

Business Meeting

Tuesday, November 5, 2024 5:15 PM

District Office Board Room, 1555 SW 35th Street, Corvallis, OR 97333

I. CALL TO ORDER AND ROLL CALL (5:15 p.m.)*

II. EXECUTIVE SESSION (5:15 p.m.- 6:15 p.m.)* Note: this is not part of the public meeting. The Board will meet in Executive (closed) Session under ORS 192.660(2)(b) - complaints against staff members and ORS 192.660(2)(f) - to consider information or records that are exempt by law from public inspection.

III. ACTION ON MATTERS DISCUSSED IN EXECUTIVE SESSION (6:15 p.m.)*

IV. BOARD MEMBER REPORTS

V. 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: November 5th, 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

NSBA Report:

- I attended the National School Boards Association Meeting in Las Vegas on Sunday October 27th. The board discussed several topics including supporting all members of the association. The board of directors is exploring ways to engage, serve, and support individual districts. Corvallis school board members are encouraged to reach out for any specific support or help they would like the National School Boards Association can provide.

OSBA Updates

Reminder of OSBA Legislative Roadshow for Benton, Lincoln & Linn Counties

Linn, Benton & Lincoln ESD will be hosting the Benton, Lincoln & Linn counties' legislative roadshow meeting.

Monday, November 4

5:45 p.m. Dinner

6:00 p.m. Meeting

Location

Linn Benton Lincoln ESD – 905 4th Ave SE Albany OR 97321

OSBA Annual Convention is this weekend!

Reminder of the annual convention occurring the upcoming weekend (Thursday 7th through Saturday 9th). Board members are encouraged to download the Whova app to access the material, schedule, connect with other members and discuss topics of shared interests.

Speakers and other details of the Annual Convention can be accessed here:

<https://www.osba.org/annual-convention-2024/>

WELCOME TO THE 2024

OSBA LEGISLATIVE ROADSHOW



SEPT. 30-NOV. 7

AGENDA

- Welcome and Introductions
- OSBA Updates
- Looking to the 2025 Legislative Session
- Creating Networks for Advocacy

We're glad you're here!

CODE OF CONDUCT: The Oregon School Boards Association (OSBA), in its role of serving school board members and lifting student achievement, periodically brings people together to share ideas, information and resources. OSBA strives to provide a safe and welcoming event experience for all participants. OSBA prohibits discrimination and harassment on any basis protected by law including, but not limited to, an individual's perceived or actual race, color, religion, sex, sexual orientation, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, political affiliation, economic status, or veterans status or because of the race, color, religion, sex, sexual orientation, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, political affiliation, economic status or veterans status of any other persons with whom the individual associates. Conference participants, including but not limited to attendees, vendors, speakers, sponsors, OSBA staff and others, are expected to conduct themselves with integrity, courtesy and respect for others at all events. We recognize a shared responsibility to maintain these principles for the benefit of all. OSBA does not tolerate discrimination, intolerance, harassment, aggression or ill will of any kind at any OSBA event, either in person or via electronic communications. Participants are asked to stop such behavior and are expected to comply immediately. If a participant engages in such behavior, OSBA retains the right to take action, such as but not limited to warning offenders or expelling them from the event with no refund and limiting future participation in OSBA events. Please bring concerns about behavior or other issues to the attention of OSBA staff and/or any member of the OSBA Board of Directors immediately. We value your attendance and are glad you are here.

Welcome to OSBA'S Legislative Roadshow!

These fall regional meetings bring the excitement of new beginnings and the security of the education expertise and service you have come to expect from OSBA. With schools facing difficult budget times and an approaching 2025 legislative session that could drastically alter school funding, the fall meetings are the perfect time to engage with your education advocates and join forces with board members in your area.

OSBA understands the pressures you're facing: the end of federal emergency money, inflation outpacing funding and staffing challenges while student needs are more intense than longtime educators have ever seen. But there is light on the horizon. Negotiations in recent months have laid the groundwork for a State School Fund that more accurately reflects the costs of improving Oregon's education system. OSBA wants to hear from you so we can build on these successes.

Emielle Nischik has freshly been named OSBA executive director, and new OSBA faces are mixing with experienced hands. This is your opportunity to speak directly to OSBA's leaders and legislative team, to ask questions and hear about the work ahead. We are building connections. Working together we have greater capacity to advocate with state legislators and policymakers to get the resources that schools need to serve each student.

Tell us how to serve you better because we are all in for Oregon's students.



Sami Al-Abdrabbuh

President, OSBA Board of Directors
Member, Corvallis School Board
sami@corvallis.k12.or.us

OPPORTUNITIES FOR ADVOCACY

Don't wait until an important bill is in your legislator's committee or on the floor to develop contacts. Start early. As President Lyndon Johnson said, "Make friends before you need them."
Knowing legislators and their staff personally is the first step to being heard.

Attend an event sponsored by your legislator. Don't miss the chance to visit with your legislators in your district at town hall meetings or other events.

**FIND MORE INFO ON BECOMING A BETTER ADVOCATE
ON OSBA'S OPPORTUNITIES FOR ADVOCACY WEBPAGE.**

osba.org/legislative-services/advocacy-101-and-state-resources

We can't *do this* without you!

The Oregon School Boards Association and over 550,000 students are counting on education leaders to secure adequate funding for Oregon public schools in 2025. Grassroots advocacy is an essential element to a successful 2025 legislative session. OSBA depends on school board leaders to leverage their relationships, on-the-ground knowledge, and leadership experience to tell the story of Oregon schools and why they need a greater investment and to do the work to make it happen.

Legislative Policy Committee (LPC) members play an invaluable role in this process by building relationships with the legislators that represent their LPC region, serving as a resource for the OSBA members within the LPC region, and lending an effective voice in public policy that impacts education.

The LPC members report to and represent the member boards in their respective LPC region, serving as the conduit for this grassroots effort.

PLEASE CONTACT YOUR REGION'S LPC REPRESENTATIVE TODAY!

CENTRAL

Laurie Danzuka
ldanzuka@509j.net

Courtney Snead
csnead@509j.net

CLACKAMAS

Kirsten Aird
kirsten.aird@loswego.k12.or.us

Mitzi Bauer
mitzi.bauer@nclack.k12.or.us

Chrissy Reitz
chrissy.reitz@hoodriver.k12.or.us

Glen Wachter
glenn.wachter@nclack.k12.or.us

DOUGLAS/S. COAST

Tom Chanez
tom.chanez@glendale.k12.or.us

Jackie Crook
jacquelinecrook1942@gmail.com

EASTERN

Chris Cronin
ccronin@osba.org

Bruce Kevan
bruce.kevan@lagrandesd.org

GORGE

Judy Richardson
judy.richardson@nwasco.k12.or.us

Emily Smith
emily.smith@helixsd.org

LANE

Linda Hamilton
linlin991@msn.com

Judy Newman
newmanj@4j.lane.edu

LINN/BENTON/LINCOLN

Clyde Rood
clyderood.lcsd4@gmail.com

MARION

Jeffrey Crapper
jeffrey.crapper@wesd.org

Maria Hinojos Pressey
hinojospressey_maria@salkeiz.k12.or.us

Alonso Oliveros
aoliveros@osba.org

MULTNOMAH

Jessica Arzate
jarzate@mesd.k12.or.us

Katrina Doughty
kdoughty@mesd.k12.or.us

Kris Howatt
howatt3@gresham.k12.or.us

David Linn
dlinnpdx@gmail.com

Brenda Rivas
brenda_rivas@parkrose.k12.or.us

Sonja McKenzie
sonja_mckenzie@parkrose.k12.or.us

N. COAST

Sondra Gomez
sgomez@seasidek12.org

Greg Kintz
gkintz@osba.org

SOUTHEAST

Douglas Furr
dougfurr@hcsd3.org

Steve Lowell
slowell@osba.org

SOUTHERN

Sara Crawford
sara.crawford@phoenix.k12.or.us

Dawn Watson
dwatson@osba.org

WASHINGTON

Tristan Irvin
boardmember.irvin@ttsd.k12.or.us

Kristy Kottkey
kkottkey@osba.org

Melissa Potter
melissa_potter@beaverton.k12.or.us

Nancy Thomas
thomasn@hsd.k12.or.us

Becky Tymchuk
btymchuk@nwresd.k12.or.us

Jill Zurschmeide
boardmember.zurschmeide@ttsd.k12.or.us

YAMHILL/POLK

Kraig Albright
kraig.albright@dayton.k12.or.us

Abbie Warmbier
abbiewarmbier@gmail.com

OREGON SCHOOL BOARD MEMBERS OF COLOR CAUCUS

Neelam Gupta
neelam.gupta@loswego.k12.or.us

Luhui Whitebear
luhui.whitebear@corvallis.k12.or.us

OREGON RURAL SCHOOL BOARD MEMBERS CAUCUS

Tracy Adevai
tracy.adevai@glide.k12.or.us

Nichole Schott
nschott.condonsd@gmail.com

THREE PRIORITIES



FUNDING 2025 will be a decisive year for education funding in Oregon. With the loss of federal emergency funds, rising costs, workforce challenges and increasing student needs, our schools are struggling. Each year schools are asked to do more with less, and it's time for Oregon to commit to funding an education system we want to have — the kind of high-quality education that will support student academic recovery from the pandemic and propel them to a better future. That means adequate funding for the State School Fund, special education, summer learning and after-school programming, early literacy initiatives and school facilities.



ACCOUNTABILITY Oregon invests billions of dollars in its public school system, and there is no question that our public schools should be held to high standards and accountable for student achievement. We must ensure those standards meet the needs of folks who work in our schools and protect the local decision-making we pride ourselves on. Anything that is mandated by the state needs to be properly resourced. There are no one-size-fits-all policies in Oregon, especially across 197 districts.



ADDRESSING CHRONIC ABSENTEEISM Absenteeism rates have more than doubled since 2019. In 2025, Oregon must address chronic absenteeism and its causes. Each student in Oregon has a different attendance story, but we can all agree that students must be in school to learn and get the support they need. Teachers cannot effectively do their jobs if they are struggling to make up lost learning when a student misses more than 10 days a year.

UPCOMING EVENTS



NOV. 7-9, 2024
OSBA Annual Convention
Portland | www.osba.org



DEC. 4-6, 2024
Oregon School Law Conference
Eugene | www.cosa.k12.or.us



**ELECTIONS FOR OSBA BOARD OF DIRECTORS,
LEGISLATIVE POLICY COMMITTEE AND RESOLUTIONS:**
Oct. 15 Ballots available | Nov. 15 Voting opens | Dec. 15 Voting closes

ADVOCACY TEAM CONTACTS



Emielle Nischik
Executive Director
enischik@osba.org



Efren Zamudio
Legislative Specialist
ezamudio@osba.org



Adrienne Anderson
Legislative Specialist
aanderson@osba.org



Haley Percell
Interim Deputy Executive Dir.
hpercell@osba.org



La'Nell Trissel
Executive Assistant
ltrissel@osba.org

OREGON SCHOOL BOARDS ASSOCIATION

1201 Court Street NE, Suite 400, Salem, OR 97301 | 503-588-2800 | 1-800-578-6722 | osba.org | rev. 09.26.2024

HOW CAN YOU *get* INVOLVED?

OREGON SCHOOL BOARD MEMBERS OF COLOR CAUCUS Join this group of school board members who are promoting quality education for all students, with a focus on the needs of students of color. The caucus's mission is to increase school board diversity while also helping school board members of color build their capacity to address issues. tinyurl.com/OSBMCC

OREGON RURAL SCHOOL BOARD MEMBERS CAUCUS OSBA members voted in 2023 to form this group and add a voting seat on the OSBA Board. Its mission is to build collaborative relationships and promote quality education for all students with emphasis on the unique needs of school boards and students in rural communities. tinyurl.com/ORSBMC



A GUIDE
TO OSBA *and*
ITS MEMBER
SERVICES



EVENTS



JANUARY
SCHOOL BOARD RECOGNITION MONTH



FEBRUARY *(held every even year)*
BONDS, BALLOTS AND BUILDINGS CONFERENCE



APRIL
PACE DAY



AUGUST
SUMMER BOARD CONFERENCE



SEPT.-NOV.
LEGISLATIVE ROADSHOW



NOVEMBER
ANNUAL CONVENTION



DECEMBER
OREGON SCHOOL LAW CONFERENCE

LEARN MORE AT
osba.org/events

OSBA RESOURCES *and* PUBLICATIONS AVAILABLE ONLINE:

- Legislative
- Boardmanship
- Budgeting
- Equity
- School safety
- Student wellness

ACCESS THESE RESOURCES
AND MORE AT
osba.org/new-board-members



The Oregon School Boards Association is dedicated to improving student success and education equity through **ADVOCACY, LEADERSHIP** and **SERVICE** to Oregon public school boards.

info@osba.org | www.osba.org | 1-800-578-6722

1201 Court St. NE, Ste. 400, Salem, OR 97301

FACEBOOK /osba.org TWITTER /OSBANews INSTAGRAM /oregon_sba

DEAR MEMBER,

As a locally elected school board member, no one is better positioned than you to ensure that our students overcome hurdles and move ahead to success in college and careers. But you're far from alone: Since 1946, OSBA's staff has served as a resource to our members across the state, in districts large and small, urban and rural.

Every school district is unique, which is why OSBA constantly advocates for local control. Yet all of us share a fundamental belief in the power of public schools and our love of students. That's why we worked together to pass the landmark Student Success Act in 2019.

Our staff has the experience you need, from legal advice from attorneys to legislative advocacy in the Capitol to comprehensive board training. We can help beef up your policies, search for your next superintendent, provide insurance coverage through PACE or deal with the media in a crisis.

Whenever you need us, just call or email: **WE'RE HERE FOR YOU!**

Best regards,

The Osba team

HOW *to* STAY UPDATED

The **OSBA News Center** is the hub for education information important to Oregonians. Visit bit.ly/OSBAnews for:

NEWS STORIES

OSBA coverage of Oregon education issues

OREDNEWS

Subscribe to this daily email compiling education news from around the state

LEGISLATIVE HIGHLIGHTS

A weekly newsletter published during the legislative session containing the latest information on activities at the Oregon Legislature that affect public education

WE'RE *here for* YOU!

OSBA has been helping locally elected volunteer school board members fulfill their complex public education roles since 1946.

BOARD PROFESSIONAL DEVELOPMENT

OSBA has always prepared new board members for board service and helped experienced board members become more effective in their roles as elected officials. Board members need to know public meetings law, parliamentary procedure, teamwork, budgeting, policymaking, ethics laws, public engagement, public relations and many more skills to function efficiently. We'll help you:

- Deepen your understanding of school board member roles
- Become more effective at advocating for public education
- Access trainings in ways that fit your busy schedule

CHARTER AUTHORIZER SERVICES

With years of experience in charter school authorizing and specific expertise in charter school operations, oversight and processes such as application, renewal, annual evaluation and closure/termination, OSBA staff can help with charter requirements. We also provide training and professional development to school boards in their roles as charter school authorizers.

COMMUNICATION SERVICES

The OSBA Communication Services team delivers the news that matters to Oregonians and helps schools deal with the media. When a crisis strikes your schools, OSBA's team can help craft your message and handle internal and external communications.

EXECUTIVE SEARCH SERVICES

OSBA can expertly guide boards through the process of hiring a superintendent or president, relieving stress associated with conducting an executive search. We ensure that you find a leader with the qualities you, your community and staff seek.

LEGAL SERVICES Whether you need quick legal advice or long-term guidance, you can rely on the OSBA Legal Services team to assist, represent and guide you. pacelegal@osba.org

LEGISLATIVE AND ADVOCACY SERVICES

OSBA lobbies on behalf of our members at the state Legislature, state agencies and at the local and federal level. We develop and maintain strong relationships with the governor, legislators, advocacy groups, education agencies and Oregon's congressional delegation. OSBA's primary legislative goal is to be the collective voice for all Oregon public school boards.

POLICY SERVICES We provide policy drafting and maintenance to help members meet requirements and other policy needs. Our services include rewrite services to help get your policies up to date, and ongoing subscriptions to keep them there!

PACE PROPERTY AND CASUALTY COVERAGE FOR

EDUCATION (PACE) OSBA and the Special Districts Association of Oregon (SDAO) formed PACE in 2006. By working together and pooling resources across the state, we help keep Oregon students safe, reduce risks and conserve member resources. PACE offers a variety of free trainings and resources. pace.osba.org

Learn more at **OSBA.ORG**



RESOLUTION | OSBA MEMBER DUES

OSBA HAS NOT RAISED ITS DUES FOR MEMBERSHIP SINCE 1998. In that quarter-century, school districts have become vastly more complicated, offering far more services and facing significantly more regulatory control. School districts have come to rely heavily on the Oregon School Boards Association for a wide range of expertise.

OSBA is dedicated to improving student success and education equity through advocacy, leadership and service to Oregon public school boards. To best support school board members, OSBA also provides phone, email and in-person advice to all the people around them, especially superintendents, administrators and board secretaries.

Here are some of the services included with **YOUR OSBA MEMBERSHIP.**

These services are provided by education experts with collectively hundreds of years of specialized experience.

POLICY SERVICES

OSBA staff, with expertise unparalleled in the state, help members prepare, implement and update their policies.

- OSBA provides 25 free model samples a year to members. Those model samples would likely cost thousands of dollars each from a legal firm.
- OSBA also maintains a library of 577 model sample policies and administrative regulations for districts, as well as manuals for education service districts, charter schools and community colleges. It is the only such library in the state.
- Policy Services provides two to four free webinars a year on current policy-related education issues as well as training for board secretaries.

LEGISLATIVE SERVICES

OSBA's lobbyists are school boards' representatives in the halls of power and behind-the-scenes discussions, serving on task forces and workgroups and meeting directly with policymakers. Many of OSBA's successes are never seen because the greatest victories often lie in heading off problematic bills.

- In addition to advocacy for an adequate State School Fund, OSBA's lobbyists work on dozens of bills that provide additional funding and grants as well as oppose bills that would raise schools' costs without additional funding.
- OSBA was a primary mover in the effort to pass the 2019 Student Success Act, a historic \$1 billion-a-year investment in education. OSBA lobbyists remain constantly on guard to block legislative efforts to dip into that pot of money for other uses.
- In 2023, OSBA tracked more than 500 bills that dealt with issues such as staff health and benefits, transportation, facilities, and curriculum.
- OSBA lobbyists travel around the state to meet with members where they live and hear their concerns.

BOARD DEVELOPMENT

Helping school board members excel is at the heart of OSBA's mission, and that includes answering the questions of superintendents and administrative professionals so they can better support their boards.

- Board Development provides phone, email and in-person support for school board members all over the state, answering questions on issues such as school board-superintendent relationships, school board roles and responsibilities, and public comment. When a board is facing a unique situation, OSBA has experts that members can call on.
- OSBA holds a deep resource of free materials, including a superintendent evaluation handbook, board operating agreements, a board chair handbook, a boardmanship handbook, a budget committee handbook and parliamentary procedures guidance.
- The team produces about one free webinar a month. These webinars often provide Leadership Institute credit to board members.
- Board Development coordinates and provides the coursework for the Leadership Institute, a public recognition of board members' dedication and investment in improving their skills.
- OSBA is unique in its ability to offer guidance and services to authorizers on charter school applications, renewals, evaluations and terminations.

LEGAL SERVICES

OSBA offers members the equivalent of a medium-sized law firm that specializes in education issues. OSBA's legal advice has prevented untold costs in litigation and lawsuits.

- With private Oregon lawyers billing on average more than \$300 an hour, a single free call to OSBA's lawyers is worth more than some districts' annual dues.
- In 2023, OSBA lawyers responded to more than 5,400 legal inquiries and handled 63 litigated matters in Oregon courts and administrative agencies.



“OSBA has provided me with so much support and encouragement ... I cannot imagine doing my job without their services. From conferences and webinars to the ability to receive prompt phone and email responses to policy support, OSBA has been invaluable to my growth and understanding of the unique position of board secretary.”

VONNIE MCCLELLAN

Siuslaw School District executive assistant to the superintendent and board

COMMUNICATION SERVICES

Through the five-days-a-week OREdNews, Legislative Highlights during sessions and social media around the clock, OSBA keeps you informed on local, state and national issues while also telling your stories of success, innovation and perseverance to the state.

- OSBA provides crisis communications support for everything from legal issues to a tragedy on campus. In 2023, OSBA provided support to more than 50 members.
- OSBA supports the celebration of school board members during School Board Awareness Month, creating and sharing the popular superhero motif, and launched the Oregon School Board Member of the Year, now in its seventh year.

PACE

Property and Casualty Coverage for Education, administered by OSBA, provides stable and comprehensive insurance to more than 300 public education organizations.

- Risk consultants have more than 700 interactions a year with members.
- PACE legal services save members nearly \$3 million annually when they use our services.
- In 2023, PACE facilitated approximately 717,000 online trainings to increase school safety, security and preparation.
- PACE conducts facility inspections, playground safety reviews, hazard checklists and safety recommendations and shares tools to help members manage risk, such as criminal background checks and property valuations.

IN ADDITION TO ITS FREE SERVICES, OSBA OFFERS AN ARRAY OF LOW-COST FEE-BASED SERVICES, including superintendent searches, policy updates and additional board training. Because of the pooled nature of membership, OSBA can offer its services at lower prices than might be found in the private sector with the added benefit of help from experts who only work in the education sector.

DISTRICT	24-25 DUES	25-26 DUES	26-27 DUES	27-28 DUES	28-29 DUES	29-30 DUES	30-31 DUES***
District Member 01 (under 100)*	\$250.25	\$500.25	\$750.25	\$1,000.25	\$1,250.25	\$1,500.00	\$1,560.00
District Member 02 (100-249)*	\$541.25	\$791.25	\$1,041.25	\$1,291.25	\$1,541.25	\$1,772.44	\$1,843.34
District Member 03 (250-499)*	\$778.00	\$1,028.00	\$1,278.00	\$1,528.00	\$1,757.20	\$2,020.78	\$2,101.61
District Member 04 (500-999)	\$1,420.50	\$1,633.58	\$1,878.61	\$2,160.40	\$2,484.46	\$2,857.13	\$2,971.42
District Member 05 (1000-1999)	\$2,503.00	\$2,878.45	\$3,310.22	\$3,806.75	\$4,377.76	\$5,034.43	\$5,235.80
District Member 06 (2000-2499)	\$3,450.00	\$3,967.50	\$4,562.63	\$5,247.02	\$6,034.07	\$6,939.18	\$7,216.75
District Member 07 (2500-3999)	\$5,952.75	\$6,845.66	\$7,872.51	\$9,053.39	\$10,411.40	\$11,973.11	\$12,452.03
District Member 08 (4000-4999)	\$7,035.00	\$8,090.25	\$9,303.79	\$10,699.36	\$12,304.26	\$14,149.90	\$14,715.89
District Member 09 (5000-9999)	\$8,658.25	\$9,956.99	\$11,450.54	\$13,168.12	\$15,143.33	\$17,414.83	\$18,111.43
District Member 10 (10000-25000)	\$10,823.00	\$12,446.45	\$14,313.42	\$16,460.43	\$18,929.49	\$21,768.92	\$22,639.68
District Member 11 (over 25000)***	\$18,940.00	\$21,781.00	\$25,000.00	\$25,000.00	\$25,000.00	\$25,000.00	\$26,000.00
ESD Membership Dues 01 (under 1000)*	\$473.75	\$723.75	\$973.75	\$1,273.75	\$1,473.75	\$1,694.81	\$1,762.61
ESD Membership Dues 02 (1000-2500)*	\$710.50	\$960.50	\$1,270.50	\$1,460.50	\$1,679.58	\$1,931.51	\$2,008.77
ESD Membership Dues 03 (2500-5000)*	\$947.00	\$1,197.00	\$1,447.00	\$1,664.05	\$1,913.66	\$2,200.71	\$2,288.73
ESD Membership Dues 04 (5000-7500)*	\$1,082.50	\$1,332.50	\$1,582.50	\$1,819.88	\$2,092.86	\$2,406.78	\$2,503.06
ESD Membership Dues 05 (7500-10000)	\$1,556.00	\$1,789.40	\$2,057.81	\$2,366.48	\$2,721.45	\$3,129.67	\$3,254.86
ESD Membership Dues 06 (10000-15000)	\$2,029.50	\$2,333.93	\$2,684.01	\$3,086.62	\$3,549.61	\$4,082.05	\$4,245.33
ESD Membership Dues 07 (15000-25000)	\$2,367.75	\$2,722.91	\$3,131.35	\$3,601.05	\$4,141.21	\$4,762.39	\$4,952.89
ESD Membership Dues 08 (25000-50000)	\$3,111.75	\$3,578.51	\$4,115.29	\$4,732.58	\$5,442.47	\$6,258.84	\$6,509.19
ESD Membership Dues 09 (above 50000)	\$4,667.50	\$5,367.63	\$6,172.77	\$7,098.68	\$8,163.49	\$9,388.01	\$9,763.53
State Board of Education	\$67.75	\$77.91	\$89.60	\$103.04	\$118.50	\$136.27	\$141.72
Community College Association****	\$4,601.00	\$8,851.00	\$13,101.00	\$17,351.00	\$21,601.00	\$25,500.00	\$26,520.00

*Add \$250 annually until floor is reached, then increase 15% through year 5 | **Reflects an estimated CPI increase of 4% *** \$25,000 cap prior to CPI
 ****Reflects an increase of \$250 per year, per community college (17) annually until the community colleges reach the \$1,500 floor amount per college. (\$25,500)

Mission: To build collaborative relationships and promote quality education for all students with emphasis on the unique needs of school boards and students in rural communities.

- Goals:**
- > To elevate the voice of rural school districts and recognize their unique needs.
 - > To build and maintain collaborative relationships between OSBA and rural school boards.
 - > To develop, promote, and advance legislation supporting rural schools and understand the impact of statewide legislation to each rural community and district.
 - > To build collaborative relationships and promote quality education for all students with emphasis on the unique needs of school boards and students in rural communities.
 - > To support school boards in rural communities by prioritizing professional development of rural board members and bringing training and other resources to rural areas.

Who Qualifies as Rural:

- > Any school district with a population density less than 200 people per square mile, or less than 20,000 residents within the district.
- > Any district who completes a successful appeal
- > All Oregon Education Service Districts

Budget: The majority is allocated to sending rural school board members to OSBA Summer Board Conference and Annual Convention, and bringing the OSBA Board Development team to work with rural boards in their districts.

Leadership:

The Leadership Assembly consists of nine members from across the state, including a President, Vice President, and Secretary/Treasurer.

The Oregon Rural School Board Members Caucus was formed in the Fall of 2023 to help elevate the voices of rural school board members in Oregon.



OREGON RURAL
School Board Members Caucus

Become a member today:

<https://forms.office.com/r/Xb92vuwb2>





About the Oregon School Board Members of Color Caucus

Mission

- To promote quality education for all students with emphasis on the unique needs of students of color

Goals

- To promote positive and effective relationships and serve as a resource among school board members of color, communities, political leaders and Oregon School Boards Association (OSBA)
- To build and increase capacity of school board members of color to be effective in their roles
- To support a pipeline of people of color to run for school board positions
- To develop, promote and advance legislation to improve educational opportunities and outcomes for students of color
- To prepare and advance school board members of color to serve in general OSBA leadership
- To build capacity of the general OSBA membership in understanding the issues of students and people of color

How to Join

There are two ways to become active with the caucus:

- **General Membership** is available to Oregon elected or appointed members of public boards of education who identify as a person of color.
- **Friends of the Caucus** is available to OSBA members who support the caucus mission and goals.

For more information, please visit the OSBMCC webpage:

<https://osba.org/oregon-school-board-members-of-color-caucus/>.

About Oregon School Board Association (OSBA)

OSBA is dedicated to improving student achievement and education equity through advocacy, leadership and service to Oregon public school boards. OSBA may act as a facilitator of activities of the caucus, which shall complement its efforts on behalf of all local governing boards.

LEADERSHIP COUNCIL EXECUTIVE MEMBERS

President
Neelam Gupta
Lake Oswego SD

Vice President
Luhui Whitebear
Corvallis SD

Secretary
Helen Ying
Multnomah ESD

Treasurer
Kim Brick
Coos Bay SD

REGIONAL MEMBERS

Sunita Garg
Beaverton SD

Annie Valtierra-Sanchez
Southern Oregon ESD

Aaron Muñoz Gonzalez
Reynolds SD

Janece Payne
Brookings-Harbor SD

Kathy Wai
North Clackamas SD

David Jaimes
Tigard-Tualatin SD

MEMBERS-AT-LARGE

Senitila McKinley
Lincoln County SD

Patricia "Pat" Morinaka
Nyssa SD

Oregon LGBTQIA2S+ School Board Members Advisory Committee

Mission: To promote quality education for all students with an emphasis on the unique needs of LGBTQIA2S+ students, staff and board members.

Goals:

- The implementation of ODE’s “Oregon LGBTQ2SIA+ Student Success Plan.”
- Promoting positive and effective relationships among LGBTQIA2S+ school board members, their communities, political leaders, partner organizations and OSBA.
- Building and increasing capacity of LGBTQIA2S+ school board members and support a pipeline for LGBTQIA2S+ people to run for school board seats.
- Serving as a resource.
- Developing, promoting, and advancing legislation to improve educational opportunities and outcomes for LGBTQIA2S+ students, staff and families.
- Building capacity of the general board membership in understanding the issues of LGBTQIA2S+ people and inclusion.

Purpose: OSBA leadership has created formal caucuses to support and enhance the services to certain students and school board members. Oregon’s LGBTQIA2S+ students need support. Oregon’s LGBTQIA2S+ school board members need support. And OSBA can best participate in this support with a formal structure to respond to all the needs and policies across Oregon’s K-12 system.



Membership Benefits

As a key partner of the National School Boards Association, you are crucial in advocating for public education and supporting school boards. At NSBA, we aim to transform public education by working closely with our state association members. We offer a range of professional development services and products to enhance your members' skills, supplement your resources, and promote student success.

Our services foster professional growth, expand networks, and add value to your association. By partnering with NSBA, you help shape federal policies, address critical issues, advocate for local governance, and enhance the role of school boards.

Together, we can equip your members to be exemplary school board leaders, ensuring each child in the United States receives a quality education that prepares them for future success.



MEMBER EXCLUSIVES

Enrich your membership with peer-to-peer engagement, thought-leadership opportunities, and a deep reservoir of tools that support you in serving your members.

NSBA Governance and Delegate Assembly

Help set the agenda and direction of NSBA by serving on our Board of Directors and provide a voice in NSBA's direction related to organizational priorities and focus.

Board Committees

Serve on state executive board committees with voting rights.

- Executive Committee
- Constitution & Bylaws Committee
- Pension Trustees
- Nominating Committee
- NSBA Finance Committee
- Beliefs & Resolutions Committee
- NSBA Audit Committee
- Awards Committee
- NSBA Evaluation Committee
- NSBA Board Policy Review Committee
- National School Boards Action Center (NSBAC)
- Past Presidents' Advisory Council
- NSBA Delegate Assembly Committees
- Council Chairs

Cobranding Opportunities

Cobrand NSBA publications, resources, and reports to spotlight a partnership around key issues impacting public education and local school leaders.

Online Communities

Dialogue with state association peers from around the country to discuss challenges, best practices, and opportunities on federal policy (CSALS), legal advocacy (COSA and State In-House Counsel), etc.

Leadership Seminar

Participate in an annual conference designed to enhance state association leadership development.

First Monday Leadership Updates

Attend monthly virtual meetings with NSBA Board of Directors and state association leaders.

NSBA Connector

Stay abreast of NSBA's activities, events, and programs via a weekly email. Includes media covering issues that impact K-12 and external resources for education leaders.

Discounts

Save 50% on NSBA publications, take advantage of registration discounts, and receive early access to housing at the NSBA Annual Conference.



ADVOCACY

Help frame national issues that impact public education, shape public opinion, engage federal policymakers, and mobilize the will of the people to help your members govern at their best and support their students.

Legislative & Regulatory

NSBA Priorities

- Securing Full Funding of the Individuals with Disabilities Education Act
- Advocating for Continued Title Funds
- Promoting Equitable Access to Technology and Technology Education
- Advocating for Student Nutrition and Funding Needs
- Promoting Protection/Accountability for the Use of Public Funds

Federal Government Advocacy

Engage members of Congress and officials at the U.S. Department of Education, White House, and other federal agencies to advocate for the issues that matter to you and your members.

National Public Engagement

Participate in national campaigns that help drive public awareness and engagement on critical issues impacting public schools and students, such as the *It's Time for a Great IDEA* campaign.

National School Boards Action Center (NSBAC)

Drive your advocacy effort to a deeper level through the NSBAC network, an essential grassroots tool to turn public education leaders and supporters into grassroots supporters.

Annual Capitol Hill Day

Join colleagues from congressional districts across the United States to champion public education and local school board governance on Capitol Hill.

Legal

Amicus Briefs

Amplify your voice in the U.S. Supreme Court, state supreme courts, and federal courts across the country on landmark cases that impact public education.

Federal Regulations & Resources

Discover the latest federal agency regulatory actions affecting public education from inside the Beltway.

Public Advocacy & Communications

National Media

Draw attention to the essential role of school boards, establish thought leadership on issues that impact school districts and public school students, frame pivotal issues, and shape consequential policy debates through NSBA's media relations efforts.

Digital & Social Media

Lead the conversation, cultivate community, market ideas, and interact with the public, thought leaders, members of the media, and policymakers across a spectrum of digital and social media platforms.





RESOURCES, RESEARCH & TOOLS

Tap into an ever-growing library of news, insightful research, surveys, and guidebooks to drive success in your state.

American School Board Journal (ASBJ)

Enjoy an award-winning, four-times-a-year print and digital magazine dedicated to covering school boards and the issues they manage.

ASBJ Brief

Receive a monthly executive-level email digest featuring trending and emerging topics.

Center for Public Education

Access accurate, insightful, and nonpartisan research, data, and analysis that informs you about issues and attitudes impacting public education.

Legal Guides

Help your members gain a deeper understanding of key legal issues through guides that feature expert perspectives and principles essential to planning and governance.

National Connection Daily

Receive a daily executive brief of the latest federal, state, and local news impacting public education.

School Board Leadership Guidebooks and Other Publications

Access essential how-to manuals, including *Becoming a Better Board Member*, *The Key Work of School Boards*, and *the Federal Public School Law Guidebook*.

Legal Clips

Access a compilation and analytical summary of key legal cases, “hot button” issues, and news stories that impact K-12 schools.

Federal Insider

Receive the latest education news and developments from Washington, D.C., impacting the nation’s public school students and those who serve them.



PROGRAMS & REVENUE-SHARING

Participate and take advantage of opportunities to access revenue-generating programs and help your school board members conserve their financial resources.

Council of School Attorneys

Connect with attorneys from around the country and Canada on legal issues impacting public education.

Equity Councils

Participate in councils working to address issues including achievement, equity, funding, health, and safety; and representing a diverse student enrollment in rural, suburban, and urban communities.

National Connection and Council of Urban Boards of Education (CUBE)

Generate revenue by helping market national information and networking programs.





PROFESSIONAL DEVELOPMENT & AWARDS

Enhance professional growth and generate recognition for the excellent work of your association, member districts, and school board members.

National Thought Leadership Opportunities

Exhibit your thought leadership and inspire ideas nationally at the association's national conferences and exclusive state association leadership seminar.

NSBA National Recognition Awards

Nominate school district leaders, district programs, state association innovative approaches through NSBA's various award opportunities.

- NSBA Leading Edge Award
- ASBJ Magna Awards
- Benjamin Elijah Mays Lifetime Achievement Award
- CUBE Annual Award for Urban School Board Excellence
- National American Indian/Alaska Native Council Luminous Eagle Award
- National Black Counsel Rise Award
- National Hispanic Council Abrazo Award

Conferences, Convenings, and Professional Development

Participate in interactive sessions, both online and in-person, to address current and emerging educational issues.

- Member Webinar Series
- CUBE Annual Conference
- Advocacy and Equity Institute
- NSBA Annual Conference
- COSA School Law Seminars (Online & In Person)



VI. SUPERINTENDENT'S REPORT



Corvallis

SCHOOL DISTRICT

Superintendent's Report

Shared with the Corvallis School Board during the November 5, 2024 meeting.

Inclement Weather Decisions

We are entering the season of possible school delays and cancellations. We put the safety of students and staff first in these decisions. The decision to delay or close school is based on the ability of students, parents/guardians, and staff to get to our buildings safely, the suitability of our facilities for occupation, and the condition of local infrastructure.

In the event of the decision to delay or cancel school, staff, parents/guardians, and secondary students are notified with an automated text or phone call. In the event of icy or snowy roads, some regular bus routes will follow snow routes instead, which will be posted soon on [our website](#).

School Scorecards

At the November 21 board meeting, secondary principals will report on their progress on their building scorecards. These scorecards are how our buildings track their progress on their individual goals tied to the overall district goals.

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

Osborn Aquatic Center

City maintenance staff began draining the main indoor pool at Osborn Aquatic Center on Friday, November 1. Once the pool is empty, a shoring contractor will install temporary support structures to shore up the natatorium's roof before additional structural testing can be performed. Shoring up the natatorium roof will enable engineers to safely explore and assess the roof system and formulate a repair plan.

The Crescent Valley swim team will hold practices at Timberhill Athletic Club, and the CHS swim team will be at Clemens Community Pool. Both teams will have all their meets on the road, except the rivalry meet that will take place at Clemens. Thanks to our athletic directors, Jon Strowbridge and Salvador Munoz, and our community partners for all their work to quickly put together plans to make this possible for our athletes!

Arabic Club

Today was the first day for our Arabic Club at Letitia Carson Elementary. The club was created as a learning space for heritage, native, and simultaneous Arabic-speaking students to learn and grow their linguistic skills in writing, speaking, listening, and comprehension. In addition, the club allows students to be in community with other students who share similar cultural roots and values.

We hope to have 25 to 30 students participating in the program this year. One of our instructors was a teacher in Syria. As you know, CSD students speak over 60 home languages. The Arabic Club and our DLI program are two examples of how we support language development.

VII. PUBLIC COMMENT (6:50 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 09-17-24)

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

VIII. **BIAS REPORTING - UPDATE**



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Melissa Harder, Kristin Mahoney
Meeting Date: November 5, 2024

Bias Incident Response - 2023 - 2024 Data Report **No Action Required**

Background

This Bias Response report provides data reported from September 2023 through June 2024. Staff have also provided a comparison to last year's data. This evening's slide presentation will provide more insights into the data and describe how we have shifted practices in reporting and response for this year.

Data Report and Analysis

223 total reports were received between September 2023 and June 2024. In the 2022-2023 school year, we received a total of 131 reports.

Reporters

	CSD Staff	CSD Students	Parent/Community
2022 - 2023	41.7%	50%	8.2%
2023 - 2024	51%	44%	4.5%

Locations of Incidents

	Classroom	Outside at School	Hallways	Cafeteria	Offsite, bus, gym, restroom
2022 - 2023	50%	16.1%	12.5%	7.3%	13.9%
2023 - 2024	57%	13%	9%	3%	18%

Types of Bias Reported

	Race	LGBTQ+	Disability	Religion
2022 - 2023	46.5%	28.8%	8.1%	5.6%
2023 - 2024	52%	27%	11%	10%

Impact by Level

	Elementary Schools	Middle Schools	High Schools
2022 - 2023	20.1%	59.7%	19.4%
2023 - 2024	30%	61%	9%

Involvement

District staff: Melissa Harder, Kristin Mahoney

Cost Impact

None

Function

Review and discussion.

BIAS INCIDENT DATA

2023 - 2024 School Year

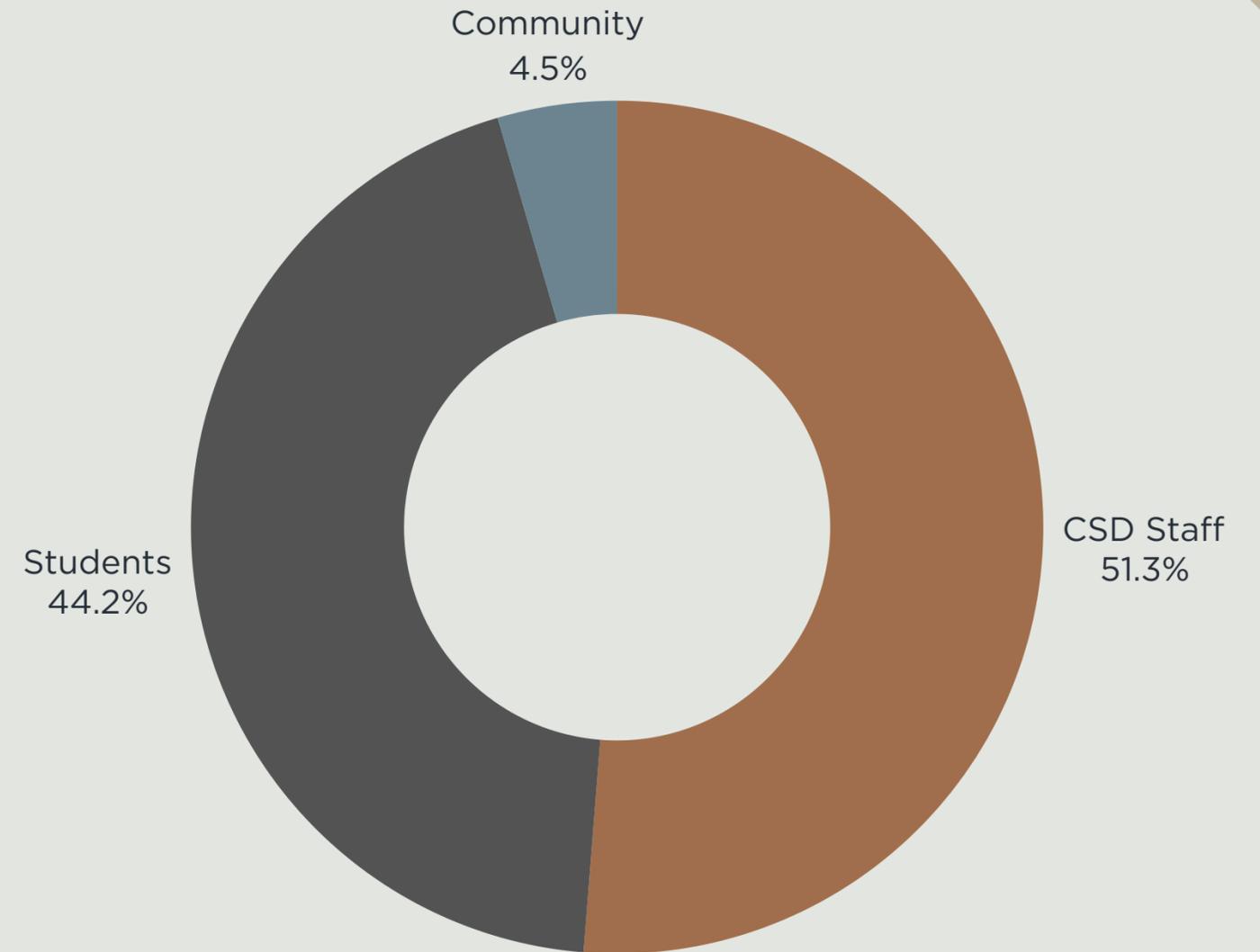
REPORTERS

An increase in staff as reporters

- Most staff reports came from teachers

Anonymous reporting continued to be important

- 51 of 223 reports were anonymous



STAFF TRAINING



What is Bias?

Hostile expression toward another person relating to their perceived race, color, religion, gender identity, gender expression, sexual orientation, disability, and/or national origin. This may include derogatory language, behavior, or symbols of hate.

Goals

Bias can happen anywhere at anytime. It's important to recognize that microaggressions can impact a student just as much as a major incident.

Racial Language Scale

Level 1

Safe, responsible, and respectful use of language

Microaggressions that discrimi

Level 3

Racist jokes and verbal terms, racial graffiti, sharing of racist materials, racially charged symbols and signs, etc.

Aggressive use damage using violence, sp

Goal 2

Support the student who has

Goal 3

Provide educational

Goal 4

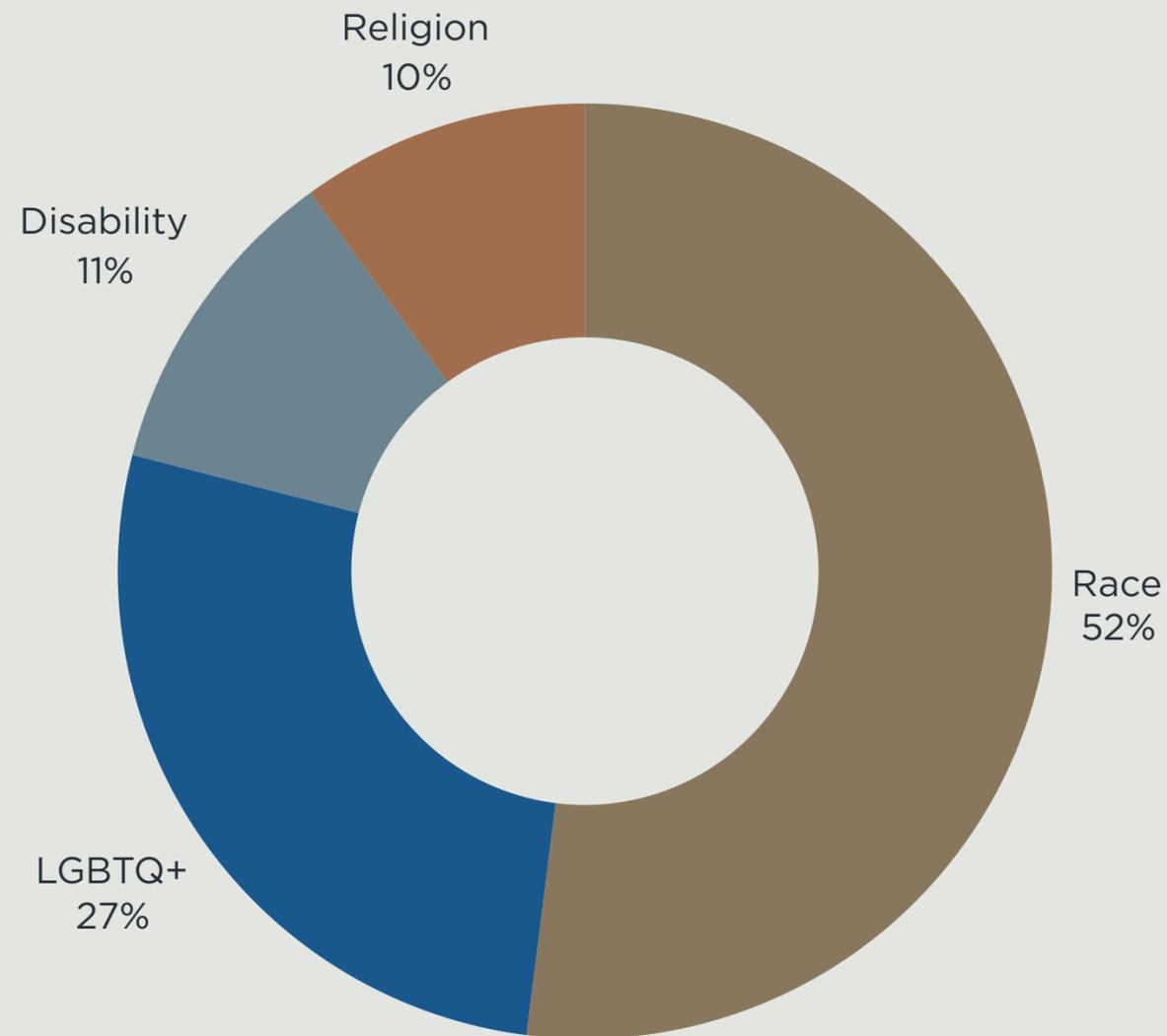
Show students that their school incidents busly.

Next Steps

- Interrupt biased language as it happens.
- Offer support to impacted students.
- Submit a Bias Incident Report.
- Follow up with your administrator.



TYPES OF BIAS REPORTED



Race

Most common racial bias was use of the N-word

LGBTQ+

Increase in gender identity and gender expression bias against transgender and genderfluid persons

Religion

Most religious bias reports targeted Muslim or Jewish students

NEW COMPLAINT TRACKING PRO

Report a Bias Incident



Corvallis School District Reporting Form

The reporting form is not a 911 or Emergency Service

Do not use this site to report events, presenting an immediate threat safety or security threat. If this is an emergency, please contact 911.

Background Information

Full Name* **Position/title***

Remain Anonymous [Enable additional features by logging in.](#)

Information

Report Type* **Date***

Location* **Building***

Are you a:*

Who was harmed?

Who was causing harm?

Type of Bias:

- Color
- Disability
- Gender Identity/Expression
- National Origin
- Race
- Religion
- Sexual Orientation/LGBT+

Tell us what happened:*

Have you told a teacher or principal?

IMPACT BY LEVEL

Elementary

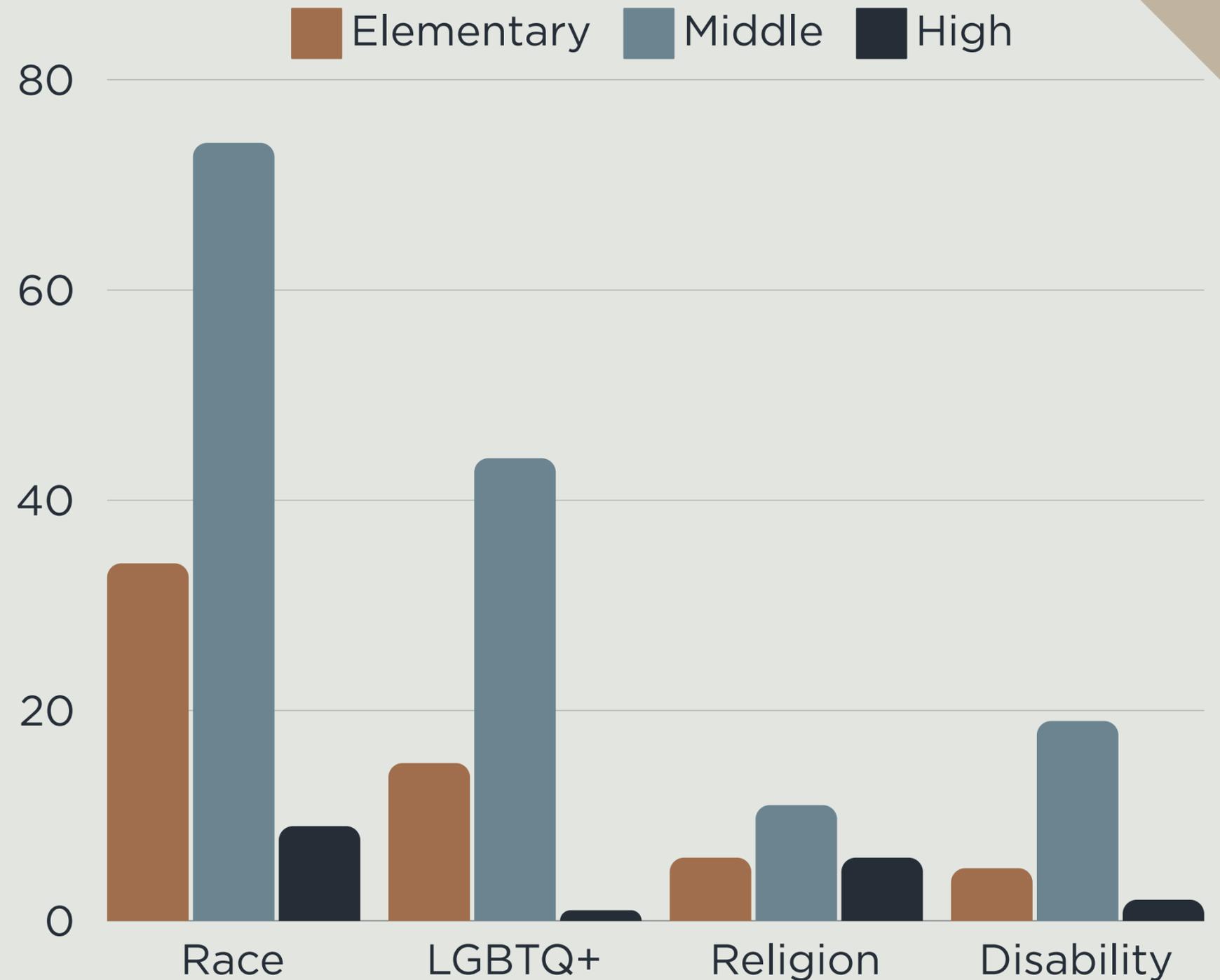
Most bias incidents involved race - more than double the number of LGBTQ+ incidents

Middle School

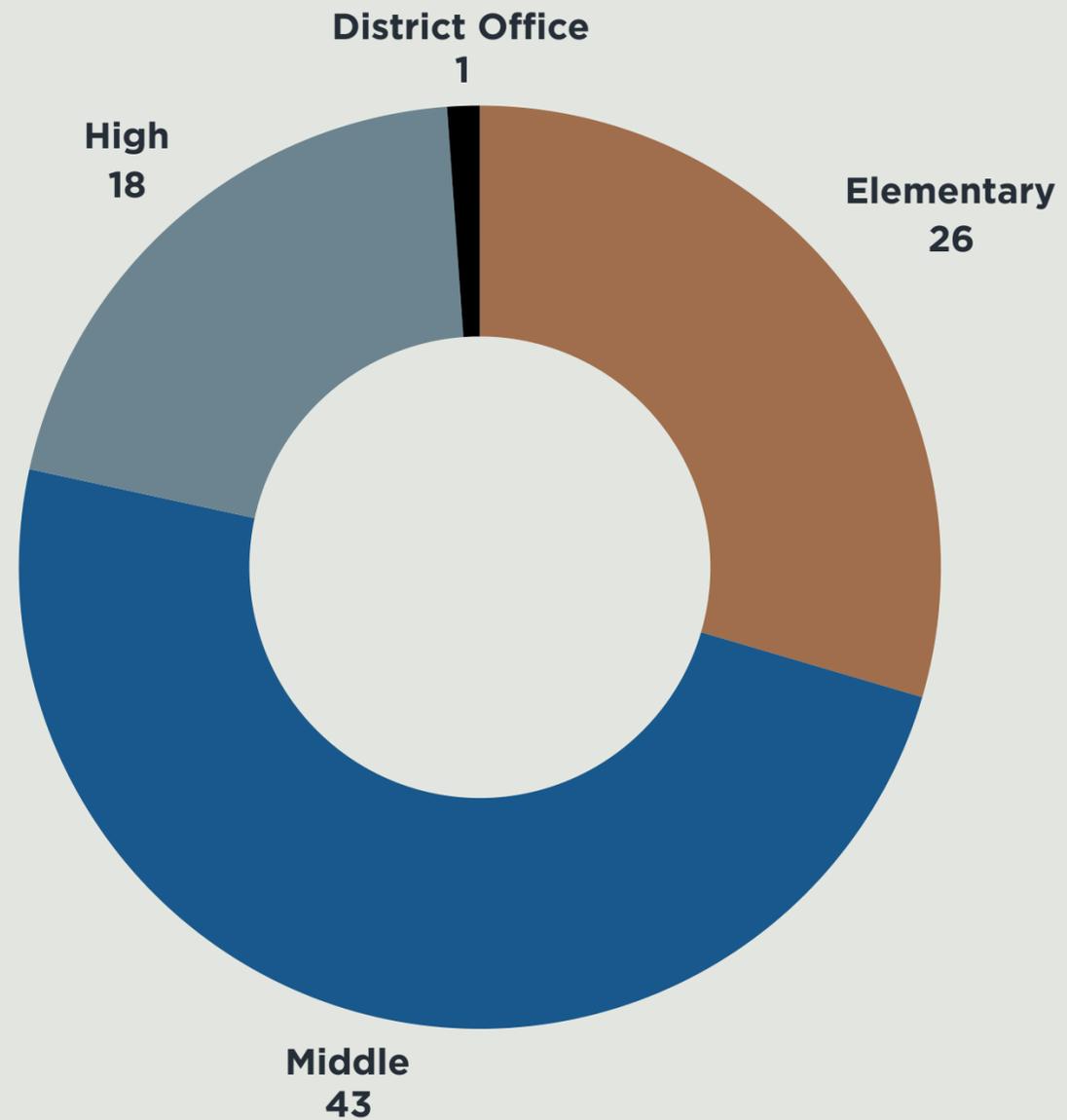
Most bias incidents involved race - nearly double the number of LGBTQ+ incidents

High School

Most bias incidents involved race



IMPACT BY LEVEL SEPT - OCT 2024



Recognizing & Reducing Bias in yourself

Self Reflection

Understand your own biases by reflecting on your thoughts and actions.

Impact of Bias

On Individuals

Leads to unfair treatment and

You can speak up against bias



Interrupt

Speak up against remarks in the moment

"I don't like that"

"That is hurtful"

Question

Ask questions in response to hate

"Why do you say that?"

"What do you mean?"

Educate

Explain why a term is offensive.

"Do you know the history of that word?"

Echo

If someone else speaks up against hate, reiterate the message

"Thanks for speaking up. I agree that is offensive"

Reporting bias and symbols of hate to formally address incidents and that can help us improve the culture of our community.

- you for a conversation so they may address the bias incident appropriately and ensure that the person who was harmed is safe.
- An investigation will occur, a consequence will be assigned, and a formal response will be issued.

- District staff will investigate the report and take any necessary steps towards a resolution.

Please note:

- Federal student privacy laws prevent school administrators from disclosing details of the consequences assigned to the person causing harm.

ONE-MONTH CHECK IN

Building administrators are required to check in with the person harmed.

Questions asked are:

- How have things gone in the last month?
- Do you need any support with the person who caused you harm?
- Is there anything I could have done differently to resolve the bias incident?





Questions?

IX. CONSOLIDATED ACTION

IX.A. Enter into an Agreement with Graduation
Alliance



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Melissa Harder, Assistant Superintendent
Lauren Wolfe, Director of Finance
Meeting Date: November 5, 2024

Approve Oregon Private Alternative School Program Agreement with Graduation Alliance

ACTION REQUESTED

Background

Since August, representatives from the district have been meeting with the team from Graduation Alliance to discuss how to best serve our high school students who do not finish with a diploma. Especially those students we can not locate or those for whom our current models for high school (CHS, CVHS, and College Hill) do not work.

Graduation Alliance partners with districts nationwide and all over Oregon and works to reengage and recover students who are chronically absent or who have stopped coming to school. Graduation Alliance is ideal for students who are chronically absent or disengaged in grades 6 - 12. The program requires no start-up costs and is a pay-for-performance model, with no financial risk.

Graduation Alliance re-enrolls students with the Corvallis School District but provides instruction through their private alternative school online model to support students to complete their academic work off-site, online with online teaching staff, and alongside an Academic Coach. Students are also provided 24/7 tutoring, a local advocate, and a wifi-enabled laptop.

Graduation Alliance evaluates its success based on the number of students who return to our district and earn a high school diploma. Students who finish their required credits through Graduation Alliance will receive a Corvallis School District diploma. We believe Graduation Alliance will give our students even more opportunities for success while supporting the district to reclaim funding and increase our graduation rates.

Cost Impact

Corvallis School District will report membership for students participating in this program, thus receiving state school fund dollars for their membership. The District will then remit funds to Graduation Alliance, per article T in the proposed agreement. The district anticipates serving 14 students in the school year 2024-25, resulting in a net revenue of \$12,240 to the district. We expect the number of students we are able to serve will increase for the following school year, resulting in additional funding by way of this agreement.

Attachment: Agreement proposal from Graduation Alliance

ACTION REQUESTED:

Authorize the District to enter into a private alternative school program agreement with Graduation Alliance.

MOTION REQUESTED:

“I move that we authorize Corvallis School District staff to enter into an agreement with Graduation Alliance to provide a private alternative school program option.”

Oregon Private Alternative School Program Agreement

between

Graduation Alliance, Inc.

AND

[Corvallis School District 509J](#)

(hereinafter referred to as “District”)

A. Purpose.

It shall be the purpose of this Oregon Private Alternative School Program Agreement (the “Agreement”) to provide educational opportunities for eligible Students (“Student” or “Students”) who are working toward course credits which can be converted to high school credits through the Private Alternative School Program (the “Program”) operated by Graduation Alliance, Inc (“Graduation Alliance”). Graduation Alliance shall operate the Program in accordance with the requirements of OAR 581-021-0072, Private Alternative Programs/Schools.

B. Term.

This Agreement is effective from the date of Customer signature on this Agreement (the “Effective Date”) and expires on the August 31st following the three-year anniversary of the Effective Date. This Agreement automatically renews for successive one (1) year terms unless either party notifies the other in writing not less than ninety (90) days prior to the expiration of the current term of its intention not to renew. Either party may choose not to renew this Agreement without cause for any reason.

C. Eligibility.

1. Youth are eligible for the Program when they meet the following criteria:
 - a) are residents of the state of Oregon;
 - b) under 21 years of age; and
 - c) have not yet met high school graduation requirements.
2. Once determined eligible the Program, a Student will retain eligibility until the Student does one of the following:
 - a) earns a high school diploma; or
 - b) becomes ineligible because of age.

NOTE: Students who earn their General Educational Development (GED) retain their eligibility and may continue to participate in the Program.

D. Program Administration.

Graduation Alliance shall develop and deliver to District a Policy and Operations manual detailing the expectations for Students, the instructional model, attendance policy, Student services, and how program exceptions are managed. Modifications to the Policy and Operations Manual, if necessary, shall be made annually upon mutual agreement of the parties and re-submitted to the District prior to the start of subsequent School Years. District is responsible for gaining approval and adoption by the District’s Board or other governing entity in advance of the start of the School Year as needed.

E. Web Portal Configuration.

Graduation Alliance will provide the District with an Account Portal through which authorized District staff can monitor the program, including the enrollments, registrations, and progress of Students in the program as a whole as well as for individual Students. The Portal also includes records of courses Students complete through the Program and Graduation Alliance transcripts which can be accessed by the high school registrar to certify that Students have met the District’s graduation requirements. The Portal also allows Graduation Alliance to custom-configure proactive alerts and notifications delivered via email and/or text message about various system triggers, including Student activity and progress.

F. Enrollment.

1. A Student will be considered enrolled when he/she has:
 - a) met all eligibility criteria specified in Paragraph C.
 - b) completed all steps of the application process established by the District and the Program.
 - c) been approved for enrollment by the District.
 - d) been enrolled by the Program.

G. Instruction.

Graduation Alliance will support the provision instruction under this Agreement in accordance with the following:

1. Instruction for Students may include:
 - a) academic skills instruction appropriate to each Student's skills levels and academic goals.
 - b) college readiness and work readiness preparation coursework.
 - c) math, writing or reading remediation.
 - d) subject specific high school credit recovery instruction.
 - e) other coursework approved by the District, including cooperative work experience.
2. Instruction may not be limited to only those courses or subject areas in which Students are deficient in high school credits.
3. The Program may restrict or deny access into specific program elements if a Student's academic performance or conduct does not meet established guidelines.
4. Instructional support staff will be assigned by Graduation Alliance and will have prior experience in working with at-risk youth and/or in providing individualized instruction.
5. All teachers of record assigned to the Program shall hold a current teaching license in the state of Oregon with a content area endorsement with a 9-12 grade level designation.

H. Academic Coaching

Graduation Alliance provides each Student enrolled in the Program an assigned Academic Coach. The Academic Coach is responsible for the initial introduction of the Program to the Student, regular contact with the Student via phone, email, SMS or IM to facilitate and encourage academic progress and resolve issues and to provide support in case the Student is having difficulties with the Program. Academic Coaches are available during normal business hours, Monday through Friday, excluding US holidays. Academic Coaches may also be available during non-standard hours and on weekends, at the Coach's sole discretion. The Academic Coach also maintains regular contact with the Local Advocates and the Program management team as they work to keep the Student engaged and making progress.

I. Online Tutoring

Graduation Alliance will provide unlimited access to online tutoring to Students enrolled in the Program for courses in Math, Science, English and Social Studies. This tutoring is available 24/7 year-round (except Christmas Eve/Day, Thanksgiving, and Independence Day), and is accessed through our Student learning environment.

J. Recruiting Services

1. Graduation Alliance provides Student Recruiting Services for this Program, including the establishment of a Student recruiting team, setup and configuration of recruiting systems, and active recruiting of prospective Students to join the Programs offered.
2. Within 5 business days of the Effective Date of this Agreement, The District shall provide a list of names and contact information (including but not limited to: child name, last known address, phone numbers, parent/guardian names, email address or other contact information on file in school records) of children who are eligible to enroll in the Program. Graduation Alliance will initiate contact to the Students via phone, direct mail, face-to-face meetings, and/or "town hall" style information sessions to inform prospective Students about the school's Program. After the Program's initial launch, the District's representative, as defined in the Policy and Operations Manual, shall provide names and contact information of newly eligible Students to Graduation Alliance as soon as the Students become

eligible, and in no event less frequently than quarterly. All prospective Students whose contact information is provided by the District according to the terms in this paragraph shall be considered “District Referrals”.

3. Graduation Alliance may recruit prospective Students who are not District Referrals, however Graduation Alliance shall not enroll any Students who are not District Referrals without prior approval by District. Regardless of referral source, Graduation Alliance shall only enroll Students within recruiting periods that are aligned with the specified Count Dates, unless otherwise directed by the District.

K. Case Management and Student Support.

Graduation Alliance will be responsible for the provision of case management services to all enrolled Students in accordance with the following:

1. Case management staff (also known as “Local Advocates”) will be assigned to the Program to provide accessible, consistent support to Students, as well as career guidance information, employment assistance or referrals and to facilitate proctoring of exams
2. Program staff will meet with each eligible Student at a minimum monthly to support progress toward coursework completion and mitigate barriers.
3. Graduation Alliance will ensure that case management services and instruction are integrated and coordinated, and that procedures are established that facilitate timely relevant communication about Student progress.

L. Hardware and Internet Connectivity

1. If requested by the Student, Graduation Alliance will provide laptop computers necessary to complete services offered in this Agreement. Computers shall be offered on a case-by-case basis for specified Students' use during the period Students are enrolled in the Program. Computers will be released to Students after a Financial Responsibility Form has been signed by the Student's legal guardian. Parents/Guardians will be financially responsible for damage/theft to the laptop, or for failure to return the laptop if the Student leaves, removed from or no longer eligible to participate in the Program. Failure to return the laptop may also result in the Students’ official records and credits earned while in the Program being placed on hold until the obligation is satisfied.
2. Graduation Alliance will provide internet capability for provided laptop computers based upon commercially-available services offered in the District’s geographic region. Internet connectivity is offered on a monthly basis, and the service provider selected is at the sole discretion of Graduation Alliance. Internet connectivity may be revoked for Students who violate either Graduation Alliance’s Terms and Conditions, or the Student Honor Code accepted by the Student.

M. District Administrative Responsibilities.

1. The District will work cooperatively with Graduation Alliance to implement this Agreement and to ensure that quality services are provided.
2. The District will designate a primary contact person to work with Graduation Alliance in implementing this Agreement and to provide oversight and technical assistance.

N. Statewide Student Assessment.

The District will work with Graduation Alliance to ensure that all Students have the opportunity to participate in the statewide Student assessment.

O. Provision of Special Education.

The District will be responsible for the provision of special education services to any enrolled Student who qualifies for special education in accordance with all state and federal law. Graduation Alliance shall provide common Special Education accommodations at the direction of the District and after evaluation of the Student’s current IEP.

P. Provision of Paragraph 504 Accommodation Plan.

The District will provide the same accommodations to Students under Paragraph 504 of the 1973 Rehabilitation Act as it provides to all Students otherwise enrolled in the District. Graduation Alliance shall provide common Paragraph 504 accommodations at the direction of the District and after evaluation of the Student’s current 504 Plan.

Q. Award of Credit.

High school credit will be awarded for all Graduation Alliance coursework in which Students are enrolled in accordance with the following:

1. High school credit will be awarded for the Program instruction provided by Graduation Alliance.
2. The District will ensure that the process for awarding high school credits as described above is implemented as part of the District’s policy regarding award of credits per state statute and state department of education rules and policies.
3. Graduation Alliance documentation related to the earned credits will be provided to the Student and the District.

R. Annual School Calendar.

The school year begins on July 1st and ends on June 30th of the following year.

S. Monthly Reporting of Student Enrollment and Membership.

1. The following requirements must be met for any Student to be considered eligible for monthly billing under this Agreement:
 - a) Met the eligibility criteria as specified in Paragraph C.
 - b) Met the enrollment criteria as specified in Paragraph F.
 - c) Attained Membership for the month. “Membership” is defined as the number of days Present PLUS the number of days Absent the Student is in attendance. A Student is considered “Present” for 2.5 days for each unique day the Student has two-way contact with their teacher, up to twice per week (maximum 5 Membership days per week). Failure to make two-way contact with the teacher shall result in days Absent. Days Absent may occur for up to 10 Membership days. After 10 consecutive Absent days, if a Student does not have two-way contact with their teacher, they shall not be counted in Membership.
2. Enrollment will be reported to the District on a monthly basis in accordance with the following:
 - a) Enrollment is based on the number of Students enrolled on the first school day of the month.
 - b) Billing shall be based on the number of enrolled Students together with each Student’s Membership.
 - c) Graduation Alliance shall submit by the fifth (5th) business day of each month data to District detailing enrolled Students and the associated Membership of each Student.

T. Fees for Service.

1. Graduation Alliance shall invoice District monthly for the prior month the number of days of Membership recorded for each Student. The rate for each day of Membership shall be based on a student’s Average Daily Membership (ADM) as defined by the current Oregon Cumulative Average Daily Membership Manual. ADM is the total days membership of an instructional unit during a specific reporting period divided by the number of days the instructional unit was in session during that reporting period. These figures for the current school year are provided on Exhibit A and updates as published by the Oregon Department of Education shall be considered incorporated herein by reference without the necessity of formal amendment. These figures will be used to calculate the monthly invoice for each FTE as follows:
 - a) 1 to 14 FTE per month: $86\% \times \text{FTE} \times \text{ADMw} \times \text{Membership Days} / \text{Total Membership Days}$
 - b) 15 to 39 FTE per month: $81\% \times \text{FTE} \times \text{ADMw} \times \text{Membership Days} / \text{Total Membership Days}$
 - c) 40 to 99 FTE per month: $78\% \times \text{FTE} \times \text{ADMw} \times \text{Membership Days} / \text{Total Membership Days}$
 - d) 100 or more FTE per month: $76\% \times \text{FTE} \times \text{ADMw} \times \text{Membership Days} / \text{Total Membership Days}$
2. The District shall remit payment within fifteen (15) days of receipt of an invoice.

U. Termination.

1. Suspension or revocation by the Oregon Department of Education (“ODE”) of the Program’s registration will suspend or terminate this Agreement for the term of the suspension or termination of the registration. Additionally,

non-compliance with a rule or statute implemented by OAR 581-022-1350 may result in the termination of the contract.

2. If District chooses not to renew this Agreement per Paragraph B above, and Students are still active in the Program upon notifying Graduation Alliance of its intention not to renew, the District shall be responsible for the following:
 - a) Offering a substantially similar program to active Students.
 - b) Obtaining a signed Transfer Consent from Student (or if Student is under the age of 18 as of the expiration date of this agreement, a signed consent from the Student's parent or legal guardian) authorizing the transfer.
 - c) Transferring active Students to the substantially similar program.
 - d) Signed Transfer Consents must be presented to Graduation Alliance within 30 days of notification of District's intention not to renew this Agreement.
 - e) If District cannot secure signed Transfer Consents for any active Student within the 30-day period, this Agreement remains in full force and effect for that active Student and District agrees to delay its intention to not renew until terms in this Section U are met for all active Students.

V. Required Documentation and Reporting.

1. Student Documentation.
 - a) Graduation Alliance shall maintain Student documentation to support eligibility as specified in Paragraph C and enrollment as specified in Paragraph F.
 - b) Graduation Alliance shall, on behalf of the District, request school records for each Student from the last school they attended.
 - c) Graduation Alliance shall maintain documentation of case management, Student assessment, basic skills gains, monthly progress evaluations, and award of credit.
 - d) Graduation Alliance will comply with all state and federal laws related to the privacy, sharing, and retention of Student records.
 - e) Access to all Student records will be provided in accordance with the Family Educational Rights and Privacy Act (FERPA).
2. Reporting of Student Data.
 - a) Graduation Alliance shall report the required data elements monthly in a format consistent with Exhibit B. Further, Graduation Alliance shall provide summative reports to the District on a quarterly basis, the first covering the period of Jul 1-Sep 30, the second covering Oct 1 - Dec 31, the third covering Jan 1 - Mar 31, and the final covering the period of April 1 - June 30.
 - b) The District will ensure that all required Program Student information is reported in the Student information system and in accordance with District and state standard procedures.
3. Annual Reporting.
 - a) Graduation Alliance will prepare and submit an annual performance report to the District no later than September 1st.
 - b) District will prepare and submit an annual evaluation of the Program to Graduation Alliance by June 30th.
 - c) Graduation Alliance will retain all Membership counting records for at least two years.

W. LIMITATION OF LIABILITY.

NEITHER PARTY SHALL BE LIABLE TO THE OTHER FOR ANY INDIRECT, INCIDENTAL, SPECIAL, PUNITIVE, OR CONSEQUENTIAL DAMAGES. EXCEPT FOR GRADUATION ALLIANCE'S STATUTORY DATA SECURITY OBLIGATIONS, IN NO EVENT SHALL THE AGGREGATE LIABILITY OF GRADUATION ALLIANCE, IF ANY, INCLUDING LIABILITY ARISING OUT OF CONTRACT, NEGLIGENCE, STRICT LIABILITY IN TORT OR WARRANTY, OR OTHERWISE, EXCEED THE TOTAL OF SUMS PAID TO GRADUATION ALLIANCE BY DISTRICT DURING THE SIX (6) MONTHS IMMEDIATELY PRECEDING THE CLAIM FOR SUCH LIABILITY.

X. Indemnity.

1. Graduation Alliance shall indemnify, hold harmless, and defend District against claims, losses, damages, and judgments of any nature arising from or attributable to Graduation Alliance's (i) breach of this Agreement, (ii) violation of law or regulation, or (iii) gross negligence or willful misconduct in performance of Program Services or Graduation Alliance's other obligations hereunder.
2. District shall indemnify, hold harmless, and defend Graduation Alliance against claims, losses, damages, and judgments of any nature arising from or attributable to District's (i) breach of this Agreement, (ii) violation of law or regulation, or (iii) gross negligence or willful misconduct in District's performance of its obligations hereunder.
3. The indemnity provided for in subsections (1) and (2) shall include advancement and reimbursement of attorney's fees and other legal costs incurred by the indemnified party.

Y. Miscellaneous Provisions.

1. **Relationship.** The parties' relationship to each other is that of independent contractors. In no event shall the parties be deemed to have created a fiduciary relationship including a partnership, joint venture, or agency relationship.
2. **Entire Agreement.** This Agreement, including addendums hereto, represents the parties' entire agreement, superseding and rendering null and void any prior agreements, negotiations, representations, or understandings, written or verbal.
3. **Amendment.** This Agreement may be amended only in an addendum hereto or another formal written agreement signed by authorized representatives of both parties.
4. **Waiver.** No waiver of any provision of this Agreement shall be effective unless such waiver shall be in writing, signed by all parties, and then shall be effective only for the period and specific instance for which given.
5. **Severability.** Should any provision of this Agreement be found invalid or unenforceable, the remaining provisions of this Agreement shall remain in full force and effect.
6. **Assignment.** This Agreement shall be binding upon the parties' successors and assigns. Consent to assignment, which shall not be unreasonably withheld in any event, shall not be required in the event of assignment as a result of the acquisition of a party or substantially all its assets.
7. **Governing Law.** This Agreement shall be governed by and interpreted under the laws of the state where the Services are performed.
8. **Dispute Resolution.** Except as otherwise required by applicable state law, disputes among the parties shall be resolved in the following manner:
 - a) Prior to the initiation of any legal proceeding, the parties first shall attempt to resolve their dispute informally, with representatives of the parties to meet as reasonably deemed necessary in an attempt to resolve their dispute.
 - b) If the Parties are unable to resolve their dispute informally, the exclusive means of resolving claims under this Agreement or arising from performance of the Program Services shall be binding arbitration under the Federal Arbitration Act, in a proceeding before a single arbitrator governed by the Commercial Arbitration Rules of the American Arbitration Association. Judgment upon any resulting award may be entered in any court of competent jurisdiction.
9. **Survival.** In addition to other provisions which logically would be expected to survive termination, Sections W, X, and Y shall survive termination of this Agreement.
10. **Notices.** Notices under this Agreement shall be effective if given to the signatories or their successors, or to any authorized officer of a party, via email or overnight mail to the addresses shown below with the parties' signatures, or in any other manner reasonably calculated to provide actual notice. The parties are responsible for informing each other in writing of changes to their addresses for notice.

IN WITNESS WHEREOF, the parties have caused this Agreement to be duly executed below.

Graduation Alliance, Inc.
10 W. Broadway, Suite 700
Salt Lake City, UT 84101

Corvallis School District 509J
1555 SW 35th Street
Corvallis, OR 97333

By: _____
Andy Cusimano, Chief Financial Officer
contracts@graduationalliance.com

By: _____

Title: _____

Email: _____

Date: _____

Date: _____

Attachments

- Exhibit A: 2024-25 School Year ADMw and Membership Days
- Exhibit B: Program Attendance and Billing Report Template

Exhibit A

2024-25 School Year ADMw and Membership Days

The District's General Purpose Grant Per Extended ADMw for the 2023-24 school year is **\$10,592.**

The number of Membership days for the 2023-24 school year is equivalent to the number of Membership days of the District.

Private Alternative School Program

Exhibit B
Program Attendance and Billing Report Template

[DISTRICT] Graduation Alliance Alternative Program Attendance/Billing Report

DATE

ChkDigtStndtID	AttndSchlInstID	LglLNm	LglFNm	BirthDtTt	EnrGrdCd	DstncLmFg	AltEdProgFg	ADMEnrDtTt	ADMEndDtTt	ADMEndDtCd	ADM DiplomaTypCd	ADMWthrFctrCd	ADMSessDays	ADMPrsntDays	ADMAbsntDays	ADMFTE	CalcADMAM
SSID	Attending School Institution Identifier	Legal Last Name	Legal First Name	Date of Birth	Enrolled Grade Code	Distance Learning Flag	Alternative Education Program Flag	Enrolled Date	Enrollment End Date	Enrollment End Date Code	Diploma Issued Type Code	Withdrawal Factor Code	Session Days	Days Present	Days Absent	Full Time Equivalency	Calculated Average Daily Membership (ADM) Amount
Additional Fields to be completed by contracting district:																	
ResdDistInstID	Resident District Institution Identifier																
ResdSchlInstID	Resident School Institution Identifier																
AttndDistInstID	Attending District Institution Identifier																
GndrCd	Gender Code																
HispEthnicFg	Hispanic/Latino Ethnic Flag																
AmerIndianAlskNtvRaceFg	American Indian/Alaskan Native Race Flag																
AsianRaceFg	Asian Race Flag																
BlackRaceFg	African American Race Flag																
WhiteRaceFg	White Race Flag																
PacIsldrRaceFg	Native Hawaiian/Other Pacific Islander Race Flag																
LangOrgnCd	Language of Origin Code																
Addr	Street Address																
City	City																
ZipCd	Zip Code																
ResdCntyCd	Resident County Code																
EconDsvntgFg	Economically Disadvantaged Flag																
SpEdFg	Special Education Flag																
Sect504Fg	Section 504 Flag																
MigrntEdFg	Migrant Education Flag																
IndianEdFg	Indian Education Flag																
TAGPntTAGFg	Potentially Talented and Gifted Flag																
TAGIntctGiftFg	Intellectually Gifted Flag																
TAGAcadmTlntRdFg	Academically Talented Reading Flag																
TAGAcadmTlntMaFg	Academically Talented Math Flag																
TAGCrtvAblyFg	Creative Ability Flag																
TAGLdrshpAblyFg	Leadership Ability Flag																
TAGPrfmArtsAblyFg	Visual and Performing Arts Ability Flag																
ADMProgTypCd	Enrolled Program Type Code																
ADM DiplomaTypCd	Diploma Issued Type Code																
ADM TuitionTypCd	Enrolled Tuition Type Code																
RdEsntSkillCd	Reading Assessment of Essential Skill Code																
WrEsntSkillCd	Writing Assessment of Essential Skill Code																
SkEsntSkillCd	Speaking Assessment of Essential Skill Code																
MaEsntSkillCd	Mathematics Assessment of Essential Skill Code																
DistSpEdProgFg	District Special Education Program Flag																

IX.B. Budget Committee Appointments



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Lauren Wolfe, Director of Finance
Meeting Date: November 5, 2024

Budget Committee Appointments

ACTION REQUESTED

Background

The budget committee consists of seven members appointed by the Board plus the seven elected Board members. The appointive committee members are appointed for three-year terms. This year the terms of two (2) members expired (Bill Dougherty and Penny York), resulting in two vacancies for full terms expiring June 30, 2027. The School Board also declared one (1) additional two-year appointment due to the resignation of Patricia Morrell. In addition, the School Board declared two (2) one-year appointments due to the resignation of Aaron Rivers and a previously unfilled position from the previous budget cycle.

Pursuant to [Board Policy DBEA](#), the Board identified these vacant budget committee positions on September 5, 2024 and October 10, 2024. The budget committee vacancies were advertised on the district's website, a press release, a social media post, and the district's regular communication channels with families. Applications were accepted through October 25, 2024 and reviewed by district staff involved in the budget development process.

The district received four (4) new applications. All application materials follow this cover.

ACTION REQUESTED:

Appoint Kevin Riley and Meredith Bailey to a three-year term ending June 30, 2027.
Appoint Jessie Munster to a two-year term ending June 30, 2026. Appoint Yan Wang to a one-year term ending June 30, 2025.

MOTION REQUESTED:

"I move that Kevin Riley and Merideth Bailey be appointed to the Budget Committee for a three-year term ending June 30, 2027, Jessie Munster be appointed to the Budget Committee for a two-year term ending June 30, 2026, and Yan Wang be appointed to the Budget Committee for a one-year term ending June 30, 2025."



New submission from Budget Committee Application

1 message

webmaster@corvallis.k12.or.us <webmaster@corvallis.k12.or.us>

Wed, Oct 2, 2024 at 4:01 PM

To: lauren.wolfe@corvallis.k12.or.us

Preferred Title

Ms

Name

Meredith Bailey

Pronouns

- She/Her

Address

[REDACTED]
Corvallis, Or 97333
United States
[Map It](#)

Email

[REDACTED]

Phone

[REDACTED]

Do you live within the Corvallis School District boundary area?

Yes

Are you an Officer, Agent, or Employee of the District?

No

Are you interested in a full three (3) year term or would you prefer a shorter term of service if available?

No preference

Why are you interested in joining the Budget Committee?

In order to conduct a rounded education system, there needs to be realistic, attainable, and reachable goals set by the governing board of the school system. Those goals cannot be fulfilled without fiscal controls. The budget committee needs to understand and then advise the governing body of the district on fiscal management. I believe I understand the budgeting process and can help the Budget Committee carry out its mission to better educate the students in Corvallis.

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

I am retired for 2 years now, when I moved to Corvallis. I was a certified public accountant for 40 years, owning my own CPA firm in California, dealing with individual businesses, their financial statements, their tax, government forms and filings.

In addition I owned a quilting business along with the CPA business for 15 years which also manufactured specialty fabrics for the quilting industry and had a full service on-line store for that quilting business.

I understand finances; reading financial statements, financing methods, budgeting and payroll issues through my own businesses and through my clients businesses for those 40 years.



New submission from Budget Committee Application

1 message

webmaster@corvallis.k12.or.us <webmaster@corvallis.k12.or.us>
To: lauren.wolfe@corvallis.k12.or.us

Fri, Oct 4, 2024 at 12:49 PM

Preferred Title

Mrs.

Name

Jessie Munster

Pronouns

- She/Her

Address

[REDACTED]
Corvallis, OR 97330
United States
[Map It](#)

Email

[REDACTED]

Phone

[REDACTED]

Do you live within the Corvallis School District boundary area?

Yes

Are you an Officer, Agent, or Employee of the District?

No

Are you interested in a full three (3) year term or would you prefer a shorter term of service if available?

No preference

Why are you interested in joining the Budget Committee?

I am interested in joining the Budget Committee because I believe strongly in the importance of our school districts core values of building a community of trust and respect with collaborative relationships, nurturing inclusive learning environments that celebrate and support our cultural differences, providing real-world learning activities, creating strong community connections to support learning, and adapting as situations and knowledge change. I first became interested in the district budget this past year when the proposed budget cuts were first presented. I watched the meeting where music teachers and librarians pleaded to not have their budgets cut, and I attended the heartbreaking budget committee meeting where they voted to approve a budget that included unavoidable, but painful cuts to specialist programs and staff. I was the only person at that meeting that didn't have to be there. I saw first hand how hard those decisions were to make, and how everyone there wished it were different. Towards the end of the meeting the openings on the Budget Committee came up and I felt eyes turn to me as I shook my head no. I volunteer for my kids school, I coach my daughters soccer team, and I am a leader in my daughter's girl scout troop. My plate is full. I have thought about this position on the budget committee since then, and this week a friend messaged me saying they saw the call for applications, and thought I would be a good fit. I care deeply about our school district providing the highest quality experience and education for all our students, but especially for students in our underserved communities who might not have access to outside enrichment, resources, or support at home. I feel that as a member of this community it is my duty to not just sit back and watch, but to find room on my plate, and offer support where I am able. I feel my knowledge and perspective would be a benefit to the Budget Committee, and would like to apply for one of the positions.

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

For my formal education I obtained a BFA in Fiber Arts from Arizona State University in 2006. I moved to Corvallis in 2012 to pursue a MS in Textile Science, but withdrew in 2016 after my daughter was born. In 2017 my husband and I opened Munster & Company LLC, an antiquarian bookshop located in downtown Corvallis. We currently sell online while we work on the interior of the shop. From the time we opened I have done the bookkeeping for our business. In 2017 we bought the contents of a bookshop in El Cerrito, CA, and our first

large project entailed moving approximately 60,000 books and shelves up to Corvallis, doing much of the work ourselves, and on a very tight budget. We started boxing books the middle of October, and by the middle of December we were set up and selling online. We are currently renovating our brick and mortar in order to have an open shop. This summer we received a \$10,000 Backing Small Businesses Grant from Main Street America and American Express, and we oversaw completing our project as promised by the deadline. Our bookshop is our dream, and it is important that we make every dollar go as far as we can. By doing the work ourselves, and saving where we could we ended up being able to do more with the \$10,000 than we had originally planned, and the results are stunning. In addition to bookkeeping for our business I also served as the Chief Financial Officer/Bookkeeper on the board of CALYX INC, a local non-profit from 2021 to 2023. I have taken and passed the Intuit Academy Bookkeeping course, and have a certificate through Coursera, completed in 2024. I know what it is to have a dream and the need to work within budget constraints to make it happen.

OPTIONAL: Upload a resume

- [Jessica-Munster-Resume-10-2024.docx](#)



Jessica-Munster-Resume-10-2024.docx

20K

Jessica Munster

Home Address:

[REDACTED]
Corvallis, OR 97330
[REDACTED]

Work Address:

[REDACTED]
Corvallis, Or 97333
[REDACTED]

EDUCATION

Arizona State University, Tempe, Arizona – BFA, Fiber Arts, 2006

EXPERIENCE

**Owner/Bookkeeper, Munster & Company, LLC,
Corvallis, Oregon – 2017-Present**

An antiquarian bookstore specializing in rare and collectable books with over 6,000 books in inventory, and 1,800 boxes of uncatalogued material. Munster & Company is a member of the Antiquarian Booksellers Association of American, and the Cascade Booksellers Association. Primary responsibilities include bookkeeping using Quick Books Online, organizing information using Excel, creating documents using Word, researching material for cataloguing, various clerical duties related to running an online bookshop, offering exemplary customer service to diverse communities, and upholstery restoration. Intuit Academy Bookkeeping course completed January 12, 2024.

**Chief Financial Officer/Bookkeeper, CALYX Inc., LLC,
Corvallis, Oregon – 2022-2023**

A volunteer member of the CALYX Board of Directors from June 2017 to November 2023. CALYX is a 501 (c)(3) non-profit press publishing women and non-binary authors and artists. Used Quick Books Online to manage day to day books and ran payroll monthly. Filed quarterly state and federal payroll taxes, worked with an accountant to prepare annual state and federal tax filings. Prepared financial statements using Quick Books Online and Excel. Worked closely with the Acting Executive Director to create the annual budget. Presented pertinent financial information monthly to the Board of Directors and respond promptly to any questions or requests for further financial information.

**Graduate Teaching Assistant, School of Design and Human Environment,
Oregon State University, Corvallis, Oregon – 2013-2016**

Textiles, and Product Quality Assurance lab instructor. Class sizes up to twenty undergraduate students. Collaborated, and worked individually to prepare materials, and lesson plans using Word, PowerPoint, and Excel. Lectured, assigned work, led students through activities, and assigned grades. Other GTA assignments included grading for the History of the Near Environment, assisting

with updating the records for the Historic and Cultural Textile Collection, and sourcing literature as a research assistant. Earned Outstanding Graduate Teaching Award in 2015.

ADDITIONAL INTELLECTUAL ENRICHMENT

Oregon State University, Corvallis, Oregon – Coursework towards MS in Textile Science in the School of Design and Human Environment, 2012-2016

Arizona State University, Tempe, Arizona – Senior level coursework in Art History, and Museum Studies, 2010-2011

Washington State University – Coursework in Russian Literature, Fine Art, and Apparel Design, 1996-2001

ADDITIONAL VOLUNTEER EXPERIENCE

Garfield Elementary PTA, Corvallis, Oregon - 2024 - Present

Girl Scout Troop 21081, Corvallis, Oregon – Assistant Leader, Treasurer, 2023-Present

AYSO, Corvallis, Oregon – Head Soccer Coach for Girls ages 8 and under, 2022-Present

REFERENCES

Jane Nichols, Associate Professor, Interim Resource Acquisitions and Sharing Director, Valley Library, Oregon State University, Board Chair for CALYX Press,

[REDACTED]

Dr. Tracie (Tsun-Yin) Tung, Assistant Professor of Family and Consumer Sciences, California State University, Northridge, Graduate Teaching Assistant cohort, [REDACTED]

New submission from Budget Committee Application

1 message

webmaster@corvallis.k12.or.us <webmaster@corvallis.k12.or.us>
To: lauren.wolfe@corvallis.k12.or.us

Tue, Oct 1, 2024 at 6:54 AM

Preferred Title

Mr.

Name

Kevin Riley

Pronouns

- He/Him

Address

[REDACTED]
[Corvallis, OR 97333](#)
[United States](#)
[Map It](#)

Email

[REDACTED]

Phone

[REDACTED]

Do you live within the Corvallis School District boundary area?

Yes

Are you an Officer, Agent, or Employee of the District?

No

Are you interested in a full three (3) year term or would you prefer a shorter term of service if available?

3 year term preferred

Why are you interested in joining the Budget Committee?

I have been a resident of Corvallis for 20 years. I have had one child graduate from CHS and another child currently attending. Our public schools are a foundation of our community and I am interested in learning more about and influencing how budget priorities are set. I support the district's commitment to equity and inclusion and its striving for excellence in all areas. Corvallis is a special place and its schools should continue to reflect that.

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

I have been working with teens and families in a helping role for thirty years. I have been a social worker for twenty five years, working in schools and agencies that serve teens and families struggling with mental health and substance abuse problems. I previously served on the Benton County advisory committee for mental health, addiction and developmental disabilities.

OPTIONAL: Upload a letter of interest

- [school-board-ap.docx](#)

OPTIONAL: Upload a resume

- [resume-8-17.docx](#)
-

2 attachments



school-board-ap.docx

13K



resume-8-17.docx

22K

October 1, 2024

To Whom It May Concern:

I am writing to apply for a position on the Budget Committee of the Corvallis Public Schools. Corvallis is a special place and its schools should continue to reflect that. My experience as a parent of two children in the schools has convinced me that our schools have done a good job supporting equity and inclusion of our students. I would like to see that continue and deepen. I have also been impressed with our school district's wide offering of extracurricular activities.

I understand that we are in what Matt Boring called "a particularly brutal budget cycle" and I would like to have a voice in how difficult decisions are made.

I have been working in a helping capacity with teens and families for my entire thirty-year career. I began with an Americorps position in a low-income neighborhood in Chicago offering tutoring and mentoring, followed by work as a case manager in the foster care system. Since obtaining a master's in social work, I have worked with teens and families struggling with mental health and substance abuse in schools, agencies and now in private practice.

In my capacity as Clinical Director at the Catherine Freer Wilderness Therapy program, I learned about making difficult budget decisions.

Warmly,

Kevin Riley

Kevin Y. Riley
Licensed Clinical Social Worker
Certified Alcohol and Drug Counselor III

[REDACTED]
Corvallis, OR 97330
[REDACTED]

Education

- University of Washington - School of Social Work,**
Master of Social Work, Multi-Ethnic Practice Concentration, 1999
- UW - SSW Office of Continuing Education**
Certificate in Clinical Mental Health Supervision, June 1998
Certificate in Children's Mental Health, June 1999
- University of Richmond** - Richmond, VA, Bachelor of Arts, 1993

Work Experience

Cedar Tree Wellness, Corvallis, OR

Therapist

- Provide individual, couples, family and group counseling to adults and adolescents experiencing mental health and substance abuse issues.
- Approaches include psychodynamic psychotherapy, family therapy, EMDR, CBT, mindfulness and solution focused therapy

January 2008 to Present

Catherine Freer Wilderness Therapy Programs, Albany, OR

Clinical Director

- Lead the direction and operation of clinical services for wilderness programming and Santiam Crossing Residential School
- Direct assessment, diagnosis and treatment of adolescents with substance abuse and mental health issues during therapeutic wilderness expeditions
- Clinical supervision of staff
- Facilitate multi-family assessment and therapy sessions
- Develop and implement internal and external clinical training

November 2000 to September 2009

Lead Therapist

- Lead individual therapy; psychotherapeutic and psychoeducational groups
- Create clinical discharge summaries for clients

Institute for Cultural Affairs, Bothell, WA

Program Coordinator

- Organize and lead 3-week "coming of age" wilderness programs for adolescents
- The program emphasizes self-reflection, personal responsibility, low-impact camping, collective work, and appreciation of the natural world
- Facilitate ropes course, backpacking trips, sweat lodge and group reflections
- Coordinate ongoing experiential education for program participants and their families

May 1999 to November 2000

Seattle Children's Home, Seattle, WA

Child Mental Health Specialist - Children's Crisis Response Team

- Part of a team that provides 24-hour mental health crisis intervention for children and adolescents; using creative de-escalation and conflict resolution techniques
- Perform mental status exams and assessments for suicidality and risk-to-others
- Work with families to facilitate longer term planning for mental health treatment
- Provide authorization for admission to county designated hospital diversion beds

October 1999 to November 2000

- Ruth Dykeman Youth and Family Services, Burien, WA** *January 1999 to June 1999*
Child and Family Therapist (Intern)
- Completed assessments and diagnoses for children and adolescents with a variety of behavioral and mental health issues
 - Developed thoughtful and innovative treatment plans with clients and their families
 - Conducted individual and family psychotherapy with a client-centered approach
 - Co-facilitated an anger management and a drug treatment group
- The Public Defender, Seattle, WA** *September 1998 to January 1999*
Social Work Intern
- Counseled adult defendants with felony and misdemeanor charges
 - Advocated for clients within court, corrections, and mental health systems
 - Wrote mental health assessments and social histories
- Office of Continuing Education, UW-School of Social Work** *September 1997 to June 1999*
Graduate Student Assistant
- Assisted in the planning and implementation of training sessions in Clinical Mental Health Supervision and Children's Mental Health
 - Coordinated on-site logistics for training programs
- Youth Eastside Services, Bellevue, WA** *November 1997 to June 1998*
Child and Adolescent Therapist (Intern)
- Worked in the immigrant and refugee program with primarily Latino clients
 - Individual and family counseling with children and adolescents in school and agency settings
 - Developed and co-facilitated support group for Latino boys at Phantom Lake Elementary school
 - Co-facilitated drug and alcohol education/intervention group
- Youth Outreach Services, Chicago, IL** *October 1996 to June 1997*
Foster Care Case Manager
- Supervised a caseload of 15-20 children in foster care, primarily Spanish speaking
 - Coordinated and participated in crisis intervention with foster families
 - Monitored and documented visitation with biological parents
 - Wrote social assessments and service plans for families
- Goudy Program, "I Have a Dream" Foundation, Chicago, IL** *September 1994 to September 1996*
Assistant Project Coordinator - Americorps
- Developed experiential education and service learning programs
 - Recruited and trained tutors and mentors
 - Individual, group counseling and crisis intervention
- St. Matthew's Episcopal Church, Evanston, IL** *August 1995 to June 1997*
Director of Youth Formation
- Implemented and coordinated "Rites of Passage" program for adolescents
 - Conducted weekly discussion group for jr. high and high school students
 - Organized community service and recreation program for youth group
 - Lead youth group on a community service trip to Nicaragua

Workshops Presented

Safe Schools Summit – Salem, OR <i>Self-Injury: Causes and Treatment</i>	February 2008
Eugene, OR Treating Adolescents with Trauma History	December 2007
Santiam Crossing School Pediatric Bipolar & ADHD	September 2006
National Association of Therapeutic Schools and Programs (NATSAP) <i>Move your Body Towards Recovery: Using Experiential Methods to Teach Addiction Based Psycho-Education</i>	August 2006
Independent Educational Consultant Association Annual Conference (Chicago) <i>Self-Injury: Causes and Treatment</i>	May 2006
Renton (WA) Community Center <i>Self-Injury: Causes and Treatment</i>	May 2006
Oregon School Counselor Association Fall Conference <i>Self-Injury: Causes and Treatment</i>	October 2005
Naropa University : Wilderness Therapy Symposium <i>Move your Body Towards Recovery</i>	September 2005
NATSAP Regional Conference <i>Self-Injury: Causes and Treatment</i>	August 2005
Marion-Polk County Mid-Valley Partnership <i>Self-Injury: Causes and Treatment</i>	April 2005
Teen Activity Network – Chemeketa Community College <i>Self-Injury: Causes and Treatment</i>	December 2004
Northwest Institute of Addiction Studies Summer Conference <i>Sobriety Grows in Trees: Using Wilderness Therapy to Treat Substance Abuse in Adolescents</i>	August 2004
Institute for Cultural Affairs – Denver, CO <i>Experiential Education with Boys Rites of Passage</i>	October 2003

Publications

Sobriety Grows on Trees: Wilderness Therapy Continues to Gain Credibility. *Counselor Magazine* (August 2005)

New submission from Budget Committee Application

1 message

webmaster@corvallis.k12.or.us <webmaster@corvallis.k12.or.us>
To: lauren.wolfe@corvallis.k12.or.us

Fri, Sep 27, 2024 at 12:14 AM

Preferred Title

Mrs.

Name

Yan Wang

Pronouns

- She/Her

Address

[REDACTED]
[Corvallis, Oregon 97330](#)
[United States](#)
[Map It](#)

Email

[REDACTED]

Phone

[REDACTED]

Do you live within the Corvallis School District boundary area?

Yes

Are you an Officer, Agent, or Employee of the District?

No

Are you interested in a full three (3) year term or would you prefer a shorter term of service if available?

Shorter (1 or 2 year) term preferred

Why are you interested in joining the Budget Committee?

Contribute to the community with my knowledge and skills.

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

I am a 4th-year Ph.D. student in the Department of Economics at University of Oregon and have M.S. degree in Economics from University of Oregon and M.B.A. in Finance from Oregon State University. My research interest focuses on macroeconomics.

IX.C. Licensed Personnel Action



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Jennifer Duvall, Human Resources Director
Meeting Date: November 5, 2024

Licensed Personnel Action

ACTION REQUESTED

Recommendation to Hire

Name	Position	FTE	Building	Start Date	Contract Status
Berrey, Thomas	Special Education Teacher	1.0	Cheldelin Middle	10/28/2024	Temporary Teacher
Rash, Taylor	Special Education-Life Skills	1.0	Linus Pauling Middle	10/15/2024	Temporary Teacher

Termination/Resignation/Layoff/Retirement

Name	Position	FTE	Building	Effective	Notes
Mackey, Faith	Mechanical Trades Teacher	.17	Crescent Valley High	1/31/2025	Resignation
Miller, Jordan	Special Education Teacher	1.0	Cheldelin Middle	1/24/2025	Resignation

MOTION REQUESTED:

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

IX.D. Minutes

IX.D.1. October 10, 2024



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

I. CALL TO ORDER AND ROLL CALL

The meeting was called to order at 5:17 PM in the Corvallis School District Board Room, 1555 SW 35th Street, Corvallis, OR 97333. The secretary recorded those present as listed below.

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

II. ACKNOWLEDGEMENT OF INDIGENOUS PEOPLES DAY

Board members read aloud Resolution Number 20-1002 Acknowledgment of Indigenous Peoples’ Day, recognized annually on the second Monday of October. (The document is posted online with the information packet of this meeting and will be filed with the official 2024-25 board records.)

Chair Whitebear shared that Oregon State University would be celebrating Indigenous Peoples’ Day with several events, including a proclamation signing with the City of Corvallis Mayor.

III. BOARD MEMBER REPORTS

Director Hawkins toured a DevNW development of affordable apartments and townhomes and was impressed by the community efforts supporting the development.

Director Al-Abdrabbuh attended the inaugural meeting of the non-profit Mainstreet Corvallis, focused on the revitalization of downtown Corvallis. He reported discussions on urban renewal initiatives, including the potential impact of downtown tax allocation on



the local school district.

Chair Whitebear attended the Corvallis Public Schools Foundation board meeting and participated in the District Equity Leadership Team Advisory (DELTA) meeting and appreciated the great conversations with community.

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

Director Al-Abdrabbuh provided a written report before the meeting and shared highlights including information regarding the Oregon School Boards Association Legislative Road Show. (The report is available online as part of the information packet for this meeting and will be archived in the official 2024-25 board records).

V. SUPERINTENDENT'S REPORT

Superintendent Noss read from a written report and shared highlights including information about Senate Bill 732 and an Osborne Aquatic Center update. (The report and slides are available online as part of the information packet for this meeting and will be archived in the official 2024-25 board records).

VI. PUBLIC COMMENT

Chris Blacker, CSD parent, shared concerns regarding cuts to Title 1 funding in elementary schools and reductions in library services.

VII. CORVALLIS PUBLIC SCHOOLS FOUNDATION - ANNUAL REPORT

Angela Hibbard, Director and Leslie Hammond, Board Chair of the Corvallis Public Schools Foundation shared a report and highlights from the Corvallis Public Schools Foundation Annual report. (The slides are available online as part of the information packet for this meeting and will be archived in the official 2024-25 board records).

Board members expressed gratitude for the work that the foundation does and the alignment with the district.

VIII. ENROLLMENT UPDATE

Lauren Wolfe, Finance Director, shared an enrollment and budget update and engaged the Board in discussion. (The report and slides are available online as part of the information packet for this meeting and will be archived in the official 2024-25 board records.)



In response to board questions regarding declining enrollment and school size, Superintendent Noss indicated that a Long-Range Facilities Committee will look at the district's future planning.

IX. DIVISION 22 REPORT

Assistant Superintendent Melissa Harder referred to a report the Board received before the meeting and was available to answer questions from the board. (The report is posted online with the informational packet of this meeting and will be archived in the official 2024-25 Board records.)

MOTION:

It was moved by Director Al-Abdrabbuh and seconded by Director Largent to approve the Division 22 report for submission to ODE and to be published on the District website and authorize the district to include up to 30 hours of professional development time, up to 30 hours for parent-teacher conferences, and up to 60 hours of recess for students in grades kindergarten through grade 3 for calculation of instructional hours. The motion passed unanimously. Yea: 5, Nay: 0, Absent: 1

The board took a break and then resumed the meeting.

X. CONSOLIDATED ACTION

MOTION:

Director Al-Abdrabbuh moved, and Co-Vice Chair Tominey seconded to adopt the Consolidated Action items as submitted. The motion passed unanimously. Yea: 5, Nay: 0, Absent: 1

The Board approved the following items. (The documents are available online as part of the information packet for this meeting and will be archived in the official 2024-25 board records.)

- A. Declaration of Budget Committee Vacancies**
- B. Minutes – September 5, 2024; September 19, 2024**
- C. Licensed Personnel Action**
- D. Board Policies**
 - 1. Policy AC - Nondiscrimination**



XI. CONSOLIDATED INFORMATION

The Board received the following information; items A.1, 4, and 6 were pulled for discussion.

A. Board Policies

- 1. Policy BBF - Board Member Standards of Conduct**
- 2. Policy CB - Superintendent**
- 3. Policy CBG - Evaluation of the Superintendent**
- 4. Policy DJC - Bidding Requirements**
- 5. Policy DJC-AR - Exemptions from Competitive Bidding and Special Procurements**
- 6. Policy KBA-AR - Public Records Request**

XII. BOARD MEMBER COMMENTS

Director Hawkins requested an update from Student Transportation of America.

Co-Vice Chair Tominey recognized music teachers across the district for ensuring students have the opportunity to participate in state competitions. She emphasized the importance of preserving these programs where possible.

Director Largent expressed a desire to visit school libraries to observe firsthand how budget cuts may be negatively impacting resources and programs.

Chair Whitebear reminded the community that there are several openings on the budget committee and encouraged interested individuals to consider applying.

The board took a break and then resumed the meeting.

Director Al-Abdrabbuh disclosed that he had communicated with the complainant in the matter that the Board would be hearing during Executive Session, but only referenced Policy KL and Policy KL-AR and shared that he would participate impartially.

Recess to Executive Session at 8:00 p.m.

XIII. EXECUTIVE SESSION

The Board met in Executive (closed) Session under ORS 192.660(2)(b) - Complaints against staff members and ORS 192.660(2)(f) - To consider information or records that are exempt by law from public inspection.



Return to regular session at 9:55 p.m.

XIV. ACTION ON MATTERS DISCUSSED IN EXECUTIVE SESSION

MOTION:

Director Largent moved, and Director Hawkins seconded that the appeal be upheld on the complaint in part, directing the administration to do the following: offer the student the opportunity to retake the chemistry and language arts classes from their 2023-2024 school year in their entirety and an alternative format if available; the Board directs district administration to develop a policy proposal around artificial intelligence; and the Board directs the administration to review disciplinary policies and bullying-harassment policies relevant to racial equity and upholds the remaining findings, with the exception of the finding surrounding bias reporting being adhered to. The motion passed unanimously. Year: 5, Nay: 0, Absent: 1

XV. ADJOURNMENT

There being no further business before the Board, Chair Whitebear adjourned the meeting at 10:05 PM.

Luhui Whitebear, Ph.D., Board Chair

Ryan Noss, Ed.D., Superintendent

Prepared By: Kim Nelson

S:\DO\Super\Kim\BOARD\MINUTES\2024\09-05-24 Minutes.docx

IX.D.2. October 24, 2024



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

I. CALL TO ORDER AND ROLL CALL

The meeting was called to order at 6:32 PM in the Corvallis School District Board Room, 1555 SW 35th Street, Corvallis, OR 97333. The secretary recorded those present as listed below.

<u>BOARD MEMBERS PRESENT</u> Luhui Whitebear, Ph.D., Chair Shauna Tominey, Ph.D., Co-Vice Chair Terese Jones, Co-Vice Chair Sami Al-Abdrabbuh, Ph.D. Chris Hawkins Judah Largent <u>BOARD MEMBERS EXCUSED</u>	<u>EXECUTIVE STAFF PRESENT</u> Ryan Noss, D.Ed., Superintendent Melissa Harder, Assistant Superintendent Lauren Wolfe, Finance Director Kim Patten, Operations Director <u>STUDENT REPRESENTATIVES PRESENT</u> Harvick Mesler, CHHS Eileen Lewis, CHHS Laura Chen, CVHS
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A quorum was present, and due notice had been published.

II. ACKNOWLEDGEMENT OF NATIVE AMERICAN HERITAGE MONTH

Board members and student representatives read aloud Resolution Number 21-1003, Acknowledgement of Native American Heritage Month, celebrated annually every November. (The document is posted online with the information packet of this meeting and will be archived with the official 2024-25 board records.)

III. STUDENT REPRESENTATIVE REPORTS

Students shared reports of current events at their respective schools.

IV. CITY HOUSING UPDATE

Paul Bilotta, Community Development Director for the City of Corvallis, shared a slide presentation and reported on the housing crisis and the work being done to provide affordable housing in Corvallis. (The document and slides are posted online with the



information packet of this meeting and will be archived with the official 2024-25 board records.)

V. CORVALLIS PUBLIC SCHOOLS FOUNDATION AND CORVALLIS SCHOOL DISTRICT WORK SESSION

(The work session agenda and slide presentation are posted online with the information packet of this meeting and will be archived with the official 2024-25 board records.)

Chair Whitebear welcomed the Corvallis Public Schools Foundation (CPSF) for the fall work session. Executive Director Angela Hibbard was joined by Erika Seirup and board members Mindy Hamlin, Nina Erlich-Williams, Julie Penry, Jehan Jabareen, Mark Goheen, Rick Wallace, Monte Smith, and Elisia Harder.

Following introductions, Vince Adams, Board Development Specialist for the Oregon School Boards Association (OSBA) shared a presentation regarding legislative advocacy and what to look forward to in the 2025 session. Director Al-Abdrabbuh, OSBA Board President joined the conversation and some highlights they shared included:

- OSBA actively monitors legislation impacting education and advocates for student interests.
- Both boards were encouraged to engage in discussions about improving stakeholder involvement.
- Board members were advised to foster relationships with legislators through informal meetings such as coffees and town halls to enhance advocacy efforts.

The boards initially broke into small groups to brainstorm ways to advocate effectively at both the local and state levels. They then reconvened to share key points and overarching themes, which included:

- **Information Resources:** Identifying sources for information.
- **Gradual Engagement:** Starting with small steps and in small venues (coffee shops, town halls.)
- **Talking Points:** Having clear messaging for advocacy efforts.
- **Clear Priorities:** Emphasizing education (funding, chronic absenteeism, accountability.)
- **Resource Allocation:** Ensuring budget allocations align with priority goals.
- **Community Engagement:** Encouraging letter writing and sharing stories.
- **Outreach to PTAs/PTOs:** Sharing relevant information with families.



- **One-Page Community Resource:** Distill info into a concise summary for community members with action steps, including lobbying opportunities and contact information for local legislators.
- **Statewide Advocacy:** Consider the role of the OEA as a strong advocate in the state.
- **Addressing Absenteeism:** Highlighting concerns around student attendance.
- **Youth Engagement:** Bringing advocacy and education to students as future voters.

The board emphasized the power of collective community action to achieve these goals.

VI. ADJOURNMENT

There being no further business before the Board, Chair Whitebear adjourned the meeting at 8:53 PM.

Luhui Whitebear, Ph.D., Board Chair

Ryan Noss, Ed.D., Superintendent

Prepared By: Kim Nelson

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

IX.E.1. Policy BBF - Board Member Standards of
Conduct



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Melissa Harder & Kristin Mahoney
Meeting Date: November 5, 2024

ACTION REQUESTED

Board Policy BBF—Board Member Standards of Conduct—Revision—Second Read

Background

The passage of Senate Bill 231 (2023) aligned state law with the Oregon Department of Human Services (DHS) current process for receiving child abuse reporting. Reports must still be submitted to DHS as directed or to a law enforcement agency. Reporting to DHS is completed through a centralized child abuse reporting system established by DHS. OSBA highly recommends this information be added to policy BBF.

Board members are mandatory reporters of child abuse, but our current Board Member Standards of Conduct policy does not reflect that. Additionally, this policy has not been reviewed since 2007. The model policy from OSBA included several more standards than our current policy and updated language. Those updates have been added to this revision.

Involvement

Staff members: Melissa Harder & Kristin Mahoney

Cost Impact

None.

Function

Adoption of revised version.



Code: BBF
Adopted: 9/10/07
Revised/Readopted:

Board Member Standards of Conduct

A Board member should:

1. Comply with ethics laws for public officials;
2. Recognize that the Board must comply with the Public Meetings Law and only has authority to make decisions at properly noticed Board meetings;
3. Understand that the Board sets the standards for the district through Board policy. Board members do not manage the district on a day-to-day basis;
4. Understand that the Board makes decisions by a quorum vote of the Board. Individual Board members may not commit the Board to any action;
5. Respect the right of the public to attend and observe Board meetings;
6. Respect the right of the public to be informed about district decisions and district operations as allowed by law;
7. Recognize that the superintendent is the Board's advisor and should be present at all meetings, except when the Board is considering the superintendent's evaluation, contract, or salary;
8. Understand the chain of command and refer problems or complaints to the proper administrative office;
9. Work from open, agreed-upon agendas with time to gather information and reflect on issues;
10. Actively pursue opportunities to give and receive feedback regarding Board member performance as responsible communicators;
11. Communicate openly and honestly;
12. Respect the right of other Board members to have opinions and ideas which differ;
13. Resolve issues directly with one another;
14. Respect differences and listen with positive intent;

15. Recognize that decisions made by a quorum vote are the final decisions of the Board. Such decisions should be supported by all Board members;
16. Remember that content discussed in executive session is confidential;
17. Use social media, websites, or other electronic communication judiciously, respectfully, and in a manner that does not violate Oregon's Public Meetings Laws;
18. When posting online or to social media, Board members will treat and refer to other Board members, staff, students and the public with respect, and will not post confidential information about students, staff or district business;
19. A Board member is a mandatory reporter of child abuse. A Board member having reasonable cause to believe that any child with whom the Board member comes in contact with has suffered abuse or that any person with whom the Board member comes in contact with has abused a child shall immediately make an oral report by telephone or otherwise to the local Department of Human Services (DHS)¹, to the designee of the department or to a local law enforcement within the county where the person making the report is located at the time of contact.

END OF POLICY

Legal Reference(s):

[ORS 162.015](#) - 162.035
[ORS 162.405](#) - 162.425
[ORS 192.610](#) - 192.710
[ORS Chapter 244](#)
[ORS 332.055](#)
[ORS 419B.005](#)
[ORS 419B.010](#)
[ORS 419B.015](#)

Cross Reference(s):

BBFA - Board Member Ethics and Conflicts of Interest
GBI - Gifts and Solicitations

¹ How to report abuse or neglect: [Oregon DHS](#). Call 855-503-SAFE (7233)

IX.E.2. Policy CB - Superintendent



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Melissa Harder
Meeting Date: November 5, 2024

ACTION REQUESTED

Board Policy CB—Superintendent—Revision—Second Read

Background

Revision of this policy is highly recommended by OSBA. With the passage of Senate Bill 283 (2023), the law was revised regarding superintendent contracts to remove mention of laws relevant to education service district boards that were added by Senate Bill 1521 in 2022.

Additionally, Board Policy CB has not been updated since 1999 and does not include language preventing the Board from directing the superintendent to take any action that conflicts with local, state, or federal law.

Involvement

Staff members: Melissa Harder

Cost Impact

None.

Function

Adoption of revised version.



Corvallis

SCHOOL DISTRICT

Code: CB
Adopted: 11/4/96
Revised/Readopted: 1/11/99

Superintendent

The superintendent¹ is designated as the district's chief executive officer. Under the Board's direction, the superintendent exercises general supervision of all district schools, personnel, and departments. The superintendent is responsible for managing the schools under the Board's policies and is accountable to the Board for that management. The Board may not direct the superintendent to take any action that conflicts with a local, state, or federal law² that applies to school districts.

The superintendent may delegate to other district personnel any powers and duties imposed upon the superintendent by Board policies or by vote of the Board. Delegation of power or duty, however, will not relieve the superintendent of responsibility for action taken under such delegation.

END OF POLICY

Legal Reference(s):

[ORS 332.505](#)
[ORS 332.515](#)
[OAR 581-022-2405](#)
[OAR 584-005-0005\(51\)](#)

¹ The term "superintendent" includes an interim superintendent.

² "Local, state or federal law" means a local, state or federal directive having the force of law, including an ordinance, a city or county resolution, a statute, a court decision, an administrative rule or regulation, an order issued in compliance with ORS Chapter 183, an executive order or any other directive, declaration or statement that is issued in compliance with the law as having the force of law and that is issued by a local government as defined in ORS 174.116, the state government as defined in ORS 174.111 or the federal government.

IX.E.3. Policy CBG - Evaluation of the
Superintendent



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Melissa Harder
Meeting Date: November 5, 2024

ACTION REQUESTED

Board Policy CBG—Evaluation of the Superintendent—New—Second Read

Background

OAR 581-022-2405 requires districts to “adopt and implement personnel policies which address...evaluation procedures.” Our board policies currently do not include a policy for the evaluation of the superintendent.

OSBA recommends a review of policy on evaluation of the superintendent to ensure current practice and contract language align, and for the superintendent to review administrator contract language with the same lens. This superintendent’s contract has been reviewed to ensure there is no conflicting language in this policy.

Involvement

Staff members: Melissa Harder

Cost Impact

None.

Function

Adoption of revised version.



Corvallis

SCHOOL DISTRICT

Code: CBG
Adopted:
Revised/Readopted:

Evaluation of the Superintendent

The Board will formally evaluate the superintendent's job performance at least once each year. The evaluation will be based on the superintendent's administrative job description, any applicable standards of performance, Board policy, and progress in attaining any goals for the year established by the superintendent and/or the Board.

Additional criteria for the evaluation, if any, will be developed at a public board meeting prior to conducting the evaluation. The superintendent will be notified of the additional criteria prior to the evaluation.

The Board's discussion and conferences with and about the superintendent and their performance will be conducted in an executive session unless the superintendent requests a session open to the public. Such an executive session will not include a general evaluation of any district goal, objective, or operation. Results of the evaluation will be written and placed in the superintendent's personnel file.

At the Board's discretion, it may notify the superintendent in writing of specific areas to be remedied, and the superintendent may be given an opportunity to correct the problem(s). Where the Board provided written notice pursuant to the prior sentence, if the Board determines the superintendent's performance remains unsatisfactory, the Board may dismiss or non-renew the superintendent pursuant to Board policy, the superintendent's employment contract, and state law and rules. In those situations where the superintendent's employment contract includes an evaluation, dismissal, or non-renewal provision, it shall take precedent over this policy.

END OF POLICY

Legal Reference(s):

[ORS 192.660\(2\), \(8\)](#)
[ORS 332.107](#)
[ORS 332.505](#)
[OAR 581-022-2405](#)

Hanson v. Culver Sch. Dist. (FDAB 1975).

IX.E.4. Policy DJC - Bidding Requirements



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Melissa Harder & Lauren Wolfe
Meeting Date: November 5, 2024

ACTION REQUESTED

Board Policy DJC—Bidding Requirements—Revision—Second Read

Background

OSBA recommends deleting the current versions of DJC – Bidding Requirements, DJC-AR – Exemptions from Competitive Bidding and Special Procurements, DJCA – Personal Service Contracts, and DJCA-AR – Personal Service Contracts, and replacing them with the new versions of DJC and DJC-AR.

The proposed DJC outlines the procurement requirements for Small Procurement, Intermediate Procurement, Regular Procurement, Emergency Procurement, Sole-Source Procurement, and Personal Services Contracts.

Additionally, the proposed policy DJC reflects the new amounts for the procurement levels passed in House Bill 1047 (2023) that went into effect on January 1, 2024. The policy also defines “public improvements” for purposes of the procurement levels, defines “community benefit contract” and the “Construction Manager/General Contractor procurement.”

Involvement

Staff members: Melissa Harder & Lauren Wolfe

Cost Impact

None.

Function

Adoption of revised version.



Code: DJC
Adopted: 8/19/02
Revised/Readopted: 4/4/05; 4/11/16; 8/15/19

Bidding Requirements

The Board is the Local Contract Review Board (LCRB) for the district. The LCRB has not adopted its own rules of procurement. Consequently, the *Oregon Attorney General's Model Public Contracting Rules*¹ shall apply to the district.²

Additionally, the district may include as part of its procedures portions of the Oregon Department of Administrative Services administrative rules governing Public Contract Exemptions, OAR Chapter 125, Divisions 246 - 249.

The LCRB may make the written findings required by law for exemptions from competitive bidding. Such findings shall be maintained by the district and made available on request.

The district may not artificially divide or fragment a procurement to reduce the procurement requirements.

The superintendent or their designee may develop administrative regulations or procedures to assist with the implementation of this policy and applicable procurement rules.

Goods and Services

The district will purchase goods and services through the following procedures unless an exception applies:

1. Small Procurement. For purchases of goods and services with a contract price not exceeding \$25,000, the district can use any manner deemed practical or convenient, including direct selection or award. Amendments to a contract awarded through small procurement must be in accordance with OAR 137-047-0800.
2. Intermediate Procurement. For purchases of goods and services with a contract price exceeding \$25,000, but not exceeding \$250,000, the district shall seek at least three informally solicited competitive price quotes or competitive proposals from prospective contractors. The district will keep record of the request and quotes. If three quotes are not reasonably available, fewer will suffice, but the district will make a written record of the effort made. The district may negotiate with a prospective contractor to clarify the quote or

¹ Oregon Administrative Rules (OAR) 137-045 - 049

² See ORS 279A.065(5).

offer, or to effect modifications. Amendments to a contract awarded through intermediate procurement must be in accordance with OAR 137-047-0800.

3. Regular Procurement. For purchases exceeding \$250,000, the district will use competitive sealed bids (OAR 137-047-0255) or competitive sealed proposals (OAR 137-047-0260). Amendments to contracts awarded through regular procurement must be in accordance with OAR 137-047-0800.
4. Emergency Procurements. In situations of emergency³, the LCRB or designee may authorize an emergency procurement. In an emergency procurement, the district is not required to follow general procurement requirements. The district must ensure competition for the contract that is reasonable and appropriate under the circumstances. The district must document the nature of the emergency and the method used for the selection of the contractor.
5. Sole-source Procurements. If the LCRB or designee determines that the goods or services are available from only one source, the district may award a contract without competition. To the extent reasonably practicable, the district shall negotiate with the sole source to obtain contract terms that are advantageous to the district. The determination of sole source must be based on written findings and may include:
 - a. That the efficient utilization of existing goods requires acquiring compatible goods or services;
 - b. That the goods or services required to exchange software or data with other public or private agencies are available from only one source;
 - c. That the goods or services are for use in a pilot or experimental project; or
 - d. Other findings that support the conclusion that the goods or services are available from only one source.⁴
6. Special Procurements. “Special procurement” means a contract or class of contracts that use a contracting procedure other than competitive sealed proposals, competitive sealed bidding, small procurement or intermediate procurement. Special procurements require LCRB approval and will be conducted in accordance with ORS 279B.085, OAR 137-047-0285, this policy, and administrative regulation DJC-AR - Exemptions from Competitive Bidding and Special Procurement.
7. Personal Services Contracts. “Personal services contract,” as used in this policy, means a contract whose primary purpose is to acquire specialized skills, knowledge and resources in the application of technical or scientific expertise, or the exercise of professional, artistic

³ “Emergency” means circumstances that:

1. Could not have been foreseen;
2. Create a substantial risk of loss, damage or interruption of services or a substantial threat to property, public health, welfare or safety; and
3. Require prompt execution of a contract to remedy the condition.

⁴ If the contract does not exceed \$250,000, using intermediate procurement is likely less burdensome than sole source.

or management discretion or judgment.⁵ Unless otherwise designated by the LCRB, personal services contracts will be procured in accordance with applicable procurement laws. The LCRB may designate certain service contracts or classes of service contracts as personal services contracts and exempt them from competitive bidding. All personal services contracts shall be based on demonstrated qualifications and competence to perform the required services, encourage competition, discourage favoritism and obtain services at a fair and reasonable price. Personal service contractors may be required to qualify as independent contractors in accordance with applicable laws.⁶

Procurements for services estimated to be in excess of \$250,000 shall go through the cost analysis and feasibility process in accordance with ORS 279B.030.

Public Improvements

“Public improvement” means a project for construction, reconstruction or major renovation on real property by or for the district.⁷ The district will contract for public improvements using the following procedures, unless an exception applies.

1. Public improvements contracts with a value of less than \$25,000 are exempt from competitive bidding.
2. Intermediate Procurements. For public improvement contracts not exceeding \$100,000, the district may utilize three quotes⁸:
 - a. The request for the quotes shall be in writing (unless not reasonably practicable)⁹;
 - b. The request for quotes shall include the selection criteria and if the criteria are not of equal value, their relative value or ranking.

The district shall award the contract to the prospective contractor whose quote will best serve the interest of the district, based on the selection criteria. If the award is not made to

⁵ This includes, but is not limited to, contracts for the services of an accountant, physician or dentist, educator, consultant (including a provider under an Architectural and Engineering Service Contract), broadcaster, or artist (including a photographer, filmmaker, painter, weaver or sculptor (OAR 137-045-0010(19))). Also includes architectural, engineering, photogrammatic mapping, transportation planning or land surveying services procured under ORS 279C.105 (ORS 279C.100) and related services procured under ORS 279C.120 (ORS 279C.100(5)).

⁶ See ORS 670.600 and OAR 459-005-0020.

⁷ Public improvement does not include:

1. Projects for which no funds of the district are directly or indirectly used, except for participation that is incidental or related primarily to project design or inspection; or
2. Emergency work, minor alternation, ordinary repair or maintenance necessary to preserve a public improvement.

⁸ If three quotes are not reasonably available, the district shall make a written record of the effort made to obtain these quotes.

⁹ For Public Works Contracts, oral quotations may only be utilized in the event that written copies of prevailing wage rates are not required by the Bureau of Labor and Industries.

the offeror and quote with the lowest price, the district will make a written record of the basis for the award. Amendments to a contract awarded via intermediate procurement may be increased in accordance with OAR 137-049-0160(6)-(7).

3. Regular Procurements. For purchases exceeding \$100,000, the district will use invitation to bid or request for proposals except as otherwise allowed by law. See OAR 137-049-0130 and OAR 137-049-0640. Amendments to contracts awarded through regular procurement must be in accordance with OAR 137-049-0910.
4. Emergency Procurements. Emergency contracts for construction services are not considered public improvement contracts and will be procured in accordance with OAR 137-049-0140 and OAR 137-049-0150.
5. Community Benefit Contracts. “Community benefit contract” means a public improvement contract that includes, but is not limited to, terms and conditions that require the contractor to:
 - a. Qualify as a training agent, as defined in ORS 660.010, or provide apprenticeship training that meets applicable federal and state standards for apprenticeship training;
 - b. Employ apprentices to perform a specified percentage of work hours that workers in apprenticeable occupations perform on the community benefit project;
 - c. Provide employer -paid family health insurance; and
 - d. Meet any other requirements that the LCRB sets forth.

Community benefits contracts may be procured in accordance with ORS 279C.308.

6. Construction Manager/General Contractor (CM/GC) Procurement. The district shall procure CM/GC services in accordance with model rules the Attorney General adopts under Oregon Revised Statute (ORS) 279A.065(3) and OAR 137-049-0690, which requires “the assistance of legal counsel with substantial experience and necessary expertise in using the CM/GC Method, as well as knowledgeable staff, consultants or both staff and consultants who have demonstrated capability of managing the CM/GC process in the necessary disciplines of engineering, construction scheduling and cost control, accounting, legal, Public Contracting and project management.”

END OF POLICY

Legal Reference(s):

[ORS Chapter 279](#)
[ORS Chapter 279A](#)
[ORS Chapter 279B](#)
[ORS Chapter 279C](#)

[ORS 670.600](#)
[OAR Chapter 125](#), Divisions 246 -
249

[OAR Chapter 137](#), Divisions 045 -
049
[OAR 459-005-0020](#)

[OREGON PROCUREMENT MANUAL](#), Oregon Department of Administrative Services.

IX.E.5. Policy DJCA - Personal Service Contracts
- DELETE



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Melissa Harder & Lauren Wolfe
Meeting Date: November 5, 2024

ACTION REQUESTED

Board Policy DJCA—Personal Services Contracts—Delete—First Read

Background

OSBA recommends deleting the current versions of DJC – Bidding Requirements, DJC-AR – Exemptions from Competitive Bidding and Special Procurements, DJCA – Personal Service Contracts and DJCA-AR – Personal Service Contracts, and replacing them with the new proposed versions of DJC and DJC-AR.

The proposed DJC outlines the procurement requirements for Small Procurement, Intermediate Procurement, Regular Procurement, Emergency Procurement, Sole-Source Procurement, and Personal Services Contracts.

Involvement

Staff members: Melissa Harder & Lauren Wolfe

Cost Impact

None.

Function

Deletion of Policy.

PERSONAL SERVICES CONTRACTS

The district may enter into personal services contracts with qualified professionals as provided by ORS 279A.055. Personal services contracts, as used in this policy, means contracts for specialized skills, knowledge and resources in the application of highly technical or scientific expertise or the exercise of professional, artistic, or management discretion or judgment. The district may enter into a personal services contract with a current district employee only when the individual meets independent contractor status in accordance with state, Public Employees Retirement System (PERS) and Internal Revenue Service (IRS) requirements.

Selection of a personal services contractor will be based primarily on qualifications and performance history, expertise, knowledge and creativity and the ability to exercise sound professional judgment.

All personal services contracts shall be based on demonstrated qualifications and competence to perform the required services, encourage competition, discourage favoritism and obtain services at a fair and reasonable price.

Contracts for personal services in excess of \$150,000 shall require prior Board approval.

The superintendent will develop administrative regulations as necessary to implement this policy.

END OF POLICY

Legal Reference(s):

——— ORS Chapters 279, 279A, 279B

——— ORS 332.107

——— ORS 670.600

——— OAR 459-010-0030

——— Internal Revenue Service *Independent Contractor or Employee* (IRS Publication 1779).

IX.E.6. Policy DJCA-AR - Personal Service
Contracts - DELETE



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Melissa Harder & Lauren Wolfe
Meeting Date: November 5, 2024

ACTION REQUESTED

Board Policy DJCA-AR—Personal Services Contracts—Delete—First Read

Background

OSBA recommends deleting the current versions of DJC – Bidding Requirements, DJC-AR – Exemptions from Competitive Bidding and Special Procurements, DJCA – Personal Service Contracts and DJCA-AR – Personal Service Contracts, and replacing them with the new proposed versions of DJC and DJC-AR.

The proposed DJC outlines the procurement requirements for Small Procurement, Intermediate Procurement, Regular Procurement, Emergency Procurement, Sole-Source Procurement, and Personal Services Contracts.

Involvement

Staff members: Melissa Harder & Lauren Wolfe

Cost Impact

None.

Function

Deletion of AR

PERSONAL SERVICES CONTRACTS

~~I. Personal Services Contracts Defined~~

~~A. Personal services contracts include, but are not limited to: a contract or member of a class of contracts, that the local contracting agency's Local Contract Review Board (LCRB) has designated as a personal services contract pursuant to ORS 279A.055. Personal services include but are not limited to the following:~~

- ~~1. Contracts for services performed as an independent contractor in a professional capacity (e.g., services of an accountant, attorney, data processing consultant, etc.);~~
- ~~2. Contracts for services as an artist in the performing or fine arts (e.g., photographer, painter, etc.);~~
- ~~3. Contracts for services that are specialized, creative and research oriented;~~
- ~~4. Contracts for services as a consultant;~~
- ~~5. Contracts for educational consulting services.~~

~~B. Personal services contracts do not include: (1) public contracts for architectural, engineering and land surveying and related services, or (2) public contracts for construction services.~~

~~H. Eligibility~~

~~The district will follow ORS 670.600, Public Employees Retirement System (PERS) rules OAR 459-010-0030 and Internal Revenue Service (IRS) Ruling 87-41 in determining whether the individual or business entity qualifies as an independent contractor or is an employee of the district. A valid independent contractor must meet all eight of the following points:~~

~~State requirements¹:~~

- ~~A. The contractor must be free from the direction and the control of the employer;~~
- ~~B. The contractor must obtain required business licenses;~~

¹See ORS 670.600 for complete listing.

PERSONAL SERVICES CONTRACTS—DJCA-AR

(continued)

- ~~— C. — The contractor must furnish necessary tools and equipment;~~
- ~~— D. — The contractor has authority to hire and fire employees;~~
- ~~— E. — The contractor is paid on completion of portions of projects or on a retainer basis;~~
- ~~— F. — The construction contractor must be registered under ORS Chapter 701 (For more information call the Construction Contractors Board at 503-378-4621 in Salem.);~~
- ~~— G. — The contractor must file appropriate business tax returns;~~
- ~~— H. — The contractor must represent to the public that the labor or services are provided by an independent business.~~

PERS requirements:

In determining whether an individual is an employee or independent contractor for PERS contribution purposes, the district will consider the following factors:

- ~~— A. — Instructions. An employee must comply with instructions about when, where and how to work. Even if no instructions are given, the control factor is present if the employer has the right to control how the work results are achieved;~~
- ~~— B. — Training. An employee may be trained to perform services in a particular manner. Independent contractors ordinarily use their own methods and receive no training from the purchasers of their services;~~
- ~~— C. — Integration. An employee's services are usually integrated into the business operations because the services are important to the success or continuation of the business. This shows that the employee is subject to direction and control;~~
- ~~— D. — Services rendered personally. An employee renders services personally. This shows that the employer is interested in the methods as well as the results;~~
- ~~— E. — Hiring, supervising and paying assistants. An employee works for an employer who hires, supervises and pays workers. An independent contractor can hire, supervise and pay assistants under a contract that requires him/her to provide materials and labor and to be responsible only for the result;~~
- ~~— F. — Continuing relationship. An employee generally has a continuing relationship with an employer. A continuing relationship may exist even if work is performed at recurring although irregular intervals;~~

PERSONAL SERVICES CONTRACTS—DJCA-AR

(continued)

- ~~G. Set hours of work. An employee usually has set hours of work established by an employer. An independent contractor generally can set his/her own work hours;~~
- ~~H. Full-time required. An employee may be required to work or be available full-time. This indicates control by the employer. An independent contractor can work when and for whom he/she chooses;~~
- ~~I. Doing work on employer's premises. An employee usually works on the premises of an employer, or works on a route or at a location designated by an employer;~~
- ~~J. Order or sequence set. An employee may be required to perform services in the order or sequence set by an employer. This shows that the employee is subject to direction and control;~~
- ~~K. Oral or written reports. An employee may be required to submit reports to an employer. This shows that the employer maintains a degree of control;~~
- ~~L. Payment by hour, week, month. An employee is generally paid by the hour, week or month. An independent contractor is usually paid by the job or on a straight commission;~~
- ~~M. Payment of business and/or traveling expenses. An employee's business and travel expenses are generally paid by an employer. This shows that the employee is subject to regulation and control;~~
- ~~N. Furnishing of tools and materials. An employee is normally furnished significant tools, materials and other equipment by an employer;~~
- ~~O. Significant investment. An independent contractor has a significant investment in the facilities he/she uses in performing services for someone else;~~
- ~~P. Realization of profit or loss. An independent contractor can make a profit or suffer a loss;~~
- ~~Q. Working for more than one employer at a time. An independent contractor is generally free to provide his/her services to two or more unrelated persons or firms at the same time;~~
- ~~R. Making service available to general public. An independent contractor makes his/her services available to the general public;~~
- ~~S. Right to discharge. An employee can be fired by an employer. An independent contractor cannot be fired so long as he/she produces a result that meets the specifications of the contract;~~

PERSONAL SERVICES CONTRACTS—DJCA-AR

(continued)

- ~~T. Right to terminate. An employee can quit his/her job at any time without incurring liability. An independent contractor usually agrees to complete a specific job and is responsible for its satisfactory completion, or is legally obligated to make good for failure to complete it.~~

IRS requirements:

~~Additionally, in determining employee or independent contract status for purposes of the Federal Insurance Contributions Act (FICA), the Federal Unemployment Tax Act (FUTA) or for federal income tax withholding from wages, the district will consider:~~

- ~~A. Behavioral control. A worker is an employee when the district has the right to direct and control the worker;~~
- ~~B. Financial control. A worker is an independent contractor if he/she can realize a profit or incur a loss. The individual may also be an independent contractor if he/she is not reimbursed for some or all business expenses, especially if those expenses are high or if he/she has a significant investment in his/her work;~~
- ~~C. Relationship of the parties. Facts weighed by the district will include any written contracts describing the relationship the parties intended to create; the extent to which the worker is available to perform services for other similar businesses; whether the district provides the worker with employee-type benefits, such as insurance, vacation pay or sick pay; and the permanency of the relationship.~~

~~III. Personal Services Contracts—Procurement Requirements~~

- ~~A. Contracts for personal services less than \$25,000 within a 12-month period, shall, where practical, be based on written or verbal quotes or may be procured through direct negotiations with the contractor.~~
- ~~B. Contracts for personal services greater than \$25,000 that do not exceed \$150,000 may be based on three written or verbal quotes, or response to a request for proposal (RFP) as deemed appropriate by the superintendent or designee.~~
- ~~C. Contracts for personal services greater than \$150,000 shall be based on written solicitations, request for qualifications, or the request for proposal (RFP) process.~~
- ~~D. The district may enter into a personal services contract when the amount of the services does not exceed \$150,000 without obtaining quotes or utilizing the RFP process when only one contractor or sole source provides the services as follows:~~
 - ~~1. The superintendent or designee shall make the following written findings for inclusion in the contract file:~~

PERSONAL SERVICES CONTRACTS—DJCA-AR

(continued)

- ~~_____ a. That the efficient utilization of existing goods requires the acquisition of compatible goods or services;~~
- ~~_____ b. That the goods or services required for the exchange of software or data with other public or private agencies are available from only one source;~~
- ~~_____ c. That the goods or services are for use in a pilot or an experimental project; or~~
- ~~_____ d. Other findings that support the conclusion that the goods or services are available from only one source.~~
- ~~_____ E. If the cost of the services is more than \$150,000, the district may award a contract on a sole source basis, only with Board approval and if prior to the award:
 - ~~_____ 1. Notice of the district's intent to contract for the services, including the general specifications of the intended contract, is advertised in at least one newspaper or trade journal of general circulation in the area where the services are to be performed;~~
 - ~~_____ 2. The advertised notice is published at least 14 days before award of contract to allow prospective contractors a reasonable opportunity to submit a protest of the district's intent to contract through the sole source process unless the superintendent gives prior written approval to reduce the number of days based on extraordinary circumstance that do not meet the criteria for an Emergency Procurement pursuant to OAR 137-047-0280; and~~
 - ~~_____ 3. The protest shall be submitted in writing to the district by the closing date and time of the advertisement notice. It shall state the reason the contract should be competitively solicited.~~~~
- ~~_____ Protests shall be heard by the Superintendent or designee, whose decision shall be final.~~

IV. ~~ITB/RFP Requirements~~

- ~~_____ A. An invitation to bid (ITB) or (RFP) will be used as a formal competitive solicitation that describes the specific services to be performed within a defined period of time. The solicitation will set forth criteria and methods for screening, selecting and ranking the most qualified proposal(s). The solicitation document may result in contracts with more than one provider.~~
- ~~_____ B. The solicitation document must provide that the district is not responsible for any cost incurred while submitting proposals and that all proposers who respond do so at their own expense.~~

PERSONAL SERVICES CONTRACTS—DJCA-AR

(continued)

- ~~C. The solicitation document must, at a minimum, address the following:~~
- ~~1. Requirements for solicitation documents under ORS 279B.055 (2) and 279B.060 (2):~~
 - ~~a. A time and date by which the bids or proposals must be received and a place at which bids must be submitted, and may, in the sole discretion of the contracting agency, direct or permit the submission and receipt of bids or proposals by electronic means;~~
 - ~~b. The name and title of the person designated for receipt of bids or proposals and the person designated by the contracting agency as the contact person for the procurement, if different;~~
 - ~~c. A procurement description;~~
 - ~~d. A time, date and place that prequalified applications, if any, must be filled and the classes of work, if any, for which bidders must be prequalified in accordance with ORS 279B.120;~~
 - ~~e. A statement that the contracting agency may cancel the bid or procurement, or reject any of all bids in accordance with ORS 279B.100;~~
 - ~~f. A statement that “Contractors shall use recyclable products to the maximum extent economically feasible in the performance of the contract work set forth in this document.” if the invitation to bid is issued by a state contracting agency;~~
 - ~~g. A statement that requires the contractor or subcontractor to possess an asbestos abatement license, if required under ORS 468A.710; and~~
 - ~~h. All contractual terms and conditions applicable to the procurement.~~
 - ~~2. Requirements for solicitation documents under OAR 137-047-0255 (2) and 137-047-0260 (2):~~
 - ~~a. General Information.~~
 - ~~i. Notice of any pre-offer conferences as follows:~~
 - ~~(A) The time, date and location of any pre-offer conferences; and~~

PERSONAL SERVICES CONTRACTS—DJCA-AR

(continued)

- ~~(B) Whether attendance at the conference will be mandatory or voluntary; and~~
- ~~(C) A provision that provides that statements made by the contracting agency's representatives at the conference are not binding upon the contracting agency unless confirmed by written addendum;~~
- ~~ii. The form and instructions for submission of proposals and any other special information, e.g., whether proposals may be submitted by electronic means;~~
- ~~iii. The time, date and place of opening;~~
- ~~iv. The office where the solicitation document may be reviewed;~~
- ~~v. For bidders, a statement whether the bidder is a "resident bidder," as defined in ORS 279A.120 (1);~~
- ~~vi. Contractor's certification of nondiscrimination in obtaining required subcontractors in accordance with ORS 279A.110 (4); and~~
- ~~vii. How the contracting agency will notify proposers of addenda and how the contracting agency will make addenda available.~~
- ~~b. Contracting Agency Need.
The character of the goods and services the contracting agency is purchasing including, if applicable, a description of the acquisition, specifications, delivery or performance schedule, inspection and acceptance requirements.~~
- ~~c. Bid/Proposal and Evaluation Process.~~
 - ~~i. The anticipated solicitation schedule, deadlines, protest process, and evaluation process;~~
 - ~~ii. The contracting agency shall set forth selection criteria in the solicitation document in accordance with the requirements or ORS 279B.060 (2)(h)(E).~~
 - ~~iii. If the contracting agency intends to award contracts to more than one prosper pursuant to OAR 137-047-0600 (4)(d), the contracting agency must identify in the solicitation document the manner in which it will determine the number of contracts it will award.~~

PERSONAL SERVICES CONTRACTS—DJCA-AR

(continued)

- ~~d. Applicable preferences described in ORS 279A.125 (2) and 282.210.~~
- ~~e. For contracting agencies subject to ORS 305.385, contractor's certification of compliance with the Oregon tax laws in accordance with ORS 305.385.~~
- ~~f. All contract terms and conditions, including a provision indicating whether the contractor can assign the contract, delegate its duties, or subcontract the goods or services without prior written approval from the contracting agency.~~
- ~~D. Bids or proposals must be advertised at least once in a newspaper of general circulation in the area where the contract is to be performed and in as many additional issues and publications as may be necessary or desirable to achieve adequate competition unless the contracting agency uses electronic advertising.~~
- ~~E. Unless otherwise specified in rules adopted pursuant to ORS 279A.065, the LCRB will give notice at least seven days before the solicitation closing date.~~
- ~~F. All advertisements shall describe at minimum the requirements under OAR 137-047-0300 (3):~~
 - ~~1. Where, when, how, and for how long the solicitation document may be obtained;~~
 - ~~2. A general description of the goods or services to be acquired;~~
 - ~~3. The interval between the first date of notice and closing, which will be at least seven days, unless a shorter period is in the public interest and it will not substantially affect competition;~~
 - ~~4. The date that persons must file applications for prequalification if prequalification is a requirement and the class of goods or services is one for which persons must be prequalified.~~
 - ~~5. The office where contract terms, conditions and specifications may be reviewed;~~
 - ~~6. The name, title and address of the individual authorized by the contracting agency to receive offers;~~
 - ~~7. The scheduled opening; and~~
 - ~~8. Any other information the contracting agency deems appropriate.~~

V. ~~Screening and Selection Procedures~~

- ~~A. The superintendent or designee shall review, score and rank all responsive proposals according to the evaluation criteria in the ITB or RFP and applicable law. The contracting agency will award the contract to the lowest responsible bidder or proposer or multiple responsible bidders or proposers in accordance with ORS 279B.055 (10) and 279B.060 (10), and OAR 137-047-0600.~~
- ~~B. To determine whether the bidder or proposer has met the standards of responsibility under ORS 279B.110 (2) and OAR 137-047-0640 (1)(c)(F), the LCRB will consider whether the bidder or proposer has:~~
- ~~1. Available the appropriate financial, material, equipment, facility and personnel resources and expertise, or the ability to obtain the resources and expertise, necessary to indicate the capability of the bidder or proposer to meet all contractual responsibilities;~~
 - ~~2. A satisfactory record of performance.² The contracting agency will document in the solicitation file its basis for determining that the offeror is not responsible because the offeror does not meet this requirement;~~
 - ~~3. A satisfactory record of integrity.³ The contracting agency will document its basis for determining that the offeror is not responsible because the offeror does not meet this requirement;~~
 - ~~4. Qualified legally to contract with the contracting agency;~~
 - ~~5. Supplied all necessary information in connection with the inquiry concerning responsibility. If an offeror fails to promptly supply information requested by the contracting agency concerning responsibility, the contracting agency shall base the determination of responsibility upon any available information, or may find the bidder or proposer not to be responsible; and~~
 - ~~6. Not been debarred by the contracting agency under ORS 279B.130.~~

²A contracting agency should review carefully the offeror's record of contract performance if the offeror is or recently has been materially deficient in contract performance. In reviewing the offeror's performance, the contracting agency should determine whether the offeror's deficient performance was expressly excused under the terms of the contract, or whether the offeror took appropriate corrective action. The contracting agency may review the offeror's performance on both private and public contracts.

³A contracting agency may determine that an offeror lacks integrity because of a lack of business ethics such as a violation of environmental laws or false certification made to the contracting agency. A contracting agency may find that an offeror is not responsible based on a lack of integrity of a person having influence or control over the offeror.

PERSONAL SERVICES CONTRACTS—DJCA-AR

(continued)

~~— C. — Final ranking will be based on all information obtained during the evaluation process. Price will be considered, but will not necessarily govern selection of the contractor(s).~~

~~— D. — Contracts entered into may be amended, provided the original contract allows for the particular amendment and the services to be provided under the amendment are included within or directly related to, the scope of the project or the scope of the services described in the solicitation document.~~

VI. — Documentation

~~Documentation providing evidence of competition shall be maintained by the district for all contracts entered into by the district.~~

VII. — Fingerprinting

~~If the scope of the work performed by a contractor(s) or his/her employee(s) may result in direct, unsupervised contact with students, he/she will be required to submit to fingerprinting and criminal records checks as required by law.~~

VIII. — Payment

~~Payment will be made only upon completion of the performance of specific portions of the project or on the basis of an annual or periodic retainer as specified by the district in the personal services contract.~~

X. CONSOLIDATED INFORMATION

X.A. Q1 Financial Reports (Unaudited)



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Lauren Wolfe, Director of Finance
Meeting Date: November 5, 2024

First Quarter Financial Summary (Unaudited) NO ACTION REQUIRED

Background

The Financial Summary for the General Fund for the period ending September 30, 2023 and September 30, 2024 follows this report. Year-to-date operating revenues through the end of September 2024 total \$15.3 million or 16.02% of total budgeted operating revenues as compared to \$14.7 million or 15.12% through the end of September 2023. As usual, revenues from the state school fund constitute the majority of funds received at this point in the year. There are two notable variances between revenue sources for the period ending September 30 compared to last year:

1. Other Local Sources: Year-to-date revenues total \$.425 million or 19.73% of total budgeted other local source revenue as compared to \$.040 million or 0.1% in the prior period. This is related to the timing of receipts of Medicaid Administrative Claiming (MAC) funds as well as increased interest earnings on investments. This may have a positive impact on total revenue for the year.
2. Federal Sources: Year-to-date revenues total \$.043 million or 31.2% of total federal source revenue as compared to \$.011 million or 3.9% in the prior period. This is related to the timing of receipts of Medicaid claim reimbursements and is not anticipated to impact overall revenue for the year.

Year-to-date operating expenditures through the end of September 2024 total \$13.1 million or 13.06% of total budgeted operating expenditures as compared to \$13.6 million or 14.74% through the end of September 2023. There are two notable variances between expenditure requirements for the period ending September 30 compared to last year:

1. Supplies and Materials: Year-to-date expenditures total \$.678 million or 16.46% of total budgeted supplies and materials requirements as compared to \$1.9 million or 40.74% in the prior period. We are currently monitoring spending in this area to determine how it will impact annual spending.
2. Capital Outlay: Year-to-date expenditures total \$.057 million or 187.36% of total budgeted capital outlay requirements as compared to \$.008 million or 4.78% in the prior period. All major capital outlay was paid for using bond funds in the last several budget cycles. As these funds were fully expended in the prior budget year,

expenditures have shifted to the General Fund. The Board should anticipate an increase in capital outlay appropriations in an upcoming supplemental budget.

Projected resources and requirements and ending fund balance through June 30, 2025 will be provided beginning with the October financial summary.

Monitoring Fiscal Impacts:

As of September 30, we are monitoring the fiscal impact of the following:

1. **Audited Ending Fund Balance:** We anticipate the 2023-24 audit will be completed by December 31, 2024. At this time, we will have a final ending fund balance, which carries forward into the current fiscal year as the beginning fund balance.
2. **Tax Receipts:** Tax Reports for 2024 are released in October. We will use this information to verify the amount budgeted in tax revenue and adjust accordingly.
3. **Enrollment:** The first major enrollment reporting deadline is October 1, 2024 and is referred to as First Period ADM. This information will help inform the budget for the next fiscal year.
4. **Implications of New Unemployment Legislation:** Summer 2024 was the first that classified employees could receive unemployment benefits for the summer months, even with the guarantee of employment in the next school year. We will receive our invoice from the state for Q3, which covers the summer months, by the end of October.
5. **Anticipated PERS Rates:** PERS rates for the next biennium are expected to be released soon and are expected to increase. In addition, we are starting to feel the impact of side accounts that are expiring in 2028. An [article from OSBA](#) summarizes the PERS side account issue.

If you have any questions or request for additional information, please do not hesitate to contact me.

Supplementary Materials

1. General Fund Financial Summary as of September 30, 2024



CORVALLIS SCHOOL DISTRICT 509J

General Fund | 2024 - 2025 Financial Summary | First Quarter

For the Period Ending September 30, 2024

	2023 - 2024 YTD Actuals	Year % of Actual	2024 - 2025 Adopted Budget	2024 - 2025 YTD Actuals	% of Budget
RESOURCES					
Operating Revenues					
Local Property Tax Revenue	\$ -	0.00%	\$ 35,672,175.00	\$ -	0.00%
Local Option Levy	-	0.00%	10,503,933	-	0.00%
Other Local Sources	40,674	0.69%	2,157,191	425,653	19.73%
Intermediate Sources	-	0.00%	882,413	-	0.00%
State School Fund	14,652,633	33.66%	43,923,724	14,818,751	33.74%
Other State Resources	-	0.00%	2,150,000	-	0.00%
Federal Sources	11,520	3.93%	140,000	43,617	31.16%
Other Sources	2,625	100.00%	-	-	-
Total Operating Revenues	\$ 14,707,453	15.12%	\$ 95,429,436	\$ 15,288,021	16.02%
Beginning Fund Balance*	14,493,943	100.00%	17,043,343	19,388,190	113.76%
TOTAL RESOURCES	\$ 29,201,395	26.13%	\$ 112,472,779	\$ 34,676,211	30.83%
REQUIREMENTS					
Operating Expenditures					
Salaries	\$ 5,872,427	13.03%	\$ 49,415,758	\$ 5,940,376	12.02%
Associated Payroll Costs	2,763,530	11.88%	28,598,631	3,204,687	11.21%
Purchased Services	1,642,065	10.79%	14,190,848	2,173,550	15.32%
Supplies and Materials	1,986,125	40.74%	4,119,885	678,043	16.46%
Capital Outlay	8,449	4.78%	30,800	57,708	187.36%
Other Objects	1,340,979	51.17%	1,810,973	1,073,202	59.26%
Transfers	-	0.00%	2,377,204	-	0.00%
Total Operating Expenditures	\$ 13,613,576	14.74%	\$ 100,544,099	\$ 13,127,566	13.06%
Contingencies	-	-	7,157,208	-	0.00%
Unappropriated Ending Fund Balance	-	-	4,771,472	-	0.00%
TOTAL REQUIREMENTS	\$ 13,613,576	14.74%	\$ 112,472,779	\$ 13,127,566	11.67%

*unaudited beginning fund balance subject to change

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

X.B.1. Policy GCDA/GDDA - Criminal Records Check
and Fingerprinting



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Melissa Harder, Jennifer Duvall
Meeting Date: November 5, 2024

NO ACTION REQUIRED

[Board Policy GCDA/GDDA](#)—Criminal Records Checks and Fingerprinting—Revision—First Read

Background

To clean up duplicate language, a new version of model policy GCDA/GDDA – Criminal Records Checks and Fingerprinting * has been developed and eliminates the need for an administrative regulation. This is a required change.

Newly revised rules regarding fingerprint collection offer the addition of a statewide vendor identified by the Department of Administrative Services as an authorized fingerprint collector and remove the option for volunteers to appeal to ODE on a fitness determination issued by ODE.

Recommended changes were reviewed to reflect current practices.

Involvement

Staff members: Melissa Harder, Jennifer Duvall

Cost Impact

None.

Function

Review of revisions.



Corvallis

SCHOOL DISTRICT

Code: GCDA/GDDA
Adopted: 3/8/99
Revised/Readopted: 12/10/07, 4/5/10, 3/11/13, 12/13/18, 2/6/20

Criminal Records Checks and Fingerprinting

In a continuing effort to ensure the safety and welfare of students and staff, the district shall require certain individuals to submit to a criminal records check and fingerprinting as required by law. This includes employees, contractors, volunteers, and others.

Requirements for Employees

All newly hired employees¹ not identified under Oregon Revised Statutes (ORS) 342.223² are required to submit to a criminal records check and fingerprinting as required by law.

A newly hired employee is not subject to fingerprinting if the district has evidence on file that the person successfully completed a state and national criminal records check for a previous employer that was a school district³ or private school, and has not resided outside the state between the two periods of employment.

An individual shall be subject to the collection of fingerprint information, only after the offer of employment from the district. The district may⁴ begin the employment of an individual on a probationary basis pending the return and disposition of the required criminal records checks.

Fees associated with criminal records checks and fingerprinting for individuals applying for employment with the district and not requiring licensure shall be paid by the district.

¹ Any individual hired within the last three months. This does not include an employee hired within the last three months if the district has evidence on file that meets the definition in Oregon Administrative Rule (OAR) 581-021-0510(11)(b).

² ORS 342.223 includes teachers, administrators, personnel specialist, school nurses, persons participating in supervised clinical practice experience, practicum or internship as a teacher, administrator or personnel specialist. See statute for details.

³ As is defined in OAR 581-021-0510(9); includes school districts, the Oregon School for the Deaf, and educational program under the Youth Corrections Education Program, public charter schools and ESDs.

⁴ Decisions regarding which employees may begin before the return of the required criminal records checks must be made in a nondiscriminatory manner.

When the criminal records check indicates an individual has been convicted of any crimes⁵ prohibiting employment, the individual will not be employed, or if employed will be terminated.

When the criminal records check indicates an individual has knowingly made a false statement as to the conviction of any crime, the individual will not be employed by the district, or if employed by the district will be terminated.

An individual who fails to disclose the presence of convictions that would not otherwise prohibit employment or contract with the district as provided by law may be employed by the district.

Employment termination shall remove the individual from any district policies, collective bargaining provisions regarding dismissal procedures and appeals and the provisions of Accountability for Schools for the 21st Century Law.

Requirements for Contractors

All individuals employed as or by a contractor and considered by the district to have direct, unsupervised contact with students⁶ or unsupervised access to children are required to submit to a criminal records check and a fingerprint-based criminal records check.

The superintendent or designee will identify contractors who are subject to such requirements.

Fees associated with criminal records checks and fingerprinting for individuals employed as or by a contractor with the district shall be paid according to the written agreement between the contractor and the district.

A contractor or an employee of a contractor required to submit to a criminal records check and fingerprinting in accordance with law and Board policy will be terminated from contract status, or withdrawal of offer of contract will be made by the district upon:

1. Refusal to consent to a criminal records check and fingerprinting; or
2. Notification⁷ from the Superintendent of Public Instruction that the individual has a conviction of any crimes listed in ORS 342.143, or the substantial equivalent of any of those crimes if the conviction occurred in another jurisdiction or in Oregon under a different statutory name or number.

A subject individual will be terminated from contract status upon notification from the Superintendent of Public Instruction that the individual has knowingly made a false statement as

⁵ See OAR 581-021-0511(8).

⁶ “Direct, unsupervised contact with students” means contact with students that provides the person opportunity and probability for personal communication or touch when not under direct supervision. (OAR 581-021-0510)

⁷ Prior to making a determination that results in this notification and opportunity for a hearing, the Superintendent of Public Instruction may cause an investigation pursuant to OAR 581-021-0511; involved parties shall cooperate with the investigation pursuant to law.

to the conviction of any crime.

Requirements for Volunteers

The district shall require a fingerprint-based criminal records check for volunteers allowed direct, unsupervised contact with students, in the following positions:

1. Volunteer coach;
2. Overnight chaperone.

The service of a volunteer into a position identified by the district as requiring a fingerprint-based criminal records check will not begin before the return and disposition of a state and national criminal records check based on fingerprints.

Fees associated with required Fingerprint-Based Criminal Records Checks for volunteers shall be paid by the district.

Volunteers allowed by the district into a position designated by the district to have direct, unsupervised contact with students shall submit to an in-state criminal records check.

The service of a volunteer allowed to have direct, unsupervised contact with students will not begin before the return and disposition of a criminal records check.

Fees associated with required In-State Criminal Records Checks for volunteers shall be paid by the district.

A volunteer who knowingly made a false statement on a district volunteer application form or has a conviction of a crime listed in ORS 342.143, or the substantial equivalent of any of those crimes if the conviction occurred in another jurisdiction or in Oregon under a different statutory name or number will result in immediate termination from the ability to volunteer in the district.

A volunteer who refuses to submit, when required, to a criminal records check or a fingerprint-based criminal records check in accordance with law and Board policy will be denied such ability to volunteer in the district.

Requirements for Others

Any community college faculty member providing instruction at the site of an early childhood education program, at a school site as part of an early childhood program or at a grade K through 12 school site during the regular school day is required to submit to a criminal records check and a fingerprint-based criminal records check.

Any individual who is an employee of a public charter school and not identified under ORS 342.223 is required to submit to a criminal records check and a fingerprint-based criminal records check.

Fees associated with criminal records checks and fingerprinting for individuals employed by a public charter school shall be the responsibility of the public charter school.

Notification

The district will provide written notice about the requirements of fingerprinting and criminal records checks through means such as staff handbooks, employment applications, contracts or volunteer forms.

The district will provide the following notification to individuals subject to criminal records checks and fingerprinting:

1. Such criminal records checks and fingerprinting are required by law or Board policy;
2. All employment or contract offers or the ability to volunteer are contingent upon the results of such checks;
3. A refusal to consent to a required criminal records check and fingerprinting shall result in immediate termination from employment, or contract status, or the ability to volunteer in the district;
4. A determination by the Oregon Department of Education (ODE) which affects an individual's eligibility to be employed, or contracted with, by the district may be appealed to the Superintendent of Public Instruction under ORS 183.413 – 183.470;
5. An individual determined to have knowingly made a false statement as to the conviction of any crime on district employment applications, contracts, or ODE forms (written or electronic) will result in immediate termination from employment or contract status;
6. An individual determined to have been convicted of any crime that would prohibit employment or contract will be immediately terminated from employment or contract status;
7. A volunteer candidate who knowingly made a false statement on a district volunteer application form or has a conviction of the crimes listed in ORS 342.143, or the substantial equivalent of any of those crimes if the conviction occurred in another jurisdiction or in Oregon under a different statutory name or number will result in immediate termination from the ability to volunteer in the district. The district will remove the volunteer from the position allowing direct, unsupervised contact with students.

Processing and Reporting Procedures

Immediately following an offer and acceptance of employment or contract, an individual subject to criminal records checks and fingerprinting shall complete the appropriate forms authorizing such checks and report to an authorized fingerprinter as directed by the district. The district shall send such authorization, any collection of fingerprint information, and the request to ODE pursuant to law.

Fingerprints may be collected by one of the following:

1. Employing district staff;
2. Contracted agent of employing district;
3. Local or state law enforcement agency; or
4. Statewide vendor identified by the Oregon Department of Administrative Services.

To ensure the integrity of the fingerprinting collection and prevent any compromise of the process, the district will provide the name of the individual to be fingerprinted to the authorized fingerprinter. The individual will have ten workdays from the time of employment to complete their fingerprint appointment.

The authorized fingerprinter will obtain the necessary identification and fingerprinting and notify ODE of the results. ODE will then review and notify the district of said results as well as the identity of any individual it believes has knowingly made a false statement as to conviction of a crime or has a conviction of a crime prohibiting employment, contract, or volunteering.

A copy of the fingerprinting results will be kept by the district. The district's use of criminal history must be relevant to the specific requirements of the position, services, or employment.

END OF POLICY

Legal Reference(s):

[ORS 181A.180](#)
[ORS 181A.230](#)
[ORS 326.603](#)
[ORS 326.607](#)
[ORS 332.107](#)
[ORS 336.631](#)
[ORS 342.143](#)
[ORS 342.223](#)

[OAR 414-061-0010](#) – 061-0030
[OAR 581-021-0510](#) – 021-0512
[OAR 581-022-2430](#)
[OAR 584-050-0012](#)
[OAR 584-050-0100](#)

Title VII of the Civil Rights Act of 1964, as amended, 42 U.S.C. § 2000e, et. seq. (2018).



Corvallis

SCHOOL DISTRICT

Code: GCDA/GDDA
Adopted: 3/8/99
Revised/Readopted: 12/10/07, 4/5/10, 3/11/13, 12/13/18, 2/6/20

Criminal Records Checks and Fingerprinting

In a continuing effort to ensure the safety and welfare of students and staff, the district shall require all newly hired full-time and part-time employees¹ not requiring licensure under Oregon Revised Statute (ORS) 342.223 to submit to a criminal records check and/or fingerprinting as required by law. Other individuals, as determined by the district, that will have direct, unsupervised contact with students shall submit to criminal records checks and/or fingerprinting, as established by Board policy and as required by law.

“Direct, unsupervised contact with students” means contact with students that provides the person opportunity and probability for personal communication or touch when not under direct supervision.

Pursuant to state law, a criminal records check and/or fingerprint-based criminal records checks shall be required of the following individuals²:

1. All newly hired full-time and part-time employees not requiring licensure;
2. All individuals employed as or by a contractor, whether employed part-time or full-time, and considered by the district to have direct, unsupervised contact with students;
3. All district contractors and their employees who provide early childhood special education or early intervention services in accordance with rules established by the Oregon Department of Education, Child Care Division;
4. Any community college faculty member providing instruction at the site of an early childhood education program, at a school site as part of an early childhood program or at a grade K through 12 school site during the regular school day;

¹ Any individual hired within the last three months. A subject individual does not include an employee hired within the last three months if the district has evidence on file that meets the definition in Oregon Administrative Rule (OAR) 581-021-0510(11)(b).

² Subject individuals and requirements are further outlined in GCDA/GDDA-AR – Criminal Records Checks and Fingerprinting.

5. Any individual who is an employee of a public charter school and not requiring licensure under ORS 342.223; and
6. Any individual considered for volunteer service with the district who is allowed to have direct, unsupervised contact with students.

The district shall require a fingerprint-based criminal records check for volunteers allowed direct, unsupervised contact with students, in the following positions:

1. Volunteer coaches; and
2. Overnight volunteer chaperones.

The district will provide the written notice about the requirements of fingerprinting and criminal records checks through means such as staff handbooks, employment applications, contracts or volunteer forms.

The procedure for processing fingerprint collection is further outlined in GCDA/GDDA-AR – Criminal Records Checks and Fingerprinting.

The identity of a subject individual requiring fingerprinting will be provided by the district to the authorized fingerprinter for verification.

The individual subject to the collection of fingerprint information, shall be subject only after acceptance of an offer of employment or contract from the district and may be charged a fee by the district. A subject individual may request the fee be withheld from the amount otherwise due to the individual.

The district shall begin the employment of a subject individual or terms of a district contractor on a probationary basis pending the return and disposition of the required criminal records checks.

When the district is notified of a subject individual who has been convicted of any crimes prohibiting employment or contract will be terminated and/or will not be employed or contracted. When the district is notified of a subject individual who knowingly made a false statement as to the conviction of any crime, the individual will not be employed or contracted with by the district, or if employed by the district may be terminated. A subject individual who fails to disclose the presence of convictions that would otherwise prohibit employment or contract with the district as provided by law may be employed or contracted with by the district.

The district's use of criminal history must be relevant to the specific requirements of the position, services or employment.

The service of a volunteer allowed to have direct, unsupervised contact with students will not begin before the return and disposition of a criminal records check.

The service of a volunteer in a position identified by the district as requiring criminal records check including fingerprinting may not begin before the return and disposition of the criminal

records check and rolling of the fingerprints.

A volunteer who knowingly made a false statement or has a conviction of a crime listed in ORS 342.143, or the substantial equivalent of any of those crimes if the conviction occurred in another jurisdiction or in Oregon under a different statutory name or number will result in immediate termination from the ability to volunteer in the district.

Fees associated with a criminal records check and/or fingerprinting may be charged.

The superintendent shall develop administrative regulations as necessary to meet the requirements of law.

Appeals

A subject individual may appeal a determination from ODE that prevents employment or eligibility to contract with the district to the Superintendent of Public Instruction as a contested case under ORS 183.413 – 183.470.

A volunteer required to submit to a fingerprint-based criminal records check may appeal a determination from a fingerprint-based criminal records check by ODE that prevents the ability to volunteer with the district to the Superintendent of Public Instruction as a contested case under ORS 183.413 – 183.470.

END OF POLICY

Legal Reference(s):

[ORS 181A.180](#)

[ORS 181A.230](#)

[ORS 326.603](#)

[ORS 326.607](#)

[ORS 332.107](#)

[ORS 336.631](#)

[ORS 342.223](#)

[ORS 342.143](#)

[OAR 414-061-0010 to 0030](#)

[OAR 581-021-0510 to 0512](#)

[OAR 581-021-0502](#)

[OAR 581-022-2430](#)

[OAR 584-050-0012](#)

Title VII of the Civil Rights Act of 1964, as amended, 42 U.S.C. § 2000e, et. Seq. (2012).



Corvallis

SCHOOL DISTRICT

Code: GCDA/GDDA-AR
Adopted: 3/9/99
Revised/Readopted: 11/5/07, 3/8/10, 9/22/13, 11/1/18, 1/9/20

Criminal Records Checks and Fingerprinting

Requirements

1. Any individual newly hired employee¹, whether full-time or part-time, and not requiring licensure under Oregon Revised Statute (ORS) 342.223, such as a teacher, administrator, personnel specialist, or school nurse, shall submit to criminal records check and fingerprinting.
2. Any individual applying for reinstatement of an Oregon license with the Teacher Standards and Practices Commission (TSPC) that has lapsed for more than three years shall be required to undergo a criminal records check and fingerprinting with TSPC.
3. Any individual registering with the TSPC for student teaching, practicum or internship as a teacher, administrator or personnel specialist shall submit to a criminal records check and fingerprinting with TSPC.
4. Any individual hired as or by a contractor², whether part-time or full-time, into a position having direct, unsupervised contact with students as determined by the district shall be required to submit to a criminal records check and fingerprinting.

The superintendent will identify contractors who are subject to such requirements.

5. Any community college faculty member providing instruction at the site of an early childhood education program, a school site as part of an early childhood program or at a grade K through 12 school site during the regular school day, shall be required to undergo a criminal records check and fingerprinting.
6. Any individual who is an employee of a public charter school not requiring licensure under ORS 342.223 shall be required to undergo a criminal records check and

¹ Any individual hired within the last three months. A subject individual does not include an employee hired within the last three months if the district has evidence on file that meets the definition in Oregon Administrative Rule (OAR) 581-021-0510(11)(b).

²A person hired as or by a contractor and their employees may not be required to submit to fingerprinting until the contractor has been offered a contract by the district.

fingerprinting.

7. A volunteer allowed by the district into a position that has direct, unsupervised contact with students shall undergo an in-state criminal records check.
8. A volunteer allowed to have direct, unsupervised contact with students, into a volunteer position identified in Board policy GCDA/GDDA – Criminal Records Checks and Fingerprinting by the district as requiring a fingerprint-based criminal records check, shall undergo a state and national criminal records check based on fingerprints.

Exceptions

A newly hired employee³ is not subject to fingerprinting if the district has evidence on file that the employee successfully completed a state and national criminal records check for a previous employer that was a school district or private school and has not resided outside the state between the two periods of employment.

Notification

1. The district will provide the following notification to individuals subject to criminal records checks and fingerprinting:
 - a. Such criminal records checks and/or fingerprinting are required by law or Board policy;
 - b. Any action resulting from such checks completed by the Oregon Department of Education (ODE) that impact employment, contract or volunteering may be appealed as a contested case to ODE;
 - c. All employment, contract offers, or the ability to volunteer are contingent upon the results of such checks;
 - d. A refusal to consent to a required criminal records check and/or fingerprinting shall result in immediate termination from employment, contract status, or the ability to volunteer in the district;
 - e. An individual determined to have knowingly made a false statement as to the conviction of any crime on district employment applications, contracts, ODE forms (written or electronic) may result in immediate termination from employment, or contract status;
 - f. An individual determined to have been convicted of any crime that would prohibit employment or contract will be immediately terminated from employment or contract status;
 - g. A volunteer candidate who knowingly made a false statement or has a conviction of the crimes listed in ORS 342.143, or the substantial equivalent of any of those crimes is the conviction occurred in another jurisdiction or in Oregon under a different statutory name or number may result in immediate termination from the ability to volunteer in the district. The district may remove the volunteer from the position allowing direct, unsupervised contact with students.

³ Any individual hired within the last three months.

2. The district will provide the written notice described above through means such as staff handbooks, employment applications, contracts, or volunteer forms.

Processing and Reporting Procedures

1. Immediately following an offer and acceptance of employment or contract, an individual subject to criminal records checks and/or fingerprinting shall complete the appropriate forms authorizing such check and report to an authorized fingerprinter as directed by the district. The district shall send such authorization, any collection of fingerprint information, and the request to ODE pursuant to law.
2. Fingerprints may be collected by one of the following:
 - a. Employing district staff;
 - b. Contracted agent of the employing district;
 - c. ODE or authorized agent of ODE such as Fieldprint; or
 - d. Local or state law enforcement agency.
3. The authorized fingerprinter will obtain the necessary identification and fingerprinting, and notify ODE of the results. ODE will then review and notify the district of said results as well as the identity of any individual it believes has knowingly made a false statement as to the conviction of a crime, has knowingly made a false statement as to the conviction of any crime or has a conviction of a crime prohibiting employment, contract, or volunteering.
4. A copy of the fingerprinting results will be kept by the district.

Fees

1. Fees associated with criminal records checks and/or fingerprinting for individuals applying for employment with the district and not requiring licensure, including persons hired as or by contractors⁴, shall be paid by the individual.
2. An individual offered a contract or employment by the district may, only upon request, request that the amount of the fee be withheld from the amount otherwise due the individual in accordance with Oregon law.
2. Fees associated with criminal records check and fingerprinting for any person authorized by the district for volunteer services shall be paid by the district.

⁴ A contractor's employee may not be required to submit to fingerprinting until the contractor has been offered a contract by the district.

Termination of Employment or Withdrawal of Employment/Contract Offer/Volunteer Status

1. A subject individual required to submit to a criminal records check and/or fingerprinting in accordance with law and/or Board policy will be terminated from employment or contract status, or withdrawal of offer of employment, or contract will be made by the district upon:
 - a. Refusal to consent to a criminal records check and/or fingerprinting; or
 - b. Notification⁵ from the Superintendent of Public Instruction that the employee has a conviction of any crimes listed in ORS 342.143, or the substantial equivalent of any of those crimes if the conviction occurred in another jurisdiction or in Oregon under a different statutory name or number.
2. A subject individual may be terminated from employment or contract status upon notification from the Superintendent of Public Instruction that the employee has knowingly made a false statement as to the conviction of any crime.
3. Employment termination shall remove the individual from any district policies, collective bargaining provisions regarding dismissal procedures and appeals and the provisions of Accountability for Schools for the 21st Century Law.
4. A volunteer who refuses to submit, when required, to a criminal records check or a fingerprint-based criminal records check in accordance with law and/or Board policy will be denied such ability to volunteer in the district.
5. If the district has been notified by the Superintendent of Public Instruction that a volunteer knowingly made a false statement or has a conviction for any crimes listed in ORS 342.143, or the substantial equivalent of any of those crimes if the conviction occurred in another jurisdiction or in Oregon under a different statutory name or number, the individual may be denied the ability to volunteer.
6. A volunteer who knowingly makes a false statement, as determined by the district, on a district volunteer application form may be denied the ability to volunteer in the district.

Appeals

A subject individual may appeal a determination from ODE that prevents employment or eligibility to contract with the district to the Superintendent of Public Instruction as a contested case under ORS 183.413 – 183.470.

A volunteer may appeal a determination from a fingerprint-based criminal records check by ODE that prevents the ability to volunteer with the district to the Superintendent of Public

⁵ Prior to making a determination that results in this notification and opportunity for a hearing, the Superintendent of Public Instruction may cause an investigation pursuant to OAR 581-021-0511; involved parties shall cooperate with the investigation pursuant to law.

Instruction as a contested case under ORS 183.413 – 183.470.

DELETE

X.B.2. Policy IGBAF - Special Education IEP



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Melissa Harder & Sabrina Wood
Meeting Date: November 5, 2024

NO ACTION REQUIRED

Board Policy IGBAF—Special Education - Individualized Education Plan (IEP)—Revision—
First Read

Background

This is a required policy revision. This policy is updated to add references to new laws

Involvement

Staff members: Melissa Harder & Sabrina Wood

Cost Impact

None.

Function

Review of revisions



Corvallis

SCHOOL DISTRICT

Code: IGBAF
Adopted: 4/03/06
Revised/Readopted: 5/07/12; 4/13/23

Special Education - Individualized Education Program (IEP)

An individualized education program (IEP) shall be developed and implemented for each student with disabilities in the district, kindergarten through age 21, including those who attend a public charter school located in the district, who are placed in or referred to a private school or facility by the district, or receive related services from the district. The district is responsible for initiating and conducting the meetings to develop, review, and revise the IEP of a student with disabilities. The district will ensure that one or both parents are present at each meeting or are afforded the opportunity to participate and are given a copy of the IEP. A meeting to develop an IEP shall be held within 30 calendar days of a determination that the student needs special education and related services, once every 365 days thereafter and when considering a change in the IEP or placement.

If a student is to be placed or referred to a private school or facility or attends a private or parochial school, the district will ensure that a representative of the private school or facility attends the IEP meeting. If the representative of the private school or facility is unable to attend the IEP meeting, the district shall use other methods to ensure participation, including but not limited to, individual or conference telephone calls or individual meetings.

END OF POLICY

Legal Reference(s):

[ORS 343.151](#)
[ORS 343.155](#)
[ORS 343.068](#)
[ORS 343.321-343.333](#)
[OAR 581-015-2000](#)
[OAR 581-015-2190](#)
[OAR 581-015-2195](#)
[OAR 581-015-2200](#)

[OAR 581-015-2205](#)
[OAR 581-015-2210](#)
[OAR 581-015-2215](#)
[OAR 581-015-2220](#)
[OAR 581-015-2225](#)
[OAR 581-015-2229](#)
[OAR 581-015-2230](#)

[OAR 581-015-2235](#)
[OAR 581-015-2055](#)
[OAR 581-015-2600](#)
[OAR 581-015-2065](#)
[OAR 581-015-2265](#)

Assistance to States for the Education of Children with Disabilities, 34 C.F.R. §§ 300.5 to -300.6, 300.22 to -300.24, 300.34, 300.43, 300.105 to -106, 300.112, 320.325, 300.328, 300.501 (2012).

X.B.3. Policy IGBAF-AR - Special Education IEP



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Melissa Harder & Sabrina Wood
Meeting Date: November 5, 2024

NO ACTION REQUIRED

[Board Policy IGBAF-AR](#)—Special Education - Individualized Education Plan (IEP) **/*—
Revision—First Read

Background

This is a required revision. Changes to these administrative regulations are due to the passage of Senate Bill 756 (2023) which requires district employees assigned to work with students on an IEP be invited to attend the student’s IEP meeting.

The section of the administrative regulations titled “Individualized COVID-19 Recovery Services” is deleted since the provision has sunset. The AR is also updated to include information about abbreviated school days and adjusted language from “parent” to “parent/guardian.”

Involvement

Staff members: Melissa Harder & Sabrina Wood

Cost Impact

None.

Function

Review of revisions



Code: IGBAF-AR
Revised/Reviewed: 2/11/08; 4/13/23

Special Education - Individualized Education Program (IEP) **/*

1. General IEP Information

- a. The district ensures that an IEP is in effect for each eligible student:
 - (1) Before special education and related services are provided to a student;
 - (2) At the beginning of each school year for each student with a disability for whom the district is responsible; and
 - (3) Before the district implements all the special education and related services, including program modifications, supports and/or supplementary aids and services, as identified on the IEP.
- b. The district uses:
 - (1) The Oregon standard IEP; or
 - (2) An IEP form that has been approved by the Oregon Department of Education.
- c. The district develops and implements all provisions of the IEP as soon as possible following the IEP meeting.
- d. The IEP will be accessible to each of the student's regular education teacher(s), the student's special education teacher(s) and the student's related services provider(s) and other service provider(s). This includes all district employees assigned to work with a student with specialized needs to assist with the educational, behavioral, medical, health or disability-related support needs of the student.
- e. The district informs all teachers and service providers of their specific responsibilities for implementing the IEP accommodations, modifications and/or supports that must be provided for or on behalf of the student to fully implement the IEP, including any amendments the district and parents/guardians agreed to make between annual reviews.
- f. The district takes steps to ensure that parents/guardians are present at each IEP meeting or have the opportunity to participate through other means.
- g. The district ensures that each teacher and service provider is informed of:
 - (1) Their specific responsibilities for implementing the IEP specific accommodations, modifications and/or supports that must be provided for, or on behalf of the student; and
 - (2) Their responsibility to fully implement the IEP including any amendments the district and parents/guardians agreed to make between annual reviews.

The district takes whatever action is necessary to ensure that parents/guardians understand the proceedings of the IEP team meeting, including arranging for an interpreter for parents/guardians with deafness or whose native language is other than English.

h. The district provides a copy of the IEP to the parents/guardians at no cost.

2. IEP Meetings

- a. The district conducts IEP meetings within 30 calendar days of the determination that the student is eligible for special education and related services.
- b. The district convenes IEP meetings for each eligible student periodically, but not less than once per year.
- c. At IEP meetings, the team reviews and revises the IEP to address any lack of expected progress toward annual goals and in the general curriculum, new evaluation data or new information from the parents/guardians, the student's anticipated needs, or the need to address other matters.
- d. Between annual IEP meetings, the district and the parent/guardian may amend or modify the student's current IEP without convening an IEP team meeting using the procedures in the Agreement to Amend or Modify IEP subsection. When the parent/guardian requests a meeting, the district will either schedule a meeting within a reasonable time or provide timely written prior notice of the district's refusal to hold a meeting.
- e. If an agency other than the district fails to provide agreed upon transition services contained in the IEP, the district convenes an IEP meeting to plan alternative strategies to meet the transition objectives and, if necessary, to revise the IEP.

3. IEP Team Members

- a. The district's IEP team members include the following:
 - (1) The student's parents/guardians;
 - (2) The student, if the purpose of the IEP meeting is to consider the student's postsecondary goals and transition services (beginning for IEPs in effect at age 16), or for younger students, when appropriate;
 - (3) At least one of the student's special education teachers or, if appropriate, at least one of the student's special education providers;
 - (4) At least one of the student's regular education teachers if the student is or may be participating in the regular education environment. If the student has more than one regular education teacher, the district will determine which teacher or teachers will participate;
 - (5) A representative of the district (who may also be another member of the team) who is qualified to provide or supervise the provision of special education and is knowledgeable about district resources. The representative of the district will have the authority to commit district resources, and be able to ensure that all services identified in the IEP can be delivered;
 - (6) An individual, who may also be another member of the team, who can interpret the instructional implications of the evaluation results; and

- (7) At the discretion of the parent/guardian or district, other persons who have knowledge or special expertise regarding the student.

b. Student participation:

- (1) Whenever appropriate, the student with a disability is a member of the team.
- (2) If the purpose of the IEP meeting includes consideration of postsecondary goals and transition services for the student, the district includes the student in the IEP team meeting.
- (3) If the purpose of the IEP meeting includes consideration of postsecondary goals and transition services for the student, and the student does not attend the meeting, the district will take other steps to consider the student's preferences and interests in developing the IEP.

c. Participation by other agencies:

- (1) With parent/guardian or adult student written consent, and where appropriate, the district invites a representative of any other agency that is likely to be responsible for providing or paying for transition services if the purpose of the IEP meeting includes the consideration of transition services (beginning at age 16, or younger if appropriate); and
- (2) If the district refers or places a student in an ESD, state operated program, private school or other educational program, IEP team membership includes a representative from the appropriate agencies. Participation may consist of attending the meeting, conference call or participating through other means.

d. Participation by other employees:

All district employees assigned to work with a student with specialized needs to assist the student with educational, behavioral, medical, health or disability-related support needs of the student must be consulted with when the IEP for the student is being developed, reviewed or revised. This includes being invited to, and compensated for attending, meetings regarding the student's IEP and other meetings regarding the student, when the decisions made and issues discussed are related to the responsibilities of the employee to support the student or when the employee has unique information about the student's needs and present level of performance.

d.

4. Agreement for Nonattendance and Excusal

- a. The district and the parent/guardian may consent to excuse an IEP team member from attending an IEP meeting, in whole or in part, when the meeting involves a discussion or modification of team member's area of curriculum or service. The district designates specific individuals to authorize excusal of IEP team members.
- b. If excusing an IEP team member whose area is to be discussed at an IEP meeting, the district ensures:

- (1) The parent/guardian and the district consent in writing to the excusal;
- (2) The team member submits written input to the parents/guardians and other members of the IEP team before the meeting; and
- (3) The parent/guardian is informed of all information related to the excusal in the parent/guardian's native language or other mode of communication according to consent requirements.

5. IEP Content

- a. In developing the IEP, the district considers the student's strengths, the parent/guardian's concerns, the results of the initial or most recent evaluation, and the academic, developmental and functional needs of the student.
- b. The district ensures that IEPs for each eligible student includes:
 - (1) A statement of the student's present levels of academic achievement and functional performance that:
 - (a) Includes a description of how the disability affects the progress and involvement in the general education curriculum;
 - (b) Describes the results of any evaluations conducted, including functional and developmental information;
 - (c) Is written in language that is understood by all IEP team members, including parents/guardians;
 - (d) Is clearly linked to each annual goal statement;
 - (e) Includes a description of benchmarks or short term objectives for children with disabilities who take alternative assessments aligned to alternate achievement standards.
 - (2) A statement of measurable annual goals, including academic and functional goals, or for students whose performance is measured by alternate assessments aligned to alternate achievement standard, statements of measurable goals and short term objectives. The goals and, if appropriate, objectives:
 - (a) Meet the student's needs that are present because of the disability, or because of behavior that interferes with the student's ability to learn, or impedes the learning of other students.
 - (b) Enable the student to be involved in and progress in the general curriculum, as appropriate; and
 - (c) Clearly describe the anticipated outcomes, including intermediate steps, if appropriate, that serve as a measure of progress toward the goal.
 - (3) A statement of the special education services, related services, supplementary aids and services that the district provides to the student:
 - (a) The district bases special education and related services, modifications and supports on peer-reviewed research to the extent practicable to assist students in

advancing toward goals, progressing in the general curriculum and participating with other students (including those without disabilities), in academic, nonacademic and extracurricular activities.

- (b) Each statement of special education services, related or supplementary services, aids, modifications or supports includes a description of the inclusive dates, amount or frequency, location and who is responsible for implementation.
- (4) A statement of the extent, if any, to which the student will not participate with nondisabled students in regular academic, nonacademic and extracurricular activities.
- (5) A statement of any individual modifications and accommodations in the administration of state or district wide assessments of student achievement.
 - (a) A student will not be exempt from participation in state or district wide assessment because of a disability unless the parent/guardian requests an exemption;
 - (b) If the IEP team determines that the student will take an alternate assessment in any area instead of a regular state or district wide assessment, a statement of why the student cannot participate in the regular assessment and why the alternate assessment selected is appropriate for the student.
- (6) A statement describing how the district will measure student's progress toward completion of the annual goals and when periodic reports on the student's progress toward the annual goals will be provided.

~~6. Individual COVID-19 Recovery Services¹~~

~~Individualized COVID-19 Recovery Services are defined as those services determined necessary for eligible students based on the unique needs that arise from their disability due to the impact of the COVID-19 pandemic, which may include but are not limited to:~~

- ~~a. Special education and related services;~~
- ~~b. Supplementary aides and services;~~
- ~~c. Additional or intensified instruction;~~
- ~~d. Social-emotional learning support; and~~
- ~~e. Peer or adult support.~~

~~The IEP team for each eligible student shall consider the need for Individualized COVID-19 Recovery Services at least at each initial IEP meeting and each regularly scheduled annual review meeting.~~

¹ The requirements of this section are in effect until July 1, 2023 unless extended by the State Board of Education.

- f. IEP teams shall consider the impact COVID-19 on the eligible student's ability to engage in their education, develop and re-establish social connections with peers and school personnel, and adapt to the structure of in-person learning.
- g. For initial IEPs, IEP teams shall also review the impact of COVID-19 on the eligible student's initial evaluation timeline and eligibility determination in considering the need for Individualized COVID-19 Recovery Services.
- h. For annual reviews, IEP teams shall also consider the impact of COVID-19 on the implementation of the eligible student's IEP considering the need for Individualized COVID-19 Recovery Services.

Any member of the IEP team, including parents and eligible students, may request that the IEP team meet to review the need for Individualized COVID-19 Recovery Services at any time.

- i. IEP teams are not required to meet more than once annually to consider the need for Individualized COVID-19 Recovery Services unless updated information indicates the eligible student's circumstances have changed or there is reason to suspect that the eligible student may need any additions or modifications to their Individualized COVID-19 Recovery Services.
- j. IEP teams that considered the need for Individualized COVID-19 Recovery Services at an initial IEP or annual review meeting on or after June 24, 2021 shall review the need for Individualized COVID-19 Recovery Services at the next annual review, but are not required to do so before then unless the eligible student's circumstances have changed or there is reason to suspect that the eligible student may need any additions or modifications to their Individualized COVID-19 Recovery Services.

When Individualized COVID-19 Recovery Services are recommended, the eligible student's IEP must be updated to reflect the recommendation.

The district or program shall provide written notice to the parents of each eligible student regarding the opportunity for the IEP team to meet to consider Individualized COVID-19 Recovery Services.

After each determination is made, the district or program shall provide written notice to the parent and/or adult student with a disability regarding the determination of need for Individualized COVID-19 Recovery Services. This notice shall include the following documentation:

- a. A statement of the Individualized COVID-19 Recovery Services recommended based on the meaningful input of all IEP team members, including parents and eligible students, as appropriate;
- b. The projected dates for initiation and duration of Individualized COVID-19 Recovery Services
- c. The anticipated frequency, amount, location, and provider of the services described in item a. above and whether these services are being provided within the standard instructional day for the eligible student.

If the district and parent hold an IEP meeting to discuss the need for Individualized COVID-19 Recovery Services and do not reach an agreement regarding such services, the district and parent

may request a Facilitated IEP meeting. If the district and the parent choose to participate in a Facilitated IEP meeting, the district shall notify ODE.

Nothing in this section shall affect or otherwise alter a parent's right to seek mediation under OAR 581-015-2335, request a due process hearing under OAR 581-015-2345, a complaint under OAR 581-015-2030, or other parental rights under the procedural safeguards.

Nothing in this section relieves the district of its duty to create an appropriate IEP for every eligible student, regardless of whether the eligible student requires Individualized COVID-19 Recovery Services.

8. 6. Agreement to Amend or Modify IEP

Between annual IEP meetings, the district and the parent/guardian may agree to make changes in the student's current IEP without holding an IEP meeting. These changes require a signed, written agreement between the district and the parent/guardian.

- a. The district and the parent/guardian record any amendments, revisions or modifications on the student's current IEP. If additional IEP pages are required these pages must be attached to the existing IEP.
- b. The district files a complete copy of the IEP with the student's education records and informs the student's IEP team and any teachers or service providers of the changes.
- c. The district provides the parent/guardian prior written notice of any changes in the IEP and upon request, provides the parent/guardian with a reserved copy of the IEP with the changes incorporated.

9. 7. IEP Team Considerations and Special Factors

- a. In developing, reviewing and revising the IEP, the IEP team considers:
 - (1) The strengths of the student and concerns of the parent/guardian for enhancing the education of the student;
 - (2) The results of the initial or most recent evaluation of the student;
 - (3) As appropriate, the results of the student's performance on any general state or districtwide assessments;
 - (4) The academic, developmental, and functional needs of the child.
- b. In developing, reviewing and revising the student's IEP, the IEP team considers the following special factors:
 - (1) The communication needs of the student; and
 - (2) The need for assistive technology services and/or devices.
- c. As appropriate, the IEP team also considers the following special factors:

- (1) For a student whose behavior impedes his or her learning or that of others, strategies, positive behavioral intervention and supports to address that behavior;
 - (2) For a student with limited English proficiency, the language needs of the student as those needs relate to the IEP;
 - (3) For a student who is blind or visually impaired, instruction in Braille and the use of Braille unless the IEP team determines (after an evaluation of reading and writing skills, needs and media, including evaluation of future needs for instruction in Braille or the use of Braille, appropriate reading and writing), that instruction in Braille or the use of Braille is not appropriate; and
 - (4) For a student who is deaf or hard of hearing, the student's language and communication needs, including opportunities for direct communication with peers and professional personnel in the student's language and communication mode, academic level and full range of needs, including opportunities for direct instruction in the student's language and communication mode.
 - (5) A statement of any device or service needed for the student to receive a Free Appropriate Public Education.
- d. In addition to the above IEP contents, the IEP for each eligible student of transition age includes:
- (1) Beginning not later than the IEP in effect when the student turns 16, or younger if determined appropriate by the IEP team, and updated annually thereafter, the IEP must include:
 - (a) Appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training education, employment, and where appropriate, independent living skills; and
 - (b) The transition services (including courses of study) needed to assist the student in reaching those goals.
 - (2) At least one year before a student reaches the age of majority (student reaches the age of 18, or has married or been emancipated, whichever occurs first), a statement that the district has informed the student that all procedural rights will transfer at the age of majority; and
 - (3) If identified transition service providers, other than the district, fail to provide any of the services identified on the IEP, the district will initiate an IEP meeting as soon as possible to address alternative strategies and revise the IEP if necessary.

~~10.~~ **8. Incarcerated Youth**

- a. For students with disabilities who are convicted as adults, incarcerated in adult correctional facilities and otherwise entitled to FAPE, the following IEP requirements do not apply:
 - (1) Participation of students with disabilities in state and districtwide assessment; and

- (2) Transition planning and transition services, for students whose eligibility will end because of their age before they will be eligible to be released from an adult correctional facility based on consideration of their sentence and eligibility for early release.
- b. The IEP team may modify the student's IEP, if the state has demonstrated a bona fide security or other compelling interest that cannot be otherwise accommodated.

11. 9. Extended School Year Services

- a. The district makes extended school year (ESY) services available to all students for whom the IEP team has determined that such services are necessary to provide a free appropriate public education (FAPE); and
- b. ESY services are:
 - (1) Provided to a student with a disability in addition to the services provided during the typical school year;
 - (2) Identified in the student's IEP; and (3) Provided at no cost to the parent/guardian.
- c. The district does not limit consideration of ESY services to particular categories of disability or unilaterally limit the type, amount or duration of service.
- d. The district provides ESY services to maintain the student's skills or behavior, but not to teach new skills or behaviors.
- e. The district's criteria for determining the need for extended school year services include:
 - (1) Regression (a significant loss of skills or behaviors) and recoupment time based on documented evidence; or
 - (2) If no documented evidence, on predictions according to the professional judgment of the team.
- f. "Regression" means significant loss of skills or behaviors in any area specified on the IEP as a result of an interruption in education services.
- g. "Recoupment" means the recovery of skills or behaviors specified on the IEP to a level demonstrated before the interruption of education services.

12. 10. Assistive Technology

- a. The district ensures that assistive technology devices or assistive technology services, or both, are made available if they are identified as part of the student's IEP. These services and/or devices may be part of the student's special education, related services or supplementary aids and services.
- b. On a case-by-case basis, the district permits the use of district-purchased assistive technology devices in the student's home or in other settings if the student's IEP team determines that the student needs access to those devices to receive a free appropriate public education. In these situations, district policy will govern liability and transfer of the device when the student ceases to attend the district.

13. 11. Transfer Students

a. In state:

If a student with a disability (who had an IEP that was in effect in a previous district in Oregon) transfers into the district and enrolls in a district school within the same school year, the district (in consultation with the student's parents/guardians) provides a free appropriate public education to the student (including services comparable to those described in the student's IEP from the previous district), until the district either:

- (1) Adopts the student's IEP from the previous district; or
- (2) Develops, adopts and implements a new IEP for the student in accordance with all of the IEP provisions.

b. Out of state:

If a student transfers into the district with a current IEP from a district in another state, the district, in consultation with the student's parents/guardians, will provide a free appropriate public education to the student, including services comparable to those described in the student's IEP from the previous district, until the new district:

- (1) Conducts an initial evaluation (if determined necessary by the new district to determine Oregon eligibility) with parent/guardian consent and determines whether the student meets eligibility criteria described in Oregon Administrative Rules.
- (2) If the student is eligible under Oregon criteria, the district develops, adopts and implements a new IEP for the student using the Oregon Standard IEP or an approved alternate IEP.
- (3) If the student does not meet Oregon eligibility criteria, the district provides prior written notice to the parents/guardians explaining that the student does not meet Oregon eligibility criteria and specifying the date when special education services will be terminated.

12. Abbreviated School Day

“Abbreviated school day” means any school day during which a student with a disability receives instruction or educational services for fewer hours than the majority of other students who are in the same grade within the student's resident school district.

“Abbreviated school day program” means an education program:

- a. In which a school district restricts access for a student with a disability to hours of instruction or educational services to less than the number of hours of instruction or educational services that are provided to the majority of other students who are in the same grade within the student's resident school district; and

b. That results in a student with a disability having an abbreviated school day for more than 10 school days per school year.

Abbreviated school day programs are only allowed when all requirements in state law are met.²

Informed and written consent from the parent/guardian or foster parent is necessary prior to implementing an abbreviated school day program. A parent/guardian or a foster parent may, at any time, revoke consent for the placement of a student on an abbreviated school day program. Revoking consent or objecting to an abbreviated school day program shall be in writing.

Abbreviated school day programs limitations do not apply to students who are exempt per ORS 343.331.

² See ORS 343.324.

X.B.4. Policy IGBAG - Special Education -
Procedural Safeguards



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Melissa Harder & Sabrina Wood
Meeting Date: November 5, 2024

NO ACTION REQUIRED

Board Policy IGBAG—Special Education - Procedural Safeguards **—Revision—First Read

Background

This is a required policy revision. Changes in Board policy IGBAG are due to the passage of SB 758 (2023) to add language to the Independent Educational Evaluations section stating parents are entitled to examine their student's record pertaining to identification, evaluation, educational placement, and the provisions of free appropriate public education (FAPE). Records must be provided without undue delay, which may not exceed 10 business days.

Involvement

Staff members: Melissa Harder & Sabrina Wood

Cost Impact

None.

Function

Review of revisions



Corvallis

SCHOOL DISTRICT

Code: IGBAG
Adopted: 10/05/09
Revised/Readopted:

Special Education - Procedural Safeguards **

Procedural Safeguards – General

A district ensures that students with disabilities and their families are afforded their procedural safeguards related to:

1. Access to students' educational records;
2. Parent and adult student participation in special education decisions;
3. Transfer of rights to students who have reached the age of majority;
4. Prior written notice of proposed district actions;
5. Consent for evaluation and for initial placement in special education¹
6. Independent educational evaluation;
7. Dispute resolution through mediation, state complaint investigation, resolution sessions and due process hearings;
8. Discipline procedures and protections for students with disabilities, including placements related to discipline;
9. Placement of students during the pendency of due process hearings;
10. Placement of students by their parents in private schools;
11. Civil actions; and

¹ If, at any time subsequent to the initial provision of special and related services, the parent of a child revokes consent in writing for the continued provision of special education and related services, the district: 1) may not continue to provide special education and related services to the child, but must provide prior written notice before ceasing the provision of special education and related services; 2) may not use mediation or due process procedures to obtain an agreement or ruling that the services may be provided to the child; 3) the district will not be considered to be in violation of the requirement to make a free appropriate public education (FAPE) available to the child because of the failure to provide the child with further special education and related services; and 4) the district is not required to convene an individualized education program (IEP) team meeting or develop an IEP for the child for further provision of special education or related services.

12. Attorney's fees.

Procedural Safeguards-Notice

The district provides to parents a copy of the *Procedural Safeguards Notice*, published by the Oregon Department of Education, at least once per year and upon initial referral or parent request for special education evaluation and upon any other parent request. The district also gives a copy to the student at least a year before the student's 18th birthday or upon learning that the student is considered emancipated.

The district provides the *Procedural Safeguards Notice* in the parent's native language or other mode of communication unless it is clearly not feasible to do so. If the native language or other mode of communication of the parent is not a written language, the district takes steps to ensure that the notice is translated orally or by other means understandable to the parent and that the parent understands the content of the notice. The district maintains written evidence that it meets these requirements.

Parent or Adult Student Meeting Participation

1. The district provides parents or adult students an opportunity to participate in meetings with respect to the identification, evaluation, IEP and educational placement of the student, and the provision of a free appropriate public education (FAPE) to the student.
2. The district provides parents or adult students written notice of any meeting sufficiently in advance to ensure an opportunity to attend. The written notice:
 - a. States the purpose, time and place of the meeting and who is invited to attend;
 - b. Advises that parents or adult students may invite other individuals who they believe have knowledge or special expertise regarding the student;
 - c. Advises that the team may proceed with the meeting even if the parents are not in attendance;
 - d. Advises the parents or adult students who to contact before the meeting to provide information if they are unable to attend; and
 - e. Indicates if one of the meeting's purposes is to consider transition services or transition services needs. If so:
 - i. Indicates that the student will be invited; and
 - ii. If considering transition services, identifies any agencies invited to send a representative (with parent or adult student consent).
3. The district takes steps to ensure that one or both parents of a child with a disability are present at each IEP or placement meeting or are afforded the opportunity to participate, including:
 - a. Notifying parents of the meeting early enough to ensure that they will have an opportunity to attend; and
 - b. Scheduling the meeting at a mutually agreed upon time and place.
4. If neither parent can attend, the district will use other methods to ensure participation, including, but not limited to, individual or conference phone calls or home visits.

5. The district may conduct an evaluation planning or eligibility meeting without the parent or adult student if the district provided meeting notice to the parent or adult student sufficiently in advance to ensure an opportunity to attend.

Access to Records

A parent is entitled at any reasonable time to examine all of the records of the district pertaining to the identification, evaluation and educational placement of their child and the provision of FAPE to their child. Records must be provided without undue delay, which may not exceed 10 business days, as defined in ORS 192.311, from the date of the request for the records. Records may be redacted only to the extent necessary to protect personally identifiable information of other children unless disclosure is authorized by law or court order.

END OF POLICY

Legal Reference(s):

[ORS 343.155](#)

[ORS 343.165](#)

[ORS 343.173](#)

[ORS 343.177](#)

[ORS 343.181](#)

[OAR 581-001-0005](#)

[OAR 581-015-2000](#)

[OAR 581-015-2030](#)

[OAR 581-015-2090](#)

[OAR 581-015-2095](#)

[OAR 581-015-2190](#)

[OAR 581-015-2195](#)

[OAR 581-015-2305](#)

[OAR 581-015-2310](#)

[OAR 581-015-2325](#)

[OAR 581-015-2330](#)

[OAR 581-015-2345](#)

[OAR 581-015-2360](#)

[OAR 581-015-2385](#)

Assistance to States for the Education of Children with Disabilities, 34 C.F.R. §§ 300.500 - 300.505, 300.515, 300.517 (2006). Assistance to States for the Education of Children with Disabilities, 34 C.F.R. §§ 300.300 (2008).

Cross Reference(s):

JGDA/JGEA - Discipline of Students with Disabilities

X.B.5. Policy JBAA - Section 504 - Students**



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Melissa Harder & Sabrina Wood
Meeting Date: November 5, 2024

NO ACTION REQUIRED

Board Policy JBAA—Section 504 - Students**—Revision—First Read

Background

This is a highly recommended policy revision. This policy is updated to add references to new laws.

Involvement

Staff members: Melissa Harder & Sabrina Wood

Cost Impact

None.

Function

Review of revisions



Corvallis

SCHOOL DISTRICT

Code: JBAA
Adopted: 05/04/09
Revised/Readopted:

Section 504—Students**

The district recognizes its responsibility to provide a free, appropriate public education to students with disabilities under Section 504 of the Rehabilitation Act of 1973. Accordingly, no otherwise qualified individual with disabilities shall, solely by reason of his/her disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any district program or activity or those provided by the district through contractual or other arrangements. District aids, benefits, and services will afford qualified students with disabilities equal opportunity to obtain the same result, gain the same benefit or reach the same level of achievement as students without disabilities in the most integrated setting appropriate to the student's needs. Programs and activities shall be accessible to and usable by individuals with disabilities as prescribed by law.

A qualified individual with disabilities under Section 504 is an individual who has a physical or mental impairment¹ that substantially limits one or more major life activities²; has a record of such an impairment; or is regarded as having such an impairment.

In compliance with the provisions of Section 504, the district will:

1. Provide written assurance of nondiscrimination in accordance with application procedures whenever the district receives federal money;
2. Designate an employee to coordinate compliance with Section 504;
3. Provide procedures to resolve complaints of discrimination under Section 504;
4. Provide notice to students, parents, employees, including those with vision or hearing impairments, of the district's policy and compliance with law assuring nondiscrimination in admission or access to, or treatment, in district programs, activities or employment. Notice will be included in student/parent and staff handbooks and other materials as appropriate;

¹Impairments which may substantially limit major life activities and without regard for the ameliorative effects of medication or aids/devices include, but are not limited to, chronic asthma and severe allergies, blindness or visual impairment, cancer, diabetes, deafness or hearing impairment, heart disease, mental illness and conditions which may be episodic or in remission.

²Major life activities, as defined by the Americans with Disabilities Act Amendments Act of 2008, include caring for one's self, walking, seeing, hearing, speaking, breathing, working, performing manual tasks, learning, eating, sleeping, standing, lifting, bending, reading, concentrating, thinking, communicating; and major bodily functions, including but not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine and reproductive functions.

5. Annually identify and locate all Section 504 qualified students with disabilities in the district who are not receiving a free appropriate public education (FAPE)³;
6. Ensure that tests and other evaluation materials have been validated, are administered by trained personnel, are tailored to assess educational need and are not based on IQ scores, and reflect what the tests purport to measure.
7. Provide nonacademic and extracurricular services⁴ and activities in such a manner as to afford students with disabilities an equal opportunity for participation in such services and activities;
8. Annually notify students with disabilities and their parents or guardians of the district's responsibilities under Section 504, including those with limited proficiency in English and those with vision or hearing impairments;
9. Provide parents or guardians with procedural safeguards, including notification of their right:
 - a. To be notified in writing of any decisions made by the district concerning the identification, evaluation or educational placement of their student pursuant to Section 504. The district will request parental consent prior to conducting an evaluation of the student.
 - b. To examine, copy, and request amendments of the student's educational records;
 - c. To request an impartial hearing, with opportunity for participation by the student's parents or guardian and representation by counsel regarding district decisions concerning identification, evaluation or educational placement of their student. A review procedure will be provided.

Students identified as qualified individuals with disabilities under Section 504 shall be placed in the regular educational environment unless it is demonstrated by the district that the education of the student with the use of related aids and services in such a placement cannot be achieved satisfactorily. All placement decisions will be made by an evaluation team comprised of persons designated by the superintendent or designee, knowledgeable about the student, the meaning of the evaluation data and placement options.

Students will be reevaluated periodically, but no less than every three years. Additionally, before implementing discipline that constitutes a significant change in the placement (i.e., expulsion, serial suspensions which exceed 10 school days in a school year, a series of suspensions each of which is 10 or fewer school days in duration but that creates a pattern of exclusion), the district shall conduct a reevaluation of the student to determine whether the misconduct in question is caused by the student's disability and, if so, whether the student's current educational placement is appropriate.

³Appropriate education means the provision of regular or special education and related aids and services that are designed to meet the student's individual educational needs as adequately as the needs of persons without disabilities are met and are based upon adherence to appropriate procedural requirements of 34 C.F.R. §§ 104.34 - 104.36 concerning educational setting, evaluation and placement and procedural safeguards.

⁴Nonacademic and extracurricular services and activities may include, but are not limited to, counseling services, transportation, health services, athletics, intramurals, clubs or organization activities, referrals to agencies which provide assistance to persons with disabilities and employment of students, including both employment by the district and assistance by the district in making available outside employment.

If it is determined that the misconduct of the student is caused by the disability, the district's team will continue the evaluation, following the requirements of Section 504 and the Americans with Disabilities Act of 1990 and Americans with Disabilities Act Amendments Act of 2008 (ADA) for evaluation and placement to determine whether the student's current educational placement is appropriate. Due process procedures that meet the requirements of the IDEA may be used to meet the procedural safeguards of law. If it is determined that the misconduct is not caused by the student's disability, the student may be excluded from school in the same manner as are similarly situated students who do not have disabilities.

A student identified as a qualified individual with disabilities under Section 504, who is also covered by the Individuals with Disabilities Education Act, will be disciplined in accordance with Board policy JGDA/JGEA—Discipline of Disabled Students and accompanying administrative regulation.

A reevaluation will also be required before any other significant change in placement (i.e., transferring a student to alternative education, graduation from high school, significantly changing the composition of the student's class schedule, such as from regular education to the resource room, etc.).

END OF POLICY

Legal Reference(s):

[ORS 192.630](#)

[ORS 326.051\(1\)\(e\)](#)

[ORS 343.068](#)

[ORS 659.850](#)

[ORS 659.865](#)

[ORS 659A.103](#)

[ORS 659A.109](#)

[OAR 581-015-0054](#)

[OAR 581-021-0045](#)

[OAR 581-021-0046](#)

[OAR 581-021-0049](#)

[OAR 581-022-1140](#)

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213; 29 C.F.R. Part 1630 (2006); 28 C.F.R. Part 35 (2006).

Rehabilitation Act of 1973, 29 U.S.C. §§ 791, 793-794 (2006).

Americans with Disabilities Amendments Act of 2008.

X.B.6. Policy JBAA-AR - Section 504 - Students**



Corvallis

SCHOOL DISTRICT

Code: JBAA-AR
Adopted: 04/06/09
Revised/Readopted:

Section 504—Students**/*

In order to meet the requirements of Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 and the Americans with Disabilities Act Amendments Act of 2008 (ADA), the following procedures have been established:

Definitions

1. A student is considered a “qualified individual with disabilities” under Section 504 if he/she:
 - a. Has a physical or mental impairment which substantially limits one or more major life activities, even when mitigating measures, such as medication, prosthetics, hearing aids, etc., ameliorate the effects of the disability (e.g., any student receiving services under the Individuals with Disabilities Act (IDEA), students with diabetes). The term does not cover students disadvantaged by cultural, environmental or economic factors;
 - b. Has a record or history of such an impairment (e.g., a student with learning disabilities who has been decertified as eligible to receive special education under IDEA, a student who had cancer, a student in recovery from chemical dependencies);
 - c. Is regarded as having such an impairment. A person can be found eligible under this provision if he/she:
 - (1) Has a physical or mental impairment that does not substantially limit a major life activity but is treated by the district as having such a limitation;
 - (2) Has a physical or mental impairment that substantially limits a major life activity only as a result of the attitudes of others towards such impairment (e.g., a student who is obese); or
 - (3) Has no physical or mental impairment but is treated by the district as having such an impairment (e.g., a student who tests positive with the HIV virus but has no physical effects from it).
 - d. Has a qualifying disability that is episodic or in remission.
2. “Physical or mental impairment” means any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory including speech organs; cardiovascular; reproductive; digestive; genito-urinary; hemic, and lymphatic; skin; and endocrine;

or any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness and specific learning disabilities;

3. "Major life activities," as defined by the ADA, means functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, working, eating, sleeping, standing, lifting, bending, reading, concentrating, thinking, communicating; and major bodily functions including but not limited to functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine and reproductive functions;

4. "Program or activity" includes all district programs and activities. The district will also ensure that contracts with those who provide services to the district, such as alternative programs, also provide students with disabilities an equal opportunity to participate in the program or activity;

5. "Potentially disabling conditions" under Section 504, if they substantially limit a major life activity, may include, but are not limited to:

- a. Attention deficit disorder (ADD);
- b. Behavior disorders;
- c. Chronic asthma and severe allergies;
 - d. Physical disabilities such as spina bifida, hemophilia and conditions requiring students to use crutches;
- e. Diabetes.

District Responsibilities

The superintendent or ~~his/her~~ their designee will:

1. Provide written assurance of nondiscrimination whenever the district receives federal money in accordance with application guidelines;
2. Designate an employee to coordinate the district's compliance efforts with Section 504;
3. Provide procedures to resolve student, parent/guardian and employee complaints of discrimination;
4. Provide notice to students, parents/guardians, employees, including those with vision or hearing impairments, of the district's policy of compliance with Section 504 prohibiting nondiscrimination in admission or access to or treatment or employment in district programs or activities. District aids, benefits and services will afford students with disabilities equal opportunity to obtain the same result, gain the same benefit or reach the same level of achievement as students without disabilities, in the most integrated setting appropriate to the student's needs. Notice will specify the employee designated by the district to coordinate the district's Section 504 compliance efforts;
5. Annually identify and locate Section 504 qualified students with disabilities in the district who qualify for services;

6. Annually notify students with disabilities and their parents/~~guardians~~ or ~~guardians~~ of the district's responsibilities under Section 504;
7. Provide parents/~~guardians~~ or ~~guardians~~ with procedural safeguards:
 - a. Notice of their rights under Section 504, including the right to request an impartial hearing as provided by OAR 581-015-0109;
 - b. An opportunity to review relevant records.
8. Provide all employees assigned to work with a student with specialized needs to assist the student with educational, behavioral, medical, health or disability-related support access to the 504 Plan.

Transportation

1. If the district proposes to terminate transportation services for a student who qualifies for services under Section 504, the district will first determine the relationship between the student's behavior and ~~his/her~~ their disability and provide the parent/~~guardian~~ with notice of ~~his/her~~ their rights.
2. If the district places a student in a program not operated by the district, the district will ensure that adequate transportation to and from the program is provided at no additional cost to the parent/~~guardian~~ or student than would be incurred if the student were placed in programs operated by the district.

Evaluation

1. The district will conduct an evaluation of any student who, because of a disability, needs or is believed to need accommodations or related services. Such evaluation will be completed by an evaluation team comprised of a group of persons knowledgeable about the student, the meaning of the evaluation data and placement options. The team will be appointed by the superintendent or designee. Such evaluation will be completed before any action is taken with respect to the initial placement of the student in a regular or special education program and any subsequent, significant change in placement.

All employees assigned to work with a student with specialized needs to assist the student with educational, behavioral, medical, health or disability-related support needs of the student must be consulted with when the 504 Plan for the student is being developed, reviewed or revised. This includes being invited to, and compensated for attending, meetings regarding the student's 504 Plan and other meetings regarding the student, when the decisions made and issues discussed are related to the responsibilities of the employee to support the student or when the employee has unique information about the student's needs and present level of performance.

2. Tests and other evaluation materials will:

- a. Be validated and administered by trained personnel;
- b. Tailored to assess educational need and not merely based on IQ scores;
 - c. Reflect aptitude or achievement. All tests must measure what they purport to measure.

Placement

- 1. In interpreting evaluation data and making placement decisions, the evaluation team will:
 - a. Draw upon information from a variety of sources;
 - b. Ensure that all relevant information is documented and considered;
 - c. Ensure that the student is educated with students without disabilities to the maximum extent possible.

Reevaluations

- 1. The evaluation team will periodically reevaluate all students identified as qualified to receive services under Section 504. Minimally, students will be reevaluated every three years.
- 2. A reevaluation will be conducted by the evaluation team whenever a significant change in placement occurs. Examples of significant changes in placement include, but are not limited to:
 - a. Expulsion;
 - b. Serial suspensions which exceed 10 school days in a school year. Consideration will be given to the frequency of suspensions, the length of each and their proximity to one another;
 - c. Transferring or placing the student in alternative education or other such programs;
 - d. Graduation;
 - e. Significantly changing the composition of the student's class schedule (e.g., moving the student from regular education to the resource room, etc.).

Discipline

- 1. Before implementing a suspension or expulsion that constitutes a significant change in the placement of a student with disabilities under Section 504, the evaluation team will conduct a reevaluation of the student to determine whether the misconduct in question is caused by the student's disability and, if so, whether the student's current educational placement is appropriate:
 - a. If it is determined that the misconduct of the student is caused by the student's disability, the evaluation team will continue the evaluation, following the requirements of Section 504 and ADA for evaluation and placement, to determine whether the student's current educational placement is appropriate. Due process procedures that meet the requirements of IDEA may be used to meet the procedural safeguards of law;
 - b. If it is determined that the misconduct is not caused by the student's disability, the student may be excluded from school in the same manner as are similarly situated students who do not have disabilities.

2. When the placement of a student with disabilities under Section 504 is changed for disciplinary reasons, the student and ~~his/her~~ their parents/guardians are entitled to the procedural protections as specified above. These protections include appropriate notice to parents/guardians, an opportunity for their examination of pertinent records, an impartial hearing with the participation of the parents/guardian and an opportunity for representation by counsel and a review procedure.

3. The district may take disciplinary action against a student with disabilities under Section 504 who is engaged currently in the use of alcohol or illegal drugs to the same extent that it takes disciplinary action against students not having disabilities. As provided by law, due process procedures specified above will not apply to disciplinary actions arising from the use or possession of alcohol or illegal drugs. Regularly established district due process procedures will, however, be provided.

4. Students with disabilities under Section 504 who are also covered by IDEA will be disciplined in accordance with Board policy JGDA/JGEA—Discipline of Students with Disabilities and accompanying administrative regulation.

Complaints

Student, parent/guardian, or staff complaints of noncompliance with the provisions of Section 504 will be reported to the superintendent or designee and processed as provided in Board policy AC—Nondiscrimination and accompanying administrative regulation.



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Melissa Harder & Sabrina Wood
Meeting Date: November 5, 2024

NO ACTION REQUIRED

[Board Policy JBAA-AR](#)—Section 504 - Students**/*—Revision—First Read

Background

This is a highly recommended revision. Changes to these administrative regulations are due to the passage of Senate Bill 756 (2023) which requires district employees assigned to work with students on a 504 be invited to attend the student's 504 meeting.

The AR is also updated to adjust language from “parent” to “parent/guardian” and “his/her” to “their.”

Involvement

Staff members: Melissa Harder & Sabrina Wood

Cost Impact

None.

Function

Review of revisions

XI. INTERIM BOARD MEMBER SELECTION (7:50 p.m.)*

XI.A. Applications

XI.A.1. Vincent Adams

Vincent Adams

425 SE Atwood Ave
Corvallis, OR 97333



September 19, 2024

Corvallis School Board
Attn: Kim Nelson
1555 SW 35th Street
Corvallis, OR 97330

Dear Chair Whitebear and Corvallis School Board,

I am writing to express my enthusiastic interest in the vacancy on the Corvallis School Board. As a former board member, I have seen the impact that effective governance can have on students, families, and educators. After completing my term in the spring of 2023, I initially believed my work with the district was done. However, over the past year, I have come to realize how much I miss the deeply satisfying work of serving this community and helping guide the district in providing equitable opportunities for all students. Supporting the success and well-being of students has been at the heart of my service, and I am eager to rejoin the board to continue that mission.

As a Board Development Specialist at the Oregon School Boards Association (OSBA), I have worked directly with boards across the state, helping to strengthen their governance and leadership. Through this work, I have gained a deep understanding of the complexities and responsibilities of board service. I am well-versed in board policy, the importance of clear strategic goals, and the need for strong collaboration between the board and district leadership. This experience and my background in data-informed decision-making, rural policy, and community development equips me to contribute effectively to the Corvallis School Board's ongoing work supporting our district's strategic vision.

My time away from the board has only deepened my appreciation for its critical role in shaping the future of our children and community. I believe the key to creating positive change is fostering an environment of trust, transparency, and shared responsibility. My vision for the board is to continue our mission of equity, collaboration, and ensuring that every child, regardless of their background, has a real opportunity to succeed. I have seen the transformative power of a board aligned with its mission and values, and I am excited to contribute my skills and passion to this team once again.

I bring my experience as a former board member, my work at OSBA, and a long history of leadership in diverse roles, from managing complex projects to facilitating inclusive processes that elevate the voices of those often unheard. I thrive in dynamic, collaborative environments,

and I am confident that my unique blend of skills will be an asset as we navigate the district's challenges and opportunities.

Thank you for your consideration. I am excited about possibly serving again on the Corvallis School Board. I look forward to the opportunity to contribute to the success of our students, families, and educators. I am available at your convenience to discuss my candidacy further and explore how I can continue to serve our community.

Sincerely,

A handwritten signature in black ink, appearing to read "Vincent Adams", is centered on a light gray rectangular background.

Vincent Adams

Vince Adams - Professional Profile



Objective

A dedicated and experienced community leader with a strong board development, policy, and community engagement track record. Passionate about supporting students, families, and educators through equitable and informed decision-making and seeking to return to service on the Corvallis School Board to contribute my expertise in governance, strategic planning, and fostering collaborative leadership for the benefit of our district.

Relevant Professional Experience

Oregon School Boards Association (OSBA)

Board Development Specialist

April 2020 – Present | Salem, OR

- Facilitate leadership development for school boards across Oregon, focusing on governance best practices and strategic decision-making.
- Design and deliver in-person programming and training materials to enhance school board members' effectiveness in leading their districts.
- Consult and advise on leadership issues, board policies, and collaborative governance, ensuring alignment with district goals.

Oregon State University – Rural Communities Explorer

Director

July 2010 – April 2020 | Corvallis, OR

- Led the strategic direction of the Rural Communities Explorer, focusing on the use of data-driven insights to support community development and sustainability initiatives.
- Collaborated with local leaders and stakeholders to develop comprehensive community indicators that inform policy and governance decisions.
- Managed an annual budget and built partnerships with municipal governments, nonprofit organizations, and educational institutions.

Skills & Qualifications

- **Board Governance & Leadership:** Extensive experience supporting school boards in effective governance, leadership development, and policy implementation.
 - **Strategic Planning:** Proven ability to develop strategic goals that align with long-term organizational vision and mission, including data-driven decision-making.
 - **Equity & Inclusion:** Committed to fostering inclusive processes and promoting equity in educational governance, with direct involvement in equity-focused initiatives.
 - **Community Engagement:** Skilled in building collaborative relationships with local leaders, community members, and educational stakeholders to create impactful policies.
 - **Data Analysis & Program Evaluation:** Expertise in interpreting and presenting complex data to guide decision-making and improve organizational outcomes.
 - **Project & Program Management:** Strong background in managing programs and projects from planning through execution, ensuring efficiency and effectiveness.
-

Community Service

2023-present	Board Secretary – Centers Against Rape and Domestic Violence
2022-present	Board Chair – Oregon Coast School of Art
2018-present	Tripartite Board Chair – Community Service Consortium
2013-2023	School Board Member – Corvallis School District
2018-2019	Board Member – Corvallis Housing First
2013-2016	Board Member – Central Willamette Credit Union

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Questions

Are you interested in the position only until the end of the interim term (June 30, 2025), or do you plan to run for election for the remaining two years of the term (through June 30, 2027.)

I am eager and ready to run a campaign in the spring and, if elected, I am committed to serving the remainder of the term until June 30, 2027!

Effective board members must engage in various relationships, for example, with the superintendent, staff, other board members, parents, and the community. How do you perceive a board member's relationship with each of these?

Effective school board members must maintain relationships based on trust, collaboration, and a shared commitment to student success. Each relationship comes with unique dynamics and responsibilities. Still, the overarching principle is ensuring that all interactions are rooted in respect, transparency, and a focus on what is best for students.

- **Superintendent:** The relationship with the superintendent is one of partnership and oversight. The board sets the vision and strategic goals for the district, and the superintendent is responsible for carrying them out. A board member should support the superintendent by providing clear direction and policy guidance while holding them accountable to the district's objectives. Regular, open communication is key to ensuring alignment on priorities, and mutual trust enables both the board and superintendent to work collaboratively toward the district's success.
- **Staff:** While board members do not directly manage staff, it's essential to recognize the critical role educators and support staff play in delivering quality education. A board member's role is to advocate for policies that support staff effectiveness and well-being and to ensure that the district has the resources and structures in place for staff to succeed. Listening to staff concerns, primarily when gathered through formal channels like surveys or presentations, helps the board make informed decisions that impact the district's climate and culture.
- **Other Board Members:** The board functions as a collective decision-making body, so it's crucial that board members work together in a spirit of mutual respect and shared purpose. Disagreements are natural, but effective board members approach them professionally, focusing on dialogue and compromise in service of the district's goals. Building strong working relationships with fellow board members allows for healthy, productive discussions and more cohesive decision-making.
- **Parents:** Parents are vital partners in the educational process, and their perspectives are invaluable. Board members should be accessible to parents, open to hearing their concerns and ideas, and transparent about district policies and decisions. It's important

to maintain boundaries—board members cannot solve individual issues—but we can ensure that parent voices are heard and considered when shaping district policies. The board must be responsive to the needs of families while also maintaining a focus on the district-wide impact of its decisions.

- **Community:** The community provides the broader context in which the district operates, and its support is essential to the success of our schools. As a board member, I believe in engaging with the community regularly, whether through public meetings, outreach efforts, or direct conversations. A strong relationship with the community ensures that the board is in touch with the values, priorities, and needs of those it serves. It also fosters the public trust necessary to secure ongoing support for initiatives that benefit students and schools.

In all these relationships, the guiding principle is that the board exists to ensure the success and well-being of every student in the district. By fostering solid and respectful relationships with all stakeholders, board members can work effectively to create the conditions for student learning and growth.

Looking ahead to the end of your appointment in June 2025, what do you think will be the two most difficult issues facing the school district, and what would you do to address them?

Challenge #1: Educational Equity

One of the most pressing challenges the district will face is continuing to advance educational equity in a meaningful way that impacts all students. Equity is a foundational priority in the district's strategic plan, and making progress in this area requires addressing multiple interconnected issues.

First, we must ensure we are elevating and centering the voices of institutionally underserved students in decisions and actions. Students from historically marginalized communities continue to face unique barriers to academic success, and their perspectives are essential in shaping policies that directly affect their educational experience. I would advocate for the district to regularly seek input from these students through focus groups, surveys, or advisory councils to ensure their needs and concerns are front and center in our decision-making.

Equally important is our effort to deepen community and family engagement. By strengthening connections with families and the broader community, we can ensure that the district's decisions are informed by those most affected. In doing so, we build trust and ensure that our policies reflect the diverse needs of our student body. I would work to expand meaningful opportunities for families, particularly those from underserved backgrounds, to participate in district processes, ensuring their input informs our path forward.

As part of this equity effort, we must focus on academic outcomes that reveal disparities, such as freshman Algebra I achievement across student groups. Algebra I is one of many critical

indicators of future success, and addressing achievement gaps early is crucial. I would support evidence-based interventions while using data to assess progress in closing these achievement gaps.

In addition to academic success, developing and implementing a comprehensive equity plan supporting students and staff is essential. This plan should address educational disparities and consider students' social, emotional, and mental health needs. Collaboration with community organizations can give students the wraparound services they need to thrive. This holistic approach to education will allow us to address the antecedent factors that influence student success. The board is essential in creating a sense of urgency around student success and advocating with community partners.

Furthermore, diversifying our staff remains a priority. Research shows that when students see themselves reflected in their educators, they feel a stronger sense of belonging and engagement. To that end, the district must continue and amplify recruitment and retention efforts for racially, culturally, linguistically, and gender-diverse staff. That means ensuring we are hiring diverse educators and creating an inclusive environment where they can succeed and grow. This will require institutional support at every level to ensure diverse staff members feel valued and empowered.

Finally, equity is not just about academic metrics or staffing. It's about ensuring that students enjoy coming to school and feel valued in their learning environment. Students who feel welcome and connected to their school are more likely to succeed. We can help every student feel seen and empowered to reach their potential by fostering inclusive, engaging, and supportive school environments.

Challenge #2: School Funding

One of the most difficult challenges facing the Corvallis School District is the ongoing unpredictability of school funding, compounded by declining enrollment. These two issues are deeply intertwined and pose significant challenges to the district's ability to provide equitable, high-quality education for all students.

In Oregon, school funding is tied mainly to state income tax, as property tax rates are fixed by Measures 5 and 50, making schools heavily reliant on the state school fund, which is appropriated by the state legislature. This introduces significant unpredictability in two ways: (1) the state legislature's appropriation is politically determined and influenced by fiercely competing priorities, and (2) income tax revenue is tied to the business cycle, leaving school budgets vulnerable to economic downturns.

In addition to funding instability and shortfalls, K-12 education today faces a profound shift in expectations. Public demand for authentic opportunities for every child has increased significantly, leaving behind the days when late or non-graduation rates were considered

acceptable, placing enormous pressure on school systems and governing boards to provide more individualized support, additional services, and expanded programming, all of which require more resources. The reality is that many school districts, and especially Corvallis, have squeezed every efficiency possible out of their systems and are now at a breaking point. To truly achieve the change we seek, we need more educators in our schools to meet the needs of our students.

A crucial part of addressing these challenges is advocacy. The board and district leadership must work together to communicate the funding realities to the state legislature and advocate for adequate resources. It is essential to emphasize the mismatch between the current funding model and the cost of providing a quality education that meets today's demands. Building strong relationships with local government officials and state legislators will be key in making this case and ensuring that the district's financial needs are understood and addressed.

Compounding these funding challenges is the steady decline in school enrollment, which has persisted for over a decade. This trend is driven mainly by the lack of affordable housing in Corvallis, making it difficult for many families to live within the district. While some new housing developments have been built, many homes are priced out of reach for the typical family, doing little to alleviate the overall housing pressure. Unless significant changes are made to address housing affordability, the district will continue to see declining enrollment, which will, in turn, reduce revenue and necessitate further program cuts and reductions in staff.

Another factor contributing to enrollment decline is the increasing shift of students to local private schools and online charter schools. While some of this shift occurred during the pandemic, the trend has persisted, signaling that families seek alternatives to public education. To address this, the district must take an in-depth look at why families choose other options and identify opportunities to attract them back. This asks the district leadership to be innovative in meeting the needs of all families by adjusting programming, expanding offerings like online learning or specialized curricula, and improving communication with families about the strengths and benefits of public education.

Ultimately, the board is critical in addressing funding and enrollment challenges. By collaborating with the superintendent, district staff, local officials, and community members, the board can advocate for policy changes at the state level while also ensuring that the district is responsive to the needs of families. Balancing these pressures will require careful planning and sustained advocacy. Still, it is possible to create a path forward that ensures long-term financial stability and continued success for all our kiddos.

XI.A.2. Amanda Bressler

Amanda Bressler

[REDACTED]

3616 NW Wisteria Place, Corvallis, OR 97330

[REDACTED]

[REDACTED]



Why I want to serve on the board

I have been interested in using my time and expertise to give back to the community through a leadership position, and the school board best fits my interests in a few ways. First, I'm a parent with 2 kids in the Corvallis School District, so I have a personal stake in the good governance and functioning of the district and how it serves our children, families, and communities. Second, I am a former children's librarian, and I spent much of my decade-long public library career partnering with and supporting a diverse range of schools (public, private, homeschoolers, alternative schools, and even the juvenile detention education system). I have long considered myself an advocate for education and public services in that professional role and would like to continue that advocacy by being on the Corvallis School Board. Third, I have a passion for public service and a skill set that I believe would benefit the board, as you'll see below. I want to use my skills and background to serve my community, and the school board opening is a fantastic opportunity to do just that.

My qualifications

I have attached a very brief resume to the end of my application so you can see my professional and volunteer leadership background. Below I have distilled some themes from my experiences and how they qualify me to be on the school board.

Understanding of policy

As assistant director of the Albany Public Library, I was involved in drafting and presenting policies to the library's advisory board for approval. I also often had to interpret and enforce policies for patrons, for everything from book complaints to patron behavior. I'm



accustomed to having to make policy decisions and to explain the reasoning behind those decisions.

Budgeting experience

In my public library career, I was a steward of public funds and, at times, had to make difficult budgeting decisions. I've been on management teams that had to reduce programs, cut staff, or find inefficiencies to clean up. Currently in my work as assistant to the director of the School of Writing, Literature, and Film at OSU, I am constantly having to review budgets and projections and help plan how to balance spending with revenue. I take the management of public money and the trust that goes along with that responsibility very seriously.

Commitment to diversity, equity, and inclusion

In my role as assistant library director, I advanced EDI initiatives at the Albany Public Library in a few ways. With the input of staff, the community, and various library stakeholders, I drafted new mission, vision, and values statements that included a commitment to diversity. Staff in-service days and various trainings I organized included an LGBTQ+ training, inherent bias training, and training for serving the unhoused. I have been lucky enough to work with diverse communities – including immigrants, unhoused people, incarcerated teens, teen parents – in my work in Oregon and in the Boston area. I am part of the Jewish community here in Corvallis and believe I would bring a unique point of view to the board in that way.

Proven leadership and teamwork

I have served on boards and advisory groups in various capacities. Several with the American Library Association, including the Randolph Caldecott Medal committee and the YALSA Publication Board, of which I served as chair for one year, and the Oregon Library Association. I was formerly secretary of the Greater Albany Rotary Club. I also currently serve on the board of the Bessie Coleman Boosters and the Corvallis-Benton County Public Library. In all of these instances, I maintain good relationships with my colleagues, communicate clearly, and strive to come to consensus.

Skills I would bring to the board

Curiosity – I know that I don't know everything, so I approach problems and new information from a place of curiosity, seeking to learn and understand.

Listening – I am an attentive and empathetic listener, even when my views differ from the ones being shared.

Analysis - I enjoy analyzing data, dissecting problems, and gathering and organizing information.

Ethical decision making – I hold myself to high standards of ethics, transparency, and fairness. I believe it is important to acknowledge and work to minimize biases that would affect my decision making.

Questions

1. Are you interested in the position only until the end of the interim term or do you plan to run for election for the remaining two years of the term?

I plan to run for election when the interim period is over.

2. Effective board members must engage in various relationships, for example, with the superintendent, staff, other board members, parents, and the community. How do you perceive a board member's relationship with each of these?

I believe in having a respectful and collegial relationship with others, even in difficult conversations or situations.

Superintendent – The board's relationship with the superintendent depends on the situation. Some situations call for a collaborative relationship to address challenges and implement policy effectively. The relationship is also, at times, that of a supervisor and direct report as the board has oversight of the superintendent's performance. The board needs to have confidence in the superintendent's ability to enact policy and move the school district toward the goals set by the board.

Staff – Board members should celebrate the good work our staff does. Our schools cannot run without them! We should engage them in conversation as we would other major stakeholders. We should also trust their professional expertise and listen in a way that respects them as trained professionals in what they do. Board relationships with school staff should be collegial and professional.

Other board members – The board should be a team that can communicate openly, disagree respectfully, seek to understand each other, and hopefully build some amount of camaraderie that allows us to work effectively together in the interest of students.

Parents – A board member must listen to parents and seriously consider parents' perspectives as part of decision making. I take the fact that we are making decisions about their children's education very seriously. However, the board is not there to serve the will of parents exclusively. Board members needs to keep that in mind in their communications and other official dealings with parents.

The community – A board member is a representative of the community and part of the community themselves. I think being active, visible, and engaged in the Corvallis community, our neighborhoods, and our schools is an important aspect of board service. In order to adequately represent the community, we need to be able to talk and listen to community members so we can consider their perspectives on issues facing our school system.

3. Looking ahead to the end of your appointment in June 2025, what do you think will be the two most difficult issues facing the school district, and what would you do to address them?

Budgeting is going to be very challenging in the coming year. Hopefully we will see increased school funding from the state under the new model Governor Kotek has proposed. However, I know that changes to that model alone will not solve our budget issues. I would want to explore any other revenue and budgeting options under our control as a board for softening necessary cuts. I would like to look at how we can serve the most students with the resources we have and where we can eliminate inefficiencies at all levels of the district. I am also interested in advocating for affordable and plentiful housing in Corvallis to help slow downward trends in enrollment. I am a resolute supporter of library and art education and would strongly oppose further cuts to those programs.

Another ongoing challenge is increasing achievement and getting reading and math proficiency back up to pre-pandemic levels, at least, preferably surpassing those levels. I realize that this is, and will continue to be, a long-term project for the school district. I would like to look at volunteer programs – like SMART Reading – and whether those can be expanded to help kids with one-on-one reading practice. I

would like more messaging to parents from the school district about the seriousness of summer slide and how to prevent it. I would suggest the district look at afterschool programs like STARS and whether those out-of-school-time programs can be modified to offer extra tutoring time for students who need or want it. In my role at the Boston Public Library, I managed our Homework Help program that offered teen mentors/tutors in our library branches for free afterschool, up to 4 days a week in some neighborhoods. It was a popular program, paid for through a corporate sponsorship managed through the library foundation, that had both academic and social benefits for the kids who used it. I would love to see programs of that sort utilized in Corvallis to help address the low achievement scores this district is facing in reading and math. We need to start finding creative opportunities to offer extra support to students – and to their families – to get caught up.



Amanda Bushnell Bressler

3616 NW Wisteria Place, Corvallis, OR 97330 - [REDACTED]

Education

Simmons College

M.A., Children's Literature; M.S., Library and Information Science

University of Utah

B.A., English

Recent Work Experience

Assistant to the Director

School of Writing, Literature, and Film, Oregon State University - Corvallis, OR
2022-present

Assistant Director

Albany Public Library - Albany, OR
2018-2022

Supervisor of Youth Services

Newton Free Library - Newton, MA
2016-2018

Youth Outreach Librarian

Boston Public Library – Boston, MA
2014-2016

Leadership & Committee Work

Vice President, 2024-present Bessie Coleman Boosters

Member, 2024-present Corvallis-Benton County Library Advisory Board

Member, 2022-2024 2024 Randolph Caldecott Medal Selection Committee

Member, 2020-2022 OLA Public Library Division Board

Member, 2019-2022 Oregon Battle of the Books Selection Committee

Member, 2018-2022 Dolly Parton Imagination Library Board, United Way of Linn, Benton, and Lincoln Counties

Secretary, 2020-2021 Greater Albany Rotary Club

Chair, 2016-2017; Member, 2015-2016 YALSA Publications Advisory Board

XI.A.3. Craig Gray

September 19, 2024

Dr. Luhui Whitebear, Chair
Corvallis School Board

Dear Dr. Whitebear,

I am writing to apply for the interim School Board Position. We moved from Texas to Corvallis upon retirement in September, 2022. Shortly after moving we registered to vote in time to participate in that fall's election. I am retired from active employment as an educator. During my 41 year career I served as a classroom teacher, athletics coach, campus principal, and regional administrator. My personal information is as follows:

Name:	Craig Gray
██████████	██████████
Home Address:	3830 SW Fairhaven Drive
	Corvallis, OR 97333
████████████████████	████████████████████
██████████	██████████

I value public education and believe it can and should provide every child with the opportunity to develop as a lifelong learner - one who knows how to think critically, whose curiosity is stimulated, who has the creative and collaborative skills needed to thrive in a continually changing world, and who has the character and disposition to make it a better place. I have lived a life of service; this position offers a way to formally continue that by serving my new community in a way that utilizes the knowledge, experience, and skills gained over more than 40 years.

My formal qualifications are:

Education

BA – Music Education	Harding University, Searcy, AR	1980
M.Ed. – School Administration	Harding University, Searcy, AR	1981
Administrator Certification	Lamar University, Beaumont, TX	1989
Additional Graduate Work	University of North Texas, Denton, TX	1981-1984
		1989-1992

Professional Certification

- Superintendent – TX, Grades PK-12 1989
- Mid- Management Administrator - TX, Grades PK-12 1986
- All Level Music - TX, Grades PK-12 1985
- All Level Music - AR, Grades PK-12 1980

I served in a variety of roles for more than 30 years at the [Region 10 Education Service Center](#) in Richardson, TX. For context, Region 10 is one of 20 service centers established by the Texas Legislature and at the time of my retirement served more than 850,000 students who were enrolled in 81 public school districts and more than 40 public charter schools across 10 counties. The final 15 years I served as a member of the Directors Council. As a director I was responsible for programs and personnel serving both the regional and the state levels. Among those were:

Regional Level

- Developed and implemented innovative approaches to the integration of technologies into the teaching and learning process, including Digital Learning Radio, ShakeUpLearning, Digital Fluency Institute, the Future Is Now, and Reggie's Robots.
- Supervised the development and operation of the Online Learning Center - myprofessionallearning.com - which averaged more than 350,000 online professional development courses completed annually.
- Responsible for the development and operation of regional and national purchasing cooperatives and developed partnerships with vendors, including Discovery Education, Eduphoria, TEKSBank, BrightBytes, Qualtrics, and Edugence Student Support Suite to assist districts improve student performance at reduced costs.
- Initiated the development and implementation of services that address the needs of local education agencies related to federal funding, including Shared Services Arrangements, Private Non Profit cooperatives, and ESSA and ESSER support.

State Level

- Responsible for the development, implementation and operation of the Texas Virtual Schools Network.
- Developed and administered statewide Technology Lending Program Grant on behalf of the Texas Education Agency.
- Responsible for the statewide distribution of EANS (pandemic relief) grants to private nonprofit schools on behalf of the Texas Education Agency (approximately \$152,000,000)

Prior to becoming a director I provided leadership training and support to campus and central office administrators, superintendents, and school board members in districts ranging in size from about 300 students in a rural k-8 district to 140,000 students in the Dallas Public Schools. The areas in which I still maintain some level of expertise include school finance and federal funding, instructional technology, and organizational leadership. I believe that among my strengths is the willingness and ability to listen, and a willingness and capacity to serve where needed.

Since moving to Corvallis I have volunteered with the district in the hearing and vision screening program, have served as a mock interviewer at the career day event at OSU, have counted laps for the fundraiser at my grandsons' campus, and have been a monthly donor to the CPSF. I also serve regularly at the Men's Shelter and have recently agreed to join the board of the Corvallis Repertory Singers.

Answers to Questions:

1. At this point it is not my intention to run for election, but I am open to considering it when the time comes.
2. The board as a whole has a relationship with the superintendent that is both formal - hiring, evaluating, etc.- and hopefully collaborative; working together to develop goals and policies. Once goals are identified and policies enacted it is the role of the superintendent and staff to execute, and the role of the board to monitor at a high level. Individually, the board member's role is primarily to be present, to listen and ask questions. This extends to the relationship with staff and with other board members, as well as to parents and the community. One audience missing from the question is students. Again, I perceive the board member's relationship to be one of presence, listening, and support.
3. I think that finances will continually be a challenge to navigate. The effect of funding (or its lack) on staff retention, on enrichment and support programs, on facility maintenance and upkeep, and a host of other issues make budgeting with limited resources an ongoing challenge. One of the ways to address this is to secure additional funding - through advocacy and influence related to traditional funding streams - and the exploration of nontraditional or currently nonexistent streams. I don't pretend to know what those may be, but until there is too much revenue coming from the state there exists the need to seek other sources creatively. Another piece of the puzzle is to ensure that what funds that do exist are spent in a way that aligns with priorities.

A second difficult issue is technology. The challenge to balance the maximization of the benefits while protecting students and staff from a security and mental health perspective is difficult enough when technology is stagnant. With the emergence of AI, with the research showing the potential harm of social media to mental health, with cybersecurity issues, with the growing pushback to student use of devices (both for and against) balanced with the need to prepare students to not only survive but to thrive in the world that they both live in now and will inhabit in the future makes this a critical

issue to navigate well. It will likely require a nimbleness that is uncharacteristic of established systems.

Finally, I want to thank the board for the opportunity to be considered. I appreciate the time each of you gives to benefit the students of Corvallis. I also appreciate the time taken by the members who hosted the Q&A events around the city. I found the one I attended to be helpful. I hope to have the opportunity for future conversations as a colleague; if those do not materialize I do hope that you will call on me to serve where needed.

Sincerely,

Craig Gray

XI.A.4. Laurie Holst

Corvallis School District 509J
Attn: Corvallis School Board
1555 SW 35th St.
Corvallis, OR 97333



Dear Corvallis School Board/Interim Selection Committee,

It is with pleasure and anticipation that I put forward this letter of interest for the Interim School Board member position #7. As a decades-long voting resident of Corvallis, a retired educator with a background in Special Education, and the mother of a CHS grad who attended 509J schools from kindergarten through his Senior year, I would consider it a privilege to offer my skills and experience to this important task.

As you will see on the resume I have included, I began my K-12 career as an Educational Assistant with 509J and made the difficult choice of "ending" it in a joyous kindergarten classroom at Waverly Elementary/Greater Albany Public Schools. But in-between, I served as a Special Education teacher and case manager for GAPS as well as an undergraduate Academic Advisor at OSU. My experience within education has woven in and out between levels and specialties, but I believe this is exactly where my strengths lie; the ability to flex with needs and opportunities as they arise, apply what is best for students no matter the age or level, work with colleagues, administrators, and parents in a variety of settings, and meet any challenges that lead toward practical and collaborative solutions. Also, I had the opportunity to gain mediation training during my time at OSU and as a board member I would utilize the institutional knowledge and soft skills I've gained and nurtured to work with all involved.

Education is in a tough spot these days. I see it on the news, read it in articles, and pay close attention to issues that affect our local schools. I've often thought over the few years since I've retired how I might respond to challenges such as the Covid pandemic and the profound ripple effects of that unfortunate time. Yet while there are many difficult issues, the two that rise to the surface for me are the reduction in educational staff and our students' mental health. As a teaching professional, I both served as - and benefitted from - the Educational Assistants who proved absolutely vital to the everyday success of a classroom. Knowing these highly caring and committed folks are not as available within school settings raises huge concerns as I recall my teaching career. Simply put, I wouldn't have been as successful a teacher as I was, and the students as positively impacted as they were, without the EA's who were such an important part of the mix. If chosen for this position, I would learn all that I could about the budgeting process

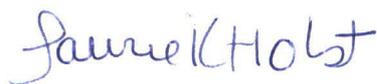
and work to see where these positions could be reintegrated into 509J schools. Our students' and teachers' success is grounded in this.

The second issue that most concerns me is tied to the first. Students' mental-health is all over the news these days, and for good reason. Social media, the fraught political environment, climate change, gun violence, and the myriad of other social issues that crowd our thoughts are only more intense for students and their developmental health. Our schools need an adequate number of trained counselors, teachers who have the *time* to pay attention to the smaller details of a student's day, and para-educators and other staff who also have the time within a busy day to *stop, listen, help, refer, and make a difference!* It's tough to do this when all these people are stretched so thin. As stated above, I would work hard with colleagues, parents, and administrators to learn where a tight budget can be tweaked and more resources allotted to address these extraordinarily important staffing concerns.

In the second paragraph of this letter, I've put "ending" in quotations marks. I've done this because I haven't truly ended my commitment to quality public education, and I haven't ended my commitment to being involved. Even though school board matters didn't always rise to top of mind during my career I now see this call as a meaningful chance to step up once again. To serve in this interim position would be an honor; if the fit is right and I feel there is still more vital work that I could contribute to, the choice of running for the remaining two-year term is certainly possible.

Thank you for your time with my letter and resume, and for the chance to express my interest in this important work. Wishing all of 509J the very best as this school year begins.

With appreciation,



Laurie Kristanne Holst

[REDACTED]
832 SE Goodnight Ave.
Corvallis, OR 97333

[REDACTED]
[REDACTED]
[REDACTED]

832 SE Goodnight Ave.
Corvallis, OR
97333

Laurie K. Holst

Objective - To serve the 509J Corvallis School Board as Interim Member, position #7.

Summary of Qualifications

- ~ Master of Education/College Student Services Administration
- ~ Bachelor of Science/History, with high scholarship
- ~ Formerly licensed K-12 Special Education teacher and case-manager
- ~ Extensive experience working with students, teachers, administrators, and parents
- ~ Experience working in professional, public settings
- ~ Successful and proven skills in designing, implementing, managing and supporting programs
- ~ Excellent interpersonal, communication, written, presentation, computer, and organizational skills
- ~ Basic Mediation Training/40-hour certificate earned

Education

June, 1987 - June, 1989 Oregon State University - Corvallis, OR
Bachelor of Science, History - with high scholarship

September, 1989 - June, 1991 Oregon State University - Corvallis, OR
Master of Education, College Student Services Administration

June, 1999 - March, 2001 & July, 2004 - Western Oregon University - Monmouth, OR
K-12 Special Education teaching endorsement

Basic Mediation Certificate – Center for Dialogue and Dispute Resolution – Eugene, OR
January and February, 2015 – 40-hour workshop
Certificate awarded Feb. 8, 2015

Employment History

Waverly Elementary School, Albany, OR October, 2018 - June, 2019

Educational Assistant - Special Programs

During the 2018-19 academic school year I served within a general education kindergarten classroom where I assisted with the social and academic inclusion of a child with Down Syndrome. Working closely with the classroom teacher and administrative staff, I anticipated a wide variety of educational needs to best support all the students within this setting. This was a single-year, temporary position.

Crescent Valley High School, Corvallis, OR Dec. 2016 - June, 2017

Interim Administrative Assistant 2 - Counseling Department

While serving in this interim role I had a variety of challenging duties which included scheduling students for counseling appointments, addressing questions from parents and the Corvallis community via both phone and email, liaising faculty concerns about specific students, scheduling 504 meetings, working closely with the Registrar and Records Manager and proctoring individualized tests, both through the regular classroom environment and via BYU on-line testing. I also supervised student workers, organized school tours and worked in tandem with other

administrative units including the front office operations assistant, college/career center, attendance, the campus steward and the assistant and head principals to address student needs and other administrative responsibilities

Oregon State University, Corvallis, OR February, 2008 – August, 2016

Academic Advisor

As an undergraduate academic advisor, I advised assigned caseloads of students within the Department of Art and the College of Forestry/Natural Resources. My many tasks included serving first-year and transfer students one-on-one as they planned their schedules, helping them to understand both major and general education requirements, as well as advising toward work experience internships, career development, and study abroad experiences. Presenting both individually and collaboratively, I assisted the advising team with prospective student orientation events and worked closely with several units on campus including Disability Access Services, the Registrars' Office, Financial Aid, and International Programs. Other duties included planning and implementing a variety of projects, record and file maintenance, transcript evaluation, mediating curricular and scheduling issues between students, faculty and staff, and serving on the Academic Regulations Committee. Also, I worked daily with a variety of computer platforms including *Degree Works*, *BANNER*, *Data Warehouse*, and *SIS/Student Information System*.

Greater Albany Public Schools, Albany, OR Sept., 2001 – Jan., 2008

Special Education Teacher

As a Special Education teacher, I served students within middle- and high-school settings by designing and implementing reading, written language, math, and study skills curriculum. Also, I scheduled and conducted student/parent/teacher meetings to set behavioral and educational goals as well as case-managed and implemented federally mandated rules and procedures for Special Education Individualized Education Programs. Other duties included supervising educational assistants within a variety of classroom and extracurricular settings and serving as a counseling auxiliary where I performed mediation, administrative, and disciplinary tasks.

Corvallis School District 509J, Corvallis, OR Sept., 1996 - June, 2001

Educational Assistant

As an educational assistant, I was assigned to help within the classroom environment in a variety of settings, completing my student teaching within a K-2 classroom for students with severe developmental disabilities.

Oregon State University - Corvallis, OR Sept., 1989 - June, 1991

Graduate Teaching Assistant

While a graduate student I taught Public Speaking courses within the Department of Communication. My duties included working with faculty and other teaching assistants to plan and implement curriculum as well as assess students completing Speech 112.

Oregon State University - Corvallis, OR Sept., 1989 - June, 1991

Academic Advisor

Also, while a graduate student I served in the College of Liberal Arts as an academic advisor. Within this internship I assisted students in choosing classes toward specified degrees, worked with student files and the BANNER system, collaborated with faculty and staff on specific student goals, and attended regional and national academic advising workshops.

Professional Memberships & Awards

NACADA - National Association of Academic Advisors from 1989 – 1991; 2008 - 2016

National Education Association 2001 - 2008

Oregon Education Association 2001 - 2008

The Council for Exceptional Children - 2001-2008

2011 - OSU/College of Forestry *Dean's Award for Outstanding Achievement & Service/Team Award*

2013 - OSU/College of Forestry *Xi Sigma Pi Mentor Award for Excellence in Mentoring*

Note: Please allow me to use this space to fill in my time away from "official" employment:

~1991 - 1996 - Precious time spent as a new mother.

~2017 - 2018 - Helped aging relatives with health, home care and estate planning, European travel as well as extensive time spent camping and hiking throughout the Western US.

~2019 - 2020 - Much time spent in personal reflection, "next-step" questions, contemplative study and transition decisions. Then came Covid..

~2022-2023 - Worked with EduStaff as a substitute Educational Assistant with Corvallis Schools. Stepped aside from this during the 2023-2024 academic year due to the failing health and passing of my father.

Laurie Kristanne Holst

[REDACTED]
832 SE Goodnight Ave.
Corvallis, OR 97333

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XI.A.5. Cassandra Inman

Cassy Inman



Contact information

[REDACTED]
[REDACTED]

961 NW Ironwood Avenue
Corvallis, OR 97330

To

Kim Nelson
Corvallis School Board
1555 SW 35th Street
Corvallis, OR 97333

Dear Kim Nelson

I am Cassandra (Cassy) Inman, and I am excited to submit this application to the Corvallis School Board. As I outline in the attached materials, I believe that my experience and skills in public service, advocacy, and policy make me a good fit for this role.

Thank you for considering my application. I look forward to discussing my qualifications with you further.

Sincerely,

Cassandra (Cassy) Inman
September 11, 2024

Applicant:

- Name as it appears on the voter registration record

Cassandra Frank Inman

- [REDACTED]

- [REDACTED]

- Home address

961 NW Ironwood Avenue, Corvallis, OR 97330

- [REDACTED]

- [REDACTED]

- [REDACTED]

- [REDACTED]

Reason applicant wants to serve on the board.

I want to give back to the children of our community and pay forward the gifts the Corvallis School District has provided to me and my family. As a scholar of policy and public administration I wish to impart my advocacy skills to the board and be part of the policies and programs which allow our children to inherit a healthy and socially just future.

Applicant’s qualifications for the position.

Education:

I am a PhD candidate in the School of Public Policy at Oregon State University (OSU) in Corvallis, OR. I received my Master of Public Policy (MPP) degree from OSU, and my Bachelor of Arts in Politics from University of California at Santa Cruz. I am a qualitative researcher with a scholarly focus on narrative analysis in the public policy process. My current research engages policy process theory, specifically the Narrative Policy Framework (NPF), along with Cultural Theory (CT) in the context of Oregon's food-focused social welfare policies.

Professional Experience

Before applying to graduate school in 2017 I built a career as a marketing communications executive in the food and nutrition industry. I am a collaborative industry leader with a solid history of leading cross-functional teams across product quality, public & media relations, consumer experience, and marketing communications. I have been teaching and studying policy and public administration at Oregon State University in various capacities since September of 2017, and since September 2023 I have been working with INTO OSU in the Office of International Admissions as an International Credential Evaluator.

Policy Experience

I bring a breadth of policy experience to the board, from scholarship to instruction. In 2017 I left industry to attend graduate school and study social policy. The following year I served as PTA Vice President and policy consultant to what was then called the Wilson Elementary School Parent Teacher Association (now Letitia Carson Elementary School). This experience introduced me to Roberts Rules of Order and led to my serving on several Corvallis School District committees including the boundary review committee. Participatory and applied research in our district further jumpstarted my 509J school food policy narratives research project (running 2017-2019 and published in 2022). I have felt called to serve on the school board since 2017, but chose to wait until my PhD candidacy was complete, and my family and academic obligations made this new goal feasible.

Teaching Experience:

I have served as instructor of record for the following classes:

- PS 204 Introduction to Comparative Politics (eCampus)
- PS 344 Latin American Politics (eCampus)
- PS 374 Sustainable Living: Practices and Policies (eCampus)
- PS 371 Public Policy Problems (eCampus)
- PPOL 201 Introduction to Public Policy (100% on campus)
- PPOL 201 Introduction to Public Policy (eCampus)
- PPOL 421 Introduction to Policy Research (100% on campus)
- SOC 439 Welfare and Social Services (eCampus)

Skills the applicant would bring to the board.

At OSU I study public policy with an emphasis on food and social justice. My research interests include the public policy process, with a focus on rural sociology and social policies (e.g. the Supplemental Nutrition Assistance Program and the National School Lunch Program.) My presence in the classroom and boardroom is best described as socially present and interactive, serving as a conversation guide, with students and colleagues as active learners. My skillset includes:

- Narrative policy analysis
- Qualitative research methods & design
- Project management & facilitation
- Rural & social policy evaluation, with a focus on food programs (NSLP, SNAP)
- Corporate & consumer training, including curriculum design & facilitation
- Media development & digital content management in Salesforce and other CRM
- Integrated marketing via public relations, social, & communications
- Team & call center management, including BTB and BTC

A deep commitment to diversity, equity, and inclusion:

I hold a BA and an MPP, and before pursuing graduate school I spent almost 20 years in CPI marketing communications and consumer products education. I do not believe I would have these experiences without the privilege granted to me by my identity as a middle class, college graduate, working mother, white skin, Jewish woman. In response to these opportunities, I am deeply committed to equity and inclusion. In both my professional career and at university I have always felt the need to speak up for women, mothers, working mothers, and working parents. To this end I served on the OSU Family Resource Center advisory board from 2017-2020 and continue to serve on the OSU School of Public Policy's Diversity Committee, and the DEI Plan Implementation Committee for INTO OSU.

I have often noted that my primary reason to leave industry and go back to grad school was to seek social justice, and more importantly to learn the tools to make my own work and the work of others like me just and equitable. In some ways this has become a quest to understand how and why power relationships thrive across policy environments. Much of my current OSU experience has been about gaining the tools to evaluate the systems of oppression baked into society, politics, and policy. For the college instructor, power is ALWAYS in the classroom. Power abides in the essential nature of relationships within academia: teacher to student, administration to student, and so on. Hierarchical relationships are embedded in the fabric of our institutions and across our often academically useful demographic and social categories. However, what I can say is that at OSU I have also learned to integrate critical theory and culturally responsive teaching and learning styles to help dismantle some of these embedded power structures. As a white woman with privilege, I believe I have the responsibility to call out the power structures, even if they impact my own role, and as a woman serving in an institution which sees me and my life experience as valuable, I can lend my own power and privilege to others who may have been

Answers to the following questions:

1. **Are you interested in the position only until the end of the interim term (June 30, 2025), or do you plan to run for election for the remaining two years of the term (through June 30, 2027.)**

It would be my intention to run for election for the remaining two years of the term.

2. **Effective board members must engage in various relationships, for example, with the superintendent, staff, other board members, parents, and the community. How do you perceive a board member's relationship with each of these?**

I believe that the best guide for relationships (both personal and professional) is a framework of justice and egalitarianism. While we may not necessarily agree with our collaborators on the policy tools to use to solve social problems, it is my experience (and research findings) that the majority of 509J families are motivated by a sense of community advocacy to help K-12 children and a commitment to the rules and structures of public education. Therefore, I would argue that our relationships will flourish in an environment of cross-cultural understanding and intention toward equity. Each of the relationships described (with superintendent, staff, other board members, parents, and community) should be professional and collaborative, with high regard for our duty to the office of school board member and public.

3. **Looking ahead to the end of your appointment in June 2025, what do you think will be the two most difficult issues facing the school district, and what would you do to address them?**

I posit the following two issues that I believe will be challenges to our Corvallis School District in the years to come, and a framework through which I believe our district can address them. The first is an issue I feel passionately about and on which I have previously conducted research: *the value of universal free school served meals*. The second is an issue I have encountered when speaking with families in the community and with my own family and child: *the impact of technology and social media*. Both are topics which intersect with my own intellectual and sociological curiosity and demand a commitment to equity and social justice.

Issue #1: A move toward universal free school meals

Beginning in July 2024, all Corvallis students qualified under the USDA Community Eligibility Provision (CEP). The CEP operates on a 4-year cycle and is offered to high poverty areas across the US. The CEP creates a universal free (non-pricing) meal service option for schools and school districts in low-income areas. This means free complete breakfast and lunch, regardless of income, and without the need for copious forms and bureaucratic applications. Recent changes to the USDA's CEP inclusion criteria have allowed many more schools to offer breakfast and lunch each school day at no cost to all students, eliminating unpaid meal charges, minimizing stigma, reducing paperwork for school nutrition staff and families, and streamlining meal service operations (USDA Food and Nutrition Service, 2023).

Like expanded access to the Supplemental Nutrition Assistance Program (SNAP, formerly *food stamps*) and the National School Lunch Program (NSLP) offered nationwide during the Covid-19 national health emergency, the CEP facilitates more school breakfast and lunch to be served to children attending the highest poverty schools and districts in the U.S. (USDA Food and Nutrition Service, 2023). Universal free school meals and programs like the CEP can be an essential scaffold for children experiencing associated hunger and food insecurity.

The long-term economic costs of childhood food insecurity are enormous. These conditions impact a community's healthcare systems and spill over into the school environment, affecting a variety of social welfare programs that serve as a safety net for our most vulnerable populations. Our

community absorbs these increased health care costs through higher costs of health insurance and Medicaid. In local discussions about school-based meal programs, issues of food quality and food access have often been conflated, although the literature suggests that treating inequities in access to food *and* boosting food quality can positively impact our children’s physical health and educational outcomes (Anderson et al., 2017; Schwartz & Rothbart, 2020). A legislative focus on universal free school meals for all children will help “even the playing field” and illustrate our district’s commitment to equity.

Framework to Address the Issue:

Deconstructing this policy problem area, we can identify the issue as childhood food insecurity and associated health and educational disadvantages. The policy intended to reduce harm is identified as improved access to school served meals and participation in universal school meal programs. Policy learning takes time, and it would be useful to measure how many families are taking advantage of the CEP program here in the district. It would be in line with our district’s commitment to equity to support local advocacy and champion a bill to the Oregon legislature that would offer free meals to every public-school student in Oregon, regardless of income level.

During the COVID-19 pandemic response, we learned just how valuable universal free meals were in reducing food insecurity and childhood hunger across Oregon, including communities who are experiencing persistent poverty (Claflin, 2021). While the COVID-19 waivers have since ended, California, Maine, and Colorado have already passed legislation that gives districts the option to provide free meals to all students. The Minnesota Legislature has passed similar legislation, and Massachusetts, Vermont, and Nevada are funding pilot programs to continue universal free school meals. While the changes to the CEP mean there are many more districts able to provide a non-pricing option to all students, I propose that as a district we support local advocacy and help champion a bill such as Oregon House Bill 3030 (83rd Oregon Legislative Assembly, 2023 Regular Session) that would have created a task force to consider the universal free school meal program in Oregon.

Issue #2: The impact of technology and social media on our students

In May 2023, when asked if social media is safe for our kids, the US Surgeon General declared, *“We don’t have enough evidence to say it’s safe, and in fact, there is growing evidence that social media use is associated with harm to young people’s mental health...Children are exposed to harmful content on social media, ranging from violent and sexual content, to bullying and harassment. And for too many children, social media use is compromising their sleep and valuable in-person time with family and friends. We are in the middle of a national youth mental health crisis, and I am concerned that social media is an important driver of that crisis – one that we must urgently address”* (Health (OASH), 2023)

This is not a topic on which I have conducted academic research, but it is one which has been raised in countless recent discussions I have had with friends, family, and students. The theme is pervasive in popular science and culture at the moment, and it is also a topic which has become increasingly relevant for me as I co-parent my own child, now a 16-year-old 11th grader at Crescent Valley High School. And so I would ask my fellows on the board, how can we ensure that our children receive the benefits from technology (for example 21st century communication skills and digital literacy) and at the same time shield them from the harm so clearly demonstrated in the literature?

Framework to Address the Issue:

Deconstructing this policy problem area, we can identify the issue to include harmful effects to childhood mental health and related negative social emotional consequences. The policies intended to

reduce harm might include placing limits on screentime and the use of personal devices in the classroom and during school hours. This said, how will we measure the effects of this public policy, recognizing that the choice to intervene, and the choice of who benefits from our policy solutions can often be quite subjective? Public policy scholars can attempt to answer these subjective questions through political philosophy, economics, and sociology. Social scientists strive to use valid and reliable criteria to evaluate policies, and so we are encouraged to measure criteria such as effectiveness, efficiency, equity, and political feasibility (Simon, 2017).

Using the subject matter area of safe technology use as an example, policy analysis would ask, is the policy efficient and cost effective for students, family, and the district? Is it fair to everyone? Does it account for students' cultural customs and their social-emotional needs? Who is being left out? Are proposed changes politically feasible? (E.g. Is there local, state, and federal support for district level policy? Will staff and administrators be able to implement said policies? Will parents participate and collaborate in policy implementation?) And, most important to our analysis is the fundamental question: Did the policy alleviate the problem it was intended to solve?

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XI.A.6. Tatiana Mueller

Tatiana Mueller
[REDACTED]

7125 NW Ramona Lane
Corvallis, OR. 97330
[REDACTED]

Dear Kim Nelson,

I am writing to express my sincere interest and intent to serve as a member of the Corvallis School District Board. I am passionate about being a contributing member of society, especially in my own community. My belief that we can put effort into improving the quality of life for our children, families, and the greater community is the driving force for how I live my life, impact those around me, and work towards a better future.

My experience as a registered nurse in a variety of roles over the past 15 years has set me up to be a successful problem-solver and team player. I have been an advocate for my patients and coworker's wellbeing and safety. I have been a charge nurse coordinating an entire team's assignments, flexing with unexpected changes, working within organization policies and procedures, and networking with other disciplines and departments. I have been involved in multiple committees working within our means to improve processes and outcomes, all while keeping our patient's care and experience at the forefront. I see the role of being a school district board member in a similar light, with similar goals.

As a parent of two elementary school children, I am directly invested in the Corvallis School District's present and future impact on our children's education and development. This is important to me and I would like to contribute my time and effort here. I have served on one board previous to this, for the Corvallis Community Children's Center (CCCC) from 2021 – 2024, and really enjoyed the insight, collaboration, and teamwork that went into problem-solving and improving processes, environment, and wellbeing for the children and staff at CCCC. As a healthcare professional, I was a key contributor to the board during this time, as we navigated pandemic related complications and issues.

I have a special passion for mental health, especially in children and teens. Ten years of my nursing career were spent in child and adolescent inpatient psychiatry, where I spent time with some of Oregon's most vulnerable children in the aftermath of mental health crisis. I believe there are ways children and teens can be supported in their daily lives at school, ways we can help them develop into educated adults with healthy coping skills and accessible opportunities to set them up for success in life. Afterall, they are our future.

Below are the names and contact information for my references, as well as responses to the questions prompted in the application info. If you would like any further information or contacts, please don't hesitate to reach out to me.

Thank you for your consideration, and I look forward to hearing from you.

Best regards,

Tatiana Mueller, RN BS

[Redacted]

- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]

Question #1 Response:

I am interested in running for election for the remaining 2 years of the term, once this interim position is completed. As mentioned above, I am invested in contributing to the

Corvallis school system while my children are currently enrolled and for the future of our community.

Question #2 Response:

One of the key roles of school board members is to represent the community and be an advocate on issues that impact education. Decisions have lasting impacts on students and the community. Therefore, the relationship board members have with the community, parents, the superintendent, staff, and each other is unique in how versatile this role is. Board members need to be good listeners, willing to learn and consider all aspects of issues, respecting all people and positions, triaging the needs of the school district, holding appropriate boundaries, and managing resources in a responsible manner. Board members need to be approachable, collaborative, able to advocate, have effective communication skills, and engage professionally and tactfully with all people.

Question #3 Response:

Without the insights of being on the CSD Board, it is challenging to know what the two most difficult issues facing the Corvallis School District will be in the year ahead. From my current perspective, it appears that the decreasing budget and how to continue providing high quality comprehensive education including Specials and student resources could pose significant challenges.

Some ideas to help address these challenges include involving individual schools to be part of the process of deciding what priorities their school has, and tailoring budgets to meet those needs, while maintaining equity. Seeking out ideas from students, staff and the community on best use of durable vs consumable materials and equipment, encouraging ideas that think outside the box, and being willing to try them. The Board, principals, and appropriate persons can make informed decisions and find creative solutions based on the specific needs of the students and circumstances of each school. Focusing on durable materials for sustainability and being conscientious in spending on consumables should be an ongoing effort, revisited frequently in our ever-changing world.

Specials (art, music and PE) are often cut first, and yet these are the highlights of the day for students, what keeps them interested in school, and where moving their bodies and engaging in creative activities actually promotes effective listening and learning. Creative thinking about how to rearrange schedules, engaging with organizations and the community to 'adopt a Specials class', and researching alternative ways to raise money, as well as invest in durable materials, are some ways I can help contribute to these challenges.

Keeping mental health professionals and skills trainers in schools should also be a priority, with the increase in anxiety, depression, and suicidal ideation experienced by students nationwide. I would like to support the efforts to keep and improve these resources for students in the Corvallis School District.

XI.A.7. Bernard Wang

Bernard P. Wang

7225 NW Somerset Dr.
Corvallis, OR 97330

September 18, 2024

Corvallis School District School Board
VIA EMAIL

Subject: Application for School Board Position

Dear Members of the Corvallis School Board,

I am writing to express my interest in serving on the Corvallis School District Board. As a parent of a high school senior at Crescent Valley High School and a future Crescent Valley student currently attending Corvallis Waldorf School, I have a personal stake in the success and well-being of our district's schools. Combined with my background as a retired U.S. Navy Captain, higher education administrator, and active participant in the district's Diversity, Equity, and Inclusion (DEI) initiatives, I bring a unique blend of personal commitment, leadership, and operational expertise to this role.

My desire to serve on the Board is driven by my professional experiences and my deep commitment as a parent to support the growth and excellence of our local schools. Since 2021, I have been actively involved in the district's DEI efforts, serving on the Theater Diversity Advisory Board and participating in the District Equity Diversity and Inclusion (DEDI) and District Equity Leadership Team Advisory (DELTA) committees. These roles have provided valuable insights into fostering inclusive environments that uplift every student.

Biographical Information:

Name: Bernard Pan-Yin Wang

Home Address: 7225 NW Somerset Dr., Corvallis, OR 97330

Qualifications and Skills:

- **Leadership Experience:** Retired U.S. Navy Captain with over thirty years of experience in leadership, strategic planning, and team building.
- **Higher Education Administration:** Five years at the Naval Postgraduate School and three years at Oregon State University, managing multi-million-dollar budgets, overseeing programs, and contributing to school operations.

- **Budget and Operations Management:** Proven ability to handle large-scale budgets and complex operations, ensuring financial accountability while achieving institutional goals.
- **DEI Engagement:** Active involvement in the district's DEI efforts since 2021, focusing on promoting equity and inclusion for students of all backgrounds.
- **Diplomatic Communication Skills:** Served as a Foreign Area Officer in the Navy, acting as a diplomat in uniform within a Country Team at a high-profile embassy. This experience honed my ability to communicate effectively with diverse stakeholders, listen to different perspectives, and build unified approaches through robust interagency collaboration.
- **Community and Parental Involvement:** As a parent of current and future students in the district, I am deeply invested in the quality of education and opportunities available to all students.



Answers to Questions:

1. **Are you interested in the position only until the end of the interim term (June 30, 2025), or do you plan to run for election for the remaining two years of the term (through June 30, 2027)?**

I am interested in serving on the Board through June 2025 and plan to run for election for the remaining two years of the term. I believe that long-term involvement is essential to achieving meaningful outcomes for the district, and I am committed to contributing to its success over the full term.

2. **Effective board members must engage in various relationships, for example, with the superintendent, staff, other board members, parents, and the community. How do you perceive a board member's relationship with each of these?**

Communication with all stakeholders is essential for an effective Board member. During my time in the Navy as a Foreign Area Officer, I served as a diplomat in uniform. Working within a Country Team at a high-profile embassy, I learned to navigate relationships with various partners, including interagency colleagues, citizens, and host nation representatives. In this context, the ambassador was the central figure, much like the superintendent in a school district, while my interagency partners and the citizens of our host nation paralleled the public, parents, and community groups.

The success of our diplomatic efforts depended on clear communication, active listening, and understanding the diverse perspectives of all parties involved. As a Board member—and as a parent—I would bring this same approach, ensuring open, transparent, and thoughtful communication with the superintendent, staff, other Board members, parents, and the wider community to build trust and collaboration.

3. **Looking ahead to the end of your appointment in June 2025, what do you think will be the two most difficult issues facing the school district, and what would you do to address them?**

First, I anticipate that fiscal challenges will remain the most significant issue facing our district. With state budgets on the decline, the upcoming budget discussions for the next school year will be critical in determining how we allocate resources effectively. As the superintendent has noted, difficult decisions have already been made, and more will be required to ensure we continue to provide quality education.

Drawing from my experience as a senior Navy officer and university administrator, I have managed multi-million-dollar budgets amidst financial constraints. I understand that strategic visions must be balanced with fiscal reality, requiring careful prioritization and forward-thinking. My approach is to focus on the future—making decisions today that will positively impact our district in the years to come.

In the upcoming budget cycles, I would advocate for a student-centric approach in prioritizing the district's needs. This involves evaluating proposed expenditures and initiatives based on how directly they benefit our students' education and well-being. I believe in maintaining and enhancing programs that have the greatest impact on student success, such as access to quality instruction, mental health services, and extracurricular activities.

Recognizing that personnel costs constitute the largest portion of our budget, I am committed to finding ways to recruit, retain, and fairly compensate our dedicated educators and staff. They are the backbone of our district, and supporting them is essential for sustaining the high standards of education our community expects.

Second, ensuring equity across all student programs, especially in mental health support for underrepresented populations, is imperative. Through my active participation in DEDI and DELTA since 2021, I've been involved in discussions and initiatives aimed at promoting equity and inclusion. Access to mental health care is a critical need that significantly impacts students' ability to succeed academically and personally.

As a Board member—and as a parent—I would advocate for policies and programs that address these equity gaps by:

- **Enhancing Mental Health Services:** Working to expand access to mental health resources within our schools, ensuring all students have the support they need.
- **Supporting Underrepresented Students:** Identifying and removing barriers that underrepresented populations face in accessing programs and opportunities.
- **Community Engagement:** Collaborating with parents, community organizations, and mental health professionals to create a supportive network for students.
- **Monitoring and Accountability:** Establishing metrics to assess the effectiveness of equity initiatives and making adjustments as needed.

By focusing on strategic planning and proactive decision-making, I believe we can navigate fiscal challenges while simultaneously promoting an inclusive and supportive environment

for all students. My goal is to contribute to sustainable solutions that address immediate concerns and lay a strong foundation for the future success of our students and schools. Thank you for considering my application. I am excited about the possibility of serving on the Corvallis School District School Board and helping to shape the future of education in our community.

Sincerely,

//S// Bernard P. Wang

Bernard P. Wang

BERNARD (BERNIE) WANG

7225 NW Somerset Dr, Corvallis, OR 97330 [REDACTED]
[REDACTED]

SUMMARY

- Over eight years in higher education administration in leadership and support roles.
- More than thirty years of superior performance as a senior naval officer in designing, advocating, and implementing unique programs in broad and diverse functional areas, including HR, governmental relations, event planning, Diversity Equity and Inclusion, and higher education leadership. Accomplishments were achieved through sound project management, interpersonal communication, strategic communications, and stakeholder management skills.

KEY QUALIFICATIONS

Strategic problem-solver | Organizational change management across business units | Leadership by Influence| HR policy| Design and implementation of higher education programs | Compliance monitoring| Foreign Languages: Chinese Mandarin, Cantonese, and Tagalog (Filipino)

EDUCATION

- Master of Arts, National Security Affairs and Strategic Studies, Naval War College, Newport, RI
- Juris Doctor, Law, McGeorge School of Law, University of the Pacific, Sacramento, CA
- Bachelor of Arts, Political Science, University of Washington, Seattle, WA
- Professional Certificate, Tagalog Language, Defense Language Institute, Monterey, CA

EXPERIENCE

2021-PRESENT SCHOOL ASSISTANT, SCHOOL OF COMMUNICATION, OREGON STATE UNIVERSITY, CORVALLIS, OR

- Managed office and business operations for the School of Communication, including budget planning and executing a four-million-dollar budget.
- Advised the School Director regarding strategic planning, introduction of new academic programs, and HR decisions.
- Exercised independent judgment in line with OSU policies. Collaborated with the School Director on higher-level decisions affecting the School of Communication. Educated and enforced university policies.

2019-2021 ASSOCIATE DEAN AND MILITARY PROFESSOR, NAVAL POSTGRADUATE SCHOOL, MONTEREY, CA

- Prepared over 900 in-residence and remote graduate students across three academic departments for work as the US military's strategic planners, diplomats, and commanders in homeland defense, international relations, or strategic planning. In addition, ensuring all students met or exceeded the

curriculum sponsor's requirements by leading program reviews and developing new courses to meet the emerging needs of the Department of Defense.

- Contributed to the planning, monitoring, and executing of a \$6M+ annual budget to ensure the efficient and ethical expenditure of the school's resources—led search and hiring committees for key hires.
- Represented the dean and the US Navy in interactions, presentations, and communications with all parts of the university, sponsors, the university foundation, government bodies, and the greater community.
- Led the school's Manager's Internal Controls Program in key processes, including travel, budget execution, and academic oversight.
- Taught graduate seminars on security cooperation and assistance, which included technology, munition, and information-sharing policies with foreign militaries.

2017-2019 CHIEF OF INTERNATIONAL STRATEGY AND PLANS, UNITED STATES SEVENTH FLEET, YOKOSUKA, JAPAN

- Enabled the Fleet Commander with a portfolio covering 30 countries on international relations, diplomacy, and international political-military affairs as his principal foreign policy advisor.
- Linked the whole of government efforts to build relationships with key allies and partners in the Asia-Pacific by leading and training a team of 20 US and international specialists. In addition, I represented the fleet commander with other US government agencies and national governments and served as the Fleet Commander's envoy to over 30 countries in furtherance of critical relationships.

2014-2017 SENIOR DIPLOMAT/ DEFENSE ATTACHÉ, US EMBASSY SINGAPORE

- Carried out American Defense policies as the chief military advisor to the United States Ambassador and representative of the Secretary of Defense to Singapore. In addition, I coordinated the activities of over 50,000 US military personnel assigned to or transiting through Singapore each year.
- Advanced security interests over a broad portfolio with a critical Asian partner using effective cross-cultural communication, facilitation, persuasion, data analysis, and influencing skills. As a result, over three years, increased by 100% the number of cooperation activities between the Singapore Ministry of Defense and the United States Department of Defense.
- Coordinator for "whole of government" strategic planning and foreign policy implementation with other US interagency partners, non-governmental organizations, and US businesses as a US country team principal in Singapore. Responsible for planning over 100 events per year for senior US officials, including the Secretary of Defense, Cabinet Secretaries, and senior military leaders, including the Joint Chiefs of Staff Chairman. Hosted over 30 receptions per year related to visiting US military units.

2011-2014 ASSOCIATE DEAN AND MILITARY PROFESSOR, NAVAL POSTGRADUATE SCHOOL, MONTEREY, CA

(See Above Section)

2009-2011 SENIOR HR MANAGER/ STRATEGIC PLANNER, BUREAU OF NAVAL PERSONNEL

- Spearheaded the establishment of a Navy officer specialty from the ground up by using creativity and forward-thinking, effective advocacy and organizational communications, and project management expertise. Introduced new personnel policies and accreditation standards. Managed the overall recruitment, education and training, and career progression model of this new global workforce of over 400 mid to senior-level international affairs specialists.
- Using equity and diversity principles laid the foundation for a Navy officer community with minority and non-traditional representation well above Navy diversity metrics. Also I introduced initiatives where LGBTQ and people of color were selected and assigned to naval diplomacy positions worldwide by removing outdated policies.

2007-2009 STUDENT AT DEFENSE LANGUAGE INSTITUTE AND NAVAL WAR COLLEGE

- Professional Certification in Tagalog (Filipino)
- MA, National Security Affairs and Strategic Studies

2004-2007 CHIEF OF STAFF, U.S. FLEET ACTIVITIES, SASEBO JAPAN

- Served as the equivalent of a city manager for a city of over 7000 within Japan. Direct supervision of the base's operations, public works, public safety, housing, and human resource departments.
- Recognized with two "Best Installation" awards in 2005 and 2006.
- Strategized with the Commander of Naval Forces Japan to create a plan to base the United States' first nuclear carrier in Japan. This was an exceptional task because of Japan's sensitivity towards nuclear power. As a result, facilitated an unprecedented two nuclear carrier visits to Sasebo by using creativity, diplomacy, and engagement with the Sasebo community. The successful visits resulted in Japan's government allowing the forward basing of the first nuclear-powered vessel to Japan.

2002-2004 DEPUTY DIRECTOR FOR CAREER PROGRESSION, NAVY PERSONNEL COMMAND, MILLINGTON, TN

- Served as the chief of staff and deputy director for an organization of over 300 military and civil service staff responsible for managing all aspects of active-duty enlisted sailors and officers. This included the annual promotion processes, retirement and separations, adverse matter processing, and medical-related separation and retirements.
- Responsible for re-organizing the directorate to align with Navy strategic plans to increase customer service efficiency and integrate online systems to manage active-duty careers.

2001-2002 DIRECTOR, ACTIVE-DUTY RETIREMENTS, NAVY PERSONNEL COMMAND, MILLINGTON, TN

- Managed a staff of 40 civil service staff that processed the thousands of retirements of all officer and enlisted sailors and the medical separation and retirements of nearly 1000 sailors each year.
- Reduced the overall time of sailors in a medically related limited duty status from over two years to a year and a half by improving tracking and communication with Navy medicine organizations and the Veterans Administration. The reduction resulted in the saving of millions of dollars per year from the Navy manpower budget.

1999-2001 HEAD, OFFICER ADVERSE PERFORMANCE SECTION, NAVY PERSONNEL COMMAND, MILLINGTON, TN

- Processed over 600 cases involving substandard performance or misconduct in the course of duty and coordinated disposition recommendations with commands, judicial authorities, command investigators, law enforcement authorities, and the Office of the Secretary of the Navy.
- Responsible for designing a database that tracked and managed all adverse personnel matters in the Navy, which decreased processing times from over six months to less than two weeks. Influenced the policy change to allow the use of electronic correspondence instead of physical copies.

1995-1999 ATTORNEY, SELF EMPLOYED

- Ran a specialized law practice focused on complex family law, immigration, and civil rights litigation. Authored a chapter on computer law in the first edition of Washington State Bar Association's Practice Guide when cyberlaw was still in its infancy.

Volunteer

2023- Present External Communication Chair, Association of Faculty and Staff for the Advancement of People of Color (AFAPC), Oregon State University

2022- Present Corvallis School District 509J, District Equity Leadership Team Advisor (DELTA) and District Equity, Diversity, and Inclusion (DEDI)

2021- Present Corvallis School District 509J, Theater Diversity Advisory Committee (TDAC)

2021- 2022 Naval Postgraduate School, Monterey, CA, Volunteer Graduate Seminar Faculty

XII. OATH OF OFFICE - INTERIM SCHOOL BOARD MEMBER

XIII. BOARD MEMBER COMMENTS

XIV. ADJOURNMENT (9:40 p.m.)*