION WITH CORVALLIS PUBLIC SCHOOLS FOUNDATION

Chair Whitebear and Superintendent Noss welcomed the Corvallis Public Schools Foundation (CPSF). Executive Director Angela Hibbard was joined by Erika Seirup and foundation board members Amanda Henevoy, Leslie Hammond, Becca Gose, Mindy Hamlin, Jehan Jabareen, and Gwenda Rice.

Superintendent Noss shared an update on the 2024-2029 Board Goals followed by a Corvallis Public Schools Foundation update shared by foundation board members. (The work session agenda and slides are posted online with the information packet of this meeting and will be filed with the official 2023-24 board records.)

Superintendent Noss divided the group into small breakout groups to discuss roles and responsibilities between the foundation, Board, and District. The group reconvened to share takeaways from the discussion.

The Corvallis Public Schools Foundation exited the meeting following the work session.

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

V. MUDDY CREEK CHARTER SCHOOL RENEWAL

Kristen Miles, Oregon School Boards Association shared a report with a full review of the Muddy Creek Charter School before the meeting. (The report is posted online with the information packet of this meeting and will be filed with the official 2023-24 records.)

Ms. Miles engaged the Board in discussion and answered questions regarding the charter renewal and next steps in the process.

MOTION:

It was moved by Director Hawkins and seconded by Director Al-Abdrabbuh to renew the Muddy Creek Charter School's request for renewal as per ORS 338.065(5)(d) using the criteria specified in ORS 338.065(8). The motion was moved on and unanimously approved.

VI. ADJOURNMENT

There being no further business before the Board, Chair Whitebear adjourned the meeting at 8:27 p.m.

Luhui Whitebear, Ph.D., Board Chair

Ryan Noss, D.Ed., Superintendent

Prepared By: Kim Nelson

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D. Licensed Personnel Action



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Jennifer Duvall, Human Resources Director
Meeting Date: April 11th, 2024

Licensed Personnel Action

ACTION REQUESTED

Termination/Resignation/Layoff/Retirement

Name	Position	FTE	Building	Effective	Notes
Pilmer, Carolyn	ELL Teacher/Language Arts	.8	Linus Pauling Middle	6/30/2024	Resign
Roberson, Jeremy	Counselor	1.0	Crescent Valley High	6/30/2024	Resign
Selander, Karen	Risk Manager	.6	District Office	6/30/2024	Retire
Shorey, Michael "Troy"	Special Education Teacher	1.0	Crescent Valley High	6/30/2024	Resign
Taylor, Cherie	Alternative Education/Urban Farming	1.0	College Hill	6/30/2024	Retire

MOTION REQUESTED:

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

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

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



Corvallis

SCHOOL DISTRICT

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

ACTION REQUESTED

[Board Policy JBC](#)—Nondiscrimination on the Basis of Gender Identity - Transgender, Gender Expansive, and Gender Nonconforming Students—Revised—Second 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.”

Presented tonight for action is the revised Policy JBC, Nondiscrimination on the Basis of Gender Identity - Transgender, Gender Expansive, and Gender Nonconforming Students.

Involvement

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

Cost Impact

None.

Function

Adoption of revised version.



Code: JBC

Adopted: 12/13/18

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 will develop 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.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

[ORS 659.850](#)

[ORS 174.100](#)

[OAR 581-021-0045](#)

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

GBN/JBA: Sexual Harassment.

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



Corvallis

SCHOOL DISTRICT

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

ACTION REQUESTED

Board Policy JBC-AR—Nondiscrimination on the Basis of Gender Identity - Transgender, Gender Expansive, and Gender Nonconforming Students—Revised—Second 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.

Following in-person meetings with Pride clubs in our district’s secondary schools, revisions that included a shift to an Administrative Rule format was presented to the board on March 7, 2024

Presented tonight is the final version of JBC-AR which includes edits brought forward at the March board meeting. Although Administrative Rules do not require a second read, as this is a new AR, district staff thought it best to present a second read to the board.

Involvement

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

Cost Impact

None.

Function

Adoption of revised version.



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 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.

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

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 the addition of gender inclusive, 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 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

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

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.

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.

XI. CONSOLIDATED INFORMATION

A. Virtual Charter School Enrollment



Corvallis

SCHOOL DISTRICT

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

Virtual Charter School Enrollment

NO ACTION REQUIRED

Background

Board Policy LBEA requires district staff to semiannually calculate the percentage of the number of students residing in the district, who are enrolled in a virtual public charter school not sponsored by the district. Calculations are to be conducted utilizing data collected for state reporting purposes in Fall and Spring of each year. Please note, these numbers do not include students who are on an Interdistrict Transfer to another district, such as Nyssa or Colton, which host online programs in which students attend remotely.

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

As the calculated percentage is less than 3%, no action is requested of the Board.

Virtual Charter 3% Calculation
Per LBEA/OAR 581-026-0305

Data	Number	% of Total	Reference
Students enrolled within the district	6,274	77.8%	District Enrollment as of 4/2/24
Students enrolled in public charter schools located in the district	112	1.39%	MCCS Enrollment as of 4/2/24
Students residing in the district enrolled in virtual public charter schools not located in the boundary	202	2.5%	Most recent individual enrollment reports voluntarily shared by virtual charter schools
Home-schooled students who reside in the district who are registered with the educational service district	232	2.9%	Active Home School Enrollments with LBL ESD
Students enrolled in private schools located within the school district	1,248	15.5%	As surveyed annually (pulled 10/24/23)
TOTAL	8,068		

B. February 2024 Financial Statements (Unaudited)



Corvallis

SCHOOL DISTRICT

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

February 2024 Financial Report (Unaudited)

NO ACTION REQUIRED

Background

The Financial Report for the General Fund for the period ending February 29, 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 February 29, 2024 total \$79.4 million or 87.2% of total budgeted operating revenues as compared to \$75.4 million or 83.02% through February 28, 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 \$108.6 million are projected to be \$3.59 million more than budgeted, due to an increase in final audited beginning fund balance as well as one-time interest revenue.

Year-to-date operating expenditures through February 29, 2024 total \$49.8 million or 53.29% of total budgeted operating expenditures as compared to \$47.6 million or 52.91% through February 28, 2023.

Projected resources and requirements through February 29, 2024 result in an ending fund balance of \$17.0 million, or 18.1% of projected operating revenues. 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 February 29, 2024
2. Schedule of Investments as of February 29, 2024

General Fund | 2023 - 2024 Financial Summary by Object

For the Period Ending February 29, 2024

	Prior Year		Amended Budget ¹	2023 - 2024 YTD Actuals	% of Budget	Annual Forecast	Variance Fav / (Unfav)
	2022 - 2023 YTD Actual	% of Actual					
RESOURCES							
Operating Revenues							
State School Fund	\$ 30,607,824	77.06%	\$ 41,833,044	\$ 32,964,066	78.80%	\$ 42,045,560	\$ 212,516
Other State School Fund	32,304,462	93.11%	35,641,876	33,597,455	94.26%	35,653,876	12,000
State School Fund Formula	62,912,286	84.54%	77,474,920	66,561,521	85.91%	77,699,436	224,516
Local Sources	10,984,039	80.91%	12,047,461	12,606,814	104.64%	15,128,000	3,080,539
Intermediate Sources	159,339	24.52%	682,413	130,000	19.05%	682,413	-
State Sources	-	0.00%	650,000	-	0.00%	450,270	(199,730)
Federal Sources	136,041	48.06%	190,000	89,869	47.30%	178,000	(12,000)
Other Sources	1,220,324	97.02%	-	2,625	-	-	-
Total Operating Revenues	\$ 75,412,029	83.02%	\$ 91,044,794	\$ 79,390,829	87.20%	\$ 94,138,119	\$ 3,093,325
Beginning Fund Balance	13,638,940	100.00%	13,992,953	14,493,943	103.58%	14,493,943	500,990
TOTAL RESOURCES	\$ 89,050,969	85.24%	\$ 105,037,747	\$ 93,884,772	89.38%	\$ 108,632,062	\$ 3,594,315
REQUIREMENTS							
Operating Expenditures							
Salaries	\$ 23,282,654	53.62%	\$ 46,147,123	\$ 24,803,891	53.75%	\$ 45,224,181	\$ 922,942
Associated Payroll Costs	12,978,412	53.22%	26,301,409	12,540,892	47.68%	25,775,381	526,028
Purchased Services	6,391,130	47.46%	14,016,073	7,626,170	54.41%	13,735,752	280,321
Supplies and Materials	2,975,821	56.59%	4,063,524	3,092,214	76.10%	3,982,254	81,270
Capital Outlay	262,182	63.85%	120,000	139,258	116.05%	117,600	2,400
Other Objects	1,714,606	91.06%	1,665,566	1,595,669	95.80%	1,632,255	33,311
Transfers	-	0.00%	1,125,350	-	0.00%	1,125,350	-
Total Operating Expenditures	\$ 47,604,805	52.91%	\$ 93,439,045	\$ 49,798,093	53.29%	\$ 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	\$ 47,604,805	52.91%	\$ 105,037,747	\$ 49,798,093	47.41%	\$ 91,592,771	\$ 13,444,976
Ending Fund Balance						\$ 17,039,291	
Net Change in Fund Balance						\$ 2,545,348	
Ending Fund Balance % of Revenues						18.10%	

¹ Resolution 23-1202

Corvallis School District 509J
Schedule of Investments
February 29, 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
	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:						\$ 49,403,000

Local Government Investment Pool:	Average Annualized Rate	
General Account	5.20%	2,657,058
Total Investments Inside of Local Government Investment Pool ¹		\$ 2,657,058

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

Total Investments **\$ 52,060,058**

Compliance with Investment Policy

Type of Investment	Maximum % of Portfolio per Policy DFA	Current Percent
U.S. Treasury Obligations	100.0%	57.9%
U.S. Government Agency Securities and Instrumentalities of Government-Sponsored Corporations	90.0%	27.2%
State of Oregon Local Government Investment Pool (LGIP)	100.0%	5.1%
Bankers Acceptances	25.0%	0.0%
Repurchase Agreements	25.0%	0.0%
Certificates of Deposits	50.0%	0.0%
Commercial Paper	10.0%	9.8%
State of Oregon and Oregon Local Government Securities	25.0%	0.0%
TOTAL		100.00%

Benchmarks as of 2/29:

3 Month U.S. Treasury Yield Curve Rate	5.45%
3 Month Jumbo Certificate of Deposit Rate	5.20%

XII. BOARD MEMBER COMMENTS (9:05 p.m.)*

XIII. ADJOURNMENT (9:20 p.m.)*

*All times are approximate.

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

Agendas – Agendas and supporting materials are available online at <https://v3.boardbook.org/Public/PublicHome.aspx?ak=1000829> a few days before each School Board meeting. For more information, please contact 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