

6:30 PM
9, 2024

Thursday, May

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

Meeting Details: Thursday, May 9, 2024, 6:30 PM in the Gymnasium at Lincoln Elementary School, 110 SE Alexander Avenue, Corvallis, OR 97333.

If you would like to watch live-streaming of the School Board meeting, please navigate to the District's YouTube channel: <https://www.youtube.com/channel/UC9Jtpte5dmilZl9kySBJbVQ?> A recording of the meeting will also be posted to that channel.

- I. **CALL TO ORDER AND ROLL CALL (6:30 p.m.)***
- II. **ACKNOWLEDGMENT OF PRIDE MONTH**

Corvallis School District 509J
ACKNOWLEDGEMENT OF PRIDE MONTH
Resolution Number 22-0501

WHEREAS, the Corvallis School District recognizes and pays tribute to the significant contributions made in our community by LGBTQI2S+ people; and

WHEREAS the Corvallis School District affirms that LGBTQI2S+ students, families, staff, and community members should be valued for all aspects of their identities; and

WHEREAS, Pride Month grew out of efforts of the LGBTQI2S+ liberation movement in the 1970s; and

WHEREAS, the LGBTQI2S+ liberation movement is widely recognized as growing out of activists efforts at the Los Angeles Cooper Do-Nuts, San Francisco Compton's Cafeteria, and New York Stonewall uprisings in response to violence against LGBTQI2S+ people; and

WHEREAS, one year after the Stonewall Riots organizers launched a Gay Pride March in 1970 which continued annually; and

WHEREAS, LGBTQI2S+ people have been and continue to be targeted by acts of hate; and

WHEREAS, LGBTQI2S+ people have historically been criminalized and institutionalized because of openly embracing their identities; and

WHEREAS, LGBTQI2S+ people, and especially trans youth, continue to face targeted efforts that limit their ability to access healthcare, sports, and education that is identity affirming; and

WHEREAS, the community based efforts celebrating LGBTQI2S+ pride during the 1970s evolved to what is now known as Pride Month annually in order to celebrate LGBTQI2S+ identities;

WHEREAS, Pride Month was first proclaimed nationally in 1994; and

WHEREAS, Oregon has yet to proclaim Pride Month at the statewide level; and

WHEREAS, LGBTQI2S+ people have contributed to the history and collective future of Corvallis and Benton County, OR; and

WHEREAS, Pride Month provides an opportunity to continue the District's growth in learning about the many contributions of LGBTQI2S+ people to the nation, world, and local community; and

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

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

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

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

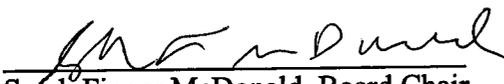
Therefore, let it be resolved by the Board of Education of the Corvallis School District:

does hereby proclaim **June 2022** as well as each June annually, as **Pride Month** in the District and strongly encourage students, families, staff, and community members to join in existing local celebrations;

and encourage all schools in the district to help highlight this month in grade appropriate ways as well as highlight the contributions of all LGBTQI2S+ people 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 5th day of May, 2022.

Signed:



Sarah Finger McDonald, Board Chair

Attested:



Ryan Noss, Superintendent

III. BOARD MEMBER REPORTS

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



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Sami Al-Abdrabbuh, Board Position #1.
Meeting Date: May 9th, 2024

Oregon School Board Association and National School Board Association Updates

NO ACTION REQUIRED

Background

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

Involvement

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

National updates

Extending a formal apology to the national icon Ruby Bridges

The National School Boards Association (NSBA) invited [Ruby Bridges](#) to its 2024 Annual Conference in New Orleans to meet a national audience of school board members from across the nation for the first time. On November 14, 1960, Ruby was the very first African American child to reintegrate into American schools by attending the all-white public William Frantz Elementary School. Federal marshals escorted Ruby and her mother to the school.



This was made possible with strong advocacy from the NAACP and other civil rights advocates following the 1954 U.S. Supreme Court ruling on *Brown v. Board of Education*, which found that sanctioned segregation of public schools violated the 14th Amendment and was unconstitutional. NSBA and OSBA were on the wrong side of history in backing and defending sanctioned segregation.

NSBA board member Al-Abdrabbuh recognized the significance of acknowledging that these incidents are less than a one-lifetime away and the moral responsibility for NSBA to recognize its role as an institution in the past and its responsibility in the present. Following these remarks, Verjeana McCotter-Jacobs, Esq., a former chair of a board of education and the first-ever former board member and Black CEO of NSBA, extended an apology that is ‘decades overdue’ and recognizing the role and responsibility of school board members across the nation today in advocating for equality and justice for each student.

Ruby discussed contemporary racial equality issues, such as attempts to change and rewrite history and banning books. A partial recording of Ruby’s conversation with Vergeana on the stage is available to share upon request.

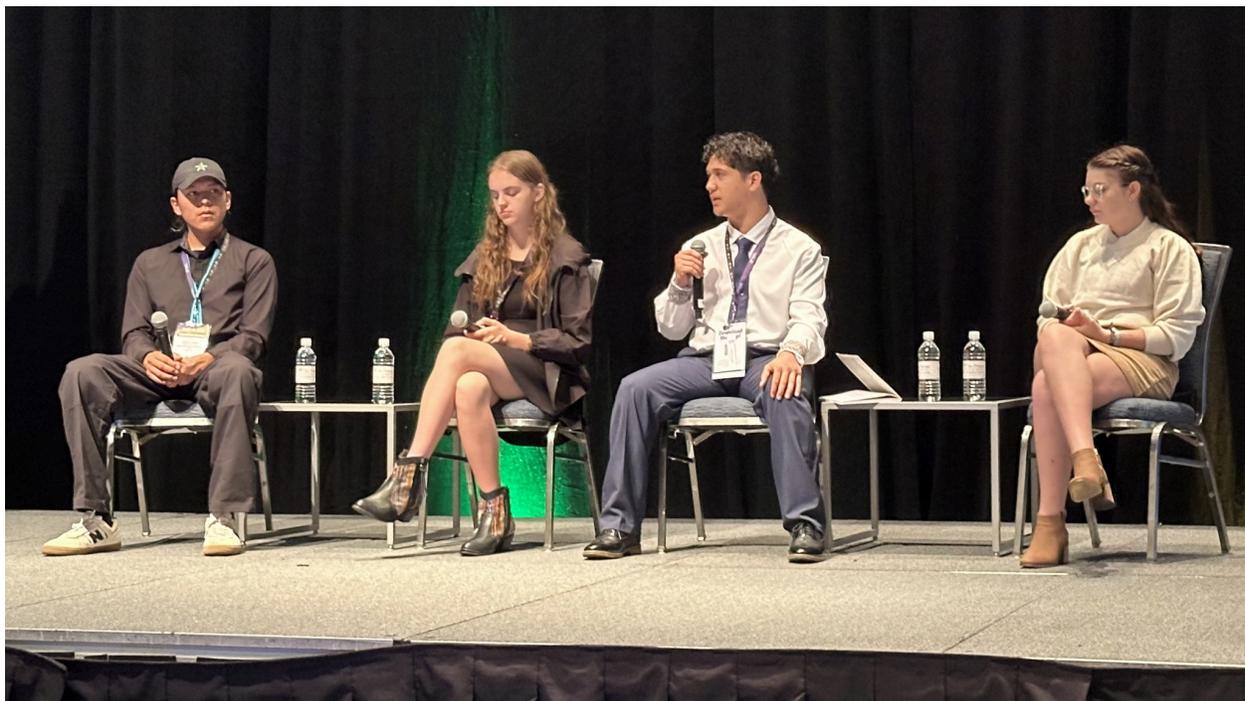
Director Al-Abdrabbuh extends his deepest gratitude to the local school district staff and students advocating for equity for being his teachers on racial equality, the local community, and fellow board members for their support and advocacy for equity, which allowed him to be part of this critical conversation and step in NSBA’s journey toward racial equality.



Corvallis and Oregon represented at NSBA the Annual Conference

Oregon Rural school students participate in a panel about rural education

OSBA participated in planning a student panel at the first-ever National School Boards Association's Rural Education Summit. Oregon students Javier Quintana (second from right) and Riley Templeton (right) made up half of a student panel Friday at the National School Boards Association's Rural Education Summit in New Orleans. Javier attends Phoenix High School; Riley attends Yoncalla High School.



Oregon students Riley Templeton and Javier Quintana also joined a panel to discuss the advantages and challenges of attending a rural school district. Their attendance is sponsored by both OSBA and NSBA. The panel was moderated by OSBA Vice President Emily Smith (Helix), who was instrumental last year in establishing the new Oregon Rural School Board Members Caucus.

'Free Speech and the board'

OSBA's chief legal officer and interim deputy executive director, Haley Percell presented before a packed crowd at NSBA's Annual Conference on "Free Speech and the Board." Given the popular demand for this subject, OSBA is considering producing a webinar and sharing it with members. Be on the lookout for email updates for webinars on this subject and other subjects relevant to school board members professional development.



Oregon's largest delegation to NSBA annual conference

Oregon was well represented in public education leaders engaging in sharing and learning about important subjects relevant to public education. This included Corvallis sharing its 'lessons learned' on centering community voice in the design of school buildings.



OSBA President Sami Al-Abdrabbuh joined other state association presidents on stage at NSBA's Annual Conference in New Orleans. Signifying the countless hours school board members spend in service to students, the presidents donned red superhero capes.



OSBA Updates

Legislative Policy Committee held its Annual in-person Meeting.

OSBA's Legislative Policy Committee met in Salem on Saturday, April 20th, to discuss funding, chronic absenteeism, and other pressing issues leading into the 2025 legislative session. Pictured below are members of the LPC who attended the meeting in person. Local board members are encouraged to contact their regional or Caucus representatives on the LPC committee for questions and updates.



2024 OSBA/COSA post-session Legislative Report

From the report introduction:

“This OSBA/COSA Legislative Report describes the bills enacted during the 2024 regular session of the 82nd Oregon Legislative Assembly that affect Oregon students, educators, and public schools. It was prepared jointly by the Oregon School Boards Association (OSBA) and the Coalition of Oregon School Administrators (COSA), whose continuing collaboration ensures that the interests of students, board members, and school administrators are at the forefront when state laws affecting public education are drafted and enacted.

Oregon public schools are represented full-time in Salem by Morgan Allen and Parasa Chanramy from COSA and Lori Sattenspiel and Efren Zamudio from OSBA.”

The report can be accessed here:

<https://osba.org/wp-content/uploads/LS20240410LegislativeReport.pdf>

V. SUPERINTENDENT'S REPORT



Corvallis

SCHOOL DISTRICT

Superintendent's Report

Shared with the Corvallis School Board during the May 9, 2024 meeting.

Certified Appreciation Week

May 6-10 is certified appreciation week. This week, we celebrate our certified teachers, speech and language pathologists, mental health therapists, counselors, and nurses.

A special "thank you" to the Corvallis Public Schools Foundation, who partnered with us to support both the classified appreciation week in March and this week's certified appreciation week. Thanks to their support, we were able to deliver items for an ice cream bar with strawberries and bananas, with an option for root beer floats, and encourage all staff to join.

National Interscholastic Swimming Coaches Association Award

Last year, Judy Storie from Corvallis High School was awarded the National Interscholastic Swimming Coaches Association's Outstanding Service Award for high school competitive aquatics. To be considered for this award, individuals must have:

- Served aquatics in swimming and diving and/or water polo for at least fifteen (15) years,
- Been a member in good standing of the Association for at least ten (10) years,
- Had above average success as a competitive aquatic coach, and
- Shown leadership at the local (city, state) level or at the national level in interscholastic aquatics.

Judy started coaching swimming at CHS in 1977.

School Green Teams

During the 2023-2024 school year, we have teachers and staff at every school helping to run and facilitate student Green Teams. A Green Team is a place for students to explore and take action on sustainability issues that interest them.

At tonight's meeting, you can view 2 different examples of projects from the Adams and Letitia Carson Elementary Green Teams in the Lincoln cafeteria.

Adams Elementary

Adam's students created an endangered wildlife mural and raised funds by collecting returnable recycling. They used these funds to "adopt" endangered animals through the World Wildlife Fund, and the funds go toward research and conservation efforts.

For Earth Month, the students created the Say No to Plastic banner. Featuring real plastic waste, the poster also has pictures of marine birds and other animals explaining how ocean plastic negatively impacts these animals. Both of these posters have been displayed in various community spaces.

Letitia Carson Elementary

The Leticia Carson students created the Love Your Planet posters to hang in their school hallways to influence peer behavior.

College Hill Film Festival

Last night, I attended the College Hill Film Festival, and I want to congratulate the students on their digital storytelling. The theme this year was "From My Point of View," and students shared their personal stories and experiences with the audience. Our College Hill board representative, Jazmin, shared her story, including the tragedies she has faced and her successes. At the end of her story, there was not a dry eye in the house.

Last District Equity and Diversity Inclusion Team (DEDI) Meeting

The last DEDI meeting of the year is Wednesday, May 15. This group has been meeting for the last two years, focusing on sharing the practices happening across the district in support of our Equitable Systems board goal. Our new educator mentor & an equity TOSA will be sharing the work they have been doing over the last school year.

Upcoming Graduations

I want to make sure everyone has the information on our upcoming graduation ceremonies.

Dual Language Immersion

At 5:30 pm on Friday, May 31, we will recognize our DLI graduates in the Corvallis High School theater.

WINGS

From 2:30 - 4:00 pm on Wednesday, June 5, we will recognize the graduation of our WINGS program students at Crescent Valley High School.

College Hill High School

From 7:00 to 9:00 pm on Thursday, June 6, we will recognize the graduation of our College Hill students at College Hill High School.

Corvallis High School

From 5:00 to 7:00 pm on Friday, June 7, we will recognize the graduation of our Corvallis High School students at Gill Coliseum.

Crescent Valley High School

From 7:00 to 9:00 pm on Friday, June 7, we will recognize the graduation of our Crescent Valley High School students at Crescent Valley.

We look forward to these each year to celebrate our graduating students as they get ready to move toward their futures.

Summer School

Even though the legislature dedicated funding for summer programs this spring, our district didn't meet the criteria to qualify for funding. Because of the generous support from the Corvallis Public

Schools Foundation, we are able to continue summer programming and serve twice as many high school students this year for credit recovery.

The four priority areas are:

- 1) Credit recovery for high school students
- 2) K-5 literacy through the 21st Century Learning Grant
- 3) Transition math camps (5-6 and 8-9)
- 4) Corvallis Public Schools Foundation's Grant Requests

Final Meeting for Our Student Board Representatives

Tonight is the final board meeting with our student board representatives. My sincere thank you to each of our student representatives. To those graduating, I wish you great success in your future. To those who will still be with our district, maybe even serve another term as a student representative, I look forward to seeing what you will accomplish in your remaining years with us.

Budget

We know that budget cuts are difficult, and there are no good answers. I recognize that reducing the number of people in our schools and splitting staff between buildings are both solutions with their own challenges. We know we will continue to have budget challenges over the next four years. Especially as the cost of living in Corvallis is high and fewer children are being born.

I encourage staff and the community to look for ways to talk about affordable housing. In looking at state school funding, I will be working with superintendents across the state to plan for the next legislative session and plan to continue to share information with the board on this work and ways of providing accuracy.

A. Farewell to Student Representatives

VI. **STUDENT REPRESENTATIVE REPORTS**

VII. **PUBLIC COMMENT (7:25 p.m.)***

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

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



PROVIDING INPUT TO THE SCHOOL BOARD

(Revised 08-15-23)

The Corvallis School Board values the opinions and input of students, staff, parents, and community members. Comments may be provided during certain meetings, and via written correspondence, as outlined below.

Public Comment at School Board Meetings

This option is available when *Public Comment* is an item on the agenda. To offer comments:

- A. Complete all of the requested information on a “Comment Request” card, which can be found on a table near the entrance to the meeting room, and give it to the Board Secretary at the head table **before** the meeting begins. Your testimony may be delayed until all of the information is provided.
- B. When you provide public comment, your name, address, and comments are matters of public record; however, students and staff do not need to provide their addresses.
- C. Keep your comments within the specified time allotted, usually three minutes, to allow time for others to comment. Please be respectful of those who wish to provide comments after you.
- D. Direct your comments to the School Board. The Board Chair will refer questions or requests for action to staff for response at a later date.
- E. If you read from a prepared statement, you may choose to leave your written comments with the Board Secretary to post online with the informational packet of the meeting and to file with the official minutes of the meeting. Handouts are not required but should you wish to provide them, please bring 13 copies and give them to the Board Secretary to distribute.
- F. Speakers may offer objective criticism of District operations and programs but the Board will not hear complaints concerning individual District personnel.
 - Complaints shall be handled following the steps outlined in Board Policy KL and Administrative Regulation KL-AR, copies of which are available at meetings and online at <http://policy.osba.org/corvall/KL/index.asp>.
 - Complaints regarding budget, programs, or other District issues also should be handled by first following the steps outlined in policy KL.
- G. Undue interruption or other interference with the orderly conduct of Board business cannot be allowed.
 - Defamatory or abusive remarks are always out of order.
 - The Board Chair may terminate a speaker’s privilege of address if, after being called to order, the speaker persists in improper conduct or remarks.

Written Correspondence

Letters, emails, and other written materials submitted to the School Board are considered public record. They may be submitted via U.S. mail to: Corvallis School Board, 1555 SW 35th Street, Corvallis, OR 97333. Emails sent to: schoolboard@corvallis.k12.or.us, will reach all Board members as a group as well as the following District staff: Superintendent, Assistant Superintendent, Human Resources Director, Finance and Operations Director, Communications Coordinator, and Executive Assistant to the Superintendent and Board of Directors (also known as Board Secretary).

Telephone Calls

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



Nelson, Kimberly <kimberly.nelson@corvallis.k12.or.us>

Arts Cuts

1 message

Read aloud during the May 9, 2024 board meeting. kn

Hartman, Naomi <naomi.hartman@corvallis.k12.or.us>
To: #Board <board@corvallis.k12.or.us>

Fri, May 10, 2024 at 7:44 AM

My name is Naomi Hartman, I teach music here at Lincoln elementary school and I live in the district.

I would like to talk about the 10 teachers who have been laid off from our district, the cuts that are being made to art and music programs and the loss of librarians, skills trainers, tech support, and custodial staff in Corvallis. These reductions include cutting the number of arts minutes essentially in half at the elementary level, reductions of visual arts at all levels, and a second year of cuts to the band program at CHS. This also includes layoffs of four art teachers and one music teacher. I would also like to note that cutting library, skills trainers, tech support and custodial hours technically come out of the district portion of the budget, however those cuts are felt at the building level.

When public arts education is reduced it creates huge equity problems because arts become something that only CERTAIN students can access during the school day. Others, if they can afford it, will do arts outside of school, while those who do not have either of those options simply miss out. The job of public schools is not to provide a quality education to SOME students and a mediocre education to others (based on income as well as other factors of privilege)- Our job is to provide a free, well rounded, quality, whole child education to ALL students.

So my question is: could our district have made different decisions about how to do these budget cuts that would have had less negative impact on our students?

We know that Corvallis has the largest budget reserves in the state by far, and that Corvallis has many more district level administrators than other districts, including districts like Salem which is much larger than we are. Our district level employees are also highly paid, especially when compared to certified and classified employees. We know that the district had hoped to absorb the budget shortfalls by attrition (meaning that when an employee retires or moves we don't replace them). However, it is apparent that attrition will not be enough, so we have to decide who gets laid off:

What I want to know is:

Can these layoffs be avoided by either opening our reserves to more spending or by doing a larger portion of cuts at the district level? And...

Are any district level employees currently being laid off (not to be confused with reduced or leaving voluntarily)? Because from where I'm sitting it looks like the District Office is doing their cuts by attrition while teachers are losing their jobs.

If I were in the difficult position of deciding who to lay off, I would start at the very top, because I believe that is the only equitable way to do it. If it were up to me I would reduce the number of superintendents in Corvallis to one instead of two (we currently have a superintendent and an assistant superintendent) and I would reduce the number of curriculum directors to one instead of three. I would do everything I could not to lay off any staff who work directly with students.

Now, superintendent Noss, I have nothing against you either personally or professionally. But the truth is you are our highest paid employee and you don't work directly with students. In fact your salary is approximately 5 times what mine is. In addition, this year you received a raise, or maybe a cost of living increase, that is almost as much as my yearly salary. It probably feels personal to you for me to suggest that you should be the first person laid off, and I get that. What I want you to understand is that when teachers lose colleagues to lay offs it feels personal to us as well. And even more important than losing colleagues is the fact that our district keeps saying (for two years in a row now) that you are trying to do these cuts in a way that has the least negative impact on students. But you aren't. If you truly wanted to put students first you would lay off district level administrators who don't work with students instead of teachers, librarians, skills trainers and other staff who work directly with students all day every day.

That is all.

--

Naomi Hartman (ella, she, her)
Música, Escuela Primaria Lincoln
Donate to my xylophone fundraiser at:
<https://cpsfoundation.org/>
Specify "Lincoln Music"

 **Art Cuts.gdoc**
1K

Dear School Board and Administration

My name is Alex Gough and I live in the district as well as attend Crescent Valley High School as a junior. I now serve as the Student Body President-Elect along with student representative Zoe.

I am here tonight to express concerns over the disappointing progress in communication. The Board has included community engagement in their 2024-2029 goals. Despite this, I do not feel there has been effective engagement with the community, especially around large decisions that impact all members of our district.

I want to begin with the Youth Truth Survey and corresponding advisor slides. Currently, this survey is used as the main method for student input. In the advisor slides the results from the year's prior survey are displayed. The slides stated 28% of students don't feel prepared for post-high school. I heard another student ask, "Then why are they getting rid of AVID?" While I believe hard decisions are made in light of budget cuts, I don't believe the removal of programs created especially for extra help with college preparedness is a step in the right direction. Besides that, Advisor is bogged down in slides and videos that are the result of the Youth Truth Survey. This makes it hard for us to use Advisor as an outlet for student and school information due to attention spans. However, on the validity of the survey itself, most students click the middle option to get through it fast. It takes 45 minutes to an hour to do this survey with diligence. When these issues were brought to the district office administration, we were told that the rates on the survey were consistent, making it reliable. To me this shows that students consistently don't put effort into long surveys that they don't understand the impact of.

In addition, Students and Families face immense barriers to providing input on district issues. For example, in the community-wide communication sent via parentsquare about budget cuts, the only methods for input listed were to come to speak at the school board or write an email. Students and faculty should be proactively included in discussions before decisions are made. Writing an email to the Superintendent or speaking on a live stream to their elected officials is very daunting for many students. I am here to request that the district put more focus on including students in decisions before they are made.

At the February 8th meeting when asked how students were able to give input in budget decisions, the only example mentioned was that we had the ability to forecast for classes in the upcoming year. This to me is unacceptable as the primary source of student input in decisions that affect their daily lives and is not an example of effective community engagement.

The impacts of these issues are seen every day. For example, this School Board had questions about the budget impacts at elementary schools that were shut down at the last Budget meeting. Or hysteria spreads because of quotes in articles stating certain positions had been cut. The district response is typically to move and correct that information. I experienced this myself when I brought concerns about instructions given to Crescent Valley Math. If the district works to communicate throughout processes and not after they have finished, the community will be better informed. However, this has to be done in effective ways. There is a reason why there was

little input provided on the math curriculum being voted on tonight. This is because the main community engagement method used was parent square.

In my view, the district must prioritize student and faculty input throughout the decision process. It is crucial to collaborate with the community on how to communicate more effectively.

- forums at schools
- office hours including virtual options with administrators designated for students
- continual evaluation of communication methods
- regular surveys and feedback mechanisms
- utilization of digital platforms. (REMIND PPS)
- Student advisory committees



Nelson, Kimberly <kimberly.nelson@corvallis.k12.or.us>

Jackson Soltero public comment script

1 message

Read aloud during the May 9, 2024 board meeting. kn

Soltero, Jackson <jackson.soltero@student.csd509j.net>
To: board@corvallis.k12.or.us

Thu, May 9, 2024 at 7:44 PM

I am here to discuss my and others concerns regarding significant cuts to the performing and visual arts programs throughout the corvallis school district.

Personally, I love what we do and the music we make. As well as this, our program helps less academically successful students stay included in programs that they enjoy, and expose students to experiences that they may never try as an adult. To add to this, the arts provides a creative outlet for students

Last year in May, our budget was slashed in a manner similar to this year.

- Teachers are being laid off and others must travel between campuses to fill gaps, which causes unnecessary stress and labor, which because of cuts, will likely be unpaid.
- When classes are cut, students are put into class levels that may not be appropriate for their abilities, causing a stunt in learning.
- While general student enrollment is declining, there has been an influx of performing and visual arts students this year, and having less classes would make rosters unreasonably large.
- Essential classes have been cut, such as our percussion ensemble. This decision was not made with discretion of our teachers, and will create a disorganized and inefficient learning environment. This is unacceptable.

The program that we all love so much is suffering. protests of last year did not work, and performing and visual arts students at corvallis high school are willing to do what we need to do to allocate our department the funding that it needs and deserves. Limited funding has been divided in a manner that i feel is unfair towards the arts and students like me, compared to other departments such as sports, including football and baseball. In regards to budget allocation, I hope you make the right decision.

Thank you

May 9, 2024

To the Corvallis School Board,

This letter is in regards to the proposed cuts to building Library Staff for the 24-25 school year.

First, we do want to acknowledge that all of the cuts are terrible, these decisions are hard, and there are always real people involved.

We ask that the district find a one-time item that is approximately the same value as the proposed staffing cuts for the libraries and use the reserve funds to cover those expenses at least until the next biennium budget from the state is settled.

The library staff offer an excellent return on investment. Cutting library FTE is disastrous for our patrons and our fiduciary responsibility. If the state provides sufficient funds in the next biennium, will library FTE return to current levels, or will something else be deemed more important? We will be losing valuable resources (staff that have relationships, knowledge of collections, and all of the processes that occur in the school library setting) for short term “gain”.

The current proposal cuts **elementary** library FTE by a bit more than half - but that rate varies from school to school. I would like to note that the current FTE in each elementary building is .81 FTE (or 6.5 hours per day). Next year, Elementary schools can expect to be served by library staff three or four hours per day, and in one case it is expected that the library staff is limited to two hours per day.

Library staff make up less than 1 percent of district staffing but are being cut by 30 percent. Library staff interact with **every** student in the district.

What library staff at the elementary level do:

The elementary library staff currently carry out the following functions in their buildings:

- Class time (30-45 minutes per class per week)
- Lessons planned around Oregon State literacy standards for fluency, text type recognition, research and inquiry skills, key concept recognition, and beyond state standards such as digital citizenship, media literacy, social emotional awareness, equity, diversity, disability, justice. [Draft Scope and Sequence](#)
- Collection development (researching books to be purchased, weeding, and book repair)
- Updating our online catalog, Destiny Discover, such as book collections by topic and links to online resources

- Inventory
- Inter-library loans to support students across schools
- Non-class time in the library (indoor recess options, clubs, etc)
- Connect with teaching staff to find books to support lessons and curricula
- Act as a counterpart with the Central Instructional Media Center (CIMC) on tracking curricula, resolving any library management systems issues
- Coordinating with CIMC to resolve any cataloging issues
- Create, stock, maintain the Makerspace, supervise weekly STEAM time for students, recruit and manage volunteers for Makerspace, set up/clean up after Makerspace classes
- Plan read-alouds and prep table activities for class time
- Create reading engagement and promotion programs
- At DLI schools - plan and coordinate Lucha Libros competitions (Spanish version of OBOB)
- Coordinate, support and recruit volunteers to help with programs such as: Battle of the Books and Lucha Libros competitions, book fairs, reading incentive programs, and shelving books

How the library spaces functions:

The elementary library also acts as a third-space, a space apart from home or work, where a patron can be a bit more themselves. Students themselves report that the library is a safe space. This staff has worked at creating a diverse collection and a space that fosters inclusion and supports students in many ways. The elementary library staff are one of a few points of contact that can be consistent through a child's elementary years. This allows for a relationship and understanding between staff and patron, so that interests and abilities can be acknowledged and accommodated through suggestions for books or media resources, as well as collection development. It is that relationship that fosters a love of reading in our students, and a love of learning.

Why are libraries and library staff important?

There are many studies that show the benefits of library staff within a school building. Cutting these services is devastating. The Institution of Education Sciences has shown that “Students who attend schools with certified teacher-librarians and quality library facilities perform better on standardized tests and are more likely to graduate, **even after controlling for school size and student income level.**” It’s far from the only study to find that truth, and it’s

not just reading scores. In a 2015 Washington State study, a school librarian was a predictor of higher elementary and middle school math scores. (*Coker*) There is more than 50 years of research supporting librarians and libraries - over 60 studies. (*Otero Martinez*) Across every one of them is the reality that underserved students see the most robust gain. And yet they remain the students least likely to have access. Students prosper when “administrators, teachers, and librarians themselves think of the school librarian as a school leader; as a teacher, co-teacher, and in-service professional development provider; as a curriculum designer, instructional resources manager, and reading motivator; and as a technology teacher, troubleshooter, and source of instructional support.” (*Lance & Schwarz*)

History of the elementary library in CSD:

Seven years ago (2017) the elementary library staff were given additional hours from .5 FTE to .81 FTE. The proposal that is under current consideration would put the library system with fewer hours that it had before that change was made. Between COVID and bond work this year was the first “normal “ year this staff has had in quite a while. It was noted among the group that this was also a year in which everyone had at least two years on the job, meaning that training requirements were minimized and everyone could focus on the core work of the library. The libraries are in a much better place than they were five years ago.

The current proposal splits some library staff between buildings. This is a difficult situation that will not be conducive to a functional library. Every library in the school district has its own unique character. This character is created by the school community but is driven and directed by the library staff. Library staff make decisions on what books to purchase, what to remove, where to place and display them. It takes a few years to get to know one collection and the task of getting to know two collections and a whole additional set of patrons will be difficult and patrons will suffer.

The levels of “benign” neglect that would occur with the proposed cuts would quickly set the libraries back. The current list of functions that the library staff provide will need to be cut. We believe that they are all crucial. If the library staff are unable to do these tasks due to limited hours, then who will be asked to do these tasks?

Library Staff as Asset Managers:

Library staff also operate the library management system at the building level. This system is part of the fiduciary responsibility the district has with its investors (tax payers). This system tracks library books and curriculum and provides the district with vital information on

where these items are (or should be). Without the building level support this system also gets neglected. The systems to ensure this tracking is done well would place additional burden on teaching staff or other administrative staff. This is an aspect of the job that is asset management and it is clear that this would suffer as well as the student engagement aspects.

The estimated value of the elementary library collections alone (so not including any secondary) is just over one million dollars. This only includes the replacement costs and is not adjusted for inflation, this does not include the time that is taken in tracking down what needs replacement, the additional processing time to make those replacements trackable and accessible. The current check-out and check-in system is not perfect and books are “borrowed” from the library without being checked out. One major cause of this is that there are times when the library is unmanned by staff who can do check-in and check-out. There are many attempts at work-arounds - but compliance is spotty at best. Further reductions in staff time means that instances of library materials just disappearing would increase the unreliability of this system.

In addition to library materials, the elementary library staff help CIMC to track curricula. This is not an insignificant area for investment for the district. This would be another aspect of the system that would likely fall to neglect.

Conclusion:

The American Association of School Librarians takes the position that, “an effective school library has a certified school librarian at the helm, provides personalized learning environments, and offers equitable access to resources to ensure a well-rounded education for every student.” The state of Oregon through ODE also sets standards for a media program. We believe that the proposed district cuts would continue to erode the intended outcomes of these standards.

April is School Library Month and the library staff asked students and staff to post notes about the things they love about the library. There are the usual comments about the books, but overwhelming the student feedback is about the staff and the safety students feel in the library spaces. The libraries are so much more than just books. They are people and communities, quiet spaces for studying, flexible spaces for forming connections and where there are guides and coaches to help navigate information and critical thinking. And finally they are places where imagination and innovation bloom.

We would like to leave you with a quote from Susan Schvet, the director of the Seabrook Library in New Hampshire, that we think aptly describes what we will see at the elementary level next year: “A library without a librarian is a warehouse.”

Signed,

Erica Chaney - CIMC

Ted McCann - Garfield

Nicole Sauret - CIMC

Kelsey Ward - Linus Pauling

Becky Torgerson - Adams

Lechelle Hendricks - Kathryn Jones

Harrison

Sonya Bacheller - Lincoln

Kathryn Melvin - Crescent Valley

Rebecca Sauret - Crescent Valley

Cara Miller - Bessie Coleman

Christy Kogler - Letitia Carson

Sara Juranek - Franklin K-8

Ace Sassaman- Corvallis High School

Sarah Farrell - Cheldelin

Calley Odum-Dalenberg - Mt. View

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Corvallis 509J School Board Meeting - May 9th, 2024

My name is Kathryn Melvin. I started working for the Corvallis School District in January 2008 in the elementary life skills classrooms. I've worked in other classified roles and this is my seventh year working in the library department. The first six and a half were at Kathryn Jones Harrison Elementary and recently I started working in the Crescent Valley High School library.

Our department and many other important roles that directly interact with students were devastated by the recent budget cuts. You have lost knowledgeable and dedicated staff with these cuts. Had I stayed at Kathryn Jones Harrison, I likely would have been told that next year I would be splitting my hours between two schools and that my KJH students would be receiving roughly half the library instruction and access time as now.

There are a multitude of studies linking libraries and increased academic success and the social emotional wellbeing of students. Other statements by my peers may outline that further but I believe you have been told these statistics in the past and still made the decision to cut libraries.

In this district we've been talking for years about the importance of building relationships with students in order to build trust and make gains academically, socially, and emotionally. In our libraries we've built solid relationships with our students and the many parent and community volunteers who know us and trust us and love the libraries as much as we do.

So maybe we need to build better relationships with *you*, you who hold the financial power. And we can't start building a relationship if you don't know what we *really* do. We need to break down the misconceptions of what people think a librarian does with their time. So the value we bring cannot be pushed aside.

To the Board and the Executive Team - come spend time with us in the libraries, not a brief tour and a wave, or to take pictures of our beautiful spaces for the bond updates. It's important to visit for the celebrations but also see the behind-the-scene work that take up the majority of our time:

- Experience the joy of connecting students to a story with a read aloud – but also the prep work to find just the right book for the right class at the right time in order to make those connections.

- Make a beautiful display of books – and then pour over journals, reviews, and cross reference the collections of other libraries to get the next batch of new books ready to order while you *hope* that you have the money to actually purchase them.
- Observe the kids who get to truly be themselves at school in few other spaces than in the library – and then *you* tell them that the libraries will not be open at recess anymore next year.
- Ask us questions about how we decide to remove books, collaborate with teachers, repair books, run reports, and track down books and missing curriculum.
- Help us with the tasks that we already do not have time to do and cannot imagine doing with less time.

Come work with me at the CV library, you can pick the day and spend just a couple hours, a couple hours where you set aside the title you hold tonight – instead let's say...

- You're a newly hired LMT – in a district without a district librarian, without an onboarding program that prepares you for your role. Where there isn't enough training with the person you're replacing and, when they leave, you watch years of institutional knowledge disappear as the door closes.
- You're a newly hired LMT – excited to be working in a library because you love books, kids, and helping people and you really hope that's enough – But that's never enough. You need time and a lot of mistakes to be “enough” and years with students to build trust and find your groove.
- You're a newly hired LMT – and you will spend every minute bustling around the library thinking about the next task that *needs* to be done and the thousand tasks you *want* to get done.

I need to be up here tonight because I am passionate about libraries and what the space and resources can do for kids' academic and mental health. My voice is shaking because, at one time, I thought this was it, a position I would grow old with. These thoughts wavered more recently and in January I started my Masters in Library and Information Science. Sadly, this means I am working my way out of this district right now, one semester at a time. Maybe I'll end up at OSU where I'll be paid a wage that lets our family stay in Corvallis. Or maybe we won't be able to stay in Corvallis, but I'll find a library or a district like Eugene that, despite statewide budget reductions, is hiring 5 full time teacher librarians for the next school year. Wherever I

land, it will be in a place that uses my professional training and honors my experience, passion and dedication in a way that feels different from this district right now.

There are a lot of us from the libraries here tonight, along with friends and coworkers. And even if we don't all speak, our presence should tell you something.

Please take my invitation as seriously as I take my job and my commitment to our students and school libraries.

Thank you,
Kathryn Melvin

I have been a 3rd grade teacher at Kathryn Jones Harrison for the last 7 years. Before teaching, I was the library media tech at our school for 4 years. I think that I have a unique experience in understanding the impacts of libraries on our elementary school communities. When I was the librarian at Kathryn Jones Harrison, my hours would change from year to year. With that came the level of support that I was able to give to students. In recent years, the library - maker space has become the heart of our school - an open, inclusive space that is vital for promoting literacy. I want to share with you the impact that the library has made on my 3rd graders. When a student is excited to read the next book in a series, I can send them to the library to check it out. When I was the librarian, I wanted teachers to send their students to the library, but students rarely checked out books outside of their classroom library time because of my limited availability. In the last two years, our library - maker space has been a recess option for all students. Every day, I notice that my students access this space to do puzzles, build creations with STEM supplies, play chess, check out books, read, and chat with their friends. I also see that our books are circulating more often as my students line up at the end of recess with their new library books. They know that they don't have to wait for the next library day to get inspired by a good book. Zarretta Hammond said, "Literacy is the epicenter of equity." In our CCC Curriculum, we teach our students how to choose books to help them grow as readers. They learn to gauge whether a book is too hard, too easy, and if it fits their interest. Students need time during Individualized Daily Reading - or IDR time - to figure out if a book is a good fit. Next year, will students have to wait for a week or two to find a new book if their IDR book is not a good fit? Many teachers do have classroom libraries, but students need a wealth of books to choose from. I know that Corvallis School District has to make some hard decisions due to state funding and enrollment. Please don't take a step back in limiting library access for our elementary students.

Maria Simmons
3rd Grade Teacher
Kathryn Jones Harrison

**VIII. RESOLUTION NO. 24-0501 - ACKNOWLEDGMENT OF CARIBBEAN -
AMERICAN HERITAGE MONTH**



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Co-Vice Chair Shauna Tominey, Board Position #5
Meeting Date: May 9, 2024

Resolution Number: 24-0501 **Acknowledgment of Caribbean American** **Heritage Month**

Action Requested

Background

In 2006, Caribbean American Heritage Month was first proclaimed at the national level. While there has yet to be state recognition of Caribbean American Heritage Month in Oregon, local communities, school districts, and colleges recognize it each year. The proposed resolution is to help create a platform to educate students about Caribbean American peoples identities and their contributions to the community and beyond, both historically and in current times.

Involvement

Co-Vice Chair Shauna Tominey, Co-Vice Chair Terese Jones, Director Chris Hawkins

Cost Impact

Minimal existing staff time

ACTION REQUESTED

Adopt this resolution.

MOTION REQUESTED

“I move to adopt Resolution Number 24-0501– Acknowledgement of Caribbean American Heritage Month as submitted.”

Corvallis School District 509J

ACKNOWLEDGEMENT OF CARIBBEAN AMERICAN HERITAGE MONTH

Resolution Number 24-0501

WHEREAS, the Corvallis School District recognizes and pays tribute to the significant contributions made in our community by Caribbean Americans, which includes members of the Indigenous, Black, and Latinx/e communities and reflect people directly from and with ancestry from all nations and lands in and around the Caribbean Sea.

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

WHEREAS, Caribbean American Heritage Month grew out of a campaign led by Dr. Claire A. Nelson in 2004 to have June recognized as National Caribbean American Heritage month; and

WHEREAS, Caribbean Americans are largely left out of academic discourse; and

WHEREAS, Caribbean Americans have been and continue to be impacted by lasting impacts of colonization, including violence, discrimination, and systemic barriers; and

WHEREAS, June became recognized as Caribbean American Heritage Month nationally following presidential proclamation in 2006; and

WHEREAS, Oregon has yet to officially recognize Caribbean American Heritage month; and

WHEREAS, Caribbean Americans have contributed to the history and collective future of Corvallis and Benton County, OR; and

WHEREAS, Caribbean American History Month provides an opportunity to continue the District's growth in learning about the many contributions of Caribbean Americans to the nation, world, and local community; and

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

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

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

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

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

does hereby proclaim **June 2024** as well as each June annually, as **Caribbean American Heritage Month** in the District and strongly encourage students, families, staff, and community members to join in existing local celebrations;

and encourage all schools in the district to help highlight this month in grade appropriate ways as well as highlight the contributions of all Caribbean American 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 9th day of May, 2024.

Signed:

Attested:

Luhui Whitebear, Ph.D., Board Chair

Ryan Noss, D.Ed., Superintendent

IX. K-12 SCIENCE CURRICULUM PRESENTATION (7:55 p.m.)*

A. Grades 6-8 Science Curriculum Adoption



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Kim Johnson, Middle School Coordinator
Meeting Date: May 9, 2024

Middle School Science Adoption

ACTION REQUIRED

Background

The previous curriculum, Amplify, fell short of meeting the dynamic needs of our students and educators. Additionally, the financial burden of maintaining the subscription was unsustainable. This report details the adoption process undertaken by the entire MS science team to select a new middle school science curriculum.

Adoption Process Overview

The adoption process started this fall with an overview of state-approved curriculum, followed by the creation of a shared vision for middle school science education. Subsequently, multiple curricula were piloted, and feedback was gathered from teachers and students. The final decision was informed by the district curriculum adoption rubric and community input.

Piloting Phase

Throughout the piloting phase, teachers and students engaged with various curriculum, providing valuable feedback on usability, effectiveness, and alignment with instructional goals. Stile Education received overwhelmingly positive feedback, particularly regarding its interactive platform and rich multimedia resources. After a thorough review and piloting phase, Stile Education emerged as the preferred choice due to its alignment with state standards, adaptability to the evolving science landscape, and positive feedback from teachers, students, and the community.

Community Feedback

Community engagement was a crucial component of the adoption process. Feedback from families and stakeholders highlighted a desire for a curriculum that promotes student engagement and inquiry. Stile Education garnered support from the community for its innovative approach to science education.

Quotes from the community feedback survey:

“I’m not a teacher, but I have a science background (PhD in Molecular and Cellular Biology). I was impressed by the Stile curriculum. This is my favorite of the three curricula. I read through the entire unit on Climate Change, and I skimmed all the other units. I think Stile would help CSD science teachers provide their students with a good background in eco-literacy, as in School Board Goal 3, Strategy 2. The units looked fun and engaging for the students, with lots of real-world applications and opportunities for building critical

thinking skills.”

“I like how clearly the material lays out for teachers resources to use, lays out the time to prepare and what should be done, and provides worksheets, questions and other resources for teachers. The lessons are inspirational and work hard to entice students to be curious about science.”

ACTION REQUESTED:

Based on the findings of the adoption process, we recommend adopting Stile Education as the middle school science curriculum. This decision is informed by its alignment with state standards, positive feedback from stakeholders, and potential to enhance student learning experiences.

MOTION REQUESTED:

“I move to adopt Stile Education as the middle school science curriculum.”

B. Grades K-5 and 9-12 Science Curriculum Postponement



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Amy Lesan, Elementary School Coordinator
Nikki McFarland, High School Coordinator
Meeting Date: May 9, 2024

K-5 and High School Science Adoption Postponement

ACTION REQUIRED

Background

When a district seeks to postpone regular purchase of state-adopted materials as required by ORS 337.120 we must submit an application to the Department of Education that includes:

- Reason for seeking postponement
- Materials that will be used during the postponement
- Future installation date
- Date of Board approval of postponement

Reason for seeking postponement

Due to a reduced budget, and in response to staff feedback about their needs, we have prioritized:

- Middle school science materials
- Updates to elementary science kits
- High school math materials (courses after Geometry/ Data Reasoning)
- AP and dual credit materials (including AP Chemistry, AP Statistics, Financial Algebra, AP US History)
- High school SEL curriculum
- College and Career learning curriculum

Process

Elementary

- Fall (Oct-November 2023)
 - Survey of teachers and community to get feedback on what to prioritize during a science adoption
- Winter (Jan 2024)
 - Survey of elementary teachers on prioritizing purchases and the budget for SG&E that included science materials
- Winter (Feb 2024)
 - Student Growth Department reviewed K-12 teacher feedback and budget constraints to prioritize stand-alone science classes at MS as the highest priority for our budget 24-25
- Winter/Spring (March 2024)
 - Through data and conversations with an elementary science adoption team, a decision was made on how to spend the limited funding to best support science instruction at elementary schools (see below)

High

Winter 2023

- High school science teachers reviewed current science materials against the district materials rubric. Criteria were “consistently” and “sometimes” present in materials that were adopted in 2016.

Fall 2023

- High school science teachers reviewed the state criteria, identified their most important criterion/

Fall 2023

- High school science teachers reviewed state materials and requested samples

Winter 2023

- High school science teachers were asked what was “essential to have”, “nice to have” and “not necessary at this time”.
 - 70% responded that new materials were “not necessary at this time”
 - 30% responded that materials would be “nice to have”
 - “Nice to have” materials include:
 - AP Chemistry textbooks
 - Environmental Science textbooks
 - Equipment
 - Several teachers responded that their current adopted and supplemental materials are better than the new materials on the approved ODE lists.

Materials that will be used in science courses during postponement

Elementary

- **Community Partners** (Dimension 1: Science and Engineering Practices) We are in the process of working with community agencies to partner with specific grade levels so students will have annual field experiences that deepen their understanding of science practices.
- **FOSS Kits** (Dimension 2: Crosscutting Concepts): We will continue to use our current adoption of FOSS Science Kits, prioritizing the use of the Next Generation aligned kits and continue to update kits when possible.
- **Mystery Science** (Dimension 3: Disciplinary Core Ideas): We purchased a 3-year license for a *supplemental* science program called Mystery Science that a majority of teachers requested and supported for supplemental science instruction

High

- Glencoe Biology
- Chemistry- Introductory Chemistry. A Foundation (Zumdahl and DeCoste)
- College Physics, A Strategic Approach, AP Edition (Knight, Jones and Field)

Future Installation plan:

Postponement can be valid for up to two years. We will review this postponement in the new biennium. Assuming the state improves educational funding, upcoming adoptions should not be impacted. The instructional materials adoption schedule is below:

For use in classrooms by	Fall 2025	Fall 2026	Fall 2027
Subject	Health and PE	Social Sciences	World Languages & the Arts

ACTION REQUESTED:

Postpone adoption of elementary and high school Science materials.

MOTION REQUESTED:

“I move to postpone adoption of elementary and high school Science materials.”

X. **GRADES 9-12 MATH CURRICULUM ADOPTION (8:05 p.m.)***

A. Algebra 2 and Honors Algebra 2



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Nikki McFarland, Secondary Teaching and Learning Coordinator
Jenn Vomocil, K-12 Math TOSA
Meeting Date: May 9, 2024

High School Math Curriculum Adoption - Algebra 2 and Honors Algebra 2

Action Requested

Background

Last year, CSD adopted new materials for Algebra 1 and Geometry/Data Reasoning and delayed adopting new materials for the other (+1) math courses. It has been over a decade since the district adopted a new Math curriculum for these courses. The intention of adopting new materials is to ensure that our students have access to rigorous and relevant lessons and materials that are aligned with Oregon grade-level standards.

Overview of Adoption Process:

- Fall 2023- Review and evaluation of ODE-approved materials by teacher committees
- Winter 2023- Training from publishers on the use of their digital materials.
- Winter 2023- Teacher pilots of materials (Big Ideas and enVision for Algebra 2)
- Winter 2023/Spring 2024- Feedback collection from teachers and students.
- Spring 2024- Teacher discussion and evaluation of piloted materials; finalist selected
- Spring 2024- Community access to selected materials and feedback survey

Overview of Big Ideas for High School Algebra 2

Big Ideas Learning offers a focused, rigorous, and comprehensive K-12 math program. Written by a renowned, single authorship team, Oregon Math provides a cohesive, coherent, and rich mathematics curriculum that encourages students to become strategic thinkers and problem solvers.

Feedback on Recommended Curriculum

Staff Feedback:

Big Ideas for High School Algebra 2

- The 'Review and Refresh' sections at the end of each exercise set as well as the 'Prepare' section at the beginning of each chapter will provide support with prerequisite skills.
- Includes opportunities to apply modeling throughout each chapter.
- Has extensive collection and range of problems available in the text that will fit students' needs
- Student edition looks clean and easy for students to follow.

Student Feedback:

Big Ideas for High School Algebra 2

- Two sets of materials were piloted with Algebra 2 students during the Quadratics unit and more student 35% preferred Big Ideas to the other materials (20%) and the

remaining 45% had no preference between the two.

- Student quote “I prefer the big ideas books layout better since it has more information that makes it clear and easier for beginners. I also noticed that some of the Savvas information, like the table shown in example 3, isn't labeled and therefore makes it feel less reliable and confusing.”

Community Feedback:

We elicited community feedback on all +1 math course materials (Algebra 2, Precalculus, AP Precalculus, AP Statistics, Financial Algebra). Five community members responded, providing feedback on Algebra 2 and AP Statistics materials. On 6 of the 10 feedback questions, responses were greater than 50% positive.

The lower-rated questions were related to:

- Support and level of challenge
- Relationship to a larger unit
- Support for reading, thinking, writing, problem-solving, and meaning-making
- Task relevance

ACTION REQUESTED

Adopt *Big Ideas for High School Algebra 2* as the Algebra 2 and Honors Algebra 2 mathematics curriculum.

MOTION REQUESTED

“I move to adopt *Big Ideas for High School Algebra 2* as the Algebra 2 and Honors Algebra 2 mathematics curriculum.”

B. Precalculus



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Nikki McFarland, Secondary Teaching and Learning Coordinator
Jenn Vomocil, K-12 Math TOSA
Meeting Date: May 9, 2024

High School Math Curriculum Adoption - Precalculus

Action Requested

Background

Overview of Precalculus 7th edition copyright 2022 by Blitzer published by Savvas for High School Precalculus

If approved, the district would intend to install these instructional materials for use in the fall of 2024.

"Your world is profoundly mathematical." Bob Blitzer continues to support and inspire students with his friendly approach, making Precalculus and the Blitzer series of texts beloved year after year by students and instructors alike. His unique background in mathematics and behavioral science informs a wide selection of applications that appeal to students of all majors and connect math to our lives. In the 7th Edition, relevant new applications topics include World Tiger Population, the COVID-19 Pandemic, Area Burned by Wildfires in the U.S., Use of Social Media by Age, and much more.

This is an Independent Adoption. Per Division 22, the district school board of any school district, with the assistance of the district's teachers and administrators, may adopt instructional materials independently for use in place of or in addition to those adopted by the Board [State Board of Education].

- Corvallis school district has on file a letter from Savvas assuring that these materials comply with the most current National Instructional Materials Accessibility Standard (NIMAS)
- Savvas has committed to making this website accessible for all users. Savvas.com is maintained according to the WCAG 2.0 AA guidelines. While every effort has been made to make all content within the site accessible to all users, it has not been possible to convert certain legacy content to an appropriate format.

Feedback on Recommended Curriculum

Staff Feedback:

Blitzer: Precalculus by Savvas

- Teachers were looking for materials that would improve what they have in two specific areas:
 - 1) New and more relevant examples for problem-solving, especially with respect to application problems

2) Online support for students, teachers, and support staff

They were pleased with what Blitzer: Precalculus offers in these areas. They also commented:

- Teachers liked that the scope and sequence fit well with the Math 11z content goals.
- Teachers highlighted several other positive features of the Blitzer text:
 - Corequisite support materials, videos to enhance understanding, tips on achieving success, exercise sets including preview problems to prepare for future topics, extensive exercise sets, and a wide variety of application topics.
- A teacher team has completed the IMET state criteria checklist, which is on file at the district office.

Student Feedback:

Blitzer: Precalculus by Savvas

- "The examples are more relevant and interesting because I can understand the context better."
- "The textbook looks good and is more inviting to read with colorful examples."
- "I like the diagrams that help me understand the concepts better."

Community Feedback:

- There was no community feedback given on the Precalculus curriculum.

ACTION REQUESTED:

Adopt *Blitzer: Precalculus by Savvas* as the Precalculus curriculum.

MOTION REQUESTED:

"I move to adopt *Blitzer: Precalculus by Savvas* as the Precalculus curriculum."

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

A. Minutes

1. April 11, 2024

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

I. CALL TO ORDER AND ROLL CALL

The meeting was called to order at 6:34 p.m. in the Gymnasium of Lincoln Elementary School, 110 SE Alexander Avenue, Corvallis, OR 97333. The secretary recorded those present as listed below.

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

II. ACKNOWLEDGMENT OF ASIAN AMERICAN AND PACIFIC ISLANDER HERITAGE MONTH

Board members and student representatives read aloud Resolution Number 22-0401, Acknowledgment of Asian American and Pacific Islander Heritage Month, which is celebrated annually in May. (The document is posted online with the information packet of this meeting and will be filed with the official 2023-24 board records.)

III. BOARD MEMBER REPORTS

Director Al-Abdrabbuh attended the National School Boards Association Annual Conference with Superintendent Noss and Operations Director Kim Patten and shared that they presented regarding the bond program. Additionally, he shared some takeaways from the conference.

Director Hawkins shared the following update:

- Attended the Linus Pauling Middle School Golden Apple celebration and expressed gratitude for the Corvallis Public Schools Foundation and the way they celebrate staff members.
- Attended Crescent Valley High School Core Council; a great group of students involved in impactful projects including a mental health space at the school for students.
- Visited with lunch crews, kitchen staff, and custodians to discuss the recycling and composting program; feedback indicates that it hasn't imposed additional workload with the student helpers.
- Attended the Adams Elementary School open house, where students did a great job conducting tours of the remodeled building.

Director Finger McDonald attended the district speech and debate tournament and announced that several students have qualified for the state competition.

Chair Whitebear provided the following update:

- Participated in the District Diversity, Equity, and Inclusion (DEDI) meeting with Director Tominey and expressed appreciation for the sense of community.
- Attended the second Native American Family Night; highlighted the positive experience of coming together with community members, staff, and students.

IV. SUPERINTENDENT'S REPORT

Superintendent Noss presented key highlights from various district events, such as the Nichidai visit, DLI presentations, participation in the African American Youth Leadership Conference at OSU, and the Golden Apple Awards. (The detailed report is posted online with the informational packet of this meeting and will be filed with the official 2023-24 Board records.)

V. STUDENT REPRESENTATIVE REPORTS

Student representatives provided updates on current events at their schools.

VI. PUBLIC COMMENT

Kirstin Carroll, Parent and EduStaff employee, expressed concerns about cell phone usage and advocated for implementing a ban on cell phone use at all school levels. Has initiated a petition aimed at prohibiting cell phones during school hours to promote social well-being. (The written comment is posted online with the informational packet of this meeting and will be filed with the official 2023-24 Board records.)

Caroline Amador, MD, Parent, and community member, shared concerns about the impact of cell phone usage in schools and advocated for banning phones in all schools. (The written comment is posted online with the informational packet of this meeting and will be filed with the official 2023-24 Board records.)

VII. TITLE VI INDIAN EDUCATION GRANT APPLICATION

A. Presentation

Marcianne Rivero-Koetje, Multilingual Programs and Equity Coordinator, delivered a presentation on the Title VI Indian Education Grant Application. She shared slides and facilitated a discussion with the Board. (The slide presentation is posted online with the informational packet of this meeting and will be filed with the official 2023-24 Board records.)

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

Starbear Lincoln, a Corvallis School District student, voiced her support for the Indian Education Program, offering perspectives based on her experience as a Native student in the district.

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

VIII. STUDENT SUPPORT SYSTEMS UPDATE

Assistant Superintendent Harder, Student Services Coordinator Sabrina Wood, Elementary Coordinator Amy Lesan, and Middle School Coordinator Kim Johnson along with Principal Tracey Fisher and Susan Reeves from Bessie Coleman Elementary School, Principal Stephanie Seals and Angie LaGue from Cheldelin Middle School, Principal Byron Bethards and Tara Stroup from Mt. View Elementary School delivered a comprehensive presentation and update on elementary and middle school student support systems. (The slide presentation is posted online with the informational packet of this meeting and will be filed with the official 2023-2024 board records.)

After the update, district staff participated in discussions with the Board and addressed questions that arose.

IX. BOARD GOALS AND STRATEGIES - SECOND READ

Superintendent Noss provided an updated Board Goals document to the Board before the meeting with language options for the Board to review. (This document 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 and addressed questions raised by the Board. The following revisions were discussed:

- Change country of origin to read national origin.
- Replace “struck” language in goal number one with option number two.

MOTION:

It was moved by Director Al-Abdrabbuh and seconded by Director Largent to adopt the 2024-2029 Board Goals and Strategies as revised. The motion was voted on and passed unanimously.

X. CONSOLIDATED ACTION

The Board pulled Policy JBC and JBC-AR for discussion.

Chair Whitebear shared corrected language in the suggested motion for Certified Staff Device Replacement Request from Master Purchase State Agreement to OMNIA-National Cooperative Purchasing Alliance (NCPA); it was accepted without objection.

MOTION:

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

The Board approved the following items:

- A. Certified Staff Device Replacement** – (This document is posted online with the informational packet of this meeting and will be filed with the official 2023-24 Board records.)
- B. Non-Resident Transfer Allocation 2024-25** – (This document is posted online with the informational packet of this meeting and will be filed with the official 2023-24 Board records.)
- C. Minutes – March 7, 2024; March 14, 2024** – (These documents are posted online with the informational packet of this meeting and will be filed with the official 2023-24 Board records.)
- D. Licensed Personnel Action** – (This document is posted online with the informational packet of this meeting and will be filed with the official 2023-24 Board records.)
- E. Board Policies**
 - 1. Policy JBC - Nondiscrimination on the Basis of Gender Identity - Transgender, Gender Expansive, and Gender Nonconforming Students - Second Reading**
 - 2. Policy JBC-AR - Nondiscrimination on the Basis of Gender Identity - Transgender, Gender Expansive, and Gender Nonconforming Students - Second Reading**

XI. CONSOLIDATED INFORMATION

The Board received the following information:

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

- B. February 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.)

XII. BOARD MEMBER COMMENTS

Director Hawkins conveyed that student representative from College Hill had raised concerns regarding safety with the possible implementation of cell phone restrictions.

Director Largent expressed appreciation for the new accessible seating for board meetings.

Director Finger McDonald reported receiving positive feedback from staff, families, and students regarding the successful implementation of cell phone restrictions in middle schools. She emphasized the importance of examining cell phone usage across different grade levels as a valuable conversation.

Director Jones reminded the community that April is Sexual Assault Awareness Month and expressed gratitude to the district for their commitment to providing comprehensive education and having transparent conversations about consent.

Chair Whitebear offered the following:

- Addressed the passing of college student Cole Brings Plenty, underscoring the impact on the Native community due to the pervasive issue of murdered and missing indigenous people – an ongoing crisis affecting both community members and students.
- Highlighted the upcoming run and concert organized by Crescent Valley High School’s SAFE club to support Murdered and Missing Indigenous People, scheduled for May 4.
- Emphasized the importance of considering safety concerns, such as students who are parents or caregivers for younger siblings, as well as parents using cell phones to track their students, in discussions about cell phone usage at different grade levels.
- Expressed concerns regarding parking challenges at Corvallis High School.

XIII. ADJOURNMENT

There being no further business before the Board, Chair Whitebear adjourned the meeting at 9:09 p.m.

Luhui Whitebear, Ph.D., Board Chair

Ryan Noss, D.Ed., Superintendent

Prepared By: Kim Nelson

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B. Licensed Personnel Action



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Jennifer Duvall, Human Resources Director
Meeting Date: May 9th, 2024

Licensed Personnel Action

ACTION REQUESTED

Termination/Resignation/Layoff/Retirement

Name	Position	FTE	Building	Effective	Notes
Day-Iasias, Kara	ELL Teacher (Currently on leave)	1.0	District Office	6/30/2024	Resign
Elsdon, Sam	School Counselor	1.0	Adams Elementary	5/1/2024	Resign
Garcia Canovas, Isabel	Third Grade-Bilingual Teacher	1.0	Lincoln Elementary	6/30/2024	Resign
Huth, Kristen	Second Grade-Bilingual Teacher	1.0	Garfield Elementary	6/30/2024	Resign
Meeker, Patricia	Special Education Teacher	1.0	Linus Pauling Middle	6/30/2024	Retire
Park, Melissa	21 st Century Site Lead	.5	Letitia Carson Elementary	5/17/2024	Resign
Rice, Mackenzie	Mental Health Therapist	1.0	Letitia Carson Elementary	6/30/2024	Resign
Tonna, Lesley	ELL Teacher (Currently on leave)	.6	District Office	6/30/2024	Resign

MOTION REQUESTED:

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

C. Employment Contracts - Executive Team Members



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Ryan Noss, Superintendent
Meeting Date: May 9, 2024

**Employment Contract Addendums – Assistant Superintendent,
Finance Director and Operations Director;
Employment Contract – Human Resources Director** **ACTION REQUESTED**

Issue

The Assistant Superintendent, Human Resources Director, Finance Director, and Operations Director contracts stipulate that “Salary for subsequent years will be subject to negotiations with the Superintendent.” In addition, the Board approved a new three-year contract for the Human Resources Director at the March 7, 2024, Board meeting.

The salaries for these positions follow the increase offered to the non-represented employee group.

ACTION REQUESTED

Approve the attached employment contract and addendums.

MOTION REQUESTED

“I move to approve the attached employment contract and addendums as submitted.”

ADDENDUM
Employment Contract for Assistant Superintendent

The following changes are being made to the Employment Contract with Melissa Harder, Assistant Superintendent effective July 1, 2024.

SECTION 3. COMPENSATION:

Salary: The District shall pay the Assistant Superintendent, for the services rendered, at an annual base salary of \$169,952 for the 2024-25 school year, paid monthly commencing July 1. Salary for subsequent years will be subject to negotiations with the Superintendent.

SECTION 5. BENEFITS:

Vacation: The Assistant Superintendent shall receive 30 vacation days per year. Unused vacation days may be carried over into the following fiscal year (July – June) or may be cashed out by the Assistant Superintendent in June of each contract year on a per diem basis at the current year’s rate of pay. If vacation days are carried over into the next fiscal year the days must be used by December 31 of the following year or are forfeited.

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

Superintendent/Date

Assistant Superintendent/Date

ADDENDUM
Employment Contract for Finance Director

The following changes are being made to the Employment Contract with Lauren Wolfe, Finance Director effective July 1, 2024.

SECTION 3. COMPENSATION:

Salary: The District shall pay the Finance Director, for the services rendered, at an annual base salary of \$164,831, for the 2024-25 school year, paid monthly commencing July 1. Salary for subsequent years will be subject to negotiations with the Superintendent.

SECTION 5. BENEFITS:

Vacation: The Finance Director shall receive 30 vacation days per year. Unused vacation days may be carried over into the following fiscal year (July – June) or may be cashed out by the Finance Director in June of each contract year on a per diem basis at the current year’s rate of pay. If vacation days are carried over into the next fiscal year the days must be used by December 31 of the following year or are forfeited.

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

Superintendent/Date

Finance Director /Date

ADDENDUM
Employment Contract for Operations Director

The following changes are being made to the Employment Contract with Kimberly Patten, Operations Director effective July 1, 2024.

SECTION 3. COMPENSATION:

Salary: The District shall pay the Operations Director, for the services rendered, at an annual base salary of \$164,831, for the 2024-25 school year, paid monthly commencing July 1. Salary for subsequent years will be subject to negotiations with the Superintendent.

SECTION 5. BENEFITS:

Vacation: The Operation Director shall receive 30 vacation days per year. Unused vacation days may be carried over into the following fiscal year (July – June) or may be cashed out by the Operations Director in June of each contract year on a per diem basis at the current year’s rate of pay. If vacation days are carried over into the next fiscal year the days must be used by December 31 of the following year or are forfeited.

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

Superintendent/Date

Operations Director /Date

EMPLOYMENT CONTRACT

BETWEEN

Jennifer Duvall, HUMAN RESOURCES DIRECTOR

And the

CORVALLIS SCHOOL DISTRICT

This employment contract is made and entered into between CORVALLIS SCHOOL DISTRICT 509J, hereinafter referred to as the “District,” and JENNIFER DUVALL, hereinafter referred to as “Human Resources Director.”

WITNESSETH:

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

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

NOW THEREFORE, in consideration of the mutual promises contained herein, the District hereby employs Jennifer Duvall as the Human Resources Director and the Human Resources Director hereby accepts such employment upon the terms and conditions set forth below.

SECTION 1. TERM:

The agreement shall be a three-year agreement commencing July 1, 2024 through June 30, 2027.

SECTION 2. DUTIES:

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

SECTION 3. COMPENSATION:

Salary: The District shall pay the Human Resources Director, for the services rendered, at an annual base salary of \$164,831 for the 2024-25 school year, paid monthly commencing July 1. Salary for subsequent years will be subject to negotiations with the Superintendent. The School Board may unilaterally reduce the number of workdays and proportionately reduce the salary if such reduction is part of a District-wide reduction in response to limited financial resources.

SECTION 4. CONTRACT DAYS:

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

SECTION 5. BENEFITS:

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

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

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

Vacation: The Human Resources Director shall receive 30 vacation days per year. Unused vacation days may be carried over into the following fiscal year (July – June) or may be cashed out by the Human Resources Director in June of each contract year on a per diem basis at the current year's rate of pay. If vacation days are carried over into the next fiscal year the days must be used by December 31 of the following year or are forfeited.

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

SECTION 6. PROFESSIONAL DEVELOPMENT:

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

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

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

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

SECTION 7. ADMINISTRATIVE CERTIFICATE:

The Human Resources Director shall maintain throughout the term of this agreement a valid and appropriate license to act as Human Resources Director as required by the State of Oregon. Failure by the Human Resources Director to maintain such a license in good standing constitutes cause for the Corvallis School District to terminate this contract.

SECTION 8. EVALUATION:

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

SECTION 9. LAYOFF:

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

SECTION 10. RENEWAL:

The Superintendent and the Human Resources Director shall consult and confer each year to consider changes in salaries, benefits, and/or other items either party deems appropriate. In accordance with ORS 342.513, this contract section provides notice of nonrenewal at the end of the term of this agreement, unless the Board acts to renew the contract by March 15, 2026.

SECTION 11. TERMINATION:

This Employment Contract may be terminated by mutual agreement of the parties, voluntary resignation, death, or retirement. Throughout the term of this contract, the Human Resources Director will be subject to dismissal for the reasons set forth in ORS 342.865(1).

The Superintendent shall provide notice of specific charges that may be the basis for dismissal and shall provide an opportunity to respond to the Superintendent before the Superintendent makes a recommendation for dismissal to the School Board. The District shall give the Human Resources Director no less than ten (10) days written notice in advance of the pre-termination meeting with the Superintendent. If the Human Resources Director chooses to be accompanied by legal counsel at the hearing, she will assume the cost of her attorney. The Human Resources Director may resign prior to the conclusion of the contract by giving at least 30 days advance notice to the Board.

SECTION 12. INDEMNIFICATION:

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

SECTION 13. SAVINGS CLAUSE:

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

SECTION 14. APPLICABLE LAW:

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

SECTION 15. AMENDMENT:

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

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

Approved this _____ day of _____ 20____.

Superintendent

Human Resources Director

XII. CONSOLIDATED INFORMATION

A. March 2024 Financial Statements (Unaudited)



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Lauren Wolfe, Finance Director
Meeting Date: May 9, 2024

March 2024 Financial Report (Unaudited)

NO ACTION REQUIRED

Background

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

Year-to-date operating revenues through March 31, 2024 total \$84.5 million or 92.8% of total budgeted operating revenues as compared to \$79.8 million or 87.8% through March 31, 2023. As usual, revenues from the state school fund formula constitute the majority of funds received at this point in the year. Total resources of \$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 March 31, 2024 total \$58.4 million or 62.5% of total budgeted operating expenditures as compared to \$55.8 million or 62.1% through March 31, 2023.

Projected resources and requirements through March 31, 2024 result in an ending fund balance of \$18.3 million, or 19.47% 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 March 31, 2024
2. Schedule of Investments as of March 31, 2024

General Fund | 2023 - 2024 Financial Summary by Object

For the Period Ending March 31, 2024

	Prior Year		Amended Budget ¹	2023 - 2024		Annual Forecast	Variance Fav / (Unfav)
	2022 - 2023 YTD Actual	% of Actual		2023 - 2024 YTD Actuals	% of Budget		
RESOURCES							
Operating Revenues							
State School Fund	\$ 34,021,306	85.65%	\$ 41,833,044	\$ 36,626,694	87.55%	\$ 42,045,560	\$ 212,516
Other State School Fund	32,815,049	94.58%	35,641,876	34,185,394	95.91%	35,653,876	12,000
State School Fund Formula	66,836,355	89.81%	77,474,920	70,812,088	91.40%	77,699,436	224,516
Local Sources	11,389,295	83.89%	12,047,461	13,523,793	112.25%	15,128,000	3,080,539
Intermediate Sources	161,614	24.88%	682,413	130,000	19.05%	682,413	-
State Sources	-	0.00%	650,000	-	0.00%	450,270	(199,730)
Federal Sources	149,287	52.74%	190,000	60,572	31.88%	178,000	(12,000)
Other Sources	1,220,324	97.02%	-	2,625		-	-
Total Operating Revenues	\$ 79,756,875	87.81%	\$ 91,044,794	\$ 84,529,078	92.84%	\$ 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	\$ 93,395,815	89.40%	\$ 105,037,747	\$ 99,023,021	94.27%	\$ 108,632,062	\$ 3,594,315
REQUIREMENTS							
Operating Expenditures							
Salaries	\$ 26,913,593	61.98%	\$ 46,147,123	\$ 28,533,649	61.83%	\$ 45,224,181	\$ 922,942
Associated Payroll Costs	15,010,303	61.55%	26,301,409	14,520,507	55.21%	24,460,310	1,841,099
Purchased Services	8,657,243	64.29%	14,016,073	9,128,094	65.13%	13,735,752	280,321
Supplies and Materials	3,239,111	61.59%	4,063,524	3,293,110	81.04%	3,982,254	81,270
Capital Outlay	263,567	64.18%	120,000	139,258	116.05%	139,000	(19,000)
Other Objects	1,750,551	92.97%	1,665,566	1,613,783	96.89%	1,632,255	33,311
Transfers	-	0.00%	1,125,350	1,125,350	100.00%	1,125,350	-
Total Operating Expenditures	\$ 55,834,369	62.05%	\$ 93,439,045	\$ 58,353,752	62.45%	\$ 90,299,101	\$ 3,139,944
Contingencies	-		6,828,360	-	0.00%	-	6,828,360
Unappropriated Ending Fund Balance	-		4,770,342	-	0.00%	-	4,770,342
TOTAL REQUIREMENTS	\$ 55,834,369	62.05%	\$ 105,037,747	\$ 58,353,752	55.56%	\$ 90,299,101	\$ 14,738,646
Ending Fund Balance						\$ 18,332,961	
Net Change in Fund Balance						\$ 3,839,018	
Ending Fund Balance % of Revenues						19.47%	

¹ Resolution 23-1202

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

Type of Investment	Investment Date	Maturity/ Call Date	No. of Days	Bond Equivalent Yield	Purchase Price	Par (Maturity) Value
U.S. Treasury Obligations:	11/25/22	05/15/24	537	4.500%	\$94.01	5,000,000
	12/01/23	05/02/24	153	5.263%	\$5.07	5,628,000
	12/01/23	05/30/24	181	5.268%	\$5.05	19,510,000
US Government-Sponsored Enterprises:	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: **\$ 44,338,000**

Local Government Investment Pool:	Average Annualized Rate	
General Account	5.20%	2,954,732
Total Investments Inside of Local Government Investment Pool ¹		\$ 2,954,732

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

Total Investments **\$ 47,292,732**

Compliance with Investment Policy

Type of Investment	Maximum % of Portfolio per Policy DFA	Current Percent
U.S. Treasury Obligations	100.0%	63.7%
U.S. Government Agency Securities and Instrumentalities of Government-Sponsored Corporations	90.0%	19.2%
State of Oregon Local Government Investment Pool (LGIP)	100.0%	6.2%
Bankers Acceptances	25.0%	0.0%
Repurchase Agreements	25.0%	0.0%
Certificates of Deposits	50.0%	0.0%
Commercial Paper	10.0%	10.8%
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	5.46%
3 Month Jumbo Certificate of Deposit Rate	5.20%

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

1. Policy JFCF - Hazing, Harassment, Intimidation, Bullying, Menacing, Cyberbullying - First Reading (REVISED)



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Melissa Harder and Kristin Mahoney
Meeting Date: May 9, 2024

NO ACTION REQUIRED

[Board Policy JFCF](#)—Hazing, Harassment, Intimidation, Bullying, Menacing, Cyberbullying, Teen Dating Violence, or Domestic Violence - Students**—Revised—First Reading

Background

The Board adopted Policy JFCF – Hazing, Harassment, Intimidation, Bullying, Menacing, Cyberbullying, Teen Dating Violence, or Domestic Violence – Students in June 1999. It was last reviewed and amended on May 5, 2022.

In February, the board discussed Board Policy JFCF—Hazing, Harassment, Intimidation, Bullying, Menacing, Cyberbullying, Teen Dating Violence, or Domestic Violence—Students. The board provided questions and revision suggestions for this policy.

District staff are presenting the first read of those revisions tonight. Included in those revisions are the following:

- A reordering of content and addition of section headers.
- A shift in language from “Domestic Violence” to “Family Violence.”
- The addition of coercion in the “harassment, intimidation, or bullying” definition.
- The addition of “Sexual Violence” and “Stalking” to the definitions section.
- An update to the definition of “Cyberbullying.”
- The addition of language in the Reporting section.
- A reference to the Student Threat Assessment Process and its possible use in an investigation.
- A reference in the Notification section to the use of plans of support for students.
- The addition of language in the Training and Education section about consent and body autonomy.

Revisions that apply to JFCF-AR will be made following this first read of Policy JFCF and brought to the board for action in June.

Involvement

Staff members: Melissa Harder and Kristin Mahoney

Cost Impact

None.

Function

Review of revisions



Code: JFCF
Adopted: 6/28/99
Revised/Readopted: 12/9/02, 12/10/07, 3/14/11, 11/4/13, 12/5/16, 5/9/19, 2/6/20

Hazing, Harassment, Intimidation, Bullying, Menacing, Cyberbullying, Teen Dating Violence, or Domestic Family Violence - Students**

The Board, in its commitment to providing a safe, positive, and productive learning environment for all students, will consult with parents/guardians, employees, volunteers, students, administrators, and community representatives in developing this policy in compliance with applicable Oregon law.

Hazing, harassment, intimidation, bullying, menacing, or acts of cyberbullying by students, staff, or third parties toward students is strictly prohibited in the district. Teen dating violence is unacceptable behavior and prohibited. The Board is committed to creating an environment that is safe both physically and emotionally by preventing harm to students that can be caused by these acts.

Scope

This policy applies to behavior that occurs on or immediately adjacent to school grounds including all district facilities, district premises, and nondistrict property if the student is at any district-sponsored, district-approved, or district-related activity or function, such as field trips or athletic events or where students are under the jurisdiction of the district including on district-provided transportation.

The policy also applies to off campus conduct that causes or threatens to cause a substantial and material disruption at school or other district property, or interferes with the rights of students or employees to be free from a hostile educational or employment environment taking into consideration the totality of the circumstances.

~~Hazing, harassment, intimidation, bullying, menacing, or acts of cyberbullying by students, staff, or third parties toward students is strictly prohibited in the district. Teen dating violence is unacceptable behavior and prohibited. Each student has the right to a learning environment that is safe both physically and emotionally.~~

~~Retaliation against any person who is a victim of, who reports, is thought to have reported, or files a complaint about an act of hazing, harassment, intimidation, bullying, menacing, an act of cyberbullying, or teen dating violence, or otherwise participates in an investigation or inquiry is strictly prohibited. A person who engages in retaliatory behavior will be subject to consequences and appropriate remedial action. False charges shall also be regarded as a serious offense and will result in consequences and appropriate remedial action.~~

Students whose behavior is found to be in violation of this policy will be subject to consequences and appropriate remedial action which may include discipline, up to and including expulsion.

Staff whose behavior is found to be in violation of this policy will be subject to consequences and appropriate remedial action which may include discipline, up to and including dismissal.

Third parties whose behavior is found to be in violation of this policy shall be subject to appropriate sanctions as determined and imposed by the superintendent or the Board.

Students, staff, or third parties may also be referred to law enforcement officials when violations of this policy extend to violation of Oregon Revised Statutes .

The building administrator, district department director, and superintendent are responsible for ensuring that this policy is implemented.

Definitions

“District” includes district facilities, district premises, and nondistrict property if the student is at any district-sponsored, district-approved, or district-related activity or function, such as field trips or athletic events or where students are under the jurisdiction of the district including on district-provided transportation.

“Third Parties” include, but are not limited to, coaches, school volunteers, parents, school visitors, service contractors, or others engaged in district business, such as employees of businesses or organizations participating in cooperative work programs with the district and others not directly subject to district control at interdistrict and intradistrict athletic competitions or other school events.

“Hazing” includes, but is not limited to, any act that recklessly or intentionally endangers the mental health, physical health, or safety of a student for the purpose of initiation or as a condition or precondition of attaining membership in, or affiliation with, any district-sponsored activity or grade level attainment (i.e., personal servitude; sexual stimulation/sexual assault; forced consumption of any drink, alcoholic beverage, drug, or controlled substance, forced exposure to the elements, forced prolonged exclusion from social contact, sleep deprivation, or any other forced activity that could adversely affect the mental or physical health or safety of a student); requires, encourages, authorizes, or permits another to be subject to wearing or carrying any obscene or physically burdensome article; or assignment of pranks to be performed or other such activities intended to degrade or humiliate. It is not a defense against hazing that the student subjected to hazing consented to or appeared to consent to the hazing.

“Harassment, intimidation, or bullying” means any act that substantially interferes with a student’s educational benefits, opportunities or performance, that takes place on or immediately adjacent to district grounds, at any district-sponsored activity, on district-provided transportation, or at any official district bus stop, that may be based on, but not limited to, the protected class status of a person, and having the effect of:

1. Physically harming a student or damaging a student's property; or
2. Knowingly placing a student in reasonable fear of physical harm to the student or damage to the student's property; or
3. Creating a hostile educational environment, including interfering with the psychological well-being of the student. ~~“Protected class” means a group of persons distinguished, or perceived to be distinguished, by race, color, religion, sex, sexual orientation, gender identity, national origin, marital status, familial status, source of income, or disability; or~~
4. Using coercion or threats to exert power or control over another.

“Menacing” includes, any act intended to place a district employee, student, or third party in fear of imminent serious physical injury.

“Cyberbullying” is the use of any electronic communication device to harass, intimidate, coerce, or bully. Electronic communication devices include, but are not limited to, phones, computers, and gaming devices.

“Teen dating violence” as defined by ORS 339.366 means:

1. A pattern of behavior in which a person uses or threatens to use physical, mental, or emotional abuse to control another person who is in a dating relationship with the person, where one or both persons are 13 to 19 years of age; or
2. Behavior by which a person uses or threatens to use sexual violence against another person who is in a dating relationship with the person, where one or both persons are 13 to 19 years of age.

~~“Domestic Family violence”~~ means abuse between family and/or household members, as those terms are described in ORS 107.705.

“Protected class” means a group of persons distinguished, or perceived to be distinguished, by race, color, religion, sex, sexual orientation, gender identity, national origin, marital status, familial status, source of income, or disability.

“Sexual Violence” is any sexual act, attempt to obtain a sexual act, or other act directed against a person's sexuality using coercion, by any person regardless of their relationship to the victim, in any setting.

~~“Cyberbullying” is the use of any electronic communication device to harass, intimidate, or bully.~~

“Retaliation” means any acts of, including but not limited to, hazing, harassment, intimidation, bullying, menacing, or cyberbullying toward the victim, a person in response to an actual or

apparent reporting of, or participation in the investigation of hazing, harassment, intimidation, bullying, menacing, teen dating violence, acts of cyberbullying, or retaliation.

~~“Menacing” includes any act intended to place a district employee, student, or third party in fear of imminent serious physical injury.~~

“Stalking” is repeated and unwanted contact with another person that causes that person reasonable apprehension regarding their personal safety.

Reporting

The building administrator or district department director will take reports and conduct a prompt investigation of any reported ~~acts of hazing, harassment, intimidation, bullying, menacing, cyberbullying, or teen dating violence~~ conduct in violation of this policy. The building administrator or district department director will recognize the experience of the person impacted, acknowledge the impact, commit to taking immediate action, and prevent further harm from taking place against the person impacted.

Staff Responsibility

Any employee who has knowledge of conduct in violation of this policy shall immediately report concerns to the building administrator or district department director who has overall responsibility for investigations.

Any employee who has knowledge of incidents of teen dating violence that took place on district property, at a district-sponsored activity, or in a vehicle used for district-provided transportation shall immediately report the incident to the building administrator or district department director who has overall responsibility for investigations.

Failure of an employee to report ~~any act of hazing, harassment, intimidation, bullying, menacing, cyberbullying, or teen dating violence~~ conduct in violation of this policy to the building administrator or district department director may be subject to remedial action, up to and including dismissal. Remedial action may not be based solely on an anonymous report.

Student Responsibility

Any student who has knowledge of conduct in violation of this policy or feels they have been subjected to an act of hazing, harassment, intimidation, bullying, menacing, cyberbullying or feel they have been a victim of teen dating violence in violation of this policy, is encouraged to immediately report concerns to the building administrator or district department director who has overall responsibility for investigations.

Volunteer Responsibility

Any volunteer who has knowledge of conduct in violation of this policy is encouraged to immediately report concerns to the building administrator or district department director who has overall responsibility for investigations.

A report made by a student or volunteer may be made anonymously. A student or volunteer also may report concerns to a teacher or counselor who will be responsible for notifying the appropriate district official.

Reports against the building administrator shall be filed with the superintendent. Reports against the superintendent shall be filed with the Board chair.

The person who makes the report shall be notified when the investigation has been completed and, as appropriate, the findings of the investigation and any remedial action that has been taken. The person who makes the report may request that the superintendent or designee review the actions taken in the initial investigation, in accordance with administrative regulations. When the person causing harm is a student, the building administrator may utilize the Student Threat Assessment Team Process to guide responses to student threats of violence.

Retaliation against any person who is a victim of, who reports, is thought to have reported, or files a complaint about an act of hazing, harassment, intimidation, bullying, menacing, an act of cyberbullying, or teen dating violence, or otherwise participates in an investigation or inquiry is strictly prohibited. A person who engages in retaliatory behavior will be subject to consequences and appropriate remedial action. False charges shall also be regarded as a serious offense and will result in consequences and appropriate remedial action.

Notification to Parents or Guardians

Building Administrators shall notify the parents or guardians of a student who was subject to an act of harassment, intimidation, bullying or cyberbullying, and the parents or guardians of a student who may have conducted an act of harassment, intimidation, bullying or cyberbullying.

The notification must occur with involvement and consideration of the needs and concerns of the student who was the subject to an act of harassment, intimidation, bullying or cyberbullying. Notification may include a plan of support for the student as determined by the building administrator as well as expectations for building staff regarding implementation of that support. The notification is not required if the administrator reasonably believes notification could endanger the student who was subjected to an act of harassment, intimidation, bullying or cyberbullying or if all of the following occur:

1. The student who was subjected to an act of harassment, intimidation, bullying, or cyberbullying requests that notification not be provided to the student's parents or guardians.
2. Building Administrators determines that notification is not in the best interest of the student who was subjected to an act of harassment, intimidation, bullying, or cyberbullying; and
3. Building Administrators informs the student that federal law may require the student's parents and guardians to have access to the student's education record, including any requests of nondisclosure (from item 1 above).

If the Building Administrator determines the notification is not in the best interest of the student, they must inform the student of that determination prior to providing notification.

When notification is provided, the notification must occur:

1. Within a reasonable period of time; or
2. Promptly, for acts that caused physical harm to the student.

Training and Education

The district shall incorporate into existing training programs for students, information related to the prevention of, and the appropriate response to, acts of harassment, intimidation, bullying, and cyberbullying and this policy.

The district shall incorporate age-appropriate education about teen dating violence and domestic family violence into new or existing training programs for students in grades 7 through 12. This education should include information about consent and body autonomy.

The district shall incorporate into existing training programs for staff information related to the prevention of, and the appropriate response to, acts of harassment, intimidation, bullying, cyberbullying, teen dating violence, and domestic violence and this policy.

Notice

The superintendent or designee shall be responsible for ensuring annual notice of this policy is provided in a student or staff handbook, school and district’s website, and school and district office, as well as developing administrative regulations, including reporting and investigative procedures.

Domestic violence posters provided by the Oregon Department of Education (ODE) shall be posted in clearly visible locations on school campuses in accordance with rules adopted by the ODE.

END OF POLICY

Legal References:

ORS 163.190	ORS 332.072	OAR 581-021-0046
ORS 163.197	ORS 332.107	OAR 581-021-0055
ORS 107.705	ORS 339.240	OAR 581-022-2310
ORS 166.065	ORS 339.250	OAR 581-022-2370
ORS 166.155 to 166.165	ORS 339.351 to 339.368	House Bill 2631 (2021)
ORS 174.100 (7)	OAR 581-021-0045	House Bill 3041 (2021)

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018).

2. Policy JFC/JG - Student Conduct and Discipline - First Reading



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Melissa Harder, Sabrina Wood, and Kristin Mahoney
Meeting Date: May 9, 2024

NO ACTION REQUIRED

[Board Policy JFC/JG](#)—Student Conduct and Discipline—Revised—First Reading

Background

In connection with edits and updates to board policy JFCF, the school board requested a revision of board policy JFC/JG, Student Conduct and Discipline.

Board policy JFC/JG has been a combined policy since at least 2014. This combination makes the policy longer, but more importantly, it makes it more difficult to revise when OSBA requires changes for individual policies. OSBA maintains these policies separately. Most other school districts have these policies separated.

The district requests the deletion of JFC/JG to be replaced by Board Policy JFC - Student Conduct and Board Policy JG - Student Discipline.

Involvement

Staff members: Melissa Harder, Sabrina Wood, and Kristin Mahoney

Cost Impact

None.

Function

Review of revisions



Student Conduct and Discipline

The Board expects student conduct to contribute to a productive learning climate. Students shall comply with the district's policies, administrative regulations, school and classroom written rules, pursue the prescribed course of study, submit to the lawful authority of district staff, and conduct themselves in an orderly manner at school during the school day or during district-sponsored activities.

Discipline in the district is based upon a philosophy designed to produce behavioral changes that will enable students to develop the self-discipline necessary to remain in school and to function successfully in their educational and social environments. The major objectives of the district discipline program are to teach the following fundamental concepts for living:

1. Understanding and respect for individual rights, dignity, and safety;
2. Understanding and respect for the law, Board policies, administrative regulations, and school rules; 3.

Understanding of and respect for public and private property rights.

Careful attention shall be given to procedures and methods whereby fairness and consistency without bias in discipline shall be assured each student. The objectives of disciplining any student must be to help the student develop a positive attitude toward self-discipline, realize the responsibility of one's actions, and maintain a productive learning environment. All staff members have responsibility for consistency in establishing and maintaining an appropriate behavior atmosphere.

Age appropriate, and when possible research-based disciplinary procedures, shall be used by district personnel to correct behavioral problems, while supporting students' attendance to school and classes. Examples include, but are not limited to, reprimands, conferences, detention, and denial of participation in co-curricular and extracurricular activities. Titles and/or privileges available to or granted to students may be denied and/or revoked (e.g., valedictorian; salutatorian; study body, class, or club office positions; field trips, senior trip, prom).

Students may be suspended in cases of serious infractions or repeated failure to comply with Board policy, administrative regulation, school or classroom rules. Students may be expelled for any of the following circumstances:

1. When a student's conduct poses a threat to the health or safety of students or employees;
2. When other strategies to change the student's behavior have been ineffective, except that expulsion may not be used to address truancy; or
3. When required by law.

The district shall consider the age of the student and the student's past pattern of behavior prior to a suspension or expulsion of the student. The district will ensure careful consideration of the rights and needs of the individual concerned, as well as the best interests of other students and the school program as a whole.

The use of out-of-school suspension or expulsion for discipline of a student in the fifth grade or below, is limited to:

1. Nonaccidental conduct causing serious physical harm to a student or employee;
2. When a school administrator determines, based on the administrator's observation or upon a report from an employee, the student's conduct poses a threat to the health or safety of students or employees; or
3. When the suspension or expulsion is required by law.

When an out-of-school suspension is imposed on a student, the district shall take steps to prevent the recurrence of the behavior that led to the out-of-school suspension, and return the student to a classroom setting to minimize the disruption of the student's academic instruction.

Restitution may be sought for willful damage to district property. Additionally, a student's driving privileges, or the right to apply for driving privileges, may be suspended for violations of ORS 339.254 and 339.257, as provided by Board policy JHFDA-Suspension of Driving Privileges. A referral to law enforcement also may be made for violations of the law. Parental assistance shall be requested when persistent violations occur.

Students in violation of Board policy, administrative regulation, and/or code of conduct provisions shall be subject to discipline, suspension, or expulsion for misconduct, including but not limited to: theft; disruption of the school; damage or destruction of school property; damage or destruction of private property on school premises or during a school activity; assault or threats of harm; unauthorized use of weapons or dangerous instruments; unlawful use of drugs, narcotics, or alcoholic beverages; persistent failure to comply with rules or the lawful directions of teachers or school officials.

Students may face disciplinary consequences for:

1. Any off-campus behavior that would otherwise tend to disrupt the educational process or the operation of the school district;
2. Conduct that occurs off the school premises at school-related or supervised functions and at a school bus stop; or
3. Behavior that threatens or affects the safety or well-being of any student, parent, or school employee, when the person affected or threatened is traveling to or from a school or a school-related activity.

A student handbook, code of conduct, or other document shall be developed by district administration, in cooperation with staff, and will be made available and distributed to parents, students, and employees outlining student conduct expectations and possible disciplinary actions, including consequences for

~~disorderly conduct, as required by the No Child Left Behind Act of 2001 (NCLBA). In addition, each school in the district shall publish a student/parent handbook detailing additional rules specific to that school.~~

~~The district will record and report expulsion data for conduct violations as required by the Oregon Department of Education. Such data will be reported to the Board annually.~~

~~The district will provide the opportunity for all students in any district school identified as persistently dangerous or for any victim of a violent criminal offense occurring in or on the grounds of the school the student attends, to the extent feasible, the opportunity to transfer to a safe school within the district.~~

~~Parents, students, and employees shall be notified by handbook, code of conduct or other document of acceptable behavior, behavior subject to discipline and the procedures to address behavior and the consequences of that behavior. These procedures will include a system of consequences designed to correct student misconduct and promote acceptable behavior.~~

~~END OF POLICY~~

Legal Reference(s):

~~[ORS 243.650](#) [ORS 332.061](#) [ORS 332.072](#) [ORS 332.107](#) [ORS 339.115](#) [ORS 339.240 to 339.280](#) [ORS 659.850](#) [OAR 581-021-0045](#) [OAR 581-021-0050 to 0075](#)~~

~~Hazelwood Sch. District v. Kuhlmeier, 484 U.S. 260 (1988).~~

~~Bethel Sch. Dist. v. Fraser, 478 U.S. 675 (1986).~~

~~Shorb v. Grotting and Powers Sch. Dist., Case No. 00CV-0255 (Coos County Circuit Ct.) (2000).~~

~~Ferguson v. Phoenix Talent Sch. Dist. #4, 172 Or. App. 389 (2001).~~

~~No Child Left Behind Act of 2001, 20 U.S.C. § 7912 (2006).~~

~~Student Conduct and Discipline—JFC/JG~~

3. Policy JFC-AR - Student Code of Conduct - First Reading



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Melissa Harder, Sabrina Wood, and Kristin Mahoney
Meeting Date: May 9, 2024

NO ACTION REQUIRED

[Board Policy JFC-AR](#)—Student Code of Conduct—Revised—First Reading

Background

The district requests the deletion of JFC-AR - Student Code of Conduct. With the revisions to board policy JFC - Student Conduct, content from this administrative regulation is contained within the policy and is now up to date.

Involvement

Staff members: Melissa Harder, Sabrina Wood, and Kristin Mahoney

Cost Impact

None.

Function

Review of revisions

Student Code of Conduct

Students are responsible for conducting themselves properly, in accordance with the policies of the district and the lawful direction of staff.

The district has authority and control over a student at school during the regular school day, including during any school-related activity regardless of time or location and while being transported in district-provided transportation. Students will be subject to discipline including detention, suspension, expulsion, denial, and/or loss of awards and privileges and/or referral to law enforcement officials for the following (including but not limited to):

- Assault;
- Hazing, harassment, intimidation, menacing, cyberbullying, bullying, or teen dating violence;
- Coercion;
- Violent behavior or threats of violence or harm;
- Disorderly conduct, false threats, and other activity causing disruption of the school environment;
- Bringing, possessing, concealing, or using a weapon;
- Vandalism/malicious mischief/theft, including willful damage or injury to district property; or to private property on district premises or at school-sponsored activities;
- Sexual harassment;
- Possession, use, distribution, sale of tobacco products or inhalant delivery systems, alcohol, or unlawful drugs, including drug paraphernalia, on or near district grounds or while participating in school-related activities;
- Use or display of profane or obscene language;
- Willful disobedience;
- Open defiance of a teacher's or a school official's authority, including persistent failure to comply with the lawful directions of teachers or school officials;
- Violation of district transportation rules; or
- Violation of law, Board policy, administrative regulation, school rules, or classroom rules.

4. Policy JFC - Student Conduct - First Reading (NEW)



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Melissa Harder, Sabrina Wood, and Kristin Mahoney
Meeting Date: May 9, 2024

NO ACTION REQUIRED

Board Policy JFC—Student Conduct—Revised—First Reading

Background

In connection with edits and updates to board policy JFCF, the school board requested a revision of board policy JFC/JG, Student Conduct and Discipline.

Board policy JFC/JG has been a combined policy since at least 2014. This combination makes the policy longer, but more importantly, it makes it more difficult to revise when OSBA requires changes for individual policies. OSBA maintains these policies separately. Most other school districts have these policies separated.

With the separation of JFC/JG, district staff are bringing forward the OSBA model policy for JFC - Student Conduct. Staff have ensured that aspects of the original JFC/JG connected to conduct have been maintained. Staff have also added a belief statement describing what contributes to safe, supportive, and secure learning environments for our students. Some aspects of the previous JFC/JG, are also present in other board policies. Those policies are cross-referenced in this new policy.

Involvement

Staff members: Melissa Harder, Sabrina Wood, and Kristin Mahoney

Cost Impact

None.

Function

Review of revisions



Corvallis

SCHOOL DISTRICT

Code: JFC
Adopted:
Revised/Readopted:
Orig. Code(s): JFC/JG

Student Conduct**

The Board expects student conduct to contribute to a productive learning climate. Students shall comply with the district's policies, administrative regulations, school and classroom written rules, pursue the prescribed course of study, submit to the lawful authority of teachers and school officials, and conduct themselves in an orderly manner during the school day and during district-sponsored activities.

The District believes a positive school climate, clear and consistent student behavioral expectations, developmentally appropriate practices, family engagement, and culturally relevant instruction all contribute to safe, supportive, and secure learning environments.

Careful attention shall be given to procedures and methods whereby fairness and consistency without bias in discipline shall be assured to each student. The objectives of disciplining any student must be to help the student develop a positive attitude toward self-discipline, realize the responsibility of one's actions, and maintain a productive learning environment.

Students are subject to discipline for conduct while traveling to and from school, at the bus stop, at school-sponsored events, while at other schools in the district, and while off campus whenever such conduct causes a substantial and material disruption of the educational environment or the invasion of the rights of others.

The following forms or displays of student misconduct, including but not limited to, shall be subject to discipline, suspension or expulsion as per Oregon Revised Statute (ORS) 339.250:

1. Assault;
2. Hazing, harassment, intimidation, bullying, menacing, cyberbullying or teen dating violence as prohibited by Board policy JFCF - Hazing/Harassment/Intimidation/Bullying/Menacing/Cyberbullying/Teen Dating Violence/Domestic Violence – Student and accompanying administrative regulation;
3. Coercion;
4. Threats of violence or harm as prohibited by Board policy JFCM - Threats of Violence;
5. Disorderly conduct;

6. Bringing, possessing, concealing or using a weapon as prohibited by Board policy JFCJ - Weapons in the Schools;
7. Vandalism, malicious mischief or theft as prohibited by Board policies ECAB - Vandalism/ Malicious Mischief/Theft or willful damage or destruction of private property on district premises or at district-sponsored activities;
8. Sexual harassment as prohibited by Board policy JBA/GBN - Sexual Harassment and accompanying administrative regulation;
9. Use of tobacco, alcohol, or drugs as prohibited by Board policy JFCH - Use of Tobacco Products, Alcohol, Drugs or Inhalant Delivery Systems;
10. Use or display of profane or obscene language;
11. Disruption of the school environment;
12. Open defiance of a teacher's authority, including persistent failure to comply with the lawful directions of teachers or school officials;
13. Violation of law, Board policy, administrative regulation, school or classroom rules.

The district recognizes that under the Unsafe School Choice Option of the Every Student Succeeds Act of 2015 (ESSA), a school can be deemed unsafe as a whole entity or for an individual student based on expulsions for weapons violations, violent behavior or expulsions for students arrested for the following criminal offenses occurring on district grounds, on district-sponsored transportation and/or at district-sponsored activities:

1. Assault;
2. Manufacture or delivery of a controlled substance;
3. Sexual crimes using force, threatened use of force, or against incapacitated persons;
4. Arson;
5. Robbery;
6. Hate/Bias crimes;
7. Coercion; or
8. Kidnapping.

The district will record and report these infractions to the Oregon Department of Education, as required.

The district will provide the opportunity for all students in any district school identified as persistently dangerous or for any victim of a violent criminal offense occurring in or on the grounds of the school the student attends, to the extent feasible, the opportunity to transfer to a safe school within the district.

Students are prohibited from making knowingly false statements or knowingly submitting false information in bad faith as part of a complaint or report, or associated with an investigation into misconduct.¹

Parents, students, and employees shall be notified by handbook, code of conduct, or other document of acceptable behavior, behavior subject to discipline, and the procedures to address behavior. These procedures will include a system of consequences designed to correct student misconduct and promote acceptable behavior.

END OF POLICY

Policy References:

[Board Policy ACB](#)
[Board Policy ECAB](#)
[Board Policy JBB](#)
[Board Policy JECBB](#)
[Board Policy JED](#)
[Board Policy JGE](#)

Legal References:

[ORS 339.240](#)
[ORS 339.250](#)
[ORS 659.850](#)
[OAR 581-021-0050 to 0075](#)

Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020).

Tinker v. Des Moines Sch. Dist., 393 U.S. 503 (1969).

Hazelwood Sch. District v. Kuhlmeier, 484 U.S. 260 (1988).

Bethel Sch. Dist. v. Fraser, 478 U.S. 675 (1986).

Shorb v. Grotting and Powers Sch. Dist., Case No. 00CV-0255 (Coos County Circuit Ct.) (2000).

Ferguson v. Phoenix Talent Sch. Dist. #4, 172 Or. App. 389 (2001).

Every Student Succeeds Act of 2015, 20 U.S.C. § 7912 (2017).

Morse v. Frederick, 551 U.S. 393, 127 S. Ct. 2618 (2007).

C.R. v. Eugene S.D. 4J, No. 12-1042, U.S. District Court of OR (2013).

¹ The district is prohibited from retaliating against any student “for the reason that the student has in good faith reported information that the student believes is evidence of a violation of a state or federal law, rule or regulation.” ORS 659.852.

5. Policy JG - Student Discipline - First Reading (NEW)



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Melissa Harder, Sabrina Wood, and Kristin Mahoney
Meeting Date: May 9, 2024

NO ACTION REQUIRED

[Board Policy JG](#)—Student Discipline—Revised—First Reading

Background

In connection with edits and updates to board policy JFCF, the school board requested a revision of board policy JFC/JG, Student Conduct and Discipline.

Board policy JFC/JG has been a combined policy since at least 2014. This combination makes the policy longer, but more importantly, it makes it more difficult to revise when OSBA requires changes for individual policies. OSBA maintains these policies separately. Most other school districts have these policies separated.

With the separation of JFC/JG, district staff are bringing forward a draft for JG - Student Discipline based on OSBA model policy with additions and edits that better reflect our beliefs about the conditions that create a safe and welcoming school environment.

Some aspects of the previous JFC/JG, are also present in other board policies. Those policies are cross-referenced in this new policy.

Involvement

Staff members: Melissa Harder, Sabrina Wood, and Kristin Mahoney

Cost Impact

None.

Function

Review of revisions



Corvallis

SCHOOL DISTRICT

Code: JG
Adopted:
Revised/Readopted:

Student Discipline**

Discipline in the district is based upon a philosophy designed to produce behavioral changes that will enable students to develop the self-discipline necessary to remain in school and to function successfully in their educational and social environments. Student discipline aims to support students in learning the skills necessary to contribute to a positive school climate and avoid disruptive behavior.

The major objectives of the district discipline program are to teach the following fundamental concepts for living:

1. Understanding and respect for individual rights, dignity and safety;
2. Understanding and respect for the law, Board policies, administrative regulations and school rules;
3. Understanding of and respect for public and private property rights.

The Board seeks to ensure a school climate which is appropriate for learning and which assures the safety and welfare of personnel and students. The superintendent will develop administrative regulations whereby those students who disrupt the educational setting or who endanger the safety of others, will be offered consequences to correct student misconduct and reduce challenging behavior that are age appropriate, and to the extent practicable, that use approaches that are shown through research to be effective.

The Corvallis School District is committed to the success of every student in each of our schools. The District acknowledges the historical, generational, and compounding reality of the systems and structures that have intentionally created opportunities for some groups and perpetuated racial inequities for others. As a result, some students experience disproportionate disciplinary actions in response to their behavior, specifically students of color, students with disabilities, LGBTQ students, and students living in poverty.

The District recognizes that unconscious biases can impact disciplinary decision-making and seeks to eliminate disparities in school discipline and disparate representation in discipline referrals.

A student whose conduct or condition is seriously detrimental to the school's best interests may be suspended or expelled. See Policy JGD and Policy JGE.

Parents, students and employees shall be notified by handbook, code of conduct or other document of acceptable behavior, behavior subject to discipline and the procedures to address behavior and the

consequences of that behavior. These procedures will include a system of consequences designed to correct student misconduct and promote acceptable behavior.

END OF POLICY

Legal References:

[ORS 243.650](#)

[ORS 332.061](#)

[ORS 332.072](#)

[ORS 332.107](#)

[ORS 339.115](#)

[ORS 339.240 to 280](#)

[OAR 581-021-0045](#)

[OAR 581-021-0050 to 0075](#)

Policy References:

[Policy JGD](#)

[Policy JGE](#)

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

XIV. ADJOURNMENT (9:15 p.m.)*

*All times are approximate.

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

Agendas – Agendas and supporting materials are available online at <https://v3.boardbook.org/Public/PublicHome.aspx?ak=1000829> a few days before each School Board meeting. For more information, please contact Kim Nelson at kimberly.nelson@corvallis.k12.or.us.

Communication With The School Board – Communication with the Board can be made by telephone, letter, e-mail and public testimony. Letters may be addressed to individual Board members or the Board as a whole and sent to 1555 SW 35th Street, Corvallis, OR 97333. E-mail may be sent to schoolboard@corvallis.k12.or.us and will be sent to all board members simultaneously as well as to key District Office staff. For more information, please contact Kim Nelson at kimberly.nelson@corvallis.k12.or.us.

Consolidated Action Agenda – The purpose of the consolidated action agenda is to expedite action on routine agenda items. All agenda items that are not held for discussion at the request of a Board member or staff member will be approved/accepted as written as part of the consolidated motion. Items designated or held for discussion will be acted upon individually.

Public Comment –

Guidelines are at: <https://www.csd509j.net/about-us/school-board/provide-input-and-be-informed/>

Executive Session – Permissible purposes of Executive Sessions include: ORS 192.660(2)(a) – Employment of Public Officers, Employees and Agents; ORS 192.660(2)(b) – Discipline of Public Officers and Employees; ORS 192.660(2)(d) – Labor Negotiator Consultations; ORS 192.660(2)(e) – Real Property Transactions; ORS 192.660(2)(f) – Exempt Public Records; ORS 192.660(2)(h) – Legal Counsel; ORS 192.660(2)(i) – Performance Evaluations of Public Officers and Employees; ORS 192.660(2)(j) – Public Investments.

SCHOOL BOARD MEMBERS			
Judah Largent	541-231-8415	Terese Jones, Co-Vice Chair	541-230-1673
Sami Al-Abdrabbuh	541-283-6611	Shauna Tominey, Co-Vice Chair	541-829-8411
Chris Hawkins	541-602-2045	Luhui Whitebear, Chair	541-714.3305
Sarah Finger McDonald	541-908-3756		

EXECUTIVE STAFF MEMBERS	
Ryan Noss, Superintendent	541-757-5841
Melissa Harder, Assistant Superintendent	541-766-4857
Lauren Wolfe, Finance Director	541-757-5874
Jennifer Duvall, Human Resources Director	541-757-5840
Kim Patten, Operations Director	541-757-3849
Kim Nelson, Executive Assistant to the Superintendent; Board Secretary	541-757-5841