

Business Meeting

Thursday, December 12, 2024 6:30 PM

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

I. CALL TO ORDER AND ROLL CALL (6:30 p.m.)*

II. BOARD MEMBER REPORTS

III. 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: Dec 12th, 2024

Oregon School Board Association and National School Board Association Updates

NO ACTION REQUIRED

Background

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

Involvement

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

Letter to OSBA members

The following letter was sent to OSBA membership on Monday, December 2, 2024.

Fellow Oregon school board, community college, and educational service district board members:

I want to thank all of you for your service. Since I joined my Corvallis School Board in 2017, I have found a community of dedicated public servants who care about their communities' children. I'm grateful that none of us must do this work alone.

The statewide school board community comes together from every part of Oregon with varied experiences, outlooks and cultures, and yet we share a common vision of supporting students' success. We are more powerful and more effective when we learn from each other and work together. OSBA, with its events, training, and knowledgeable staff, is the connective tissue crucial to ensuring kids receive the support and opportunities they need and deserve in school.

We are in the midst of the annual elections that shape OSBA, choosing regional representatives for the Board and Legislative Policy Committee that guide the association. We also have an opportunity to vote on three resolutions significant to OSBA's operations. Your board has until Dec. 15 to vote in a meeting and send your ballot to OSBA.

[Resolution 1](#) is crucial to maintaining the kinds of service and support we have told OSBA we want. OSBA enlisted the Coraggio Group to examine the association's operations. With insights gathered from OSBA staff, OSBA members and external stakeholders such as business officials, superintendents and administrative assistants, Coraggio identified OSBA's key values for members and recommendations to ensure it continues to provide outstanding member service.

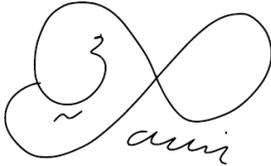
Coraggio told OSBA it must adjust its finances to sustain its services. OSBA is making changes to operate more efficiently, but it also needs help from us. The OSBA Board, upon the recommendation of its finance committee, is asking members to increase their dues for the first time since 1998. OSBA simply can't continue to offer the kinds of services modern members require on an outdated dues schedule. With many of our members facing budget challenges, difficult labor negotiations and tough board decisions, we need each other and OSBA's expertise.

The Board, made up of members serving districts just like yours, is deeply aware of your fiscal concerns for your district. We looked at several models and settled on one that asks for a gradual increase over five years to soften the impact. The full schedule ([shown here along with some of the benefits OSBA membership provides](#)) takes into account the size of districts while keeping in mind the relative need for OSBA's many services, such as legal advice, policy help, governance support and crisis assistance.

The [OSBA Election Center](#) has information about all the Board and LPC candidates as well as the three resolutions. OSBA invites you to call its main line at 503-588-2800 or email info@osba.org if you have any questions. They are here for you.

I have been fortunate in the past year to get to know many of you as well as the committed OSBA staff. I am filled with hope about the amazing work such a caring group of people can accomplish. I again want to thank you for your dedication to Oregon's public school and community college students.

Sincerely,

A handwritten signature in black ink. It features a large, stylized number '3' on the left, followed by a tilde symbol '~' and the name 'Sami' written in a cursive script.

Dr. Sami Al-Abdrabbuh
OSBA Board President

OSBA elections are underway.



The following resolutions will be voted on by the OSBA membership during electronic voting Nov. 15 – Dec. 15, 2023:

[Resolution 1](#) – Amends the OSBA dues schedule.

[Resolution 2](#) – Creates the Oregon School Board Members PRIDE Caucus and designate a seat on the OSBA Board of Directors and Legislative Policy Committee.

[Resolution 3](#) – Adopts the proposed amendments to the OSBA Bylaws. View the crosswalk for the proposed changes to the OSBA Bylaws [here](#). The bracketed language included in the proposed Bylaws amendments pertaining to the addition of the Oregon School Board Members PRIDE Caucus is dependent upon the passage of Resolution 2. If Resolution 2 does not pass, the bracketed language will be removed from the OSBA bylaws.

OSBA President Sami Al-Abdrabbuh wholeheartedly endorses all the above resolutions and encourages a vote yes on them to maintain and sustain the support OSBA provides to all its members..

In addition to the resolutions, the LBL Region will vote on its OSBA board director and Legislative Policy Committee representative. In summary, member boards [Linn/Benton/Lincoln](#) will be voting on Board Position 10, Legislative Policy Committee Position 10, and Resolutions 1, 2, and 3.

NSBA Federal Advocacy Insider

11.26.2024 update



November 26, 2024

An exclusive benefit for National Connection and CUBE districts, the NSBA Federal Advocacy Insider delivers the latest education news and developments from Washington, D.C., impacting the nation's public school students and those who serve them. It includes information on federal legislation and policy, summaries of congressional hearings, updated federal guidance, grant opportunities, and more.

PUBLISHING NOTE: With Congress in recess this week because of the Thanksgiving holiday, the next NSBA Federal Advocacy Insider will be on Tuesday, Dec. 10.

As Thanksgiving approaches, NSBA is thankful for the unwavering dedication and tireless efforts of state associations of school boards and individual school board members. Your vision, leadership, and advocacy contribute greatly to the growth and success of our public school students and have a lasting impact on the entire community. NSBA wishes you a Thanksgiving filled with warmth, gratitude, and the company of loved ones.

CONGRESSIONAL UPDATE

Congress Continues to Take Shape

Congress was in session last week as lawmakers continued to firm up leadership decisions for the 119th Congress set to start next January. As NSBA shared previously, House Republicans unanimously elected leadership for next year, including Speaker Mike Johnson (R-LA), who must be formally elected at the start of the new Congress. Last week, Democrats reelected current Minority Leader Hakeem Jeffries (D-NY) to retain this role along with much of the party's existing leadership team in the House, including Minority Whip Katherine Clark (D-MA), Democratic Caucus Chair Pete Aguilar (D-CA), and Democratic Policy and Communications Committee Chair Debbie Dingell (D-MI).

Clarity regarding committee assignments and other key positions for the next Congress is still being determined. Most recently, current Ranking Member Bill Cassidy (R-LA) [announced](#) that he plans to serve as the leader of the Senate Health, Education, Labor, and Pensions (HELP) Committee next Congress. Other leadership positions for HELP and the House Education and the Workforce Committee remain forthcoming.

In the weeks ahead, lawmakers will determine which issues to address in the remaining weeks of the current 118th Congress. These agenda items include federal funding for the current 2025 federal fiscal year (FY25), which began Oct. 1, 2024. Legislation extending current funding levels is set to expire on Dec. 20. Congress will need to determine a pathway forward on this issue in the coming weeks. As these efforts and more continue to take shape, NSBA will continue to advocate for a strong investment in the nation's K-12 schools and other critical school board funding priorities.

Selected Education-Related Bills Recently Introduced

- [H.R.10164](#) - 118th Congress (2023-2024) To amend the Higher Education Act of 1965 to provide for a teacher leader development program, and for other purposes. Sponsor: [Schneider, Bradley Scott \[Rep.-D-IL-10\]](#)
- [S.5321](#) - 118th Congress (2023-2024) DHS Cybersecurity Internship Program Act. Sponsor: [Peters, Gary C. \[Sen.-D-MI\]](#)

ADMINISTRATION UPDATE

President-Elect Trump Nominates Linda McMahon to Lead ED

On Nov. 19, President-elect Donald Trump [announced](#) his intention to formally nominate Linda McMahon to lead the U.S. Department of Education. McMahon is most well known for her role as a business executive and performer for World Wrestling Entertainment (WWE). In the previous Trump administration, McMahon led the Small Business Administration. Previously, she served briefly on the Connecticut State Board of Education before resigning to run for the Senate in 2010. "For the past four years, as the Chair of the Board at the America First Policy Institute, Linda has been a fierce advocate for Parents' Rights," President-elect Trump said in a statement. "As Secretary of Education, Linda will fight tirelessly to expand 'Choice' to every State in America, and empower parents to make the best Education decisions for their families." Learn more about McMahon in this [analysis from the BGR Group](#).

Commissioner Brendan Carr Selected by President-Elect Trump to Lead the FCC

Last week, President-Elect Trump formally nominated Brendan Carr to be the next Chair of the Federal Communications Commission (FCC). Carr is currently the senior Republican on the FCC. He was previously the FCC's general counsel, beginning in 2017, followed by his appointment as an FCC Commissioner during the first Trump Administration. This role was extended during the Biden Administration through 2029. Carr is widely expected to focus on potential changes to net neutrality rules and wider efforts related to diversity, equity, and inclusion. The current Chair, Jessica Rosenworcel, was selected by President Joe Biden to lead the FCC in 2021 and focused on broadband internet connectivity access, particularly efforts aimed at ensuring students had high-speed internet to close the homework gap, as well as efforts to allocate more wireless frequencies. Chair Rosenworcel has announced she will step down from the position on Jan. 20.

OCR Publishes AI Anti-Discrimination Guidance

Last week, the U.S. Department of Education's (ED) Office of Civil Rights (OCR) published new guidance related to artificial intelligence (AI) and how to leverage this new and emerging technology in appropriate, nondiscriminatory ways. The resource is intended for use by K-12 schools and postsecondary institutions to ensure AI use is aligned with federal civil rights laws and related requirements. The resource provides illustrative examples of how AI can be thoughtfully and meaningfully used to improve student learning and achievement. Read the [full guidance document here](#).

Discretionary Grant Program Update

The Department of Education, Office of Postsecondary Education, invited applications for the Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) discretionary grant program. The program provides funding to eligible entities to support students from low-income backgrounds, including students with disabilities, to successfully obtain a diploma, or recognized equivalent, and prepare for postsecondary education. Through this program, the department awards grants to both states, as well as partnerships, which include one degree-granting institution of higher education and at least one local educational agency.

The Department is inviting applications for both state and partnership grants. The notice for partnership grants provides for three competitive preference priorities, including (1) Increasing Postsecondary Education Access, Affordability, Completion, and Post-Enrollment Success; (2) Meeting Student Social, Emotional, and Academic Needs; and (3) Moderate Evidence. Applications are due by Feb. 3, 2025, and further information on partnership grants is available [here](#). The notice for state grants provides for four competitive preference priorities, including (1) Successful State

GEAR UP grant prior to Aug. 14, 2008; (2) Increasing Postsecondary Education Access, Affordability, Completion, and Post-Enrollment Success; (3) Meeting Student Social, Emotional, and Academic Needs; and (4) Moderate Evidence. Applications are due by Feb. 3, 2025, and further information on state grants is available [here](#).

NSBA UPDATE

NSBA Advocacy & Equity Institute: Early Bird Savings Deadline Extended!

There's still time to save \$100 on your registration for the inaugural [NSBA Advocacy & Equity Institute](#), Feb. 2-4, 2025, in Washington, D.C. The savings deadline ends Friday, Dec. 13. Register by this date for savings and a chance to win a meet-and-greet and book signing with actress, author, activist, and philanthropist Holly Robinson Peete. Watch welcome videos from [Holly Robinson Peete](#) and [Brandon Farbstein](#).

This event will explore the latest developments in education policy and legislation, aiming to empower school board members and education leaders with the knowledge, tools, and strategies needed to champion the interests of public K-12 students. Join us and bring along your entire board and other members of your district for more innovative ideas, techniques, and best practices to implement right away. [Click here to register](#).

NSBA 2025 Keynote Announcement: Melissa Stockwell

Melissa Stockwell, American War Hero and Paralympic medalist, will be the opening keynote for the [NSBA 2025 Annual Conference](#) in Atlanta. On Friday, April 4, Melissa will take center stage to give an emotionally commanding presentation that will both redefine your perception of disability and inspire you to rethink your own limits. Stay tuned for more keynote speaker announcements. The advanced early bird savings deadline ends Dec. 6. [Register today and save up to \\$200!](#)

NSBA and Allies File Amicus Brief in St. Dominic Academy v. Makin

On Nov. 14, NSBA and a large group of organizations filed an amicus curiae brief in St. Dominic Academy v. Makin, a First Circuit case challenging the constitutionality of Maine's law prohibiting discrimination against LGBTQ+ and other students in schools receiving public funds. The amicus brief argues that religious schools in Maine participating in the state's school tuition program must comply with all eligibility requirements of the program - including a prohibition on discrimination on the basis of religion and gender identity, among other protected characteristics. [Read the brief](#).

NSBA Joins NYSSBA Amicus Brief in Leroy v. Livingston Manor Central School District

On Nov. 20, NSBA and the New York State School Boards Association filed an amicus brief in *Leroy v. Livingston Manor Central School District*, a First Amendment case in the Second Circuit. A high school student, Leroy, was suspended after posting a photograph off-campus with friends simulating the incident that led to George Floyd's death. The brief argues that Supreme Court precedent grants schools needed leeway to discipline disruptive student conduct and that schools have a duty to keep school environments safe by regulating speech that causes substantial disruption to the education mission. [Read the brief.](#)

Register for the COSA November Webinar: Supreme Court and Federal Regulations Update

On Dec. 4, the NSBA legal team will provide an update on the most recent changes from the U.S. Supreme Court's last term and changes in federal law and federal agency rules. Among other issues, the team will address Supreme Court holdings in *Loper Bright Enterprises* and *Muldrow*; the new Pregnancy Workers Fairness Act and the accompanying changes in Title IX and the Fair Labor Standards Act (FLSA) in relation to the law; the new FLSA rule that relates to overtime for highly compensated individuals; and the change in the Americans with Disabilities Act (ADA) regarding website accessibility. [Register here for the webinar.](#)

K-12 Dive Examines Possible Education Focus Areas for Upcoming Trump Administration

President-elect Donald Trump has reiterated his intent to close the U.S. Department of Education, a move requiring significant congressional support, while signaling plans for immediate policy changes via executive actions and budget proposals. In his first administration from 2017-2021, Trump sought federal education spending cuts to Title I, the Office for Civil Rights, state grants to improve teacher quality, and 21st Century Community Learning Centers. At the same time, he sought more money for career and technical education as well as public and private school choice.

A [Nov. 21 article in K-12 Dive](#) summarizes possible areas of focus for the upcoming administration:

- State Grants: Proposals may shift federal funds directly to states with fewer accountability measures, which could increase disparities in educational quality based on location.
- School Choice: Trump aims to expand school choice programs, including taxpayer funding for private schools, though critics argue these initiatives divert funds from public schools and lack evidence of improving academic outcomes.
- Special Education: Plans include potentially transforming IDEA funding into block grants, raising concerns among advocates about underfunding for services supporting students with disabilities.

- Curriculum Oversight: Trump's platform suggests cutting federal funding for schools promoting "inappropriate" content and emphasizing teaching fundamentals and traditional American values.

Federal funding accounts for only 14% of K-12 spending but plays a crucial role in ensuring equity across districts. Trump's approach may face challenges in Congress, where bipartisan support for specific programs like IDEA remains strong.

Pandemic Impact on Graduation Rates: Trends, Challenges, and Future Implications

New research from the Grad Partnership reveals that high school graduation rates in 26 states declined post-pandemic, reversing a decade-long upward trend. In 2020, 10 states boasted rates above 90%; by 2022, only five maintained that level. The report warns of a "long tail" effect, as younger students during the pandemic face challenges in upcoming graduation cycles. [Read the report.](#)

The Indispensable Guide to AI for Associations

Protech Associates has introduced "The Indispensable Guide to AI for Associations," designed to help association professionals harness the power of artificial intelligence (AI) effectively. Developed with insights from industry leaders, the guide highlights essential AI tools and their practical applications in the association space. Key takeaways include:

- Recommendations on which AI tools to explore or implement.
- How AI can enhance member experiences and add value.
- The potential of AI to save time and resources while fostering human connections.
- Why human creativity remains irreplaceable, even as technology advances.

[Click here](#) for more details.

Alesha Stuart
Marketing Coordinator
National School Boards Association
Alexandria, VA

Corvallis School Board member appointed to the National School Board Association Evaluation Committee.

NSBA President Don Hubler appointed Corvallis School Board member Dr. Sami Al-Abdrabbuh to NSBA Evaluation Committee on On December 4th, 2024. The evaluation Committee charge under NSBA bylaws is as follows: '(a) The Evaluation Committee shall be a standing committee composed one representative from each region, to be appointed by the President from the Board of Directors. (b) The purpose of the Evaluation Committee shall be to provide for the evaluation of the Executive Director, and establish a process for the self-evaluation of the Board of Directors. (c) The duties and responsibilities of the Evaluation Committee shall be as set forth in board policy.'

IV. SUPERINTENDENT'S REPORT



Corvallis

SCHOOL DISTRICT

Superintendent's Report

Shared with the Corvallis School Board during the December 12, 2024 meeting.

Rights of Undocumented Students

On December 5, 2016, the Corvallis School Board unanimously approved [Resolution Number 16-1201: Rights of Undocumented Students and Protocols for Immigration and Customs Enforcement \(ICE\) Access to Schools](#).

Key things for staff to know in supporting our students:

- All children in the United States have a constitutional right to equal access to public educational opportunities regardless of their immigration status or that of their parent. That right was confirmed in the United States Supreme Court case *Plyer v. Doe*. Discrimination is also prohibited by federal laws, including Titles IV, VI, and IX of the Civil Rights Act of 1964.
- The Corvallis School District does not ask for or document students' immigration status when students enroll. Even if we became aware of a student's immigration status, we would not volunteer the information. The Family Educational Rights and Privacy Act (FERPA) generally prohibits school districts from providing third parties with student education records.

School Scorecards

At the December 19 board meeting, elementary 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

We anticipate receiving an engineer's report for Osborn Aquatic Center later this month. As you know, the district owns the building, and Corvallis Parks and Recreation manages operations. I will keep the school board informed as we gain additional information.

We appreciate the Philomath School District's willingness to allow students to swim there. However, the pool deck is small, making it difficult for fans to watch the competition. As a result, the CV vs. CHS swim meet will be held on January 21 at the Lebanon swimming pool.

General Updates

Our schools are busy places with lots of great things happening. Over the last several weeks, I have been able to visit our schools, and I wanted to highlight a few of the happenings.

- **CV Blood Drive** - Student Representative to the School Board Laura Chen shared about an upcoming blood drive at Crescent Valley. I was able to donate blood because Laura highlighted the opportunity for me.
- **PUFFS** - The parody of the Harry Potter book series from the perspective of the “Puffs” or members of the Hogwarts house, Hufflepuff.
- **Keim Family Meal** - JJ Keim, Christa Schmeder, and Sami Arnst prepared a Thanksgiving meal for each of the autos and ceramics classes throughout the day, and I was able to stop by and enjoy the food they had prepared for their students.
- **CSD Native Community Harvest Gathering** - Families and community members met at the Corvallis Community Center for a potluck and to learn more about our Indian Education Program
- **Fall Fest at Bridges** - Students and staff enjoyed all the fixings of a Thanksgiving meal together.
- **Sara Mohler-Crew's Class at Letitia Carson** - The students had written letters to the board asking for more art and library time, accessible playgrounds, and support for the campus steward. We were able to meet, and I asked them questions about why these things were important to them, and they asked me questions about being the superintendent.

InfoSec Committee

Over the last three years, the district has been working to increase the safety and security of our district networks, including our website, emails, and student and business information systems. Our district now has an InfoSec Committee that tracks our improvements in security and the education of our staff.

Because of this work, a student reporter from Franklin High School in Portland recently interviewed our technology department. Brian Schaffeld was able to highlight the work done throughout our district.

V. **PUBLIC COMMENT (7:05 p.m.)***

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

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



PROVIDING INPUT TO THE SCHOOL BOARD

(Revised 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

VI. STUDENT TRANSPORTATION OF AMERICA - REPORT



Transportation Update

STA service review





STA overview

- Partnership history
- Summer solutions
- 24-25 Startup challenges
- Review summer preparation

- Solution based actions
- STA focuses and outlook

A group of diverse children, including a boy in a blue and white checkered shirt and a girl with curly hair in a white shirt, are smiling and waving their hands. The background is slightly blurred, showing other children in a similar setting.

Partnership History

- **Partnership began in 2019**
- **Corvallis route growth**
- **Market changes/challenges**
- **Location oversight challenges/Transition**



Summer solution highlights

- Full staffing achieved
- Partnership solution enhancements



Startup challenges

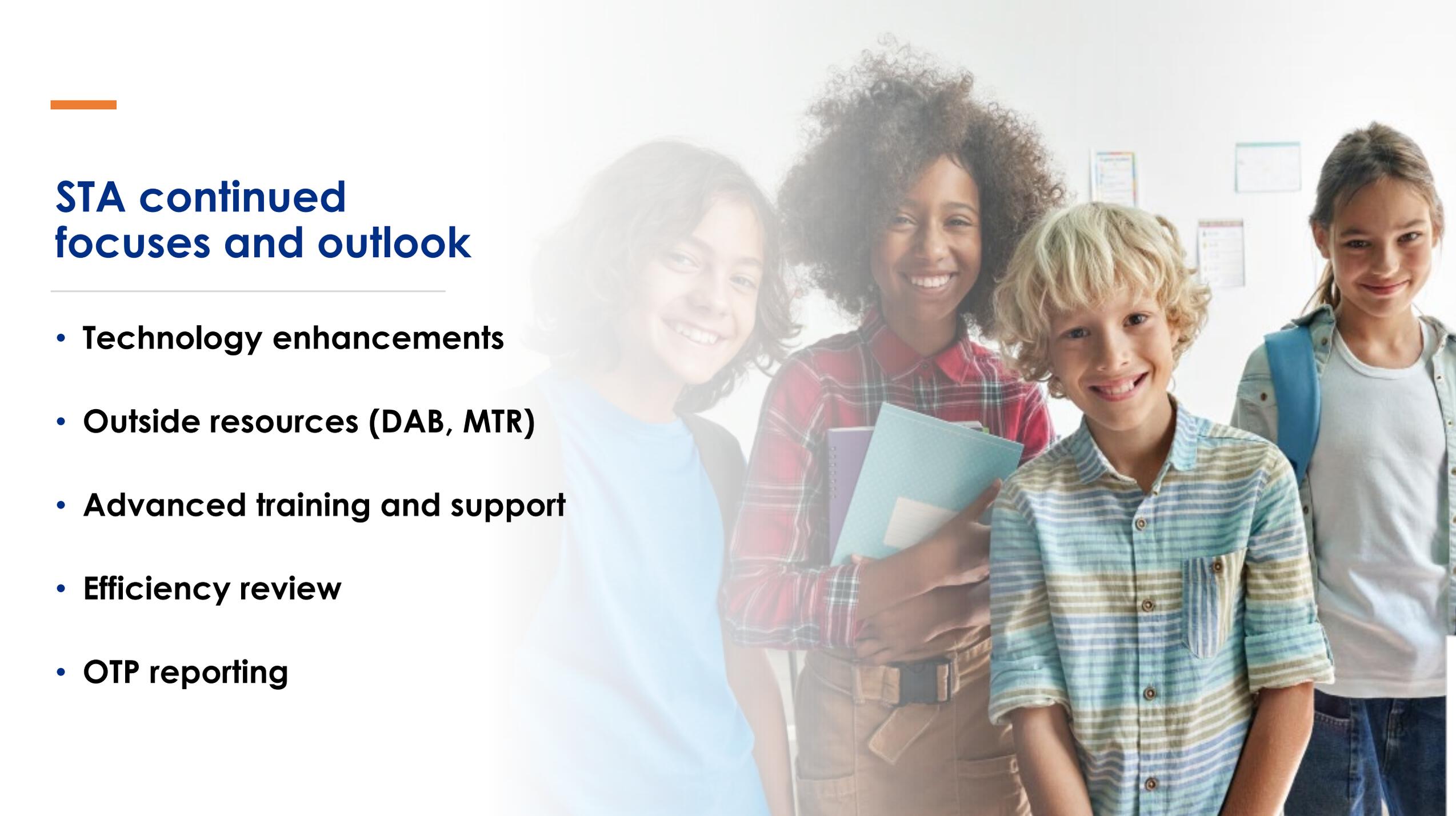
- * Unexpected Driver turnover
 - * ODE challenges
 - * Communication enhancements
 - * Technology enhancements
-



A line of yellow school buses is shown from a side-front perspective. The buses are parked in a row, and the text "STUDENT TRANSPORTATION" is visible on the side of the bus in the foreground. The background is a bright, slightly hazy outdoor setting with trees and a clear sky. The overall image has a warm, golden-yellow tint.

Solution based actions

- **Wage assessments**
- **Recruiting enhancements**
- **Bonus Program**
- **Benefit offerings**

A photograph of four diverse students (three girls and one boy) smiling in a classroom setting. The students are wearing backpacks and holding books. The background shows a whiteboard with some papers pinned to it.

STA continued focuses and outlook

- **Technology enhancements**
- **Outside resources (DAB, MTR)**
- **Advanced training and support**
- **Efficiency review**
- **OTP reporting**

THANK YOU





Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board

Prepared by: Melissa Harder

Meeting Date: December 12, 2024

Integrated Guidance Annual Report

No Action Required

Background

Each year, school districts are required to provide a report on progress toward outcomes for their Integrated Guidance plan. District staff must post this report on the district website and present it to the school board.

The Annual Report is attached and details our investment of Integrated Guidance funds and how our efforts align with our overall objectives.

Involvement

District staff: Melissa Harder

Cost Impact

None

Function

Review and discussion.



Annual Report for Integrated Guidance 2023-2024

November 30, 2024

Background

In March 2023, the Corvallis School Board approved the Corvallis School District's Integrated Guidance application. Integrated Guidance is an effort by the Oregon Department of Education to strategically combine the application and reporting requirements for multiple funds that support public schools. These funds include High School Success and Perkins funds, Early Indicator and Intervention Systems funds, and Student Investment Account funds. Reporting on spending and progress markers occurs quarterly.

Described below is the required Annual Report for 2023 - 2024, which outlines how the district invested our funds and how our efforts align with our overall objectives.

The Outcomes established for our 2023 - 2025 Integrated Guidance Plan centered on our school board goals in place from 2018 - 2023. Our board goals changed in April 2024 following the adoption of new goals by our school board. Our upcoming Integrated Guidance Plan for 2025 - 2027 will be aligned with the goals adopted in 2024.

The Strategies we monitored through the Integrated Guidance Plan were:

- Adopt and Implement Effective Instructional and Curriculum Programs
- Increase Equity in Opportunities and Outcomes through the Use of Culturally Relevant Practices
- Grow and Mentor Effective Educators
- Ensure All Students are Ready for College or Career
- Enhance Programs that Support Student Social and Emotional Learning

Outcome 1

All students will read grade-level texts by 3rd grade and stay on grade level; complete Algebra I by the end of 9th grade; be on track with required credits by the end of 9th grade; and graduate with a post-secondary plan.

Strategies

Using Integrated Guidance funds, which include High School Success and Perkins funds, Early Indicator and Intervention Systems funds, and Student Investment Account funds, our district invested in the following ways:

- Adopt and Implement Effective Instructional and Curriculum Programs
 - We broadened high school curricular options in CTE - expanded the computer science program of study, revived the culinary arts program of study, expanded the pre-engineering program of study, and created a construction program of study.

- We implemented Grade Guardian software for staff to monitor grades and attendance to identify strengths and areas of support for students throughout their high school career and ensure on-track graduation.
 - We supported students to be successful in high school through a 9th-grade success course for all incoming 9th graders.
 - We funded access to engaging summer learning opportunities, including credit recovery and an Algebra math mindset camp.
 - Grow and Mentor Effective Educators
 - We hired and retained staff directly from the industry to teach CTE courses.
 - Increase Equity in Opportunities and Outcomes through the Use of Culturally Relevant Practices
 - We hired equity coaches to support traditionally marginalized student groups, train staff on equitable practices, and participate in data team meetings.
 - Ensure All Students are Ready for College or Career
 - We offered a Senior seminar course to support graduating seniors with post-secondary planning.
 - We hired a Grad Coach at each high school to lead data teams and refine intervention systems.
-

Outcome 2

Student identity (race, culture, socioeconomic status, language, ability, gender, gender identity, or sexual orientation) does not predict or predetermine success in school.

Strategies

Using Integrated Guidance funds, which include High School Success and Perkins funds, Early Indicator and Intervention Systems funds, and Student Investment Account funds, our district invested in the following ways:

- Adopt and Implement Effective Instructional and Curriculum Programs
 - We initiated a new curriculum adoption process that asked staff to vet the curriculum against our Racial Educational Equity Policy and aspects of our 5D+ evaluation system focused on culturally relevant instruction.
 - We adopted new math instructional materials.
 - We maintained special education staffing that supports inclusionary practices.
- Increase Equity in Opportunities and Outcomes through the Use of Culturally Relevant Practices
 - We hired equity coaches to support traditionally marginalized student groups, train staff on equitable practices, and participate in data team meetings.
 - We improved systems that support data collection and analysis to inform equity-based decision-making.
- Ensure All Students are Ready for College or Career
 - We provided professional learning for teachers on mitigating bias and expanding college-level opportunities for all students.
 - We paid the AP exam fees for all students.
- Enhance Programs that Support Student Social and Emotional Learning
 - We maintained special education staffing that supports inclusionary practices.

Outcome 3

All students participate in real-world learning, with a global perspective, that prepares them for an ever-changing future.

Strategies

Using Integrated Guidance funds, which include High School Success and Perkins funds, Early Indicator and Intervention Systems funds, and Student Investment Account funds, our district invested in the following ways:

- Adopt and Implement Effective Instructional and Curriculum Programs
 - We designed an industry-standard culinary CTE space at CVHS.
 - We developed alternative pathways for 8th graders.
 - We offered middle school students STEM electives to spark curiosity in science, technology, engineering, and math.
 - We increased partnerships with local natural resource sustainability groups to ensure meaningful outdoor learning opportunities for students.
- Ensure All Students are Ready for College or Career
 - We implemented a college and career learning system (Major Clarity) to ensure students and parents know how to read transcripts, develop and engage with individual or personal education plans, and have resources to track their progress toward graduation.
 - We hosted a college and career fair for 11th graders.
 - We hired work-based learning career center specialists at each high school.

Outcome 4

The health and wellness of students and staff are improved in a culture of safety and respect that supports social, emotional, and physical well-being.

Strategies

Using Integrated Guidance funds, which include High School Success and Perkins funds, Early Indicator and Intervention Systems funds, and Student Investment Account funds, our district invested in the following ways:

- Adopt and Implement Effective Instructional and Curriculum Programs
 - We created a Sources of Strength class to support mental health in high schools.
- Enhance Programs that Support Student Social and Emotional Learning
 - We funded mental health therapists and skills trainers to practice in district schools.
 - We began the design process for gender-inclusive restrooms at the high schools.
 - We preserved nursing staff that supports school-based health and wellness practices.
 - We maintained multi-tiered, school-based staffing models to support student social and emotional learning.
 - We created more opportunities for students to participate in extracurricular activities.

Progress - Longitudinal Performance Growth Targets (LPGTs)

In November 2023, district staff presented our Longitudinal Performance Growth Targets to the School Board. These targets were co-created with Oregon Department of Education staff and are statutorily required under the Student Investment Account, embedded in our grant agreement, and must be reported on annually. We are required to monitor the following categories. In addition, district staff are monitoring the rate of completion of Algebra 1 by 9th graders.

- Four-year Graduation:** The percentage of students earning a regular or modified diploma within four years of entering high school
- Five-year Completion:** The percentage of students earning a regular, modified, extended, or adult high school diploma, or a GED within five years of entering high school.
- Third Grade Reading:** The percentage of students proficient on statewide English Language Arts (ELA) assessments in 3rd grade
- Ninth Grade On-Track:** The percentage of students earning at least one-quarter of their graduation credits by the end of the summer following their 9th-grade year.
- Regular Attenders:** The percentage of students attending more than 90 percent of their enrolled school days.

3rd Grade Reading - School Year **2023 - 2024**

- Data in 2022-23 indicated that 38% of third graders met grade-level expectations.
- The target for 2023-24 was that 39% of third graders would meet grade-level expectations.
- Data for 2023-24 indicates that 51% of third graders met grade-level expectations.

Regular Attenders - School Year **2023 - 2024**

- Data in 2022-23 indicated that 60% of students attended more than 90% of their enrolled school days.
- The target for 2023-24 was that 62% of students would attend more than 90% of their enrolled school days.
- Data for 2023-24 indicates that 70% of students attended more than 90% of their enrolled school days.

Algebra 1 Completion by 9th grade - School Year **2023 - 2024**

- Data in 2022-23 indicated that 81% of 9th graders had completed Algebra 1 or better.
- Data for 2023-24 indicates that 84% of 9th graders had completed Algebra 1 or better.

On Track to Graduate - School Year **2023 - 2024**

- Data in 2022-23 indicated that 85% of ninth graders were on track to graduate.
- The target for 2023-24 was that 86% of ninth graders would be on track to graduate.
- Data for 2023-24 indicates that 88% of ninth graders were on track to graduate.

Four-Year (On Time) Graduation - School Year **2022 - 2023**

- Data indicated that 89% of students graduated on time in 2022.
- The target for 2023 was that 90.6% of students would graduate on time in 2023.
- Data indicates that 88% of students graduated on time in 2023.

Five-Year Completion - School Year **2022 - 2023**

- Data indicated that 95% of students earned a diploma or GED within five years in 2022.
- The target for 2023 was that greater than 95% would earn a diploma or GED within five years.
- Data indicates that 94% earned a diploma or GED within five years in 2023.

Oregon Department of Education - Question 1.

As you review your progress markers/overall reflection responses and reflect on plan implementation, how do you see your progress contributing to the Outcomes and Strategies in your plan and your Longitudinal Performance Growth Targets (LPGT)/Local Optional Metrics (LOM)?

Discuss at least one Outcome where you have seen progress in implementation.

In reviewing our work and reflecting on our Integrated Guidance Plan implementation, our district team sees that progress on our performance goals is helping the district to achieve the Outcomes and Strategies we outlined in our 2023 - 2025 Integrated Guidance Plan.

One **Outcome** where we would like to celebrate progress is “All students will read grade-level texts by 3rd grade and stay on grade level; successfully complete Algebra I by the end of 9th grade; be on track with required credits by the end of 9th grade; and graduate with a post-secondary plan.”

Our third-grade students improved in reading by 13% in 2023-24. That is a huge success and can be attributed to strategic investments like adopting and implementing effective instructional and curriculum programs and using culturally relevant materials and practices. This growth is expected to continue as the Early Literacy Grant begins to make an impact on reading instruction for students in kindergarten through third grade.

More of our 9th-grade students completed Algebra in 2023-24 than the previous year. This is notable as we move into our third year of detracking math through 7th grade and was made possible by adopting and implementing effective instructional and curriculum programs, using culturally relevant practices in math instruction, and continuing to train our educators to use ambitious math practices.

We exceeded our target for 9th-grade students on track to graduate by 2%. In addition to the strategies already mentioned, ensuring all students are ready for college or career and enhancing programs that support student social and emotional learning also played a role in success in this category.

Oregon Department of Education - Question 2.

Where have you experienced barriers, challenges, or impediments to progress toward your Outcomes and Strategies in your plan that you could use support with?

Discuss at least one Outcome where you have seen challenges or barriers to implementation.

An area where we have seen a need for adjustment is the **Outcome**, “The health and wellness of students and staff is improved in a culture of safety and respect that supports social, emotional, and physical well-being.” The board and school district staff both agreed that the goal, as written in 2018, needed more specificity and intention.

In 2024, this Board Goal was changed to focus on Healthy Communities, and the vision statement now states:

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

Strategies for this goal include fostering student and staff belonging by implementing SEL standards, fostering student education in areas of health and wellbeing, fostering student and staff identity and agency, supporting staff well-being and retention effort, and fostering collaboration with families in the learning process with emphasis on families navigating poverty.

Our team is excited to rewrite our Integrated Guidance plan for 2025 - 2027 with our new Board Goals, especially this new language for Healthy Communities leading the way.

VIII. FIVE-YEAR STRATEGIC COMMUNICATION PLAN
UPDATE



Prepared for: Corvallis School Board
Prepared by: Kelly Locey, Communications Coordinator
Meeting Date: December 12, 2024

NO ACTION REQUESTED

Five-Year Strategic Communication Plan Update

Background

In the fall of 2022, the Corvallis School District Communications Department partnered with the National School Public Relations Association (NSPRA) to conduct a communication audit.

The goals of the NSPRA Communication Audit process were to:

- Seek data, opinions, and perceptions.
- Assess the district's effectiveness and management of public relations, marketing, and engagement efforts.
- Provide customized recommendations on strategies and best practices to enhance the overall communication program.

Based on the information gathered through the communication audit and the school board listening sessions, the communications department created a five-year strategic communications plan aligned with the district's strategic board goals. This plan underscores our commitment to effective, strategic communication, leveraging the unique voices of our staff as brand ambassadors and enhancing our efforts to connect with all of our key audiences.

Over the course of five years, the communications coordinator will assess and measure the plan's efficacy and adjust the timeline as needed. This information will also be used to inform future communication plans. Annual progress will be shared with district staff, families, students, and the school board.



2023 - 2028

Strategic Communication Plan

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Executive Summary

At the Corvallis School District, we are committed to fostering a culture of trust, inclusivity, and meaningful engagement. We believe in the power of culturally relevant, real-world learning experiences to inspire students and strengthen our community.

This same commitment guides our approach to communications, ensuring that our efforts support district strategic goals, enhance transparency, and promote two-way communication. Through intentional and effective communication strategies, we aim to build stronger connections, amplify diverse voices, and create an environment where all students, staff, and families feel valued and heard.

The completion of a [communication audit](#) provided the district with the opportunity to evaluate the effectiveness of existing communications, identify gaps, and develop recommendations to increase the communications department's strategic value. This supported staff in developing communications that support district strategic goals and priorities, foster transparency, and promote two-way communication and engagement.

While the work in this plan is the work of the communications department, it is aligned with the school board goals and requires active involvement from all district departments. This ensures that work is actively happening to train and better support all district staff to be district ambassadors.

The goals, objectives, strategies, and tactics included in this plan document the strategic work happening and address the recommendations from the communications audit and the 2022 School Board Strategic Planning Process and Listening Sessions. It has been built to be strategic, measurable, achievable, relevant, and time-based while evaluating the progress along the way.



Background

The Corvallis Public School District is located in Corvallis, Oregon, with a 2022 census population of 60,956 people. The district serves a diverse population of approximately 5,850 students who speak over 75 languages in kindergarten through 12th grade at 13 schools. Our district is committed to building relationships of trust and respect, providing inclusive learning environments that are culturally relevant, and igniting student engagement through real-world, experiential learning. Located in a community that values education and life-long learning, our students benefit from our relationships with community partners, including Oregon State University and Linn Benton Community College.

The Corvallis School District has shown a consistent trend of graduation rates near 90 percent, demonstrating our High School Success investments in Career Technical Education (CTE), systematic interventions, and improved access to advanced coursework are crucial to support on-time graduation for our students.

Additionally, the college-going rates for Corvallis high school graduates hit an all-time high with the class of 2022. Seventy-seven percent of graduates enrolled in college in the fall immediately after high school. Around 83 percent of graduates who enroll in college in the first year return for a second year. Following students' persistence in earning degrees and certifications beyond high school is one way Corvallis School District assesses the success of our K-12 system.



About CSD

5,859

Enrollment as of October 1, 2024

\$176.7 million

FY 24-25 Combined Budget



Staff

413

Licensed Staff

448

Support Staff

56

Non-Represented Staff
(Administrators, Supervisors, and District Support Staff)



13

Total Schools

7

Elementary

1

K-8

2

Middle

2

High

1

Alternative High



Students

74

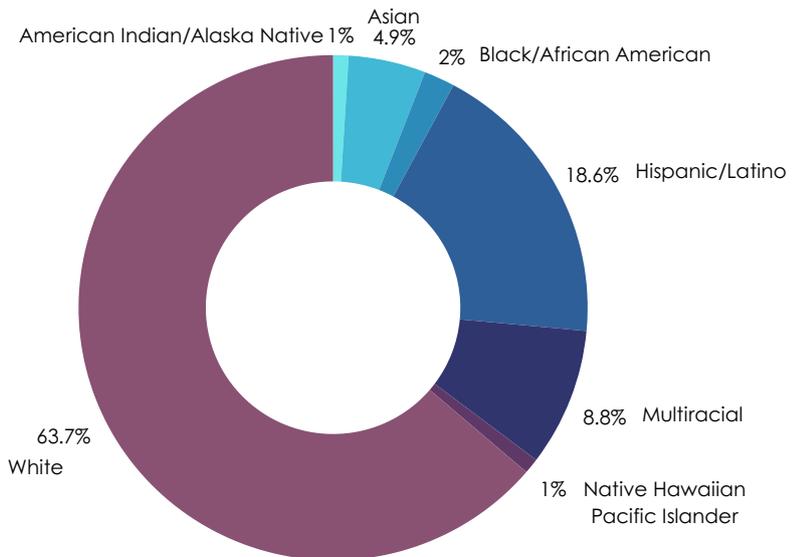
Languages spoken

24%

Students Experiencing Poverty

13%

Students with Disabilities



Research

Communication Audit

In 2022, the communications department conducted a communication audit with the National School Public Relations Association (NSPRA) to assess and evaluate the effectiveness of the communications program. The audit included working with an independent auditor to review existing district and individual school communication materials, websites, and social media accounts.

The auditor gathered feedback from parents and families, staff, and community members through an online survey. Additionally, the auditor conducted focus groups and interviews with the following.

- Superintendent
- Communications Coordinator
- Communications department staff
- Elementary parents
- Secondary parents
- Spanish-speaking parents
- District office staff
- School office managers
- Business and community leaders
- Teachers
- Principals
- Classified staff
- School board members

Following the review of materials, focus group discussion comments, survey results, and interview feedback, the auditor identified key findings and prepared recommendations for improving two-way communication and engagement with the district's internal and external audiences.

Key Findings

The following key findings reflect common themes that emerged from the focus group discussions, interviews, online survey, and review of district materials.

Table 1. Summary of Communication Audit Findings

	Strengths	Challenges
District Image	The district's work on equity. The community's support of the district.	A lack of focus or a clear vision for CSD.

	Strengths	Challenges
District Image	<p>The two words that best describe the district are "inclusive" and "caring."</p>	<p>Most were not aware that the school board is beginning to work on a new strategic plan.</p> <p>There is a strong perception that CSD is not as good as it once was due to what seems to be a greater focus on equity and a lesser focus on attendance and rigor.</p> <p>Parents are unsure if they can trust their child's grades, test scores, or the rigor of the curriculum.</p>
District Communications	<p>A basic communication plan is in place to guide the Communications Department's efforts during the 2022-23 school year.</p> <p>Parents gave communication "during a crisis/serious incident" the highest rating in terms of how informed they feel.</p>	<p>District communications are reactive versus proactive.</p> <p>Communications are sent out with mistakes, inaccurate information, or in a less than timely manner.</p> <p>Many staff and families are not aware that ParentSquare is the system being used for emails and text messages.</p> <p>Stories about the great things happening in the schools and the district are not getting out.</p>

<p>Internal Communications</p>	<p>Staff want to receive information by email, or by text message for closures or crises.</p> <p>There is a need for better internal communication. Staff report having to rely heavily on word of mouth to get information rather than reliable, regular channels pushed out directly to them.</p> <p>Many staff described significant voids and delays in receiving important information that impact both their jobs and their roles as ambassadors.</p> <p>Staff want to know more about the rationale behind leaders' decisions and described communications regarding decisions as lacking in transparency.</p>
<p>External Communications</p>	<p>Families want to receive information by email or text messages for closures or crises.</p> <p>Community members want to receive information from district newsletters and the website.</p> <p>Spanish-speaking participants want to see information on social media versus an email and get more information on district programs in their native language.</p> <p>Parents are confused about the different apps the district and schools are using to communicate.</p> <p>Families do not understand ParentSquare and how it is being used.</p>

<p>Website</p>	<p>The district website is copy-heavy and lacks the photos and images needed to engage and maintain reader attention.</p> <p>Information is often listed in more than one place.</p> <p>School websites are impersonal.</p>
<p>Social Media</p>	<p>Content is the same on all accounts.</p> <p>Social media postings with stories and photos of students and/or staff generate the most interaction and likes.</p> <p>The district allows comments on social media but does not respond or engage with commenters.</p>

Recommendations

1. Enhance the strategic value of the communication plan with measurable objectives focused on moving the district toward achieving its goals.
2. Develop and implement strategies to keep staff members informed and engaged.
3. Provide support and training to staff at all levels who are responsible for communicating with students, parents, and the public.
4. Standardize parent and family communication processes.
5. Enhance strategies to strengthen the engagement of parents and community members.
6. Create a network of key communicators.
7. Increase the usefulness and value of the district’s website and social media channels.

Corvallis School District Communication Audit Report

School Board Strategic Planning

In 2022, the Corvallis School Board embarked on a strategic planning process to develop their 5-year board goals. This process included conducting surveys and listening sessions with staff, families, students, and community members. The purpose of these engagement sessions was to solicit feedback from the community about their experiences with the Corvallis School District, as well as the current Board goals – student achievement, equitable systems, real-world learning, health & wellness, and long-range facility planning.

Key Findings

The following key findings reflect common themes that emerged from the surveys and listening sessions.

- Equitable Systems
- Health & Wellness
- Real-World Learning
- Academic Achievement
- Implementation & Evaluation

School board members, district leadership, staff, families, and students then worked to create and refine the final board goals.

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

Goal 1: Excellent Learning Experience

Vision: We will create exceptional learning experiences where all students learn at high levels. Taking into account students' unique and intersecting identities, histories, accessibility needs, abilities, and disabilities, academic rigor will be achieved as students are challenged and supported.

Goal 2: Equitable Systems

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

Goal 3: Relevant and Engaging Learning

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

Goal 4: Healthy Communities

Vision: We will cultivate schools and a district that promote wellness through the

social, emotional, mental, and physical health and well-being of students, families, and staff by fostering personal growth, community care, and equitable systems that honor the rightful presence of identities and lived experiences so that every student belongs and feels safe and supported to thrive socially and academically.

In addition, specific feedback related to communication included:

Table 2. Summary of School Board Strategic Planning Communication Findings

<p>Overall</p>	<p>Communication needs to be a priority as we think about engaging families</p> <p>There is Inconsistent communication from school to school</p> <p>Need more transparency in communications</p>
<p>Language/Culture</p>	<p>There is a gap for culturally and linguistically diverse families</p> <p>Interest in more language diversity in communications</p>
<p>Decisions/Input</p>	<p>Staff and families need to be able to provide input and feel valued, and see how their input was considered</p> <p>Need more information on how decisions are made</p>
<p>District Vision</p>	<p>The district needs a clear vision, and it needs to be communicated to staff and families</p> <p>Need more communication about academic expectations and standards</p>
<p>Resources/Questions</p>	<p>There is low awareness of programs or resources at schools and how to access them</p> <p>Need to know where to direct questions</p>
<p>Students/Stories</p>	<p>Need to hear more student voice</p> <p>Need more storytelling of the things happening in our district</p>

Summary

Problem Statement: Corvallis School District staff, families, and community members do not feel informed about district operations, decisions, and programs. Communications are not viewed as transparent and are reactive to situations instead of proactive. Staff need more training to be effective communicators, and families need communications that are brief, easy to access, and easy to determine what they need to know.

For the first time in CSD's history, the school board's strategic planning process was aligned with the communication department's strategic planning process, ensuring that both plans have shared goals and outcomes.



Goal

Our goal is to ensure that staff, families, students, and community members have access to and are well-informed about key district information. We are committed to delivering effective communications that support district strategic goals and priorities, foster transparency, and promote 2-way communication and engagement.



Objectives

1

Improve accessibility and transparency of district information for staff, students, families, and the community by June 30, 2028.

2

Develop engaging, compelling, and diverse stories in multi-media formats showcasing our students, staff, programs, and district priorities by June 30, 2028.

3

Foster staff, family, and community engagement with district communications through refined communication tools and channels by June 30, 2028.

Key Audiences

Key audiences are segmented groups of the Corvallis School District and Corvallis community who are crucial to realizing our strategic plan goals and serve as partners to accomplish the objectives outlined in this plan.

Corvallis School District Staff

To reach our staff, we must institute a systematic approach to ensure critical information is timely, relevant, and transparent. This is accomplished through strategies to ensure staff are informed and by providing regular training and communication resources.

By working to engage our staff as brand ambassadors and seeking their input, we better understand the challenges at our schools and better prepare staff to answer questions. In addition, staff engagement provides opportunities for district leadership to keep current with changes that may affect staff, thus providing opportunities for dialogue with staff and developing opportunities for changes along the way to ensure success.

Corvallis School District Families

Building trust with families relies on concise, accurate, and timely information using the communication tools that families tell us work best for them. It is also important to improve consistency across schools so that families know where to expect communication and what information they expect to receive. Our aim is to improve communication so that information is brief, easy to access and understand, and provides clarity on where families can access more information.

Corvallis Community Members

Transparent and consistent messaging are crucial to building and maintaining trust with the Corvallis community. We know that community members and leaders are important partners in K-12 education and are critical in spreading the good news, key messages, accomplishments, and challenges of the Corvallis School District.



Key Messages

Messages shared through Corvallis School District communication channels support the following district priorities:

- Ensuring students are challenged, supported, and honored for their unique identities creates excellent learning experiences.
- Developing equitable systems creates belonging for all students, staff, and families and benefits all students by providing the skills and knowledge to succeed in an increasingly diverse world.
- Relevant and engaging learning prepares our students for an evolving future.
- Prioritizing the social, emotional, mental, and physical health and well-being of students, families, and staff ensures they are supported to thrive socially and academically.

As a result, our key messages are:

- 1** The Corvallis School District provides students with challenging, relevant, and engaging learning experiences that help them succeed and prepare them for the future.
- 2** We celebrate the rich diversity of our school community, ensure the needs and interests of all students are taken into account, and aim to ensure success by inspiring and empowering students to thrive in a diverse and ever-changing world.
- 3** We believe in prioritizing social, emotional, mental, and physical wellness to create a thriving school community. Through this, we foster growth and community care, ensuring every student feels known, valued, and empowered to reach their full potential.

Strategies and Tactics

Objective 1: Improve accessibility and transparency of district information for staff, students, families, and the community

Strategy 1: Enhance the value of the communications plan with measurable objectives that support district strategic goals and priorities.

Tactics:

- Develop a strategic 5-year communications plan tied to the 2024-2029 school board goals.
- Develop and identify assessment tools and a defined process to measure the impact of communication strategies.
- Develop a communication plan for sharing the 5-year communications strategic plan and progress updates with key audiences.
- Conduct annual presentations to the school board on the communications plan and progress.
- Conduct proactive issues management by monitoring trends and actively seeking staff input about ongoing areas of concern.
- Revise the communication plan as needed based on assessment results.

Strategy 2: Increase the usefulness and accessibility of the district and school websites.

Tactics:

- Conduct a district website audit.
- Revise the website to improve the structure, content, and search features, and improve user experience, making it easy to navigate, engaging, accurate, and up-to-date.
- Utilize plain language guidelines to review and revise website content.
- Establish district website update guidelines and expectations for staff.
- Improve the usefulness of the school websites by streamlining information, creating links to the district website for district-specific information, and improving the welcoming aspect of the sites.
- Establish school website update guidelines and expectations for staff.

Objective 1: Improve accessibility and transparency of district information for staff, students, families, and the community

Strategy 3: Develop, enhance, and implement strategies to keep district staff, families, students, and community members informed.

Tactics:

- Establish and implement a communications plan for the revised 2024-2029 school board goals.
- Establish and implement yearly budget communication plans.
- Develop ongoing communications plans for key district initiatives and issues.
- Establish guidelines and expectations for internal and external communications.

Strategy 4: Provide communications support to district staff through training, toolkits, and communication resources.

Tactics:

- Implement ParentSquare training for school staff.
- Develop and implement annual communication training for office managers.
- Update and streamline the Google Drive folder with OM communication materials.
- Develop an outline of communication roles for all administrative staff.
- Develop a “branding & ambassador” toolkit.
- Develop and implement employee onboarding training around communication.
- Develop and implement leadership media and communication training.

Objective 2: Develop engaging, compelling, and diverse stories in multi-media formats showcasing our students, staff, programs, and district priorities

Strategy 1: Identify storytelling opportunities around board goals of excellent learning experiences, equitable systems, relevant and engaging learning, and healthy communities.

Tactics:

- Develop, implement, and promote "good story share" form with district staff.
- Include a section in the monthly eNewsletter to share staff and student stories.
- Develop interview questions to align student learning experiences with board goals and key messages.
- Include stories about board goals in the yearly social media plan.

Objective 2: Develop engaging, compelling, and diverse stories in multi-media formats showcasing our students, staff, programs, and district priorities

Strategy 2: Utilize educational theory to enhance the storytelling of key messages.

Tactics:

- Develop stories around students constructing knowledge through hands-on activities, student-led projects, play-based learning, and experiential learning.
- Develop stories around student choice in the classroom, enhancing strengths and increasing motivation.
- Highlight multicultural education and its benefits to all students by giving them the skills and knowledge to succeed in a diverse future.
- Develop a calendar of key lessons across levels to inform storytelling opportunities.

Strategy 3: Increase the usefulness of district social media channels.

Tactics:

- Develop and implement social media terms of use for district channels.
- Develop a yearly social media plan.
- Develop social media expectations for buildings.

Objective 3: Foster staff, family, student, and community engagement with district communications through refined communication tools and channels

Strategy 1: Standardize communication processes.

Tactics:

- Create a revised standard template for weekly school newsletters.
- Develop a document outlining where families can expect to get information.
- Develop a consistent process for how information is communicated both internally and externally.
- Train staff on the appropriate use of existing and new platforms.

Strategy 2: Enhance strategies to strengthen the engagement of families, students, and community members.

Tactics:

- Establish a process to gather employee input on decisions that affect their jobs.

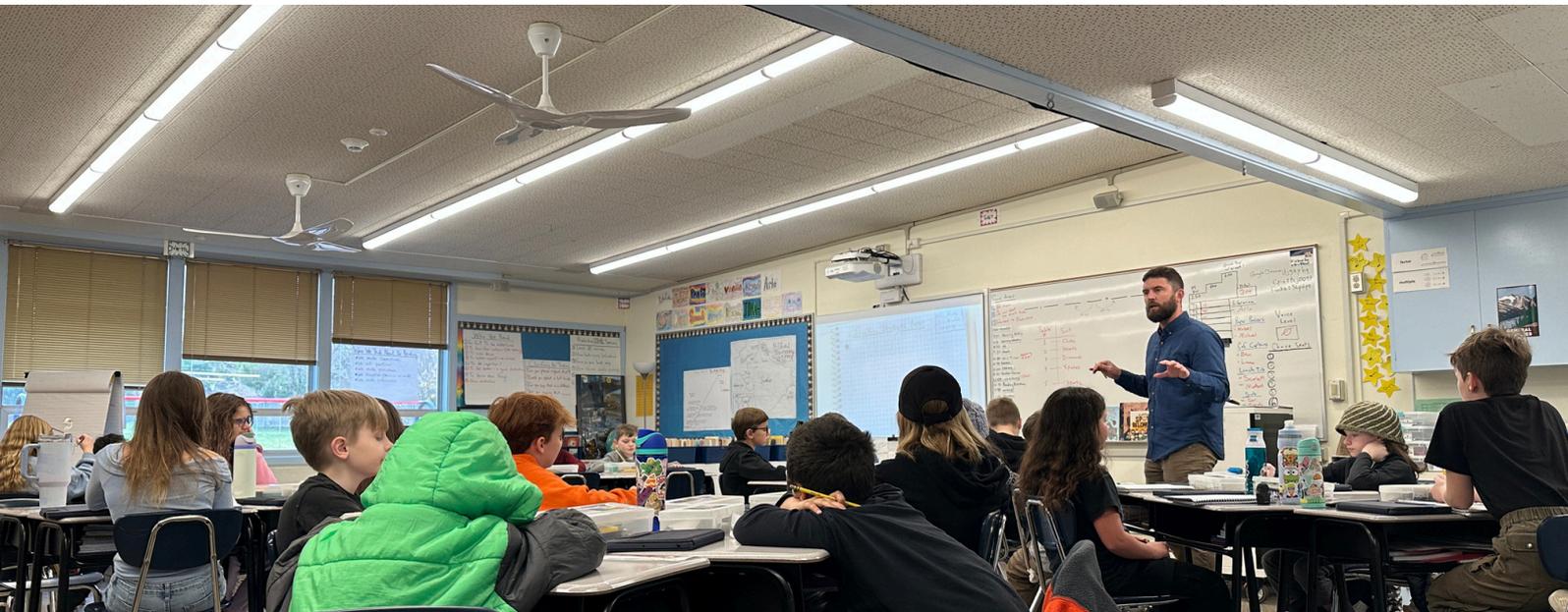
Objective 3: Foster staff, family, student, and community engagement with district communications through refined communication tools and channels

- Develop a districtwide visibility plan to identify opportunities for district leaders to strengthen relationships between the district, families, students, and the community.

Strategy 3: Develop, refine, and streamline communication tools and channels to keep key audiences informed and engaged.

Tactics:

- Create a “talking points” template for changes or decisions.
- Create communication plan templates for emergencies.
- Implement a monthly eNewsletter to share key district information with staff, families, students, and the community.
- Implement a ParentSquare education campaign for families.
- Develop a communications plan template for key district initiatives and issues.



Calendar

Focus must be given to the timely completion of each activity in order to successfully complete the strategies and tactics outlined in this plan. In the calendar provided in Appendix D, each strategy and tactic has been given a specific timeline that spans over a five-year period.

Given that this work began in July 2023, some of the strategies and tactics have been completed or are well underway. Over the course of five years, the communications coordinator will assess and measure the plan's efficacy and adjust the timeline as needed. This information will also be used to inform future communication plans.

Measurement & Evaluation

A final evaluation of the plan will be conducted in June 2028 to measure efficacy and help direct future communications plans for the school district. Annual progress will be shared with district staff, families, students, and the school board.

In addition, measurement tools will be used throughout the plan to gauge success and modify efforts as necessary. In addition to social media and web analytics and survey measurements, targeted outreach will be conducted among select students, families, staff, and community leaders to assess impact. The various teams will also use best practice assessment tools to measure impact and provide regular reports.

The Evaluation Monitoring Tool provided in Appendix A will also serve as a valuable instrument to regularly measure the completion and execution of all strategies and tactics to realize all objectives. A good indicator of success will be assessed by the number of completed projects at the end of June 30, 2028.



Conclusion

We are deeply grateful for the valuable feedback and engagement from our staff, families, and community members, which has been instrumental in shaping this communications plan. Its completion reflects our commitment to honoring your input and initiating a continuous cycle of feedback and improvement.

While budget reductions have necessitated adjustments to our communication department's capacity, including the reduction of two communications staff members, we remain dedicated to implementing the core elements of this plan. Although not all audit recommendations can be actively pursued at this time, your feedback remains a vital resource and will inform future iterations of our communications strategy.

We are proud to present the district's first strategic communications plan—one thoughtfully aligned with the district's strategic board goals. This plan underscores our commitment to effective, strategic communication, leveraging the unique voices of our staff as brand ambassadors and enhancing our efforts to connect with all of our key audiences.

We are confident that the goals, strategies, and tactics outlined in this plan will establish a strong foundation for high-quality communication, laying the groundwork for meaningful engagement and continuous improvement in the years to come. Thank you for being part of this important journey.

Appendix



Appendix A: Evaluation Tracking Tool

Evaluation Monitoring Tool for All Strategies and Tactics in the 2023-28 Plan

This tool will be reviewed quarterly to assess progress and compared to the proposed calendar. Strategies and tactics will be marked off once completed.

Objective 1: Improve accessibility and transparency of district information for staff, students, families, and the community	
Strategy 1: Enhance the value of the communications plan with measurable objectives that support district strategic goals and priorities.	
	Develop a strategic 5-year communications plan tied to the 2024-2029 school board goals.
	Develop and identify assessment tools and a defined process to measure the impact of communication strategies.
	Develop a communication plan for sharing the 5-year communications strategic plan and progress updates with key audiences.
	Conduct annual presentations to the school board on the communications plan and progress.
	Conduct proactive issues management by monitoring trends and actively seeking staff input about ongoing areas of concern.
	Revise the communication plan as needed based on assessment results.
Strategy 2: Increase the usefulness and accessibility of the district and school websites.	
	Conduct a district website audit.
	Revise the website to improve the structure, content, and search features, and improve user experience, making it easy to navigate, engaging, accurate, and up-to-date.
	Utilize plain language guidelines to review and revise website content.
	Establish district website update guidelines and expectations for staff.
	Improve the usefulness of the school websites by streamlining information, creating links to the district website for district-specific information, and improving the welcoming aspect of the sites.
	Establish school website update guidelines and expectations for staff.

Strategy 3: Develop, enhance, and implement strategies to keep district staff, families, students, and community members informed.	
	Establish and implement a communications plan for the revised 2024-2029 school board goals.
	Establish and implement yearly budget communication plans.
	Develop ongoing communications plans for key district initiatives and issues.
	Establish guidelines and expectations for internal and external communications.
Strategy 4: Provide communications support to district staff through training, toolkits, and communication resources.	
	Implement ParentSquare training for school staff.
	Develop and implement annual communication training for office managers.
	Update and streamline the Google Drive folder with OM communication materials.
	Develop an outline of communication roles for all administrative staff.
	Develop a "branding & ambassador" toolkit.
	Develop and implement employee onboarding training around communication.
	Develop and implement leadership media and communication training.
Objective 2: Develop engaging, compelling, and diverse stories in multi-media formats showcasing our students, staff, programs, and district priorities	
Strategy 1: Identify storytelling opportunities around board goals of excellent learning experiences, equitable systems, relevant and engaging learning, and healthy communities.	
	Develop, implement, and promote "good story share" form with district staff.
	Include a section in the monthly eNewsletter to share staff and student stories.
	Develop interview questions to align student learning experiences with board goals and key messages.
	Include stories about board goals in the yearly social media plan.

Strategy 2: Utilize educational theory to enhance the storytelling of key messages.	
	Develop stories around students constructing knowledge through hands-on activities, student-led projects, play-based learning, and experiential learning.
	Develop stories around student choice in the classroom, enhancing strengths and increasing motivation.
	Highlight multicultural education and its benefits to all students by giving them the skills and knowledge to succeed in a diverse future.
	Develop a calendar of key lessons across levels to inform storytelling opportunities.
Strategy 3: Increase the usefulness of district social media channels.	
	Develop and implement social media terms of use for district channels.
	Develop a yearly social media plan.
	Develop social media expectations for buildings.
Objective 3: Foster staff, family, student, and community engagement with district communications through refined communication tools and channels	
Strategy 1: Standardize communication processes.	
	Create a revised standard template for weekly school newsletters.
	Develop a document outlining where families can expect to get information.
	Develop a consistent process for how information is communicated both internally and externally.
	Train staff on the appropriate use of existing and new platforms.
Strategy 2: Enhance strategies to strengthen the engagement of families, students, and community members.	
	Establish a process to gather employee input on decisions that affect their jobs.
	Develop a districtwide visibility plan to identify opportunities for district leaders to strengthen relationships between the district, families, students, and the community.

Strategy 3: Develop, refine, and streamline communication tools and channels to keep key audiences informed and engaged.

Create a "talking points" template for changes or decisions.

Create communication plan templates for emergencies.

Implement a monthly eNewsletter to share key district information with staff, families, students, and the community.

Implement a ParentSquare education campaign for families.

Develop a communications plan template for key district initiatives and issues.

Appendix B: Communication Audit Report



2022 Corvallis School District NSPRA Communication Audit Report

Appendix C: School Board Listening Sessions Report



School Board Listening Sessions Report

Appendix D: Calendar of Strategic Activities

Objective 1: Improve accessibility and transparency of district information for staff, students, families, and the community

Strategy 1: Enhance the value of the communications plan with measurable objectives that support district strategic goals and priorities.

Check Off	Tactic	2023	2024		2025		2026		2027		2028
		Jul - Dec	Jan - Jun								
Yes	Develop a strategic 5-year communications plan tied to the 2024-2029 school board goals.										
	Develop and identify assessment tools and a defined process to measure the impact of communication strategies.										
	Develop a communication plan for sharing the 5-year communications strategic plan and progress updates with key audiences.										
	Conduct annual presentations to the school board on the communications plan and progress.			Annual		Annual		Annual		Annual	
	Conduct proactive issues management by monitoring trends and actively seeking staff input about ongoing areas of concern.					Ongoing					
	Revise the communication plan as needed based on assessment results.					Ongoing					

Strategy 2: Increase the usefulness and accessibility of the district and school websites.

Check Off	Tactic	2023	2024		2025		2026		2027		2028
		Jul - Dec	Jan - Jun								
Yes	Conduct a district website audit.										
	Revise the website to improve the structure, content, and search features, and improve user experience, making it easy to navigate, engaging, accurate, and up-to-date.										
	Utilize plain language guidelines to review and revise website content.										
	Establish district website update guidelines and expectations for staff.										
	Improve the usefulness of the school websites by streamlining information, creating links to the district website for district-specific information, and improving the welcoming aspect of the sites.										
	Establish school website update guidelines and expectations for staff.										

Calendar of Strategic Activities

Strategy 3: Develop, enhance, and implement strategies to keep district staff, families, students, and community members informed.

Check Off	Tactic	2023	2024		2025		2026		2027		2028
		Jul - Dec	Jan - Jun								
	Establish and implement a communications plan for the revised 2024-2029 school board goals.										
	Establish and implement yearly budget communication plans.										
	Develop ongoing communications plans for key district initiatives and issues.										
	Establish guidelines and expectations for internal and external communications.										

Strategy 4: Provide communications support to district staff through training, toolkits, and communication resources.

Check Off	Tactic	2023	2024		2025		2026		2027		2028
		Jul - Dec	Jan - Jun								
	Implement ParentSquare training for school staff.			Annual		Annual		Annual		Annual	
	Develop and implement annual communication training for office managers.			Annual		Annual		Annual		Annual	
	Update and streamline the Google Drive folder with OM communication materials.										
	Develop an outline of communication roles for all administrative staff.										
	Develop a "branding & ambassador" toolkit.										
	Develop and implement employee onboarding training around communication.										
	Develop and implement leadership media and communication training.										

Calendar of Strategic Activities

Objective 2: Develop engaging, compelling, and diverse stories in multi-media formats showcasing our students, staff, programs, and district priorities

Strategy 1: Identify storytelling opportunities around board goals of excellent learning experiences, equitable systems, relevant and engaging learning, and healthy communities.

Check Off	Tactic	2023	2024		2025		2026		2027		2028
		Jul - Dec	Jan - Jun								
Yes	Develop, implement, and promote "good story share" form with district staff.	[Shaded]									
Yes	Include a section in the monthly eNewsletter to share staff and student stories.			[Shaded]							
	Develop interview questions to align student learning experiences with board goals and key messages.				[Shaded]						
	Include stories about board goals in the yearly social media plan.	Ongoing									

Strategy 2: Utilize educational theory to enhance the storytelling of key messages.

Check Off	Tactic	2023	2024		2025		2026		2027		2028
		Jul - Dec	Jan - Jun								
	Develop stories around students constructing knowledge through hands-on activities, student-led projects, play-based learning, and experiential learning.					[Shaded]	[Shaded]				
	Develop stories around student choice in the classroom, enhancing strengths and increasing motivation.					[Shaded]	[Shaded]				
	Highlight multicultural education and its benefits to all students by giving them the skills and knowledge to succeed in a diverse future.					[Shaded]	[Shaded]				
	Develop a calendar of key lessons across levels to inform storytelling opportunities.					[Shaded]	[Shaded]				

Strategy 3: Increase the usefulness of district social media channels.

Check Off	Tactic	2023	2024		2025		2026		2027		2028
		Jul - Dec	Jan - Jun								
Yes	Develop and implement social media terms of use for district channels.		[Shaded]								
	Develop a yearly social media plan.	Ongoing									
	Develop social media expectations for buildings.			[Shaded]							

Calendar of Strategic Activities

Objective 3: Foster staff, family, student, and community engagement with district communications through refined communication tools and channels

Strategy 1: Standardize communication processes.

Check Off	Tactic	2023	2024		2025		2026		2027		2028
		Jul - Dec	Jan - Jun								
	Create a revised standard template for weekly school newsletters.										
	Develop a document outlining where families can expect to get information.										
	Develop a consistent process for how information is communicated both internally and externally.										
	Train staff on the appropriate use of existing and new platforms.	Ongoing									

Strategy 2: Enhance strategies to strengthen the engagement of families, students, and community members.

Check Off	Tactic	2023	2024		2025		2026		2027		2028
		Jul - Dec	Jan - Jun								
	Establish a process to gather employee input on decisions that affect their jobs.										
	Develop a districtwide visibility plan to identify opportunities for district leaders to strengthen relationships between the district, families, students, and the community.										

Strategy 3: Develop, refine, and streamline communication tools and channels to keep key audiences informed and engaged.

Check Off	Tactic	2023	2024		2025		2026		2027		2028
		Jul - Dec	Jan - Jun								
Yes	Create a "talking points" template for changes or decisions.										
Yes	Create communication plan templates for emergencies.										
Yes	Implement a monthly eNewsletter to share key district information with staff, families, students, and the community.										
	Implement a ParentSquare education campaign for families.										
	Develop a communications plan template for key district initiatives and issues.										



Corvallis

SCHOOL DISTRICT



541-757-5811
communications@corvallis.k12.or.us
1555 SW 35th Street, Corvallis, OR 97333
www.csd509j.net

Engage • Strengthen • Include

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



2023 - 2028

Strategic Communication Plan

December 12, 2024

Audit Process

SURVEY

Communication preferences, perceptions, and ideas

MATERIALS REVIEW

Publications, policies, website, social media, strategic plans, budget

FOCUS GROUPS

Interviews on strengths, improvements, decision input, communication views, timeliness, and information needs

Results

	Strengths	Challenges
District Image	<p>The district's work on equity.</p> <p>The community's support of the district.</p>	<p>A lack of focus or a clear vision for CSD.</p> <p>Most were not aware that the school board is beginning to work on a new strategic plan.</p>
District Communications	<p>A basic communication plan is in place.</p> <p>Parents gave communication "during a crisis/serious incident" the highest rating in terms of how informed they feel.</p>	<p>District communications are reactive versus proactive.</p> <p>Stories about the great things happening in the schools and the district are not getting out.</p>

Results

INTERNAL COMMUNICATIONS

Need reliable, regular info pushed out

Delays in receiving important info

Feel uninformed about key district info/decisions

DISTRICT WEBSITE

Text-heavy and lacks photos

Information listed in more than one place

Hard to navigate

EXTERNAL COMMUNICATIONS

Families get too many communications

Confused about the different apps the district and schools are using to communicate

Families do not understand ParentSquare and how it is being used

SOCIAL MEDIA

Need stories and photos of students and staff

Allow comments but does not respond or engage



Goal

Our goal is to ensure that staff, families, students, and community members have access to and are well-informed about key district information. We are committed to delivering effective communications that support district strategic goals and priorities, foster transparency, and promote 2-way communication and engagement.

Objectives

- 1** Improve accessibility and transparency of district information for staff, students, families, and the community by June 30, 2028.
- 2** Develop engaging, compelling, and diverse stories in multi-media formats showcasing our students, staff, programs, and district priorities by June 30, 2028.
- 3** Foster staff, family, and community engagement with district communications through refined communication tools and channels by June 30, 2028.



Key Messages

- 1** The Corvallis School District provides students with challenging, relevant, and engaging learning experiences that help them succeed and prepare them for the future.
- 2** We celebrate the rich diversity of our school community, ensure the needs and interests of all students are taken into account, and aim to ensure success by inspiring and empowering students to thrive in a diverse and ever-changing world.
- 3** We believe in prioritizing social, emotional, mental, and physical wellness to create a thriving school community. Through this, we foster growth and community care, ensuring every student feels known, valued, and empowered to reach their full potential.

Strategies and Tactics

Objective 1: Improve accessibility and transparency of district information for staff, students, families, and the community

Strategy 1: Enhance the value of the communications plan with measurable objectives that support district strategic goals and priorities.

Tactics:

- Develop a strategic 5-year communications plan tied to the 2024-2029 school board goals.
- Develop and identify assessment tools and a defined process to measure the impact of communication strategies.
- Develop a communication plan for sharing the 5-year communications strategic plan and progress updates with key audiences.
- Conduct annual presentations to the school board on the communications plan and progress.
- Conduct proactive issues management by monitoring trends and actively seeking staff input about ongoing areas of concern.
- Revise the communication plan as needed based on assessment results.

Measurement, Evaluation, & Calendar

Appendix A: Evaluation Tracking Tool

Evaluation Monitoring Tool for All Strategies and Tactics in the 2023-28 Plan

This tool will be reviewed quarterly to assess progress and compared to the proposed calendar. Strategies and tactics will be marked off once completed.

Check Off	Tactic	2023	2024	2025	2026	2027	2028
		Jul-Dec	Jan-Jun	Jul-Dec	Jan-Jun	Jul-Dec	Jan-Jun
Yes	Develop strategic 5-year communications plan for the 2024-2029 school board goals.						
	Develop and identify assessment tools and a defined process to measure the impact of communication strategies.						
	Develop a communication plan for sharing the 5-year communications strategic plan and progress updates with key audiences.						
	Conduct annual presentations to the school board on the communications plan and progress.						
	Conduct proactive issues management by monitoring trends and actively seeking staff input about ongoing areas of concern.						
	Revise the communication plan as needed based on assessment results.						
Strategy 2: Increase the usefulness and accessibility of the district and school websites.							
	Conduct a district website audit.						
	Revise the website to improve the structure, content, and search features, and improve user experience, making it easy to navigate, engaging, accurate, and up-to-date.						
	Utilize plain language guidelines to review and revise website content.						
	Establish district website update guidelines and expectations for staff.						
	Improve the usefulness of the school websites for streamlining information, creating links to the district website for district-specific information, and improving the welcoming aspect of the site.						
	Establish school website update guidelines and expectations for staff.						

Appendix D: Calendar of Strategic Activities

Objective 1: Improve accessibility and transparency of district information for staff, students, families, and the community

Strategy 1: Enhance the value of the communications plan with measurable objectives that support district strategic goals and priorities.

Check Off	Tactic	2023	2024	2025	2026	2027	2028
		Jul-Dec	Jan-Jun	Jul-Dec	Jan-Jun	Jul-Dec	Jan-Jun
Yes	Develop strategic 5-year communications plan for the 2024-2029 school board goals.						
	Develop and identify assessment tools and a defined process to measure the impact of communication strategies.						
	Develop a communication plan for sharing the 5-year communications strategic plan and progress updates with key audiences.						
	Conduct annual presentations to the school board on the communications plan and progress.						
	Conduct proactive issues management by monitoring trends and actively seeking staff input about ongoing areas of concern.						
	Revise the communication plan as needed based on assessment results.						

Strategy 2: Increase the usefulness and accessibility of the district and school websites.

Check Off	Tactic	2023	2024	2025	2026	2027	2028
		Jul-Dec	Jan-Jun	Jul-Dec	Jan-Jun	Jul-Dec	Jan-Jun
Yes	Conduct a district website audit.						
	Revise the website to improve the structure, content, and search features, and improve user experience, making it easy to navigate, engaging, accurate, and up-to-date.						
	Utilize plain language guidelines to review and revise website content.						
	Establish district website update guidelines and expectations for staff.						
	Improve the usefulness of the school websites for streamlining information, creating links to the district website for district-specific information, and improving the welcoming aspect of the site.						
	Establish school website update guidelines and expectations for staff.						



Next Steps

- 1** Measure the plan's effectiveness and impact on staff, families, students, and the community.
- 2** Share yearly progress with staff, families, students, and community members.
- 3** Use this information to make ongoing adjustments to the plan or timelines as needed.



QUESTIONS?

IX. OREGON SCHOOL BOARDS ASSOCIATION 2024 ELECTION



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Luhui Whitebear, Board Chair
Meeting Date: December 12, 2024

Oregon School Boards Association 2024 Elections

ACTION REQUESTED

Background

Corvallis School District is a member of the Oregon School Boards Association (OSBA) and is represented by position #10 on the OSBA Board of Directors and position #10 on the Legislative Policy Committee. Both positions are up for election, and the Corvallis school board must take action during a public meeting to decide how the board will vote for the candidates they want for each position.

OSBA Board of Directors Position #10 Candidates:

- Luhui Whitebear, Corvallis School District
- Clyde Rood, Lebanon Community School District

OSBA Legislative Policy Committee #10 Candidates:

- Soren Rounds, Alsea School District
- Jason Curtis, Central Linn School District

Additionally, the board must take action to decide how the board as a whole will vote on each of three resolutions.

- Resolution #1 – **Resolution to Amend the OSBA Dues Schedule**
- Resolution #2 – **Resolution to Amend Oregon School Boards Association’s Bylaws Relating to Composition of the Board of Directors**
- Resolution #3 – **Resolution to Amend the OSBA 2023 Bylaws** (The bracketed language included in the proposed Bylaws amendments pertaining to the addition of the Oregon School Board Members PRIDE Caucus is dependent upon the passage of Resolution 2. If Resolution 2 does not pass, the bracketed language will be removed from the OSBA bylaws.)

The board will vote on each position and policy at the December 12, 2024 board meeting. All materials are in the board packet for review.

Action during a public meeting is necessary to decide how the board as a whole will vote. Board Secretary Kim Nelson will submit the official vote on behalf of the board.

ACTION REQUESTED:

Vote on each position and resolution at the December 12, 2024, board meeting. All materials are in the board packet for review.

MOTIONS REQUESTED:

1. "I move to vote for [Name] for position #10 on the Oregon School Boards Association Board of Directors."
2. "I move to vote for [Name] for position #10 on the OSBA Legislative Policy Committee."
3. "I move [to adopt/not to adopt /abstain on/take no action on] Resolution #1: Amend the Oregon School Boards Association Dues Schedule."
4. "I move [to adopt/not to adopt /abstain on/take no action on] Resolution #2: Amend Oregon School Boards Association's Bylaws Relating to Composition of the Board of Directors."
5. "I move [to adopt/not to adopt /abstain on/take no action on] Resolution #3: Amend the Oregon School Boards Association 2023 Bylaws."

IX.A. Board of Directors - Position 10

OSBA Board of Directors CANDIDATE QUESTIONNAIRE

Name: _____

Date: _____

Address: _____

City/Zip: _____

Business phone: _____

Residence phone: _____

Cell phone: _____

E-mail: _____

District/ESD/CC: _____

Term expires: _____ Years on board: _____

Region: _____

Position #: _____



I certify that if elected I will faithfully serve as a member of the OSBA Board of Directors. My nomination form has been submitted to OSBA (or is attached to this document) as evidence.

Name

Date

Be brief; please limit your responses to 50 words per question.

1. Describe in your own words the mission and goals of OSBA.

2. What do you want to accomplish by serving on the OSBA board of directors?

3. What leadership skills do you believe you bring to the board of directors? Give an example of a situation in which you demonstrated these skills.

OSBA Board of Directors

CANDIDATE PERSONAL/PROFESSIONAL RESUME

Work or service performed for OSBA or local district (include committee name and if you were chair):

Other education board positions held/dates:

Occupation (Include at least the past five years):

Employers:

Dates:

Schools attended (Include official name of school, where and when):

High school:

College:

Degrees earned:

Education honors and/or awards:

Other applicable training or education:

Activities, other state and local community services:

Hobbies/special interests:

Business/professional/civic group memberships; offices held and dates:

Additional comments:

NOMINATION FORM OSBA BOARD OF DIRECTORS REGIONAL MEMBER

Date: September 5, 2024

TO: Chris Cronin, OSBA President-Elect
Oregon School Boards Association
1201 Court St NE, #400
Salem, OR 97301
Fax: 503-588-2813
E-mail: OSBAelections@osba.org

**Nominations are due by 5 pm,
September 27, 2024**

Return this form and all candidate information
forms to the OSBA office by email at
OSBAelections@osba.org, or mail to Oregon
School Boards Association, 1201 Court
St. NE, #400, Salem, OR 97301

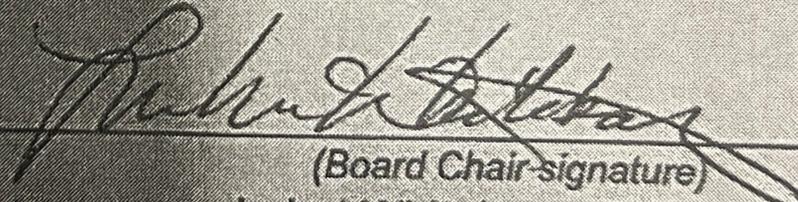
Dear Chris Cronin:

With this letter, our board nominates the candidate named below to a position on the OSBA Board of Directors for the
Linn/Benton/Lincoln Region, Position # 10.

BOARD CANDIDATE INFORMATION

Name: Luhui Whitebear
District/ESD/Community College: Corvallis School District 509J
Address: 440 SE Alexander Pl
City: Corvallis Oregon ZIP: 97333
E-mail: luhui.whitebear@corvallis.k12.or.us Phone: 541-714-3305

This nomination was approved by official action of our board of directors at a duly called meeting on
September 5, 2024
(date)



(Board Chair signature)

Board Chair name: Luhui Whitebear, PhD
District: Corvallis School District 509J
Address: 1555 SW 35th Street
City, State, Zip: Corvallis, OR 97333

OSBA Board of Directors CANDIDATE QUESTIONNAIRE

Name: _____

Date: _____

Address: _____

City/Zip: _____

Business phone: _____

Residence phone: _____

Cell phone: _____

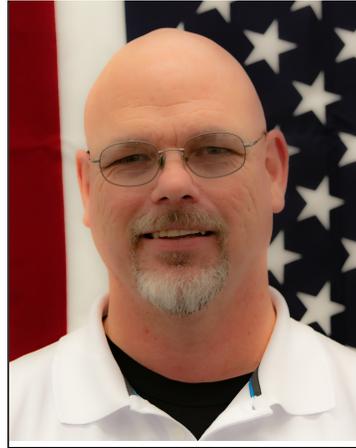
E-mail: _____

District/ESD/CC: _____

Term expires: _____ Years on board: _____

Region: _____

Position #: _____



I certify that if elected I will faithfully serve as a member of the OSBA Board of Directors. My nomination form has been submitted to OSBA (or is attached to this document) as evidence.

Name

Date

Be brief; please limit your responses to 50 words per question.

1. Describe in your own words the mission and goals of OSBA.

2. What do you want to accomplish by serving on the OSBA board of directors?

3. What leadership skills do you believe you bring to the board of directors? Give an example of a situation in which you demonstrated these skills.

OSBA Board of Directors

CANDIDATE PERSONAL/PROFESSIONAL RESUME

Work or service performed for OSBA or local district (include committee name and if you were chair):

Other education board positions held/dates:

Occupation (Include at least the past five years):

Employers:

Dates:

Schools attended (Include official name of school, where and when):

High school:

College:

Degrees earned:

Education honors and/or awards:

Other applicable training or education:

Activities, other state and local community services:

Hobbies/special interests:

Business/professional/civic group memberships; offices held and dates:

Additional comments:

Email to OSBAelections@osba.org, or mail to: Oregon School Boards Association, 1201 Court St NE, #400, Salem, OR 97301
Deadline: September 29, 2023, 5 p.m.

Materials submitted by the candidate on this form may be subject to a public information request under ORS Chapter 192.

NOMINATION FORM OSBA BOARD OF DIRECTORS REGIONAL MEMBER

Date: 9/12/24

TO: Chris Cronin, OSBA President-Elect
Oregon School Boards Association
1201 Court St NE, #400
Salem, OR 97301
Fax: 503-588-2813
E-mail: OSBAelections@osba.org

**Nominations are due by 5 pm,
September 27, 2024**

Return this form and all candidate information forms to the OSBA office by email at OSBAelections@osba.org, or mail to Oregon School Boards Association, 1201 Court St. NE, #400, Salem, OR 97301

Dear Chris Cronin:

With this letter, our board nominates the candidate named below to a position on the OSBA Board of Directors for the Linn/Benton/Lincoln Region, Position # 10.

BOARD CANDIDATE INFORMATION

Name: Clyde Rood
District/ESD/Community College: Lebanon Community School District
Address: 227 S 7th St.
City: Lebanon Oregon ZIP: 97355
E-mail: Clyde.rood@lebanon.k12.or.us Phone: 541-905-1547

This nomination was approved by official action of our board of directors at a duly called meeting on 9/12/24 (date).



(Board Chair signature)

Board Chair name: Tom Oliver
District: Lebanon Community School District
Address: 485 S 5th St.
City, State, Zip: Lebanon, OR 97355

NOMINATION FORM

OSBA LEGISLATIVE POLICY COMMITTEE (LPC)

REGIONAL MEMBER

Date _____

TO: Chris Cronin, OSBA President-Elect
Oregon School Boards Association
1201 Court St NE, #400
Salem, OR 97301
Fax: 503-588-2813
E-mail: OSBAelections@osba.org

**Nominations are due by 5 pm,
September 27, 2024.**

Return this form and all candidate information forms to the OSBA office by email at OSBAelections@osba.org, or mail to Oregon School Boards Association, 1201 Court St. NE, #400, Salem, OR 97301

Dear Chris Cronin:

With this letter, our board nominates the candidate named below to a position on the OSBA Legislative Policy Committee for the _____ Region, Position # _____.

LPC CANDIDATE INFORMATION

Name: _____

District/ESD/Community College: _____

Address: _____

City: _____ Oregon ZIP: _____

E-mail: _____ Phone: _____

**This nomination was approved by official action of our board of directors at a duly called meeting on _____
(date)**

(Board Chair signature)

Board Chair name: _____

District: _____

Address: _____

City, State, Zip: _____

OSBA Legislative Policy Committee CANDIDATE QUESTIONNAIRE

Name: Jason E. Curtis Date: 9/26/24
Address: 809 Washburn St.
City/Zip: Brownsville, OR 97327
Business phone: (541) 619-5340
Residence phone: Same
Cell phone: Same
E-mail: jason.curtis@centrallinn.k12.or.us
District/ESD/CC: Central Linn School District #552
Term expires: 6/30/27 Years on board: 2
Region: Linn Benton Lincoln ESD Position #: 10



I certify that if elected I will faithfully serve as a member of the OSBA Legislative Policy Committee. My nomination form has been submitted to OSBA (or is attached to this document) as evidence.

Jason E. Curtis 9/26/24
Name Date

Be brief; please limit your responses to 50 words per question.

1. What do you want to accomplish by serving on the Legislative Policy Committee (LPC)?
I want give a voice to smaller rural districts in the larger conversation with regards to policy creation in Salem.

2. What leadership skills do you bring to the LPC? Give an example of a situation in which you demonstrated these skills.
My leadership style is to include all voices in the process. I was instrumental in the creation of our current policy committee itself along with the guidelines of operation. This committee has allowed for student, teacher, and community voices to engage in policy creation in our district.

3. What do you see as the two most challenging legislative issues faced by OSBA?
I see getting truly representative data into the decision making process, along with achieving full understanding in Salem of the issues directly affecting school districts in Oregon as two prominent challenges faced by the OSBA.

4. What do you see as the two most challenging legislative issues faced by your region?
I see unfunded policy requirements and under funding in general as the two most challenging legislative issues in our region. Laying off staff, cutting back on necessary programs, and ultimately spending large amounts of administrative time on requirements not directly benefitting student outcomes make running a small district more difficult.

5. What is your plan for communicating with boards in your region about legislative issues?
My plan would be to send out monthly e-mail to boards in our region keeping them up to date with legislative issues and seeking their input/questions.

Email to OSBAelections@osba.org, or mail to: Oregon School Boards Association, 1201 Court St NE, #400, Salem, OR 97301
Materials submitted by the candidate on this form may be subject to a public information request under ORS Chapter 192.

OSBA Legislative Policy Committee

CANDIDATE PERSONAL/PROFESSIONAL RESUME

Work or service performed for OSBA or local district (include committee name and if you were chair):

I proposed and assisted with the creation of our district policy committee creation as well as serving on the committee. I also serve on the budget committee for our district.

Other education board positions held/dates:

No other educational board positions other than current Zone 5 position for CLSD

Occupation (Include at least the past five years):

Employers:		Dates:
Sand Ridge Charter School	Full Time Teacher	2001-2003
Curtis Excavation, LLC	Owner	2003-Present

Schools attended (Include official name of school, where and when):

High school: Lebanon Union High School, Lebanon OR, 1993-1997

College: Oregon State University, Corvallis OR, 1997-2001

Degrees earned: BS in Elementary Education

Education honors and/or awards:

National Honor Society Member

Other applicable training or education:

N/A

Activities, other state and local community services:

Brownsville Rural Fire Dept. Volunteer (Current), Brownsville Recreation Center Volunteer Coach (Current), AYSO Soccer Volunteer Coach/Ref. (Past)

Hobbies/special interests:

Attending my children's sporting events, motocross racing, reading (primarily non-fiction), community events

Business/professional/civic group memberships; offices held and dates:

Sharing Hands, Board Member 2014-2018
Brownsville Fire Association, Secretary, VP, President 2013-Present
Brownsville Chamber of Commerce, Member 2015-Present

Additional comments:

Thank you for your consideration!

Email to OSBAelections@osba.org, or mail to: Oregon School Boards Association, 1201 Court St NE, #400, Salem, OR 97301
Materials submitted by the candidate on this form may be subject to a public information request under ORS Chapter 192.

**NOMINATION FORM
OSBA LEGISLATIVE POLICY COMMITTEE (LPC)
REGIONAL MEMBER**

Date 9/11/2024

TO: Chris Cronin, OSBA President-Elect
Oregon School Boards Association
1201 Court St NE, #400
Salem, OR 97301
Fax: 503-588-2813
E-mail: OSBAelections@osba.org

**Nominations are due by 5 pm,
September 27, 2024.**

Return this form and all candidate information forms to the OSBA office by email at OSBAelections@osba.org, or mail to Oregon School Boards Association, 1201 Court St. NE, #400, Salem, OR 97301

Dear Chris Cronin:

With this letter, our board nominates the candidate named below to a position on the OSBA Legislative Policy Committee for the Linn/Benton/Lincoln Region, Position # 10.

LPC CANDIDATE INFORMATION

Name: Soren Rounds
District/ESD/Community College: Alsea School District
Address: 15213 Lobster Valley Rd
City: Alsea Oregon ZIP: 97324
E-mail: soren.rounds@alsea.k12.or.us Phone: 541-510-8758

This nomination was approved by official action of our board of directors at a duly called meeting on 9/12/2024
(date)



(Board Chair signature)

Board Chair name: Risteen Follett
District: Alsea School District
Address: 301 S 3rd St / PO Box B
City, State, Zip: Alsea, OR 97324

OSBA Legislative Policy Committee CANDIDATE QUESTIONNAIRE

Name: Soren Rounds

Date: 9/18/27

Address: 15213 Lobster Valley Road

City/Zip: Alsea 97324

Business phone: _____

Residence phone: 541-486-4101

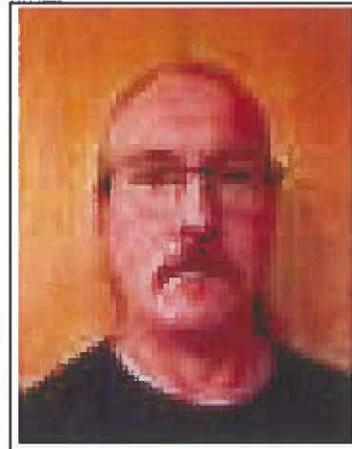
Cell phone: 541-510-8758

E-mail: Soren.rounds@alsea.k12.or.us

District/ESD/CC: Alsea 7J

Term expires: 2027 Years on board: 1.5

Region: Linn Benton Lincoln 10



Position #: 10

I certify that if elected I will faithfully serve as a member of the OSBA Legislative Policy Committee. My nomination form has been submitted to OSBA (or is attached to this document) as evidence.

Soren Rounds

9/18/24

Name

Date

Be brief; please limit your responses to 50 words per question.

1. What do you want to accomplish by serving on the Legislative Policy Committee (LPC)?

I would like to advance the interests of primary and secondary education in Oregon.

2. What leadership skills do you bring to the LPC? Give an example of a situation in which you demonstrated these skills.

In my role as director of pharmacy for a local hospital, managing all pharmacy personnel, operations, and policy development, I strived to utilize inclusion. During that time I oversaw the implementation of a new electronic medical record system which was viewed with much skepticism by most employees. Building the drug library, order sets, and protocols took a year of work. In order to reduce pessimism I included every pharmacy employee rotating them in and out of the build team. This resulted in near-universal ownership and acceptance.

3. What do you see as the two most challenging legislative issues faced by OSBA?

Equalizing financial support with needs and expectations is probably the biggest challenge. Less of a problem but also significantly important is ensuring the educating people remains the goal of the educational system, resisting "culture war" related policy.

4. What do you see as the two most challenging legislative issues faced by your region?

Obtaining adequate financial support is the latest challenge in my region, as it likely is everywhere. Resisting the addition of added reporting requirements is important particularly for small districts of which there are many in region 10.

5. What is your plan for communicating with boards in your region about legislative issues?

I hope to actively solicit questions and make myself generally available for discussion once boards are familiar with my position and contact in formation.

Email to OSBAelections@osba.org, or mail to: Oregon School Boards Association, 1201 Court St NE, #400, Salem, OR 97301

Materials submitted by the candidate on this form may be subject to a public information request under ORS Chapter 192.

OSBA Legislative Policy Committee

CANDIDATE PERSONAL/PROFESSIONAL RESUME

Work or service performed for OSBA or local district (include committee name and if you were chair):

Board vice-chair, 2023-present

Member, superintendent search committee, 2022-23

Other education board positions held/dates:

Occupation (Include at least the past five years):

Employers:

Pharmacist, Peacehealth Riverbend Hospital

Dates:

2008-2017

Pharmacy Director, McKenzie-Willamette Medical Center

2007-2008

Schools attended (Include official name of school, where and when):

High school: Alsea High School, Alsea Oregon, 1989-1992

College: Lane Community College 1993-1995; University of Oregon 1998-2000; Oregon State University 2000-2004

Degrees earned: Associate of Applied Science, Automotive Technology; Bachelor of Science, General Science; Doctor of Pharmacy

Education honors and/or awards:

Other applicable training or education:

Activities, other state and local community services:

Cascade Medical Team Foundation, past board member 2010-2015

Cascade Medical Team Guatemala mission pharmacy leader, 2007-2015

Friends of the Corvallis-Benton County Public Library current board member and active volunteer

Hobbies/special interests:

Gardening, reading, automotive repair and restoration

Business/professional/civic group memberships; offices held and dates:

Additional comments:

I am not completely certain of the activities performed by the ideal LPC member, but I hope to learn how to best advance the interests of education in Oregon through advocacy in the community, to organizations, and to governing bodies. I am currently retired and have time to dedicate to this purpose

Email to OSBAelections@osba.org, or mail to: Oregon School Boards Association, 1201 Court St NE, #400, Salem, OR 97301

Materials submitted by the candidate on this form may be subject to a public information request under ORS Chapter 192.

IX.C. Resolution 1: Amends the OSBA Dues
Schedule



Resolution to Amend the OSBA Dues Schedule

WHEREAS, the Oregon School Boards Association (OSBA) dues revenue as a percentage of OSBA's total revenues is declining. OSBA's dues revenue as a percentage of OSBA's operating costs to support the services OSBA provides to members is also declining;

WHEREAS, the percentage of dues revenue as a proportion of total association revenue has fallen 19.1 percent since the 1996-97 fiscal year to 6.4 percent of total association revenue. If dues do not increase, this percentage of total association revenue will continue to decline;

WHEREAS, the OSBA dues schedule has not increased since the 1998-99 fiscal year;

WHEREAS, OSBA retained The Coraggio Group to do an in-depth analysis of the value of the programs and services OSBA offers to its members and develop a 3-5 year sustainable business plan with member engagement;

WHEREAS, based on the survey data obtained by The Coraggio Group, OSBA members overwhelmingly agree that they receive great service for what they currently pay. Current annual member dues are as low as \$250. Given the costs associated with providing no cost or highly subsidized services available to members, \$250 is very low in comparison.

WHEREAS, The Coraggio Group in collaboration with OSBA staff, has recommended a phased increase in the dues schedule. This approach aims to provide financial stability for the organization and align the dues with other state associations, thereby enabling the association to continue offering its high-quality programs and services.

WHEREAS, the proposed dues increase, which was reviewed by the OSBA Finance Committee, and approved by the OSBA Board of Directors on June 15, 2024, supports the recommendation to amend the OSBA Dues Schedule.

THEREFORE, BE IT RESOLVED in recognition of the current financial situation of Oregon districts and the need for an OSBA dues adjustment, the OSBA Board of Directors recommends that the dues schedule be amended in a manner so that OSBA member school districts and education service districts (ESDs) paying more than \$1,500 annually will experience a dues increase of 15% annually for five consecutive years beginning in the 2025-2026 fiscal year. Beginning in the 2030-31 fiscal year, the dues will increase annually as a percentage in alignment with the Consumer Price Index;

THEREFORE, BE IT FURTHER RESOLVED, the OSBA Board of Directors recommends a membership dues floor be established at \$1,500 and a maximum dues rate of \$25,000 per fiscal year. For OSBA member school districts, ESDs, and community colleges who are below this floor, dues will increase \$250 per year until the floor is reached. For school districts and ESDs that reach the floor before the 2030-31 fiscal year, dues will increase by 15% per year until the 2030-31 fiscal year. Beginning in the 2030-31 fiscal year, dues for all school districts, ESDs, and community colleges will increase annually as a percentage in alignment with the Consumer Price Index.

BE IT FURTHER RESOLVED by the OSBA Board of Directors that the proposed amendments to the OSBA Dues Schedule be submitted to the membership for consideration during the 2024 OSBA election; and

BE IT FURTHER RESOLVED by the OSBA Board of Directors that the proposed amendments to the OSBA Dues Schedule and a copy of this resolution be forwarded to all OSBA member boards in accordance with the OSBA Board of Directors' adopted elections calendar.

Submitted by: OSBA Board of Directors

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	\$ 1,223.75	\$ 1,473.75	\$ 1,694.81	\$ 1,762.61
ESD Membership Dues 02 (1000-2500)*	\$ 710.50	\$ 960.50	\$ 1,210.50	\$ 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)

IX.D. Resolution 2: Creates the Oregon School Board Members PRIDE Caucus and Designates a Seat on the OSBA Board of Directors and Legislative Policy Committee



Resolution to Amend Oregon School Boards Association's Bylaws Relating to Composition of the Board of Directors

WHEREAS, the Oregon School Boards Association (OSBA) was formed in 1946 as a volunteer association of locally elected public school boards and transitioned to a nonprofit public benefit corporation under Oregon Revised Statute Chapter 65 as of July 1, 2018;

WHEREAS, the Oregon LGBTQIA2S+ School Board Members Advisory Committee has been operating as an OSBA board appointed advisory committee since September 22, 2023; has a record of regular meetings; has draft bylaws; has identified goals that align with the mission, vision and goals of OSBA; has draft action plans; and a draft budget;

WHEREAS, the Oregon LGBTQIA2S+ School Board Members Advisory Committee is ready to elect officers and their Leadership Assembly;

WHEREAS, the Oregon LGBTQIA2S+ School Board Members Advisory Committee has articulated its mission as follows: "To promote quality education for all students with an emphasis on the unique needs of LGBTQIA2S+ students, staff and board members.";

WHEREAS, OSBA's Board of Directors recognizes the importance of the Oregon LGBTQIA2S+ School Board Members Advisory Committee's mission and goals; and

WHEREAS, the Oregon LGBTQIA2S+ School Board Members Advisory Committee has respectfully requested that the Board of Directors submit a resolution to the membership creating the Oregon School Board Members PRIDE Caucus (OSBM PRIDE) and designate a seat on the OSBA Board of Directors and Legislative Policy Committee.

THEREFORE, BE IT RESOLVED by the OSBA Board of Directors that the proposed bylaws amendment designating an Oregon School Board Members PRIDE Caucus representative as a voting member of the OSBA Board of Directors and Legislative Policy Committee be submitted to the membership for consideration during the 2024 OSBA election; and

BE IT FURTHER RESOLVED that the draft bylaws and a copy of this resolution be forwarded to all association member boards in accordance with OSBA's adopted elections calendar.

Submitted by: OSBA Board of Directors

BYLAWS

OREGON SCHOOL BOARD MEMBERS PRIDE CAUCUS
OF THE OREGON SCHOOL BOARDS ASSOCIATION

DRAFT

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ARTICLE 1

CHARTER

The Oregon School Boards Association (the “OSBA”) exists solely to perform essential governmental functions and all its income must accrue to the State of Oregon or its political subdivisions as required under IRC Section 115. OSBA’s mission is to improve student success and education equity through advocacy, leadership and service to Oregon public school boards.

OSBA is aware and acknowledges that diversity is a core value of OSBA. OSBA desires to identify areas of concern and causation, convene a caucus of stakeholders, and create a plan to better promote and support the success of students, school staff and school board members who identify as part of the LGBTQIA2S+ communities.

To this end, The OSBA Board of Directors has formally recognized the Oregon School Board Members PRIDE Caucus (the “Caucus”) to serve as a resource and provide guidance and leadership for these initiatives to the OSBA Board of Directors.

The activities of the Caucus shall align with OSBA bylaws as well as complement, not duplicate, OSBA’s efforts on behalf of all local governing boards.

ARTICLE 2

NAME, MISSION AND GOALS

2.1 Name. This organization shall be known as the Oregon School Board Members PRIDE Caucus (OSBM PRIDE) of the Oregon School Boards Association (OSBA).

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

2.3 Goals.

2.3.1 The implementation of ODE’s “Oregon LGBTQ2SIA+ Student Success Plan.”

2.3.2 Promoting positive and effective relationships among LGBTQIA2S+ school board members, their communities, political leaders, partner organizations and OSBA.

2.3.3 Building and increasing capacity of LGBTQIA2S+ school board members and support a pipeline for LGBTQIA2S+ people to run for school board seats.

2.3.4 Serving as a resource.

2.3.5 Developing, promoting, and advancing legislation to improve educational opportunities and outcomes for LGBTQIA2S+ students, staff and families.

2.3.6 Equipping and advancing LGBTQIA2S+ board members to serve in the general OSBA leadership.

2.3.7 Building capacity of the general board membership in understanding the issues of LGBTQIA2S+ people and inclusion.

ARTICLE 3

MEMBERSHIP

3.1 Qualification. All members must support the purposes and goals of the Caucus as set forth in Article 2.

3.2 Members. The Caucus members may include any elected or appointed member of any public board of education in Oregon who are active members in good standing with the Oregon School Boards Association and identify as a member of the LGBTQIA2S+ communities. Caucus members may participate in all discussions, vote, and serve as an officer of the Caucus. Members must attend the meeting in person, via telephone, or via virtual meeting platform (e.g., Zoom) to vote. Voting by proxy shall not be permitted.

3.3 Attendees. The Caucus may, in its discretion, invite to participate in any meeting or event any other individuals who support the purpose and goals of the Caucus as set forth in Article 2.

3.4 Membership List. The Membership list shall be maintained by the Secretary.

ARTICLE 4

BUDGET

4.1 Budget. The Caucus shall submit an annual budget request as outlined under the OSBA budget process, including approval by the OSBA Board of Directors. The request shall set forth the areas of concern, recommended actions, and annual goals.

ARTICLE 5

MEETINGS

5.1 Annual Meetings. An annual meeting of the Caucus shall be in conjunction with the OSBA Annual Convention at which time the Caucus shall elect officers and shall conduct other business as may properly be brought before the meeting of the Caucus.

5.2 Regular and Special Meetings.

5.2.1 Regular Meetings. The Caucus shall meet as often as required to achieve the goals outlined in its annual Work Plan. These meetings shall be scheduled for the year at the Annual Meeting.

5.2.2 Special Meetings. Special meetings of the members for any purpose may be called, either in writing or by e-mail, by the President or by a majority of the Executive Committee. Such a request shall state the purpose or purposes of the proposed meeting.

5.2.3 Place of Meetings. Regular and special meetings of the Caucus shall be held at any location within Oregon, by virtual meeting platform, or a combination of the two, as designated by the President or the Executive Committee.

5.3 Notice.

5.3.1 Notice of every annual meeting of members, stating the time and place thereof, will be provided with an agenda no less than 15 days prior to such meeting.

5.3.2 Notice of every regular or special meeting of members, stating the time and place thereof, shall be provided with an agenda no less than 10 days prior to such meeting.

5.4 Quorum. Except as otherwise provided by law, the presence at any meeting of a majority of the Executive Committee shall constitute a quorum.

5.5 Organization. The President may determine in their sole discretion whether any meeting of the Caucus shall be held in accordance with Robert's Rules of Order.

5.6 Records. The President shall see that all correspondence, minutes, agendas, and Charter be sent to and kept on file with OSBA.

5.7 OSBA Staff Liaison. The Executive Director of OSBA shall designate a staff member to serve as a liaison representative to the Caucus. The designee shall not have voting rights.

5.8 Compliance with Open Meetings Laws. The Caucus shall comply with the open meetings law requirements of ORS chapter 192 at every convening of its membership in which a quorum is required in order to make a decision or to deliberate toward a decision on any matter.

ARTICLE 6

CAUCUS LEADERSHIP COUNCIL

6.1 Composition. The Leadership Council of the Caucus shall include the President(s), Vice President, Secretary, Treasurer, Regional Directors and two Members of the Caucus.

6.2 Term. Leadership Council members shall serve a two-year term. The President may only serve one consecutive term. The Vice President, Secretary, Treasurer, Regional Members, and Members-at Large may serve any number of consecutive terms. Each officer shall hold office until the term has expired or until a successor has been duly elected and qualified for the position, or until the officer can no longer hold the position because they no longer qualify to be a member of the Caucus as defined in Article 3 above, or because of removal or death.

6.3 Nomination and Election

6.3.1 Nomination. Leadership Council members may be nominated by either the nominating committee or a caucus member at the annual meeting.

6.3.2 Election. The members shall elect the Leadership Council by majority vote at the annual meeting in even numbered years.

6.4 Designations

6.4.1 President. The President shall preside at all meetings of the Caucus and the Executive Committee. The President shall appoint all standing and special committees and shall be an ex-officio member of all committees, except the nominating committee, with voting power. The President shall sign all official reports of the Caucus. Two persons may share the position of President, or one person may serve as President and another as Vice President.

6.4.2 Vice President. In the absence of the President, the Vice President shall have and perform all the powers and duties of the President.

6.4.3 Immediate Past President. The Immediate Past President shall advise and counsel with other officers. The Immediate Past President chairs the officer succession planning process. The past president serves for two calendar years.

6.4.4 Secretary. The Secretary shall keep the minutes and records, maintain a roster of the current membership, and shall see that all notices are duly given in accordance with the provisions of law and this Charter, and such other duties as from time to time may be assigned by the Executive Committee.

6.4.5 Treasurer. The Treasurer shall have the responsibility for receiving and disbursing all funds related to the Caucus in coordination with the OSBA liaison. The Treasurer shall report regularly to the Executive Committee, shall prepare a written yearly financial

report to be distributed to the members at each annual meeting, and shall perform other duties assigned by the Executive Committee.

6.4.6 Regional Caucus Directors. There shall be one Regional Director for each congressional district apportioned to Oregon for election at the Oregon general election held in the year of the Caucus' annual meeting. (For reference, there shall be six Regional Directors starting in 2025.) The Regional Directors shall live in the region which they represent. The Regional Directors shall report issues from their region to the Caucus and shall perform other duties assigned by the Executive Committee. The regions shall be based on Oregon's congressional districts.

Future positions:

6.4.7 At-Large Members. There shall be two At-Large Directors.

6.5 Resignation. A Leadership Council member may resign by filing a written resignation with the President or Secretary of the Caucus or the President of OSBA.

6.6 Vacancies. Any vacancy in any office may be appointed for the unexpired portion of the term by a majority of the officers at the next regular or special meeting.

6.7 Removal. Any member of the Caucus who misses more than two meetings out of any four consecutive meetings, unless they are excused by the board for a valid reason, may have their office vacated by action of the board.

ARTICLE 7

EXECUTIVE COMMITTEE

7.1 Composition. There shall be an Executive Committee made up of the President(s), Vice President, Immediate Past President, Secretary, and Treasurer.

7.2 Responsibilities. The Executive Committee shall have the following responsibilities and powers:

- (a) To respond to any inquiry or question from OSBA.
- (b) To act on behalf of the Caucus when deemed necessary by the President.
- (c) To review plans and programs to be presented to the Caucus at its meetings.
- (d) To give direction to the OSBA liaison on legislative action to come before the state legislature on which there is no formal Caucus policy or resolution.

(e) The Executive Committee shall act as the Nominating Committee and nominate a candidate for each office of the Caucus. A nominating committee report will be included in the notice of the annual meeting of the membership.

7.3 Ratification. Any actions by the President shall be reported to the Executive Committee as soon as the action has taken place. All actions of the Executive Committee shall be subject to ratification by the Caucus at the next meeting of the members.

7.4 Administration. The Executive Committee may use the guidance of Robert's Rules of Order for all procedures. The Executive Committee shall keep regular minutes of its proceedings and all actions by the Executive Committee shall be reported promptly to the membership. Such actions shall be subject to review by the membership, provided that no rights of third parties shall be affected by such review.

ARTICLE 8

COMMITTEES

The President or Executive Committee may establish committees of two or more members to serve at the discretion of the President or the Executive Committee. These committees may consist of such persons and perform such duties as the President designates from time to time. The committees may not act on behalf of the Caucus but may make recommendations to the Caucus for approval. The Chair of any such committee shall be a member of the Executive Committee.

ARTICLE 9

SEAT ON THE OSBA'S BOARD OF DIRECTORS

The Caucus shall appoint one officer from the Leadership Council to serve as liaison to the OSBA Board of Directors and to be a member of the OSBA Board of Directors. The appointee must be an elected or appointed member of any public board of education in Oregon and an active member in good standing with the Association.

ARTICLE 10

GENERAL PROVISIONS

10.1 Amendment of Bylaws

10.1.1 Bylaws may be altered, amended, or replaced by the members of Caucus as approved by voting members at the annual meeting by a majority vote.

10.1.2 Notice of proposed bylaws changes shall be in the annual meeting agenda and sent to all members 15 days prior to the annual meeting.

10.1.3 Omissions from this Charter shall be governed by Robert's Rules of Order when they do not conflict with the Charter.

10.2 Seat on OSBA'S Legislative Policy Committee (LPC)

10.2.1 The Caucus shall appoint one caucus member to serve as liaison to the OSBA Legislative Policy committee and to be a member of the LPC. The appointee must be an elected or appointed member of any public board of education in Oregon who is an active member in good standing with the Association.

The foregoing charter was adopted by the active membership of OSBM PRIDE on August 10, 2024.

IX.E. Resolution 3: Adopts the Proposed
Amendments to the OSBA Bylaws



Resolution to Amend the OSBA 2023 Bylaws

WHEREAS, the Oregon School Boards Association (OSBA) was formed in 1946 as a volunteer association of locally elected public school boards;

WHEREAS, in 2017, through a vote of the OSBA membership, OSBA was incorporated under ORS chapter 65 as a public benefit non-profit corporation and the OSBA bylaws replaced the OSBA constitution;

WHEREAS, in 2018, through a vote of the OSBA membership, the OSBA bylaws were amended to expand the OSBA board of directors and legislative policy committee with representatives from the Oregon school board members of color caucus;

WHEREAS, in 2023, through a vote of the OSBA membership, the OSBA bylaws were amended to expand the OSBA board of directors and legislative policy committee with representatives from the Oregon rural school board members caucus and additional revisions to the bylaws;

WHEREAS, in 2024, the OSBA board of directors reviewed the OSBA bylaws and proposes to amend the OSBA bylaws as reflected in the attached draft OSBA bylaws with changes highlighted in the attached draft OSBA bylaws crosswalk document; and

WHEREAS, the substantive changes to the draft OSBA bylaws are the following:

- Allowing caucuses to have an additional director on the OSBA board of directors in the circumstance where the OSBA president or immediate president is a director from a caucus. This revision is intended to provide the same opportunity for representation for caucuses as is currently provided to regionally elected directors.
- Clarify that OSBA board of directors must comply with the Oregon government ethics laws with respect to conflicts-of-interest.
- Require OSBA caucuses to submit an annual year end fiscal report to the OSBA board of directors.
- Create officer eligibility criteria that requires candidates for officer positions and directors in officer positions to be voting members of the OSBA board of directors.
- Expand the OSBA board of directors and legislative policy committee with representatives from the Oregon school board members PRIDE caucus.
- Edits to grammar, punctuation, and language for readability.

THEREFORE, BE IT RESOLVED by the OSBA board of directors that the proposed draft OSBA bylaws be submitted to the membership for consideration during the 2024 OSBA election; and

BE IT FURTHER RESOLVED that the proposed draft OSBA bylaws, the draft OSBA bylaws crosswalk document and a copy of this resolution be forwarded to all OSBA member boards in accordance with the OSBA board of directors' adopted elections calendar.

Submitted by: OSBA Board of Directors



BYLAWS

As Amended by the Membership: December 2023

Proposed Edits: September 14, 2024

SECTION 1 PURPOSE

The Oregon School Boards Association (the “Association” or “OSBA”) exists solely to perform essential governmental functions and all of its income accrues to the State of Oregon or its political subdivisions as required under IRC Section 115. In particular, the Association’s mission and purpose are as follows:

- A. To work for the general advancement and improvement of the education of all public school children of the State of Oregon.
- B. To gather and disseminate information pertinent to the successful operation of public schools.
- C. To work for the most efficient and effective organization of public schools of this state. “Public schools” include local school districts, education service districts, the State Board of Education, and community colleges classified as a political subdivision.
- D. To work for adequate and dependable financial support for the public schools of this state.
- E. To study all legislation which affects the public schools of Oregon and to support and work for that which appears to be desirable and to keep members informed thereof. To propose and work for the enactment of proper educational legislation.
- F. To encourage the establishment and maintenance of best practices and high standards in the conduct and operation of the public school educational system.
- G. To study and interpret educational programs and to relate them to the needs of pupils.
- H. To promote public understanding of the role of school boards and school board members in the improvement of education.
- I. To conduct seminars, conferences, and research projects in the various aspects of education for the benefit of members.
- J. To endeavor to implement the policies, beliefs, and resolutions of the Association members and board of directors.
- K. To do such other things as the member boards or board of directors may deem appropriate for the accomplishment of these and other purposes which tend to improve public education.
- L. To enter into such cooperative agreement with members for the pooling of resources and the provision of services as may result in the more efficient utilization of district resources and accrue to their financial advantage.

SECTION 2 MEMBERS

2.1 Admission. All members must qualify as (1) a “political subdivision” as defined under Treas Reg § 1.103-1(b) and Revenue Ruling 78-276, 1978-2 CB 256 and (2) as one of the following:

- 2.1.1 ~~Local~~ School District as defined under ORS Chapter 332;
- 2.1.2 Education Service District as defined under ORS Chapter 334;
- 2.1.3 Community College District as defined under ORS Chapter 341;
- 2.1.4 State Board of Education as defined under ORS Chapter 326; and

2.1.5 Any other governmental educational organization qualifying as a political subdivision, as approved by resolution of the board of directors.

2.2 Dues. Annual dues shall be set by majority vote of the members and shall be based on resident Average Daily Membership (ADMr) as of December 31 of the preceding year as reported to the Oregon Department of Education. Dues shall be payable on July 1 of each year and shall become delinquent on September 1 of each year. Member status shall automatically terminate for members failing to pay dues by September 1 unless an extension is requested and granted by the board of directors.

2.3 Reserved Powers of the Members. The following corporate actions require the consent and approval of the members:

2.3.1 Election and removal of directors except as set forth in Section 3.8;

2.3.2 Election and removal of the Legislative Policy Committee (“LPC”) members except as set forth in Section 4.1.3(g);

2.3.3 Approval of resolutions to effectuate any of the following:

(a) Adoption, amendment, or restatement of the articles of incorporation or bylaws;

(b) Modification to the region descriptions set forth in Section 2.6.1; and ~~the~~

(c) Dissolution, merger, or the sale, pledge, or transfer of all or substantially all of the Association’s assets.

2.4 Voting Power.

2.4.1 Election of Directors and LPC Members. For the purposes of nominating and electing directors and LPC members, each member shall have one vote.

2.4.2 Resolution. For the purposes of approving a resolution, each member shall have one vote on all resolutions except as follows:

(a) K-12 Local Districts with an ADMr between 15,600 and 23,400 shall have two votes.

(b) K-12 Local Districts with an ADMr between 23,400.1 and 31,200 shall have three votes.

(c) K-12 Local Districts with an ADMr between 31,200.1 and 39,000 shall have four votes.

(d) K-12 Local Districts with an ADMr of 39,000.1 or more shall have five votes.

2.5 Process of Approval of Member Resolutions.

2.5.1 Generally, members shall approve resolutions annually by ballot vote. Members or the board of directors may submit a resolution for member approval. Such resolutions shall be submitted to the board of directors no later than September 30~~th~~. The board of directors shall distribute all timely submitted resolutions, together with an official ballot, to the members no later than October 15. Members shall vote by ballot submitted to the board of directors no later than December 15.

2.5.2 ~~The board of directors may call a special meeting of the members under Section 2.9, as necessary.~~

2.6 Regional Election of Directors and LPC Members.

2.6.1 Regional Voting. For the purposes of nominating and electing the board of directors and LPC members, the Association members shall be organized into and represented by region:

- (a) Eastern Region includes all of the members located in the counties of Baker, Grant, Malheur, Union, Wallowa, and Wheeler.
- (b) Gorge Region includes all of the members located in the counties of Gilliam, Morrow, Sherman, Umatilla, and Wasco.
- (c) Central Region includes all of the members located in the counties of Crook, Deschutes, and Jefferson.
- (d) Southeast Region includes all of the members located in the counties of Harney, Klamath, and Lake.
- (e) Southern Region includes all of the members located in the counties of Jackson and Josephine.
- (f) Lane Region includes all of the members located in the county of Lane.
- (g) Clackamas Region includes all of the members located in the counties of Clackamas and Hood River.
- (h) Douglas/South Coast Region includes all of the members located in the counties of Coos, Curry, and Douglas.
- (i) Linn, Benton, Lincoln Region includes all of the members located in the counties of Benton, Lincoln, and Linn.
- (j) Marion Region includes all of the members located in the county of Marion.
- (k) Yamhill, Polk Region includes all of the members located in the counties of Polk and Yamhill.
- (l) North Coast Region includes all of the members located in the counties of Clatsop, Columbia, and Tillamook.
- (m) Washington Region includes all of the members located in the county of Washington.
- (n) Multnomah Region includes all of the members located in the county of Multnomah.

2.6.2 Members shall be assigned to the region in which their main administrative office is located. If a member's district boundaries span more than one region, the member board must declare which region it intends to vote and shall vote only in that region.

2.6.23 Regional elections shall be determined ~~taken~~ by a majority of votes cast by members within of the members within the region.

- 2.7 Modification of Regions.** A formal review of the regional organizations described in Section 2.6.1 shall be conducted by the board of directors at least every three years commencing with 2017. Any recommended changes to the regional organization shall be submitted to the members in the form of a resolution in accordance with the provisions of Section 2. ~~445~~.
- 2.8 Annual Meetings.** An annual meeting of members shall be held in November of each year unless a different date or time is fixed by the board of directors and stated in the notice of the meeting. Failure to hold an annual meeting on the stated date shall not affect the validity of any corporate action. At the annual meeting, the president and secretary-treasurer of the board of directors, and any other officer or person whom the president may designate, shall report on the state of the Association, ~~the its~~ activities, and its financial condition ~~of the Association~~.
- 2.9 Special Meetings.** A special meeting of members shall be held upon the call of the president or 25 percent of the board of directors. All members shall be officially notified of a special meeting by written notice, mailed via U.S. mail or electronic mail, to all members at least 15 days prior to the date of the meeting. Such notice shall include a description of all agenda items and any matters to be voted upon by the members, the place and time of the meeting, and instructions describing the method by which members can participate by telephone or video. Notice shall also comply with all procedures and include any information as required by ORS Chapter 192.
- 2.10 Telephonic/Video Meetings.** The board of directors may permit any member to participate in any annual or special meeting of the membership, or conduct the meetings through, the use of any means of communication by which all persons participating may simultaneously hear each other during the meeting. A member participating in the meeting by this means is deemed to be present ~~in person~~ at the meeting.
- 2.11 Place of Meetings.** Meetings of the members shall be held at any place, in ~~or out of~~ Oregon, designated by the board of directors. If a meeting place is not designated by the board of directors, the meeting shall be held at the Association's principal office.
- 2.12 Action by Written Ballot.** Any action required of the members will be taken by written ballot, and the Association will deliver a written ballot to every member entitled to vote on the matter. Once delivered, a written ballot may not be revoked.
- 2.13 Quorum.** A quorum of the members shall consist of a majority of members in good standing at the time the ballots are to be returned to the association.
- 2. ~~13-114~~ Approval:** With the exception of approving amendments to the Association's bylaws, ~~which is as~~ outlined in Section 7.1 ~~of these bylaws~~, and with the exception of regional elections outlined in 2.6.3, approval by written ballot is effective ~~when~~ at the end of the voting period when:
- (a) The number of votes cast by ballot equals or exceeds a quorum of the members; and
 - (b) The number of approvals equals or exceeds a majority of the number of returned ballots.

SECTION 3 DIRECTORS

- 3.1 Powers.** Except as provided under Section 2. ~~23~~, all corporate powers shall be exercised by or under the authority of ~~and the affairs of, are managed under the direction of~~ the board of

directors. The board of directors shall adopt policies defining specific obligations of the board of directors.

3.2 Qualifications. Directors must serve on the board of a member of the Association throughout the duration of their term, with the exception of the director serving as past president.

3.3 Number. The board of directors shall consist of not fewer than three nor more than 25 persons. The number of directors may be fixed or changed periodically, within the minimum⁷ and maximum² by the members.

3.4 Term. Directors shall take office on January 1 and shall serve for a term of two calendar years or until their successors are elected and qualified. Terms shall be staggered as per the election calendar.

3.4.1 Directors who took office prior to January 1, 2018, and are re-elected may serve for any number of terms as long as they continuously remain members of the board of directors.

3.4.2 Directors taking office on or after January 1, 2018, may serve five consecutive two-year terms and, if eligible, may rerun after a two-year hiatus.

3.4.3 If a director serving as immediate past president requires additional time beyond the term limits outlined above, the term limits will be held in abeyance to allow the director to complete their term as immediate past president.

3.5 Composition. The board of directors will be comprised of up to ~~23~~²² regionally elected directors, one designated director as defined in the bylaws of the Oregon School Board Members of Color Caucus, ~~and~~ one designated director as defined in the bylaws of the Oregon Rural School Boards Members Caucus, ~~and one designated director as defined in the bylaws of the Oregon school board members PRIDE caucus~~ and ex-officio nonvoting members advisors as delineated in Section 3.5.4.

3.5.1 Regional Elected Directors. Each region, as described under Section 2.6.1, shall elect one director except as follows:

(a) Clackamas Region shall elect two directors;

(b) Marion Region shall elect two directors;

(c) Washington Region shall elect three directors; and

(d) Multnomah Region shall elect three directors.

(e) ~~Provided, however, that i~~ If the president or immediate past president of the board of directors is a representative director from a region that elects only one director, that region shall elect an additional director or directors to serve for the duration of the president and/or the immediate past president's term.

3.5.2 Regional Election.

(a) The nomination and election of directors shall be in accordance with the elections calendar annually adopted by the board. The board of directors shall distribute notice of position vacancies, candidate information packets, and official nomination forms to all incumbent directors and members in electing regions.

(b) Each regional candidate for a director position shall be nominated by a member within the region by means of a nomination form. ~~The board of directors shall distribute notice of position vacancies, candidate information packets, and official nomination forms to all incumbent directors and members in electing regions.~~ To nominate a director candidate, one or more of the members in the region must timely submit to the board of directors a formal resolution or motion of the member and the completed nomination form(s). Nominations in regions where there is more than one open director position shall indicate the numbered position for which the nomination is being submitted.

(c) Each member in a region shall have one vote in the regional elections for the board of directors. The director candidate receiving a majority of the votes ~~cast by the~~of the members within the region shall be elected.

~~(a)~~(d) In cases where there are more than two candidates nominated for any position, and none receives a majority of the votes cast, a second regional ballot shall be required between the two candidates receiving the highest number of votes; the one receiving a majority of the votes is elected.

3.5.3 ~~Designated-Caucus~~ Representatives. In accordance with their bylaws, caucuses of OSBA shall appoint a representative of the Caucus to serve as a director of the Association. The representative must be an elected or appointed member of any public board of education in Oregon ~~who that~~ is an active member in good standing with the Association. All Association bylaws and policies shall apply to the designated representative serving as the Caucus' director of the Association.

If the president or immediate past president of the board of directors is a representative director from a caucus, then the caucus shall elect an additional director to serve for the duration of the president and/or the immediate past president's term.

3.5.4 Ex-Officio. The following individuals or their designee may serve as ex-officio, nonvoting, advisors to the board of directors:

- (a) Any director of the National School Boards Association elected from Oregon;
- (b) ~~Any officer of the National School Boards Association, National School Boards Advocacy Committee, or an officer of the NSBA Pacific Region.~~
- (c) ~~The immediate past president of the Oregon Association of School Executives;~~
- (d) The ~~immediate past president~~ Executive Director of the ~~Confederation~~ Coalition of School Administrators;
- (e) The ~~board section president~~ Chair-Elect of the Oregon Association of Education Service Districts;
- (f) The board ~~section~~ president of the Oregon Community College Association;
- (g) The chair of the State Board of Education; and
- (h) Any other person ~~as that~~ the board of directors may appoint.

Ex-officio advisors do not attend executive sessions of the board of directors unless they hold a separate position that entitles them to attend executive session, or they are invited to attend by the board of directors.

Ex officio advisors are not eligible for travel reimbursement from OSBA unless they hold a separate position for which travel reimbursement is provided.

3.6 Vacancies. In the event that any director position, other than the president or immediate past president serving as a second director for a region as set out in Section 3.5.1(e), is vacant during the term of office, the remaining directors may appoint an interim director from the same region to serve until December 31 of the same year.

If the board of directors cannot recruit a candidate from the region, they may appoint a person from a contiguous region to serve as director representing the open region. An individual appointed as a director from a contiguous region is not eligible to serve as an officer of the board.

All appointed interim directors must run for regional election during the next election cycle following appointment in order to be eligible to continue service on the board of directors past December 31 of the election year. The members shall elect, using the procedures in Section 3.5.2, an interim director to serve from January 1 of the next year until the end of the remaining term.

If there is a vacancy in an OSBA caucus-designated director position, then the caucus shall, as set forth in Section 3.5.3, appoint a new caucus representative to serve the remaining term.

3.7 Resignation. A director may resign at any time by delivering written notice to the president or the secretary. A resignation is effective when notice is effective under ORS 65.034 unless the notice specifies a later effective date. Once delivered, a notice of resignation is irrevocable unless revocation is permitted by the board of directors.

3.8 Removal. A director may be removed for cause by vote of two-thirds majority of the directors. A director may be removed with or without cause by a majority vote of the members who elected the director. The board may provide guidance or adopt and amend policies regarding what types of actions the board considers to be sufficient cause for removal.

3.9 Regular Meetings. An annual meeting of the board of directors shall be held immediately after, and at the same place as, the annual meeting of members. The board of directors may schedule additional regular meetings to occur during a calendar year. ~~If the time and place of any other directors' meeting is regularly scheduled by the board of directors, the meeting is a regular meeting.~~ All other meetings are special meetings.

3.10 Special Meetings. A special meeting of the board of directors may be called by the president or the president-elect or 20 percent of the board of directors. All directors shall be officially notified of a special meeting by written notice delivered personally, by telephone, or electronic mail at least 48 hours prior to the date of the meeting. Such notice shall include a description of all agenda items and any matters to be voted upon by the directors, the place and time of the meeting, and instructions describing the method by which directors can participate by telephone or video. No matter may be considered at a special meeting other than the matter(s) specified in the notice.

3.11 Place of Meetings. The board of directors may hold annual, regular, or special meetings at any location in the State of Oregon.

3.12 Telephonic/Video Meetings. The board of directors may conduct meetings through the use of any means of communication by which all persons participating may simultaneously hear each other during the meeting. A director participating in the meeting by this means is deemed to be present at the meeting.

3.1013 Notice of Meetings. All ~~members~~ directors shall be officially notified of a special meeting by written notice delivered personally, by telephone or electronic mail to all directors at least 48 hours prior to the date of the meeting. Such notice shall include a description of all agenda items and any matters to be voted upon by the directors, the place and time of the meeting, and instructions describing the method by which directors can participate by telephone or video. Notice of meetings shall ~~also~~ comply with all procedures and include any information as required by ORS Chapter 192.

3.1114 Waiver of Notice. A director may at any time waive any notice required by these bylaws. A director's attendance at or participation in a meeting waives any required notice to the director of the meeting unless the director, at the beginning of the meeting or promptly upon the director's arrival, objects to holding the meeting or transacting business at the meeting and does not thereafter vote for or assent to any action taken at the meeting. Except as provided in the preceding sentence, any waiver must be in writing, must be signed by the director entitled to the notice, must specify the meeting for which the notice is waived, and must be filed with the minutes or the corporate records.

3.1215 Quorum. A quorum of the board of directors shall consist of a majority of the number of directors in office at the time the meeting begins.

3.1316 Voting. If a quorum is present when a vote is taken, the affirmative vote of a majority of the directors present when the action is taken is the act of the board of directors except to the extent that the articles of incorporation, these bylaws, or applicable law require the vote of a greater number of directors.

3.1417 Presumption of Assent. A director who is present at a meeting of the board of directors when corporate action is taken is deemed to have assented to the action taken unless:

- (a) The director objects at the beginning of the meeting, or promptly upon the director's arrival, to holding the meeting or transacting the business at the meeting; and
- (b) The director's dissent from the action taken is entered in the minutes of the meeting.

3.1518 Compensation. Directors and members of committees may receive reimbursement of such expenses as may be determined by resolution or policy of the board of directors to be just and reasonable. Directors shall not otherwise be compensated for service in their capacity as directors.

3.1619 Director Conflict of Interest. The Association shall maintain a Conflict of Interest policy, the terms of which comply with ORS 65.361 and ORS Chapter 244. The board of directors shall annually review and notify ~~its members and~~ the directors of the current Conflict of Interest policy. ~~Each director shall annually complete and return a Conflict of Interest statement.~~

SECTION 4 COMMITTEES AND CAUCUSES

4.1 **Standing Committees.** The board of directors shall maintain the standing committees described below:

4.1.1 Executive Committee. The executive committee shall consist of the five officers of the board of directors: the president as chairman ~~and as an ex-officio voting member pursuant to section 5.5.1 of the Bylaws~~, the president-elect, the vice president, the secretary-treasurer, and the immediate past president. The executive committee ~~may act, pursuant to its delegation delegated of~~ authority to ~~such committee by the board of directors, act~~ in place and instead of the board of directors between board meetings on all matters except those specifically reserved to the board under the terms of the bylaws. Actions of the executive committee shall be reported to the board ~~of directors by mail, email, on a timeframe consistent with the seriousness and urgency of the matter and within two weeks if practicable. Additionally, executive committee actions will be reported or~~ at the next regular board meeting.

4.1.2 Finance Committee. The finance committee shall be appointed by the president and shall be composed of members from Oregon public school districts, education service districts, and community colleges with boards that meet all criteria to be Association voting members. The members shall include, but are not limited to, the President as an ex-officio voting member pursuant to section 5.5.1 of the Bylaws, the Association secretary/treasurer and vice president, one ~~Association board director trustee~~ from the PACE board, one district business official, and one at-large board member.

~~Finance committee members serve for a term of two (2) years unless they are appointed to replace a member who left the committee before finishing their two-year term, in which case the member will serve the remainder of the two-year term. The trustee from the PACE board is recommended by the PACE Board of trustees, appointed by the President, subject to approval by the Board, and will serve a two-year term, with no term limits. The district business official and the at-large board member will be recommended by OSBA staff, appointed by the President, subject to approval by the Board, will serve two-year terms, with no term limits, and staggered start dates starting in January.~~

The finance committee shall operate within the corporation's investment guidelines and the Finance Committee ~~e~~Operating gGuidelines.

4.1.3 Legislative Policy Committee. The board of directors shall maintain a Legislative Policy Committee ("LPC").

(a) Purpose. The LPC shall develop legislative policies which are recommended to and approved by the members as a resolution proposed by the board of directors and voted on by the membership in accordance with Section 2.4 and 2.5. The LPC also advises the executive director and staff during legislative sessions.

(b) Composition. The LPC shall be composed of the voting members of the board of directors, the President as an ex-officio voting member pursuant to section 5.5.1 of the Bylaws, ~~and the~~ regional representatives elected under the procedures defined in Section 4.1.3(c) and (d), ~~and~~ one designated voting member as defined in the bylaws of the Oregon School Board Members of Color Caucus, ~~and~~ one designated

voting member as defined in the bylaws of the Oregon Rural School Boards Members Caucus, and one designated voting member as defined in the bylaws of the Oregon school board members PRIDE caucus. All committee members must be elected or appointed directors of a member as defined in Section 2.1. The vice president of the board of directors shall chair the LPC.

~~(b)~~(c) Qualifications. LPC representatives must serve on the board of a member of the Association throughout the duration of their term.

~~(c)~~(d) Nomination. The board of directors shall cause the nomination form to be distributed to all members in eligible regions. A member may To nominate a candidate to the LPC, and shall do so one or more of the members in the region must timely submit to the board of directors by a formal resolution or motion of the member and timely submission of the nomination form(s) to the office of the Association and the completed nomination form(s). Nominations in regions where there is more than one representative position shall indicate the numbered position for which the nomination is being submitted. The Nominations and election of the LPC representatives will be closed by a date identified in shall be in accordance with the elections calendar adopted by the board.

~~(d)~~(e) Election. Each LPC member shall be elected by majority of member boards of a region. Each member in a region shall have one vote in the regional elections for the LPC representative. The LPC representative candidate receiving a majority of the votes cast by the members within the region shall be elected. Each region shall elect the number of LPC members as described in Section 3.5, without regard to Section 3.5.1 ~~(de)~~. Such elections shall be held using the procedures described in Section 3.5.2.

(f) Term. Each committee member shall take office on January 1 in even numbered years and serve for a term of two (2) years.

~~(e)~~(g) Vacancies. In the event that there is a vacancy on the LPC, the board of directors may appoint an interim LPC member from the same region to fill the unexpired term of office. If the board of directors cannot recruit an LPC member from the region, they may appoint a person from a contiguous region to serve to represent the open region to fill the unexpired term of office.

~~4.1.4 PACE Trustees. The board of directors shall appoint the trustees of the OSBA Property and Casualty Coverage for Education Trust ("PACE"). As per the PACE Restated Trust Agreement, the PACE trustees shall nominate trustee candidate(s) to the OSBA board of directors. If the list of candidates is not acceptable by the board of directors, the PACE trustees will continue to submit nominated candidate(s) for consideration until accepted by the board of directors.~~

~~PACE trustees taking office on or after January 1, 2023, may serve three consecutive three year terms and, if eligible, may return after a one year hiatus.~~

4.2 Other Board Committees. The board of directors may create one or more committees of the board of directors and appoint directors and representatives of members to serve on such committee. The creation of a committee and the appointment of directors and member representatives to the committee must be approved by a majority of all directors in office when the action is taken. The provisions of these bylaws governing meetings, action without meetings,

notice and waiver of notice, and quorum and voting requirements of the board of directors shall apply to committees and their members as well. Committees of the board of directors may, to the extent specified by the board of directors, exercise the authority of the board of directors; ~~z~~ provided, ~~however,~~ that no committee of the board of directors may:

- (a) Authorize distributions, provided that this restriction does not apply to payment of value for property received or services performed or payment of benefits in furtherance of the Association's purposes;
- (b) Approve or recommend dissolution, merger, or the sale, pledge, or transfer of all or substantially all of the Association's assets;
- (c) Elect, appoint, or remove directors or fill vacancies on the board or on any of its committees; or
- (d) Adopt, amend, or repeal the articles of incorporation or bylaws.

4.3 Advisory Committees. The board of directors may create one or more other committees. Members of these committees need not be members or directors, but at least one director shall serve on each such committee. These committees shall have no power to act on behalf of, or to exercise the authority of, the board of directors, but may make recommendations to the board of directors.

4.4 Caucuses. Caucuses shall exist to enhance the work of the Association by addressing the unique needs of member districts. ~~Caucuses shall:~~

4.4.1 ~~Caucuses shall~~ Clearly articulate the vision, mission, ~~z~~ and goals of the Caucus.

4.4.2 ~~Caucuses shall~~ Adopt bylaws for operating, programming, ~~z~~ and governing within the context of the Association bylaws described herein.

4.4.3 ~~Caucuses shall~~ Comply with Association policies and guidelines.

4.4.4 Caucuses shall be added or eliminated to this provision through the bylaw's amendment process described in Section 8.1~~these bylaws~~.

4.4.5 Caucuses shall submit at an end of fiscal year report to the Board of Directors that includes the following:

4.4.5.1 The caucus is meeting regularly;

4.4.5.2 An accounting of the prior year's budget allocation;

4.4.5.3 Identified officers and current bylaws;

4.4.5.4 A summary of the Caucus current goals, the prior year's Caucus activities that support those goals, and how the Caucus goals align with the mission, vision, and goals of OSBA.

The end of fiscal year report will be submitted at the first regularly scheduled board of directors meeting following the end of the fiscal year.

4.4.~~5~~6 The Oregon School Board Members of Color Caucus was established by a vote of the membership in 2018.

4.4.57 ~~With the adoption of this section, t~~The Oregon Rural School Boards Members Caucus ~~is~~
was established by a vote of the membership in 2023.

[4.4.8 The Oregon school board members PRIDE caucus was established by a vote of the membership in 2024.]

4.5 **Administration.** Each committee and caucus shall prepare minutes of each of its meetings, and such minutes shall be kept on file at the Association's principal office and made available on request to any member of the board of directors. Each committee and caucus shall also report on its activities at the regular meetings of the board of directors. Each committee and caucus shall comply with the public meetings laws requirements under ORS Chapter 192.

SECTION 5 OFFICERS OF THE BOARD OF DIRECTORS

5.1 **Eligibility.** Effective January 1, 2026, to hold an officer position on the Board of Directors other than the immediate past president, candidates and officers must be a voting member of the OSBA Board of Directors.

5.12 **Appointment.** The board of directors shall elect officers by majority vote ~~at least 10 days~~ prior to the November member meeting. In cases where there are more than two candidates nominated for any position, and none receives a majority of the votes, a second ballot shall be required between the two candidates receiving the highest number of votes. The one receiving a majority of the votes is elected.

5.23 **Designation.** The officers of the Association shall be a president, president-elect, past president, vice president, a secretary-treasurer, and such other officers as the board of directors may appoint.

5.34 ~~Compensation and~~ **Term of Office.** Officer terms are one calendar year. No officer, except the secretary-treasurer, shall serve two consecutive terms in the same office, unless the director ~~completed~~completes ~~at the~~ term ~~for of~~ another officer who was unable to complete ~~at their~~ term, and is then voted into the same position the following year. The secretary-treasurer may serve up to two consecutive one-year terms.

5.5 Compensation

~~Directors and members of committees~~Officers may receive reimbursement of such expenses as may be determined by resolution of the board of directors to be just and reasonable. ~~Directors~~Officers shall not otherwise be compensated for service in their capacity as ~~directors~~officers.

5.46 **Removal and Resignation.** Any officer may be removed, either with or without cause, at any time by action of the board of directors. An officer may resign at any time by delivering notice to the board of directors, the president, or the secretary-treasurer. A resignation is effective when the notice is effective under ORS 65.034 unless the notice specifies a later effective date. If a resignation is made effective at a later date and the Association accepts the later effective date, the board of directors may fill the pending vacancy before the effective date if the board of directors provides that the successor does not take office until the effective date. Once delivered, a notice of resignation is irrevocable unless revocation is permitted by the board of directors. No removal or resignation shall prejudice the rights of any party under a contract of employment.

5.57 Officers. The officers of the Association are as follows:

- 5.57.1 President: The president shall preside at all member meetings of the Association and of the board of directors; shall appoint; any committees positions not otherwise designated in these bylaws or OSBA adopted policy, subject to the approval of the board of directors; shall call all regular and special meetings as provided herein; shall be an ex-officio voting member of all committees established under sections 4.1 and 4.2 of these bylaws. The president shall automatically serve as immediate past president for the following term. The president serves for a term of one calendar year.
- 5.57.2 President-elect: In the absence of the president, the president-elect shall assume the powers and duties of the president, and when a vacancy occurs in the office of president, shall serve in that capacity for the remainder of the term. The president-elect shall automatically serve as president for the following term, even if required to fill an uncompleted term as president. In addition, the president-elect shall assume duties related to the oversight of Association member elections and resolutions processes and such other administrative duties as are assigned by the president. The president-elect serves for a term of one calendar year.
- 5.57.3 Vice president: In the absence of the president-elect, the vice president shall assume the powers and duties of the president-elect. The vice president shall also serve as the chair of the LPC. The vice president serves for one calendar year.
- 5.57.4 Secretary-treasurer: The secretary-treasurer shall be responsible for keeping ~~in a suitable minute book~~ accurate minutes of all board of director meetings in electronic format in accordance with OSBA's record retention schedule; shall carry on official correspondence of the Association; shall arrange for proper banking facilities; ~~and~~ shall receive, account for, and disburse funds in a businesslike manner as provided for by the board of directors; shall see that the minutes of the previous meetings are ~~read~~ approved by the board of directors; and shall give an itemized and detailed report of the financial condition of the Association at each annual meeting and at such other times as may be required by the board of directors. Such duties of the secretary-treasurer as may be specified by the board of directors may be delegated to the executive director or a designated member of the staff. The secretary-treasurer serves for a term of one calendar year.
- 5.57.5 Immediate past president: The immediate past president shall advise and counsel ~~with~~ other officers. The immediate past president chairs the officer succession planning process. The past president serves for one calendar year.
- ~~5.57.6 Assistants: The board of directors may appoint or authorize the appointment of an assistant to the secretary treasurer. Such assistant may exercise the powers of the secretary treasurer, as the case may be, and shall perform such duties as are prescribed by the board of directors.~~

SECTION 6 NONDISCRIMINATION

The Association shall not discriminate in providing services, hiring employees, or otherwise, upon the basis of gender identity, race, creed, marital status, sex, sexual orientation, religion, color, age, disability, or national origin.

SECTION 7 OSBA PROPERTY AND CASUALTY FOR EDUCATION TRUST

~~PACE Trustees.The board of directors shall appoint the trustees of the OSBA Property and Casualty Coverage for Education Trust ("PACE") as provided in As per the PACE Restated Trust Agreement. the PACE trustees shall nominate trustee candidate(s) to the OSBA board of directors. If the list of candidates is not acceptable by the board of directors, the PACE trustees will continue to submit nominated candidate(s) for consideration until accepted by the board of directors.~~

~~It is the policy of OSBA with respect to PACE trustees taking office on or after January 1, 2023, that such trustees will be appointed to no more than~~may serve three consecutive three-year terms and, if eligible, may return after a one-year hiatus.~~~~

SECTION ~~7~~8 GENERAL PROVISIONS

~~7~~8.1 Amendment of Bylaws.

~~7~~8.1.1 Amendments to the bylaws may be initiated by the board of directors or submitted by a member to the board of directors.

~~7~~8.1.2 The board of directors shall provide written notice to the members containing a statement that the members will be asked to approve the amendment and a copy of the proposed amended bylaws.

~~7~~8.1.3 Action by Written Ballot: The Association will deliver a written ballot to every member entitled to vote on the matter. The ballot shall set forth each proposed action and provide an opportunity to vote for or against each proposed action and specify a reasonable time by which a ballot must be received by the Association in order to be counted. Once delivered, a ballot may not be revoked.

~~7~~8.1.4 Approval: Approval by written ballot shall be valid only when the number of votes cast by ballot equals or exceeds a quorum of the members, and the number of approvals equals or exceeds two-thirds majority of the number of the returned ballots.

~~7~~8.1.5 Quorum: A quorum of the members shall consist of a majority of members in good standing at the time the ballots are to be returned to the Association.

~~7~~8.1.6 Whenever an amendment or new bylaw is adopted, it shall be ~~copied in the minute book~~saved in electronic format in accordance with OSBA's record retention schedule with the original bylaws in the appropriate place. If any bylaw is repealed, the fact of repeal and the date on which the repeal occurred shall be stated in such book and place.

~~7~~8.2 **Inspection of Books and Records.** All books, records, and accounts of the Association shall be open to inspection by the directors in the manner and to the extent required by law.

- 78.3 Checks, Drafts, Etc.** All checks, drafts, and other orders for payment of money, notes, or other evidences of indebtedness issued in the name of or payable to the Association shall be signed or endorsed by such person or persons and in such manner as shall be determined by resolution of the board of directors.
- 78.4 Deposits.** All funds of the Association not otherwise employed shall be deposited to the credit of the Association in those banks, trust companies, or other depositories as the board of directors or officers of the Association designated by the board of directors select, or be invested as authorized by the board of directors.
- 78.5 Loans or Guarantees.** The Association shall not borrow money and no evidence of indebtedness shall be issued in its name unless authorized by the board of directors. This authority may be general or confined to specific instances. Except as explicitly permitted by ORS 65.364, the Association shall not make a loan, guarantee an obligation, or modify a pre-existing loan or guarantee to or for the benefit of a director or officer of the Association.
- 78.6 Execution of Documents.** The board of directors may, except as otherwise provided in these bylaws, authorize any officer or agent to enter into any contract or execute any instrument in the name of and on behalf of the Association. Such authority may be general or confined to specific instances. Unless so authorized by the board of directors, no officer, agent, or employee shall have any power or authority to bind the Association by any contract or engagement, or to pledge its credit, or to render it liable for any purpose or for any amount.
- 78.7 Insurance.** The Association may purchase and maintain insurance on behalf of an individual against liability asserted against or incurred by the individual who is or was a director, officer, employee, or agent of the Association, or who, while a director, officer, employee, or agent of the Association, is or was serving at the request of the Association as a director, officer, partner, trustee, employee, or agent of another foreign or domestic business or nonprofit corporation, partnership, joint venture, trust, employee benefit plan, or other enterprise; provided, however, that the Association may not purchase or maintain such insurance to indemnify any director, officer, or agent of the Association in connection with any proceeding charging improper personal benefit to the director, officer, or agent in which the director, officer, or agent was adjudged liable on the basis that personal benefit was improperly received by the director, officer, or agent.
- 78.8 Fiscal Year.** The fiscal year of the Association shall begin on the first day of July and end on the last day of June in each year.
- 78.9 Severability.** A determination that any provision of these bylaws is for any reason inapplicable, invalid, illegal, or otherwise ineffective shall not affect or invalidate any other provision of these bylaws.

* * * * *

The foregoing bylaws were approved by the membership of the Oregon School Boards Association on December 15, 2023. The original bylaws were duly adopted by the Board of Directors of OSBA on September 15, 2017, and approved by the membership on December 15, 2017.

2024 OSBA Proposed Bylaw Amendments Summary

New language is in red; deleted language is struck.

Edits solely to punctuation, numbering, or document references have not all been included.

Section	Proposed Language	What changed?
1	The Oregon School Boards Association (the “Association” or “OSBA”) exists solely to perform essential governmental functions and all of its income accrues to the State of Oregon or its political subdivisions as required under IRC Section 115.	Non-substantive change. The “Association” and “OSBA” are used interchangeably throughout the document. Clarifying that the “Association” and “OSBA” are interchangeable and have the same meaning.
2.1.1	Local School District as defined under ORS Chapter 332;	Non-substantive change. Delete the word “local” to conform with ORS 332 as the statute refers to “School District” not “Local School District.”
2.3.1	Election and removal of directors except as set forth in Section 3.8;	Non-substantive change. Added cross reference to related Section 3.8.
2.3.2	Election and removal of the Legislative Policy Committee (“LPC”) members except as set forth in Section 4.1.3(g);	Non-substantive change. Added cross reference to related Section 4.1.3(g).
2.3.3(b)	(b) Modification to the region descriptions set forth in Section 2.6.1; and the	Non-substantive change. Remove unnecessary word.
2.5.1	Such resolutions shall be submitted to the board of directors no later than September 30 th .	Non-substantive change. Remove unnecessary letters.
2.5.2	The board of directors may call a special meeting of members under Section 2.9, as necessary.	Non-substantive change. Deleted since it is duplicative with Section 2.9.
2.6.1(g)	(g) Clackamas Region includes all of the members located in the county ies of Clackamas and Hood River.	Non-substantive change. Correct spelling error.
2.6. 2 3	Regional elections shall be taken determined by a majority of votes cast by members within the members within the region.	Non-substantive change. Word clean up for readability.
2.7	Any recommended changes to the regional organization shall be submitted to the members in the form of a resolution in accordance with the provisions of Section 2. 4 5 .	Non-substantive change. Insert correct section citation.
2.8	Annual Meetings. An annual meeting of members shall be held in November of each year unless a different date or time is fixed by the board of directors and stated in the notice of the meeting. Failure to hold an annual meeting on the stated date shall not affect the validity of any corporate action. At the annual meeting, the president and secretary-treasurer of the board of directors; and any other officer or person whom the president may designate, shall report on the state of the Association, the its activities, and its financial condition of the Association .	Non-substantive change. Word clean up for readability.

2024 OSBA Proposed Bylaw Amendments Summary

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Section	Proposed Language	What changed?
2.10	Telephonic/Video Meetings. The board of directors may permit any member to participate in any annual or special meeting of the membership , or conduct the meetings through; the use of any means of communication by which all persons participating may simultaneously hear each other during the meeting. A member participating in the meeting by this means is deemed to be present in person at the meeting.	Non-substantive change. Specify meetings “of the membership” since this section falls under the “Section 2 Membership” section and add a similar provision under “Section 3 Directors” titled “3.12 Telephonic/Video Meetings” that allows the board of directors to conduct meetings by telephone and video means in accordance with ORS 192.670.
2.11	Place of Meetings. Meetings of the members shall be held at any place, in or out of Oregon, designated by the board of directors. If a meeting place is not designated by the board of directors, the meeting shall be held at the Association’s principal office.	Non-substantive change. OSBA board meetings must take place in Oregon in accordance with ORS 192.630 (4)(a).
2.13.1 2.14	Approval: With the exception of approving amendments to the Association’s bylaws, which is as outlined in Section 7.1 of these bylaws , and with the exception of regional elections outlined in 2.6.3 , approval by written ballot is effective when at the end of the voting period when:	Non-substantive change. Word clean up for readability. Also added reference to related provision 2.6.3.
3.1	Powers. Except as provided under Section 2.2 3 , all corporate powers shall be exercised by or under the authority of and the affairs of , are managed under the direction of the board of directors.	Non-substantive change. Word clean up for readability.
3.5	Composition. The board of directors will be comprised of up to 23 22 regionally elected directors, one designated director as defined in the bylaws of the Oregon School Board Members of Color Caucus, one designated director as defined in the bylaws of the Oregon Rural School Boards Members Caucus , and one designated director as defined in the bylaws of the Oregon school board members PRIDE caucus and ex-officio nonvoting members advisors as delineated in Section 3.5.4.	<p>Non-substantive change. Change 23 to 22 as there are 22 regionally elected directors set forth in section 2.6.1 not 23, plus one director from the Color Caucus and one director from the Rural Caucus, for a total of 23 directors. There are 20 board positions. If the criteria listed in 3.5.1(e) is met, 22 regionally elected directors may be allowed.</p> <p>Non-substantive change. Amend “ex-officio member” to “ex-officio advisor” to make the language consistent with 3.5.4 that refers to ex-officio “advisors.”</p> <p>Substantive change. Add a designated director from the PRIDE caucus to the OSBA board of directors.</p> <p>Non-substantive change. Delete Ex-officio advisors since they do not fall under the definition of board of directors and are described in 3.9.</p>

2024 OSBA Proposed Bylaw Amendments Summary

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Section	Proposed Language	What changed?
3.5.1(e)	<p>Provided, however, that if the president or immediate past president of the board of directors is a representative director from a region that elects only one director, that region shall elect an additional director or directors to serve for the duration of the president and/or the immediate past president's term.</p>	Non-substantive change. Word clean up for readability.
3.5.2	<p>Regional Election.</p> <p>(a)The nomination and election of directors shall be in accordance with the elections calendar annually adopted by the board. The board of directors shall distribute notice of position vacancies, candidate information packets, and official nomination forms to all incumbent directors and members in electing regions.</p> <p>(b)Each regional candidate for a director position shall be nominated by a member within the region by means of a nomination form. The board of directors shall distribute notice of position vacancies, candidate information packets, and official nomination forms to all incumbent directors and members in electing regions. To nominate a director candidate, one or more of the members in the region must timely submit to the board of directors a formal resolution or motion of the member and the completed nomination form(s). Nominations in regions where there is more than one open director position shall indicate the numbered position for which the nomination is being submitted.</p> <p>(c) Each member in a region shall have one vote in the regional elections for the board of directors. The director candidate receiving a majority of the votes of cast by the members within the region shall be elected.</p> <p>(a)(d)In cases where there are more than two candidates nominated for any position, and none receives a majority of the votes cast, a second regional ballot shall be required between the two candidates receiving the highest number of votes; the one receiving a majority of the votes is elected.</p>	<p>Non-substantive change. Language moved to (a) from (b) because it makes more sense in (a).</p> <p>Non-substantive change. Word clean up in sections (c) and (d)for readability.</p>

2024 OSBA Proposed Bylaw Amendments Summary

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Section	Proposed Language	What changed?
3.5.3	<p>Designated Caucus Representatives. In accordance with their bylaws, caucuses of OSBA shall appoint a representative of the Caucus to serve as a director of the Association. The representative must be an elected or appointed member of any public board of education in Oregon who that is an active member in good standing with the Association. All Association bylaws and policies shall apply to the designated representative serving as the Caucus' director of the Association.</p> <p>If the president or immediate past president of the board of directors is a representative director from a caucus, then the caucus shall elect an additional director to serve for the duration of the president and/or the immediate past president's term.</p>	<p>Substantive change. If the president or immediate past president of the board is a representative director from a caucus that elects only one director, that caucus shall elect an additional director to serve for the duration of the president and/or immediate past president's term. This would provide a caucus with the same opportunity as provided to regionally elected directors in section 3.5.1(e).</p>

2024 OSBA Proposed Bylaw Amendments Summary

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Section	Proposed Language	What changed?
3.5.4	<p>Ex-Officio. The following individuals or their designee may serve as ex-officio, nonvoting, advisors to the board of directors:</p> <p>(a) Any director of the National School Boards Association elected from Oregon;</p> <p>(b) Any officer of the National School Boards Association, National School Boards Advocacy Committee, or an officer of the NSBA Pacific Region.</p> <p>(c) The immediate past president of the Oregon Association of School Executives;</p> <p>(d) The immediate past president Executive Director of the Confederation Coalition of School Administrators;</p> <p>(e) The board section president Chair-Elect of the Oregon Association of Education Service Districts;</p> <p>(f) The board section president of the Oregon Community College Association;</p> <p>(g) The chair of the State Board of Education; and</p> <p>(h) Any other person as that the board of directors may appoint.</p> <p>Ex-officio advisors do not attend executive sessions of the board of directors unless they hold a separate position that entitles them to attend executive session or they are invited to attend by the board of directors.</p> <p>Ex officio advisors are not eligible for travel reimbursement from OSBA unless they hold a separate position for which travel reimbursement is provided.</p>	<p>Non-substantive change in (b), (c), (d), (e) and (h) for readability and to reflect the titles of the positions actually serving as ex-officio advisors.</p> <p>Non-substantive change under (h). Clarifying that ex-officio advisors only attend executive sessions of the board unless they hold a separate position that entitles them to attend executive session or they are invited to attend by the board of directors.</p> <p>Substantive change under (h). Providing that ex-officio advisors are not eligible for travel reimbursement from OSBA unless they hold a separate position for which travel reimbursement is provided.</p>

2024 OSBA Proposed Bylaw Amendments Summary

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Section	Proposed Language	What changed?
3.6	<p>Vacancies. In the event that any director position, other than the president or immediate past president servicing as a second director for a region as set out in Section 3.5.1(e), is vacant during the term of office, the remaining directors may appoint an interim director from the same region to serve until December 31 of the same year.</p> <p>If the board of directors cannot recruit a candidate from the region, they may appoint a person from a contiguous region to serve as director representing the open region. An individual appointed as a director from a contiguous region is not eligible to serve as an officer of the board.</p> <p>All appointed interim directors must run for regional election during the next election cycle following appointment in order to be eligible to continue service on the board of directors past December 31 of the election year. The members shall elect, using the procedures in Section 3.5.2, an interim director to serve from January 1 of the next year until the end of the remaining term.</p>	<p>Non-substantive change. Add that all appointed interim directors must run for election during the next “election cycle following appointment” because earlier in section 3.6 it says the director is appointed to serve until December 31.</p> <p>Non-substantive change. Add language for clarification - Added “president” to first paragraph in addition to the immediate past president and clarify that the board will fill any vacancies by appointment except in the situation where the president or past president have a second person from their region on the board pursuant to Section 3.5.1(e). Non-substantive change. Add clarifying language to the third paragraph to indicate that appointed directors who wish to continue past December 31 must run for election.</p>
3.9	<p>Regular Meetings. An annual meeting of the board of directors shall be held immediately after, and at the same place as, the annual meeting of members. The board of directors may schedule additional regular meetings to occur during a calendar year. If the time and place of any other director' meeting is regularly scheduled by the board of directors, the meeting is a regular meeting. All other meetings are special meetings.</p>	<p>Non-substantive change. Create separate provisions (3.9 and 3.10) for regular meetings and special meetings since there are different requirements for the two different meeting types.</p> <p>Non-substantive change. Add language making it clear that the board can set a schedule regular board meetings in addition to the annual meeting.</p>
3.10	<p>Special Meetings. A special meeting of the board of directors may be called by the president or the president-elect or 20 percent of the board of directors. All directors shall be officially notified of a special meeting by written notice delivered personally, by telephone, or electronic mail at least 48 hours prior to the date of the meeting. Such notice shall include a description of all agenda items and any matters to be voted upon by the directors, the place and time of the meeting, and instructions describing the method by which directors can participate by telephone or video. No matter may be considered at a special meeting other than the matter(s) specified in the notice.</p>	<p>Non-substantive change. Create a new paragraph discussing special meetings separate from regular meetings. Add language regarding special meetings for clarity. Added language comes from the old section 3.10, newly 3.13.</p> <p>Non-substantive change. Add language to clarify that topics cannot be added to special meetings other than the topics noticed.</p>

2024 OSBA Proposed Bylaw Amendments Summary

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Section	Proposed Language	What changed?
3.11	Place of Meetings. The board of directors may hold annual, regular, or special meetings at any location in the State of Oregon.	Non-substantive change. Create a new paragraph titled “Place of Meetings” to specify that OSBA board meetings must take place in Oregon in accordance with ORS 192.630 (4)(a).
3.12	Telephonic/Video Meetings. The board of directors may conduct meetings through the use of any means of communication by which all persons participating may simultaneously hear each other during the meeting. A director participating in the meeting by this means is deemed to be present at the meeting.	Non-substantive change. Create a new paragraph titled “Telephonic/Video Meetings” that matches section 2.10 meetings of the membership and complies with ORS 192.670.
3.10 3.13	Notice of Meetings. All members directors shall be officially notified of a special meeting by written notice delivered personally, by telephone or electronic mail to all directors at least 48 hours prior to the date of the meeting. Such notice shall include a description of all agenda items and any matters to be voted upon by the directors, the place and time of the meeting, and instructions describing the method by which directors can participate by telephone or video. Notice of meetings shall also comply with all procedures and include any information as required by ORS Chapter 192.	Non-substantive change. Replace “members” with “directors” because it appears to be a typo if you keep reading the sentence.
3.16 3.19	Director Conflict of Interest. The Association shall maintain a Conflict of Interest policy, the terms of which comply with ORS 65.361 and ORS Chapter 244. The board of directors shall annually review and notify its members and the directors of the current Conflict of Interest policy. Each director shall annually complete and return a Conflict of Interest Statement.	Substantive change. Remove requirement that the members be notified annually of the conflict-of-interest policy since it is not legally required and OSBA members should be independently aware of Oregon conflict of interest law. Also remove requirement that OSBA board of directors to complete and return a conflict of interest statement since that is not legally required and OSBA board directors have independent responsibility for declaring potential and actual conflicts.

2024 OSBA Proposed Bylaw Amendments Summary

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Section	Proposed Language	What changed?
4.1.1	<p>Executive Committee. The executive committee shall consist of the five officers of the board of directors: the president as chairman and as an ex-officio voting member pursuant to section 5.5.1 of the Bylaws, the president-elect, the vice president, the secretary-treasurer, and the immediate past president. The executive committee may act, pursuant to delegation of is delegated authority to such committee by the board of directors; act in place and instead of the board of directors between board meetings on all matters except those specifically reserved to the board under the terms of the bylaws. Actions of the executive committee shall be reported to the board of directors by mail, email, or on a timeframe consistent with the seriousness and urgency of the matter and within two weeks if practicable. Additionally, executive committee actions will be reported at the next regular board meeting.</p>	<p>Non-substantive change. Add that President is an ex-officio voting member pursuant to 5.5.1 of the Bylaws.</p> <p>Non-substantive change. Clarify language so that it is clear the executive committee can act on behalf of the board, when necessary, between board meetings. This amendment aligns with previous interpretation of this provision.</p> <p>Non-substantive change. Requires executive committee to report to the board on a timeframe consistent with the materiality and urgency of the matter and within two weeks if practicable. Additionally requires the executive committee to report their actions at the next regular board meeting.</p>

2024 OSBA Proposed Bylaw Amendments Summary

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Section	Proposed Language	What changed?
4.1.2	<p>Finance Committee. The finance committee shall be appointed by the president and shall be composed of members from Oregon public school districts, education service districts, and community colleges with boards that meet all criteria to be Association voting members. The members shall include, but are not limited to, the President as an ex-officio voting member pursuant to section 5.5.1 of the Bylaws, the Association secretary/treasurer and vice president, one Association board director trustee from the PACE board, one district business official, and one at-large board member.</p> <p>Finance committee members serve for a term of two (2) years unless they are appointed to replace a member who left the committee before finishing their two-year term, in which case the member will serve the remainder of the two-year term. The trustee from the PACE board is recommended by the PACE Board of trustees, appointed by the President, subject to approval by the Board, and will serve a two-year term, with no term limits. The district business official and the at-large board member will be recommended by OSBA staff, appointed by the President, subject to approval by the Board, will serve two-year terms, with no term limits, and staggered start dates starting in January.</p> <p>The finance committee shall operate within the corporation’s investment guidelines and the Finance Committee oOperating gGuidelines.</p>	<p>Non-substantive change. Add that President is an ex-officio voting member pursuant to 5.5.1 of the Bylaws.</p> <p>Non-substantive change. Clarify language regarding who has a two-year term because President and Secretary/Treasurer will only have one year term in alignment with their positions on the board.</p> <p>Non-substantive change. Clarify that a trustee from the PACE board serves on the finance committee. Existing language is confusing.</p>
4.1.3(b)	<p>Composition. The LPC shall be composed of the voting members of the board of directors and the, the President as an ex-officio voting member pursuant to section 5.5.1 of the Bylaws, regional representatives elected under the procedures defined in Section 4.1.3(c) and (e), and one designated voting member as defined in the bylaws of the Oregon School Board Members of Color Caucus, and one designated voting member as defined in the bylaws of the Oregon Rural School Board Members Caucus, and one designated voting member as defined in the bylaws of the Oregon school board members PRIDE caucus. All committee members must be elected or appointed directors of a member as defined in Section 2.1. The vice president of the board of directors shall chair the LPC.</p>	<p>Non-substantive change. Create separate section for “Composition” for ease of reading. Add that President is an ex-officio voting member pursuant to 5.5.1 of the Bylaws.</p> <p>Substantive change. Add a designated voting member from the Oregon school board members PRIDE caucus.</p>

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Section	Proposed Language	What changed?
4.1.3(c)	Qualifications. LPC representatives must serve on the board of a member of the Association throughout the duration of their term.	Non-substantive change. Create section for “Qualifications” for ease of reading. Make it clear that an LPC representative must be on a member school board in order to serve as an elected representative of the LPC.
4.1.3(d)	Nomination. The board of directors shall cause the nomination form to be distributed to all members in eligible regions. A member may To nominate a candidate to the LPC and shall do so by, one or more of the members in the region must timely submit to the board of directors a formal resolution or motion of the member and timely submission of the nomination form(s) to the office of the Association and the completed nomination form(s). Nominations in regions where there is more than one representative position shall indicate the numbered position for which the nomination is being submitted. The N nominations will be closed by a date identified in and election of the LPC representatives shall be in accordance with the elections calendar adopted by the board.	Non-substantive change. Create section for “Nomination” for ease of reading. Other changes for ease of reading.
4.1.3(e)	Election. Each LPC member shall be elected by majority of member board of a region. Each member in a region shall have one vote in the regional elections for the LPC representative. The LPC candidate receiving a majority of the votes cast by the members within the region shall be elected. Each region shall elect the number of LPC members as described in Section 3.5, without regard to Section 3.5.1(e). Such elections shall be held using the procedures described in Section 3.5.2.	Non-substantive change. Create section for “Election” for ease of reading. Other changes for ease of reading.
4.1.4	PAGE Trustees: The board of directors shall appoint the trustees of the OSBA Property and Casualty Coverage for Education Trust (“PAGE”). As per the PAGE Restated Trust Agreement, the PAGE trustees shall nominate trustee candidate(s) to the OSBA board of directors. If the list of candidates is not acceptable by the board of directors, the PAGE trustees will continue to submit nominated candidate(s) for consideration until accepted by the board of directors. (a) PAGE trustees taking office on or after January 1, 2023, may serve three consecutive three-year terms and, if eligible, may return after a one-year hiatus.	Housekeeping. Move PACE to its own section (new section 7) since PACE is a trust with its own trust governing document and is not appropriately placed under the “Committee” heading.
4.4.4	Caucuses shall be added or eliminated to this provision through the bylaw’s amendment process described in these bylaws Section 8.1.	Non-substantive change. Identifies the bylaws section that addresses adding and eliminating caucuses for clarity.

2024 OSBA Proposed Bylaw Amendments Summary

New language is in red; deleted language is struck.

Edits solely to punctuation, numbering, or document references have not all been included.

Section	Proposed Language	What changed?
4.4.5	<p>Caucuses shall submit an end of fiscal year report to the Board of Directors that includes the following:</p> <p>4.4.5.1 The caucus is meeting regularly;</p> <p>4.4.5.2 An accounting of the prior year’s budget allocation;</p> <p>4.4.5.3 Identified officers and current bylaws;</p> <p>4.4.5.4 A summary of the Caucus current goals, the prior year’s Caucus activities that support those goals, and how the Caucus goals align with the mission, vision, and goals of OSBA.</p> <p>The end of fiscal year report will be submitted at the first regularly scheduled board of directors meeting following the end of the fiscal year.</p>	<p>Substantive change. Added new section outlining an annual report that must be submitted by each caucus to the full board for accountability purposes. The report contents for this new annual report came from the OSBA board adopted guideline titled "Adding or Eliminating a Caucus."</p>
4.4.57	<p>With the adoption of this section, the The Oregon Rural School Board Members Caucus is was established by a vote of the membership in 2023.</p>	<p>Non-substantive change. Added historical details to match language about the color caucus in section 4.4.56.</p>
4.4.8	<p>The Oregon school board members PRIDE caucus was established by a vote of the membership in 2024.</p>	<p>Substantive change. Changes bylaws to establish the PRIDE caucus.</p>
5.1	<p>Eligibility. Effective January 1, 2026, to hold an officer position on the Board of Directors other than the immediate past president, candidates and officers must be a voting member of the OSBA Board of Directors.</p>	<p>Substantive change. Under the current version of the OSBA bylaws, anyone is eligible to serve as an OSBA officer, there are currently no qualification criteria. This section would require a candidate for an officer position and OSBA directors in officer positions to be a voting member of the OSBA board in order to serve in an officer position.</p>
5.12	<p>Appointment. The board of directors shall elect officers by majority vote at least 10 days prior to the November member meeting.</p>	<p>Substantive change. Remove 10 day requirement because it is unnecessary.</p>
5.34	<p>Compensation and Term of Office. Officer terms are one calendar year. No officer, except the secretary-treasurer, shall serve two consecutive terms in the same office, unless the director completed a completes the term for of another officer who was unable to complete at their term, and is then voted into the same position the following year. The secretary-treasurer may serve up to two consecutive one-year terms.</p>	<p>Non-substantive change. Move “Compensation” to its own section separate from “Term of Office” for ease of reading.</p>
5.5	<p>Compensation. Directors and members of committees Officers may receive reimbursement of such expenses as may be determined by resolution of the board of directors to be just and reasonable. Directors Officers shall not otherwise be compensated for service in their capacity as directors officers.</p>	<p>Non-substantive change. Create stand-alone section for “Compensation,” for ease of reading. Also specify that this provision applies to officers not other board directors as this is in the “Officer” section. Board of Directors reimbursement is found in 3.15 (new 3.18) so nothing is being eliminated, this is just section cleanup.</p>

2024 OSBA Proposed Bylaw Amendments Summary

New language is in red; deleted language is struck.

Edits solely to punctuation, numbering, or document references have not all been included.

Section	Proposed Language	What changed?
5.57.1	President: The president shall preside at all member meetings of the Association and of the board of directors; shall appoint; any committees- positions in accordance with these bylaws and OSBA board adopted policy, subject to the approval of the board of directors; shall call all regular and special meetings as provided herein; shall be an ex-officio voting member of all committees established under sections 4.1 and 4.2 of these bylaws.	Non-substantive change. Language clean up for readability. Added references to related bylaws provisions
5.57.4	Secretary-treasurer: The secretary-treasurer shall be responsible for keeping in a suitable minute book accurate minutes of all board of director meetings in electronic format in accordance with OSBA's record retention schedule; shall carry on official correspondence of the Association; shall arrange for proper banking facilities; and shall receive, account for, and disburse funds in a businesslike manner as provided for by the board of directors; shall see that the minutes of the previous meetings are read approved by the board of directors; and shall give an itemized and detailed report of the financial condition of the Association at each annual meeting and at such other times as may be required by the board of directors.	Non-substantive change. Delete reference to a "minute book" as OSBA does not keep a "minute book" and it is not legally required, update language to reflect what OSBA is doing to comply with the record retention law.
5.5.6	Assistants: The board of directors may appoint or authorize the appointment of an assistant to the secretary-treasurer. Such assistant may exercise the powers of the secretary-treasurer, as the case may be, and shall perform such duties as are prescribed by the board of directors.	Non-substantive change. The assistant to the secretary-treasurer is not an OSBA officer so should not be listed as such. Bylaws section 5.5.4 already authorizes the secretary-treasurer to delegate to the executive director or other designated staff member.
6	The Association shall not discriminate in providing services, hiring employees, or otherwise, upon the basis of gender identity, race, creed, marital status, sex, sexual orientation, religion, color, age, disability, or national origin.	Non-substantive change. Add "gender identity" and "sex" in accordance with ORS 659A.403.

2024 OSBA Proposed Bylaw Amendments Summary

New language is in red; deleted language is struck.

Edits solely to punctuation, numbering, or document references have not all been included.

Section	Proposed Language	What changed?
7	<p>PACE Trustees: The board of directors shall appoint the trustees of the OSBA Property and Casualty Coverage for Education Trust (“PACE”). As per as provided in the PACE Restated Trust Agreement, the PACE trustees shall nominate trustee candidate(s) to the OSBA board of directors. If the list of candidates is not acceptable by the board of directors, the PACE trustees will continue to submit nominated candidate(s) for consideration until accepted by the board of directors.</p> <p>(a) It is the policy of OSBA with respect to PACE trustees taking office on or after January 1, 2023, may serve that such trustees will be appointed to no more than three consecutive three-year terms and, if eligible, may return after a one-year hiatus.</p>	<p>Housekeeping. Moved PACE from 4.1.4 under the committee heading to this new section 7 since PACE is a trust not an OSBA committee.</p>
78.1.6	<p>Whenever an amendment or new bylaw is adopted, it shall be copied in the minute book saved in electronic format in accordance with OSBA’s record retention schedule with the original bylaws in the appropriate place. If any bylaw is repealed, the fact of repeal and the date on which the repeal occurred shall be stated in such book and place.</p>	<p>Non-substantive change. Delete reference to a “minute book” as OSBA does not keep a “minute book” and it is not legally required, update language to reflect what OSBA is doing to comply with the record retention law.</p>

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

X.A. Minutes

X.A.1. November 5, 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 5:21 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 Terese Jones, Ph.D., Co-Vice Chair Sami Al-Abdrabbuh, Ph.D. Shauna Tominey, Ph.D., Co-Vice Chair Chris Hawkins Judah Largent</p> <p><u>BOARD MEMBERS EXCUSED</u></p>	<p><u>EXECUTIVE STAFF PRESENT</u> Ryan Noss, Ed.D., Superintendent Melissa Harder, Assistant Superintendent Lauren Wolfe, Finance Director Kim Patten, Operations Director</p>
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A quorum was present, and due notice had been published.

The Board recessed into executive session at 5:22 p.m.

II. EXECUTIVE SESSION

The Board met in Executive 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

The Board took a break following the executive session and reconvened the regular meeting at 6:29 p.m.

MOTION:

Director Hawkins moved, and Director Largent seconded that the board not hold a hearing, but that the board would review the process implications of the complaint. The motion passed unanimously. Yea: 6, Nay: 0, Absent: 0



IV. BOARD MEMBER REPORTS

Director Hawkins:

- Attended National School Lunch Day with Superintendent Noss at Corvallis High School; had the opportunity to engage with many students.
- Attended the DevNW presentation on affordable housing in south Corvallis.
- Participated in the Regional OSBA Legislative Roadshow, connecting with board members from the region.

Director Al-Abdrabbuh visited a workforce housing model of an affordable housing initiative in Corvallis with the Boys and Girls Club.

Chair Whitebear:

- Attended the DELTA meeting.
- Attended a meeting about the new Indian Education program and plans for the fall.
- Attended the regional OSBA Legislative Roadshow to connect with other boards and hear about legislative priorities.

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

Director Al-Abdrabbuh provided a written report before the meeting, shared highlights, and engaged the board in discussion. (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.)

VI. SUPERINTENDENT'S REPORT

Superintendent Noss read from a written report and shared highlights, including information about inclement weather and snow routes and an update on Osborne Aquatic Center. (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).

VII. PUBLIC COMMENT

There was no public comment.

VIII. BIAS REPORTING - UPDATE

Assistant Superintendent Harder presented a report, shared updates on the work being done on bias reporting and responses, and answered questions from the Board. (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.)



IX. CONSOLIDATED ACTION

MOTION:

It was moved by Director Al-Abdrabbuh and seconded by Co-Vice Chair Tominey to adopt the Consolidated Action items as submitted. The motion passed unanimously. Yea: 6, Nay: 0, Absent: 0

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. Enter into an Agreement with the Graduation Alliance**
- B. Budget Committee Appointments**
- C. Licensed Personnel Action**
- D. Minutes – October 10, 2025; October 24, 2024**
- E. Board Policies – FOR ACTION:**
 - 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 DJCA – Personal Service Contracts – DELETE**
 - 6. Policy DJCA-AR – Personal Service Contracts – DELETE**

X. CONSOLIDATED INFORMATION

The Board received the following information. (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.)

Item B3 was pulled for discussion.

- A. Q1 Financial Reports (Unaudited)**
- B. Board Policies – FOR INFORMATION**
 - 1. Policy GCDA/GDDA – Criminal Records Check and Fingerprinting**
 - 2. Policy IGBAF – Special Education IEP**
 - 3. Policy IGBAF-AR – Special Education IEP**
 - 4. Policy IGBAF – Special Education – Procedural Safeguards**
 - 5. Policy JBAA – Section 504 – Students****
 - 6. Policy JBAA-AR – Section 504 – Students****

The board took a break and then resumed the meeting.



XI. INTERIM BOARD MEMBER SELECTION

Chair Whitebear opened the interim board member selection process by thanking all of the candidates for applying and participating. She acknowledged that it can be intense and nerve-wracking. She also shared that the Board is required by law to deliberate and vote in public.

A. Applications

There were seven applicants for the interim board member position: Vincent Adams, Amanda Bressler, Craig Gray, Laurie Holst, Cassandra Inman, Tatiana Mueller, and Bernard Wang. After an initial screening, four candidates moved on to the semi-finals: Vincent Adams, Amanda Bressler, Cassandra Inman, and Bernard Wang. Each applicant had five minutes to explain why they wanted to serve on the board.

Board members identified three finalists to move on to the final round: Vincent Adams, Cassandra Inman, and Bernard Wang. Each applicant was given two minutes to answer each of five questions from board members.

Following deliberation and clarification on the process, the Board passed the following motion.

MOTION:

Director Al-Abdrabbuh motioned, and Co-Vice Chair Jones seconded, that Bernard Wang be appointed to vacant position #7 of the Corvallis School District Board of Directors, for the term November 5, 2024, through June 30, 2025. The motion passed unanimously. Yea: 6, Nay: 0, Absent: 0

XII. OATH OF OFFICE - INTERIM SCHOOL BOARD MEMBER

Chair Whitebear administered the Oath of Office to Bernard Wang.

XIII. BOARD MEMBER COMMENTS

Director Largent said he planned to attend a robotics pancake fundraiser at the Elks Club.

Director Jones appreciated the feedback from the community regarding the interim board member applicants.

Chair Whitebear acknowledged it was a tense evening for many folks with the national elections and shared that she was reminded of the responsibility of being an elected official by administering the oath of office.



XIV. ADJOURNMENT

With no further business, Chair Whitebear adjourned the meeting at 8:53 PM.

Luhui Whitebear, Ph.D., Board Chair

Ryan Noss, Ed.D., Superintendent

Prepared By: Kim Nelson

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X.A.2. November 21, 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 5:36 PM in the Linus Pauling Middle School Commons, 1111 NW Cleveland Ave, Corvallis, OR 97330. The secretary recorded those present as listed below.

<p><u>BOARD MEMBERS PRESENT</u> Luhui Whitebear, Ph.D., Chair Terese Jones, Ph.D., Co-Vice Chair Sami Al-Abdrabbuh, Ph.D. Shauna Tominey, Ph.D., Co-Vice Chair Chris Hawkins Judah Largent Bernie Wang</p> <p><u>EXECUTIVE STAFF PRESENT</u> Ryan Noss, Ed.D., Superintendent Melissa Harder, Assistant Superintendent Jennifer Duvall, HR Director Lauren Wolfe, Finance Director Kim Patten, Operations Director</p>	<p><u>STUDENT REPRESENTATIVES PRESENT</u> Claire Williams, CHS Reid Gold, CHS Eileen Lewis, CHHS Harvick Mesler, CHHS Zoe DeAmicis, CVHS Laura Chen, CVHS</p> <p><u>SECONDARY ADMINISTRATORS PRESENT</u> Stephanne Seals, Cheldelin Middle School Eric Wright, College Hill High School Matt Boring, Corvallis High School Emmet Whittaker, Corvallis High School Germaine Joesph-Hayes, Corvallis High School Salvador Muñoz, Corvallis High School Aaron McKee, Crescent Valley High School Jon Strowbridge, Crescent Valley High School Jennifer Still, Crescent Valley High School Amy Wright, Franklin K-8 School Greg Hyde, Linus Pauling Middle School Caleea Kidder, Linus Pauling Middle School Lisa Krause, Linus Pauling Middle School</p>
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A quorum was present, and due notice had been published.

Chair Whitebear shared that the Board and presenters would have dinner until 6:00 p.m., then proceed with the Student Improvement Plan presentations. There would be limited sound as the board members and guests would rotate tables throughout the meeting.



II. STUDENT REPRESENTATIVE REPORTS

Student representatives provided brief updates regarding events happening around the district.

III. WELCOME AND INTRODUCTIONS

Chair Whitebear welcomed everyone and thanked Linus Pauling Middle School staff for hosting the meeting.

IV. DISTRICT PROGRESS MONITORING

Superintendent Noss presented a Board Goals document and highlighted the district's efforts to strengthen alignment with the goals. Superintendent Noss emphasized how the goals serve as a framework to guide the district's work and requested the Board's active engagement in identifying areas of alignment during the school rotations. (The documents are posted online with the information packet of this meeting and will be archived with the official 2024-25 board records.)

V. SCHOOL SCORECARD REPORTS

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

- A. Bridges Program
- B. Cheldelin Middle School
- C. College Hill High School
- D. Corvallis High School
- E. Crescent Valley High School
- F. Franklin K-8 School
- G. Linus Pauling Middle School

At 7:00 p.m., the board took a 10-minute break and then resumed the meeting.

VI. REFLECTION

Board members and student representatives shared insights on where they observed alignment with the Board goals during the school rotations.

- Noted alignment between the middle and high schools, with monitored equity data and a focus on attendance.
- Collaboration between schools, with the high and middle schools working together to align goals and efforts.



- Observed a strong emphasis on student engagement, with activities like Cheldelin dance events designed to motivate students and create a welcoming environment.
- Recognized alignment across schools and programs, emphasizing excellent learning experiences tied to broader curriculum goals. Noted pride in learning and collaboration across programs, with examples of staff listening to student input.
- Appreciated the broad, strategic approach being implemented at all levels.
- Observed themes of staff investing in knowing and understanding students, ensuring they feel seen and valued.
- Noted efforts around attendance and math instruction, emphasizing continued assessment of learning across grades. The framing of goals is more action-oriented.
- Highlighted the collective care evident across the district while recognizing both the similarities and uniqueness of schools.

VII. ADJOURNMENT

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

Luhui Whitebear, Ph.D., Board Chair

Ryan Noss, Ed.D., Superintendent

Prepared By: Kim Nelson

X.B. Licensed Personnel Action



Corvallis

SCHOOL DISTRICT

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

Licensed Personnel Action

ACTION REQUESTED

Recommendation to Hire

Name	Position	FTE	Building	Start Date	Contract Status
Baley, Emerald	TOSA/Intervention Specialist	.5	Letitia Carson Elementary	11/4/2024	Temporary Teacher
Boland, Melinda	Mental Health Therapist	1.0	Letitia Carson Elementary, Kathryn Jones Harrison Elementary, Bessie Coleman Elementary	11/21/2024	Temporary Teacher
Mosel, Shelby	HR Specialist	1.0	District Office	11/13/21	Probationary Non-Rep

Termination/Resignation/Layoff/Retirement

Name	Position	FTE	Building	Effective	Notes
Garibay, Summer	Mental Health Therapist	1.0	Crescent Valley High and College Hill	12/20/2024	Resignation

MOTION REQUESTED:

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

X.C. Budget Committee Appointment



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Lauren Wolfe, Director of Finance
Meeting Date: December 12, 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 appointed four (4) members to the committee at the November 5, 2024 meeting, leaving one (1) additional vacancy.

The district received two (2) new applications. All application materials follow this cover. The individual appointed was chosen based on recent interest in serving on the Board.

ACTION REQUESTED:

Appoint Cassandra Inman to a one-year term ending June 30, 2025.

MOTION REQUESTED:

"I move that Cassandra Inman 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 30, 2024 at 9:19 AM

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

Preferred Title

Mrs

Name

Shannon Ullmer

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 new to this community, and love this "smaller town, help your neighbor" aspect here. I have a kindergarten and a second grader, so we have an entire primary and secondary educational career ahead of us here and I want to see them and their peers flourish. My husband grew up in Corvallis and prides himself on the public schools he went to. I was apart of the PTA in Colorado and helped raised \$70,000 for just one school, but I am learning that school fundraising is not allowed here, so I would like to help with anything that could possibly help achieve the schools goals and needs. I have a passion for reaching out to others, connecting with various different kinds of people, listening and being a voice for the ones who have a harder time speaking up. I would like to be apart of this school committee to help what is in the best interests for our teachers, so they too can feel worth, pride and safe while at work, which in turns helps our children learn.

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

My background is mostly in healthcare. I am a physical therapist assist, yoga teacher, and a life long volunteer. I love to learn new things, and to be challenged, but mostly I love to help others, listen and connect with new people in my community.



New submission from Budget Committee Application

1 message

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

Tue, Nov 19, 2024 at 1:51 PM

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

Preferred Title

Ms.

Name

Cassandra Inman

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 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. Serving on the Budget Committee would allow me to participate in the fiscal decision making process.

Please describe your professional/educational background related to this 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. My research training has given me the tools to listen to the data and the literature—so qualitatively through words and narrative, and quantitatively through statistics. As policy makers we need to understand what the data is telling us in order to conduct analysis and make sound judgments. These skills will ensure that our programs and policies are serving district goals in a just and equitable manner and considering the varying realities of budgets and fiscal decision making.

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, 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).

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 budget committee:

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 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

OPTIONAL: Upload a resume

- [240920-Cassy-Frank-Inman-CV-and-Resume-with-Details-photo.pdf](#)

 **240920-Cassy-Frank-Inman-CV-and-Resume-with-Details-photo.pdf**
589K



CASSY FRANK INMAN

POLICY SCHOLAR, ANALYST, INSTRUCTOR,
TRANSFORMATIVE STORYTELLER,
CPI COMMUNICATIONS EXECUTIVE

ABOUT ME

PhD candidate in the School of Public Policy at OSU. I am a collaborative industry leader with a solid history of leading cross-functional teams across product quality, public & media relations, consumer care, and marketing communications.

SELECTED ACADEMIC ACHIEVEMENTS

- 2022 - 2023 | Conducted peer review for *Policy Studies Journal*.
- 2022 | First author publication. Inman, C., & Jones, M. (2022). Thinking outside of the lunchbox: A narrative policy framework analysis of school lunch policies. *World Food Policy*, 8(2), 185–207. <https://doi.org/10.1002/wfp2.12045>

SKILLS

- Narrative policy analysis
- Qualitative research methods & design
- Project management & facilitation
- Rural & social policy evaluation, with a focus on food programs, e.g. NSLP
- 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
- International academic credential evaluation.

EDUCATION

- Pursuing *PhD in Public Policy* 2020 – Present
Oregon State University, Corvallis
- Awarded *Graduate Certificate in Rural Policy* 2024
Oregon State University, Corvallis
- Awarded *Graduate Certificate in College & University Teaching* 2024
Oregon State University, Corvallis
- Awarded *Master of Public Policy* 2019
Oregon State University, Corvallis
- Awarded *BA Comparative Politics* 1996
University of California, Santa Cruz

EMPLOYMENT HISTORY

- International Credential Evaluator 2023 - Present
- Graduate Teaching Assistant, Instructor 2018 - 2024
Oregon State University | Corvallis, OR
- 2023 – Present | International Credential Evaluator
- 2018 – 2024 | Graduate Teaching Assistant and Instructor of Record
- Pathways Intern 2018 - 2020
USDA Rural Development | Tangent, OR
- Rural Housing Service, Business Programs Intern. Training in the administration of Rural Development loan and grant programs.
- Consumer Affairs Manager 2015 - 2017
Kettle Brand/Diamond Nuts/Snyder's Lance | Salem, OR
- Customer Care, Liability Claims, Project Management, Reporting, Analytics.
- Marketing Communications Manager 2008 - 2014
Enzymedica, Inc. | Remote (Based in Corvallis, OR)
- Media & Public Relations, Marketing Communications, Social Media.
- Science Writer, Interim PR Specialist 2007 - 2008
Threshold Enterprises | Scotts Valley, CA
- Communications, Public Relations, Collateral Development, Trainer.
- Marketing Education Manager 2004 - 2007
Renew Life Formulas | Palm Harbor, FL
- Marketing, Communications, Sales Management, National Educator, Trainer.

CASSY FRANK INMAN

SELECTED CAREER ACHIEVEMENTS

- **2015 - 2017** | Successfully integrated processes and deployed a new Consumer Relationship Management (CRM) platform for Emerald Nuts, Pop Secret, and Diamond of California in less than 5 weeks.
- **2008 – 2014** | Administered and maintained standard operating procedures and flow of information through the corporate Marketing Communications review process for Enzymedica, America's #1 selling enzyme brand.
- **2008 – 2014** | Developed and maintained a solid relationship with industry trade publications and natural health minded consumer outlets. Our team successfully placed Enzymedica products and experts in national print and broadcast media, including *The Wall Street Journal*, *ABC's The View*, and *Good Morning America Health*.
- **2004 - 2007** | Created and launched the educational division of the nation's leading digestive care and internal cleansing/detoxification company whose programs are featured on PBS nationally. Division manager of the Associate Education Services (AES) department, my corporate training team was responsible for educating the staff and practitioners of over 5000+ accounts within Renew Life Formulas' health care product distribution channel.
- **2006 – 2007** | Managed Dietary Supplements Health & Education Act (DSHEA) compliance training for both Renew Life Formulas' corporate staff and field employees.

TRAININGS & CERTIFICATION

- **Nia Technique® Fitness Instructor Certification & Teacher License, Portland, OR**
2015, 2017, 2018 | White Belt, Blue Belt, and Brown Belt certification
- **Joomla Training Certificate, New York, NY**
2012 | Website CMS certification
- **Institute for Alternative Medicine, eCampus**
2004 | Nutritional Consultant Certificate

BOARD MEMBERSHIPS

- **2023 - Present** | INTO Oregon State University, Strategic Plan 2024- 2030 Development Committee Member
- **2024 - Present** | INTO Oregon State University DEI Strategic Plan Implementation Committee Member
- **2020 - Present** | Oregon State University School of Public Policy Diversity Committee, Student Board Member
- **2019 - 2020** | Corvallis School District Boundary Review Parent Advisory Board, Parent Board Member
- **2018 - 2019** | Wilson Elementary School PTA, Vice President, Executive Board Member, policy advisor
- **2017 - 2019** | Oregon State University Family Resource Center Advisory Board, Student Board Member
- **2017 - 2019** | Oregon State University Women in Policy, Student Board Member

CASSY FRANK INMAN

EMPLOYMENT & PROJECT DETAILS

Office of International Admissions at Oregon State University (INTO OSU) | Corvallis, OR

2023 – Present

International Credential Evaluator

Job Duties:

- Review and evaluate academic transcripts, diplomas, and credentials to determine their OSU equivalencies.
- Research education systems and credentials.
- Determine accreditation.
- Communicate with prospective students and applicants.
- Process applications, including credentials evaluation, transfer course equivalencies, and admission reviews.

School of Public Policy at Oregon State University | Corvallis, OR

2018 – 2024

Graduate Teaching Assistant, Instructor

Job Duties: Assist faculty by performing teaching or teaching-related duties, developing teaching materials, and grading examinations or papers.

Graduate Teaching Assistant and Instructor of Record for: PS 204 Intro to Comparative Politics (eCampus), PS 374 Sustainable Living: Practices and Policies, PS 371 Public Policy Problems (eCampus), PS 344 Latin American Politics (eCampus), PPOL 201 Introduction to Public Policy (100% on campus & eCampus), PPOL 421 Introduction to Policy Research (100% on campus)

Graduate Teaching Assistant for PS 300 Research Methods (100% on campus)

USDA Rural Development | Tangent, OR

2018 - 2020

Pathways Intern: Rural Housing & Business Programs

Job Duties: Serve as a trainee observing, learning, and assisting others in performing a variety of tasks to gain experience and technical competence in the methods, procedures, principles, theories, and techniques used to administer Rural Development loan and grant programs.

Kettle Chips / Diamond Nuts / Snyder's Lance | Salem, OR

2015 - 2017

Consumer Affairs Manager

Job Duties: Customer Care, Liability Claims, Project Management, Reporting, and Analytics **Consumer Care**

- Manage the Consumer Care team of 6, including 4 Consumer Affairs Specialists, Team Lead, and Consumer Affairs Representative.
- Manage the Consumer Affairs processes for Snyder's-Lance family of brands including Kettle Brand Chips, Emerald, Pop Secret, and Diamond of California brands.
- Administer and manage communication between the consumer and company; Respond to consumer questions and complaints; Streamline messaging to improve efficiency and speed of response time to consumer; Ensure consumer interaction with products and the company leads to next purchase.

Claims Management

- Manage escalations and consumer product liability claim processes.
- Serve as liaison between company, Legal, and third-party insurance.

CASSY FRANK INMAN

Project Management

- Lead a cross functional group to establish a new process to address an organizational pain point: Generated an SOP and administered the process for fulfilling Customer and Consumer Information Requests in a
- Sharepoint environment; Grow team understanding and knowledge of the Quality and Regulatory fields.

Reporting & Analytics

- Collect and analyze information and provide recommendations to Operations, Marketing, Regulatory, and Executive teams regarding consumer product quality performance, Product and Packaging Design opportunities, and related metrics.
- Reinvigorated reporting processes, including new dashboards, drill down reporting, and new product launch reviews.
- In less than 5 weeks, successfully orchestrated integration of Consumer Care processes for Emerald Nuts, Pop Secret, and Diamond of CA brands into Salesforce CRM.

Peace & Justice Center of Burlington, Vermont

2014 - 2015

Fair Trade Store and Program Manager

Job Duties: Community Engagement and Organization, Education, Sales Management, Purchasing, Marketing Collateral Development

- I served as Fair Trade Store and Program Manager, working in the Peace & Justice Store to promote local and Fairtrade artisans, as well education for the organization's Cocoa campaign. The Peace & Justice Center
- (PJC) is a community- driven, non-profit organization based in Burlington, Vermont that empowers community members advocating for peace and justice. Formed in 1979, the PJC provides resources, education, and grassroots organizing support to increase visibility and effectiveness of social justice movements.
- Fair Trade Store Management, including Vendor project support, visual merchandising, offsite sales, and Intern and Volunteer coordination.
- Researched & wrote articles for the organization's e-news and quarterly newsletter, created Fair Trade educational materials, gave presentations to local elementary students, and organized offsite sales events during the holiday season.

Enzymedica Inc. | Based in Corvallis, OR

2008 - 2014

Marketing Communications Manager

Job Duties: Media & Public Relations, Marketing Communications, Social Media, Collateral Development

Media and Public Relations

- Planned and implemented public relations programs in line with the Company's strategic marketing objectives to maintain a favorable public image.
- Arranged interviews for Staff and Executives with the media.
- Cultivated and maintained relationships with agency of record, editors, reporters, partners, customers, and investors.
- Organized and carried out events to promote employee morale and community goodwill.

Marketing Communications

- Managed flow of information to and from the press and other communications agencies.
- Developed and produced promotional documents, brochures, press releases, website copy and articles for Enzymedica and its family of Brands.

Strategic PR Partnerships

- Developed and maintained the short-and long-term strategic PR objectives for the Company's PR partners including the Agency of Record, Scientific Advisors, Brand Ambassadors, and Retail Partners.

CASSY FRANK INMAN

Online Communications and Social Media

- Updated copy, collateral, and media on Enzymedica's suite of websites.
- Collaborated to plan and implement social media programs in line with the Company's short- and long-term strategic marketing objectives.
- Successfully utilized and leveraged Enzymedica's *VOCUS Marketing* software package as a Marketing Communications tool.

Media Purchase and Advertising

- Provided research and pricing on advertising opportunities.
- Served as point of contact for media purchase, and liaison between the Company and media outlet advertising representatives.

Threshold Enterprises | Scotts Valley, CA

2007 - 2008

Science Writer & Interim PR Specialist

Job Duties: Marketing Communications, Public Relations, Collateral Development, Trainer Drafted science and marketing collateral.

- Distributed press releases.
- Provided project leadership for practitioner line collateral development.
- Project Manager, PR Specialist, Marketing Team Member

Renew Life Formulas | Palm Harbor, FL

2004 - 2007

Marketing Education Manager

Job Duties: Marketing Collateral Communications, Sales Management, National Educator, Trainer

2007 | Marketing Education Manager

- Lead marketing team with respect to DSHEA and product label compliance.
- Design and maintain label and literature database.
- Write and edit articles, educational literature, and collateral material to promote the sale of company products & services.
- Serve as Brand Manager to the growing practitioner line: Advanced Naturals.

2006 - 2007 | National Sales Manager

- Provide leadership and direction to a 12 member inside sales team. Lead by example with educational and consultative sales techniques.
- Communicate with customers, management, internal departments, and executives to coordinate sales and educational effort in accordance with corporate goals.
- Utilize statistical management to track and forecast sales on 60+ SKUs, through new account development, line extension and base business in three national markets: independent health food stores, US national chains and health practitioners.
- Co-developed cost analysis tools to monitor efficiency, productivity, and profitability

2005 - 2006 | Education Division Manager, Corporate Educator

- Co-developed the concept and methodology and launched the Renew Life Associate Education Services (AES) department. Consistently met and exceeded educational productivity goals. I increased educational activity company-wide by 300% through the development of a targeted multimedia and teleconference training program for our retail account base.

CASSY FRANK INMAN

- Developed and conducted product and condition trainings, as well as 6-week digestive care education course curricula for internal and field use.
- Contributed to the development of DSHEA compliant marketing materials to support the sale of Renew Life products. I was also the point person for DSHEA compliance education for the sales and consumer affairs divisions.
- Contributed to a 70% increase in revenue in 2005, and a 40% increase in 2006, through implementation of an education-based territory management program.

X.D. Board Policies -- **FOR ACTION:**

X.D.1. Policy GCDA/GDDA - Criminal Records
Checks and Fingerprinting - Revision



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Melissa Harder, Jennifer Duvall
Meeting Date: December 12, 2024

ACTION REQUESTED

Board Policy GCDA/GDDA—Criminal Records Checks and Fingerprinting —Revision
—Second 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

Approval of revisions.



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.

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

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.

⁵ See OAR 581-021-0511(8).

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 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.

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.

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).~~

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



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Melissa Harder & Sabrina Wood
Meeting Date: December 12, 2024

ACTION REQUESTED

[Board Policy IGBAF](#)—Special Education - Individualized Education Plan (IEP) —Revision—
Second 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

Approval 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.D.3. Policy IGBAG - Special Education -
Procedural Safeguards



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Melissa Harder & Sabrina Wood
Meeting Date: December 12, 2024

ACTION REQUESTED

Board Policy IGBAG—Special Education - Procedural Safeguards **—Revision—Second 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

Approval 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
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

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.

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.D.4. Policy JBAA - Section - Students**



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Melissa Harder & Sabrina Wood
Meeting Date: December 12, 2024

ACTION REQUESTED

Board Policy JBAA—Section 504 - Students**—Revision—Second 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

Approval 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.

XI. CONSOLIDATED INFORMATION

XI.A. Virtual Charter School Enrollment



Prepared for: Corvallis School Board
Prepared by: Kristin Mahoney & Melissa Harder
Meeting Date: December 12, 2024

Virtual Charter School Enrollment

NO ACTION REQUIRED

Background

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

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

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

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

Data	Number	% of Total	Reference
Students enrolled within the district	5,899	77.3%	District Enrollment as of 11/12/24
Students enrolled in public charter schools located in the district	115	1.5%	MCCS Enrollment as of 11/14/24
Students residing in the district enrolled in virtual public charter schools not located in the boundary	194	2.54%	Most recent individual enrollment reports voluntarily shared by virtual charter schools
Home-schooled students who reside in the district who are registered with the educational service district	246	3.22%	Active Home School Enrollments with LBL ESD as of 9/8/24
Students enrolled in private schools located within the school district	1,176	15.4%	As surveyed (pulled 1-11-23)
TOTAL	7,630		

XI.B. Budget Parameters



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Lauren Wolfe, Director of Finance
Meeting Date: December 12, 2024

Budget Parameters

NO ACTION REQUIRED

Background

Budget parameters are general guidelines that the district intends to honor through its budget process. They set forth the ideals that the district's decision-makers will adhere to as they develop the budget through an understanding that these decisions have long-term consequences. Budget parameters are important for creating a shared understanding of the overarching values that underpin budget development. Unlike the district's fiscal policies, which tend to be more technical, budget parameters can be understood and appreciated by all stakeholders, including the public.

The budget parameters presented tonight are rooted in the [GFOA's Best Practices in School Budgeting](#) and incorporate feedback received from board members during the January 14, 2021, and March 11, 2021, school board meetings. The terms "should" and "shall" are used throughout rather than the word "must" as budget parameters are general guidelines, not policy. No changes are proposed at this time.

Attached

Corvallis School District Budget Parameters

CORVALLIS SCHOOL DISTRICT BUDGET PARAMETERS

Presented to School Board on December 12, 2024

Budget parameters are general guidelines that the district intends to honor through its budget process. They set forth the ideals that the district's decision-makers will adhere to as they develop the budget through an understanding that these decisions have long-term consequences. Budget parameters are important for creating a shared understanding of the overarching values that underpin budget development. Unlike the district's fiscal policies, which tend to be more technical, budget parameters can be understood and appreciated by all stakeholders, including the public.

Goals for Student Outcomes Should Drive the Budget Process

Clear goals for student outcomes should guide how resources are allocated, how progress is tracked, and how budget decisions are made to prioritize programs and strategies.

Provide Every Student with Equitable Access and Opportunities

The district is committed to educational equity by recognizing institutional barriers and creating access and opportunities that benefit each student. In order to achieve educational equity for each and every student, the district shall make every effort to provide all students with equitable access to high quality curriculum, support, facilities, and other resources, even when this means differentiating resource allocations.

(Excerpted from [Corvallis School District Policy JBB – Educational Equity](#))

Decisions Should Be Informed By Data

Decisions that impact the future of student learning should be centered on evidence of what works. Qualitative and quantitative data on student outcomes, both in terms of student achievement and overall student educational experience, should inform the decision-making process.

Base Resourcing Decisions on the Total Value Created for Students

The budget process should seek to allocate available resources optimally, in a way that will create the most benefit for students given the costs.

- **Prioritize strategies and programs with proven cost-effectiveness**
Strategies and programs that have proven to produce larger gains and close the opportunity gap in learning for all student groups relative to their cost should be given priority for funding. Strategies and programs that are chosen should be implemented fully and faithfully even if that means fewer strategies or programs are implemented.
- **Make student-centered decisions**
Budget decisions should be based on what is best for students, not adults. In some cases, there is pressure to develop a budget that puts the interests of adult stakeholders above the interest of students. That priority should be reversed.

Critically Re-Examine Patterns of Spending

Past patterns of spending may no longer be relevant given changing needs of the community and student body. Hence, the budget process should encourage review of past spending decisions and critically change, where necessary. The district should develop and implement a program review and sunset process to identify and discontinue programs that are not achieving their objectives or that are simply not as effective as available alternatives.

Take a Long-Term Perspective

The district will not be able to make large changes to its educational strategy and resource allocation patterns within a single year. Further, a consistent application of proven strategies over a multi-year period will deliver better results. Therefore, to the degree possible, the district should develop and adhere to a multi-year funding plan for its strategies, with the goal of fully funding and re-aligning resources where necessary to fund high priority elements of the strategies.

Be Transparent

Effective budgeting requires valid information about the true costs of serving students and the outcomes produced for students.

- Make performance data readily available. The budget process should be informed by valid and reliable data on fiscal and academic performance.
- Consider all direct and indirect expenditures in evaluating the cost of educating students.
- Use a consolidated budget that considers all available funds. Acknowledge constraints on categorical spending, but consider all available funds to make the most impact with available resources.
- Be clear on what actions are being funded to help the district reach its student achievement goals – not just line items and broad expenditure categories.

XI.C. First Quarter Financial Summary
(Unaudited)



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Lauren Wolfe, Director of Finance
Meeting Date: December 12, 2024

First Quarter Financial Summary (Unaudited) NO ACTION REQUIRED

Background

The Financial Summary for the General Fund for the period ending October 31, 2023 and October 31, 2024 follows this report. Year-to-date operating revenues through the end of October 2024 total \$19.3 million or 20.27% of total budgeted operating revenues as compared to \$18.6 million or 19.17% through the end of October 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 \$.711 million or 29.12% of total budgeted other local source revenue as compared to \$.225 million or 3.85% in the prior period. This is related to the timing of receipts of Medicaid Administrative Claiming (MAC) funds as well as a continued increase in interest earnings on investments. This may have a positive impact on total revenue for the year.
2. Federal Sources: Year-to-date revenues total \$.077 million or 55.23% of total federal source revenue as compared to \$.066 million or 22.67% 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 October 2024 total \$20.3 million or 20.21% of total budgeted operating expenditures as compared to \$20.8 million or 22.49% through the end of October 2023. There are two notable variances between expenditure requirements for the period ending October 31 compared to last year:

1. Supplies and Materials: Year-to-date expenditures total \$.925 million or 22.47% of total budgeted supplies and materials requirements as compared to \$2.3 million or 47.19% in the prior period. We are continuing to monitor spending in this area to determine how it will impact annual spending.
2. Capital Outlay: Year-to-date expenditures total \$.065 million or 208.96% 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 (January).

Currently, the projected general fund ending balance is \$14,510,974 or 15.12% of total resources net of the beginning fund balance.

Monitoring Fiscal Impacts:

As of October 31, 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 were released this month. We anticipate our budgeted amount was approximately \$79,000 over what we will receive. This variance is insignificant for the overall budget.
3. **Enrollment:** The first major enrollment reporting deadline is October 1, 2024 and is referred to as First Period ADM. Our first period ADM is 5879, or 122 students less than projected. This will not impact our current year budget as we are paid off of the highest enrollment between the current year and the prior year, but will impact future budget cycles.
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. Our third quarter invoice was received and was for \$66,151. For context, our unemployment liability for the 2023/24 fiscal year (all four quarters) totaled \$39,955.
5. **Anticipated PERS Rates:** PERS rates for the next biennium were released this month. The rate for TI/TII employees increased from 16.13% to 22.32% and from 13.29% to 19.14% for OPSRP employees. This will have a major impact on subsequent budget years.
6. **Governor's Budget:** Governor Kotek released her recommended budget for the 2025-2027 biennium with a suggested \$11.4B investment into the State School Fund. This is a promising starting point for K12 education.

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 October 31, 2024



CORVALLIS SCHOOL DISTRICT 509J

General Fund | 2024 - 2025 Financial Summary

For the Period Ending October 31, 2024

	2023 - 2024		Prior Year		2024 - 2025		2024 - 2025		YTD	% of	Annual Forecast	Variance
	Actuals	YTD	% of	Actual	Adopted	2024 - 2025	Actuals	YTD	% of	Budget		Favorable/ (Unfavorable)
					Budget							
RESOURCES												
Operating Revenues												
Local Property Tax Revenue	\$	29,391.51	0.08%	\$	35,672,175	\$	26,464.59	0.07%	\$	35,560,161	\$	(112,014)
Local Option Levy		8,944	0.09%		10,503,933		7,586	0.07%		10,536,605		32,672
Other Local Sources		225,573	3.85%		2,157,191		711,155	32.97%		1,556,575		(600,616)
Intermediate Sources		-	0.00%		882,413		-	0.00%		882,413		-
State School Fund		18,314,692	42.07%		43,923,724		18,522,327	42.17%		45,135,054		1,211,330
Other State Resources		-	0.00%		2,150,000		-	0.00%		2,150,000		-
Federal Sources		66,483	22.67%		140,000		77,322	55.23%		140,000		-
Other Sources		2,625	100.00%		-		-	-		-		-
Total Operating Revenues	\$	18,647,708	19.17%	\$	95,429,436	\$	19,344,855	20.27%	\$	95,960,808	\$	531,372
Beginning Fund Balance*		14,493,943	100.00%		17,043,343		19,388,190	113.76%		19,388,190		-
TOTAL RESOURCES	\$	33,141,651	29.66%	\$	112,472,779	\$	38,733,045	34.44%	\$	115,348,998		
REQUIREMENTS												
Operating Expenditures												
Salaries	\$	9,731,555	21.59%	\$	49,415,758	\$	9,837,784	19.91%	\$	47,932,503	\$	1,483,255
Associated Payroll Costs		4,723,679	20.31%		28,598,631		5,410,260	18.92%		27,858,296		740,335
Purchased Services		2,541,488	16.70%		14,190,848		3,006,903	21.19%		14,628,777		(437,929)
Supplies and Materials		2,300,767	47.19%		4,119,885		925,559	22.47%		4,037,458		82,427
Capital Outlay		8,449	4.78%		30,800		65,832	213.74%		181,980		(151,180)
Other Objects		1,467,215	55.98%		1,810,973		1,076,883	59.46%		2,699,010		(888,037)
Transfers		-	0.00%		2,377,204		-	0.00%		3,500,000		(1,122,796)
Total Operating Expenditures	\$	20,773,153	22.49%	\$	100,544,099	\$	20,323,221	20.21%	\$	100,838,024	\$	(293,925.00)
Contingencies		-	-		7,157,208		-	0.00%		-		-
Unappropriated Ending Fund Balance		-	-		4,771,472		-	0.00%		-		-
TOTAL REQUIREMENTS	\$	20,773,153	22.49%	\$	112,472,779	\$	20,323,221	18.07%	\$	100,838,024	\$	(293,925)

*unaudited beginning fund balance subject to change

PROJECTED ENDING FUND BALANCE \$ 14,510,974
15.12%

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

Type of Investment	Investment Date	Maturity/ Call Date	No. of Days	Bond Equivalent Yield	Purchase Price	Par (Maturity) Value
U.S. Treasury Obligations:						
US Government-Sponsored Enterprises:	06/13/24	09/12/25	456	5.125%	\$100.27	3,000,000
Commercial Paper:						
Total Investments Outside of Local Government Investment Pool:						\$ 3,000,000
Local Government Investment Pool:			Monthly Distribution			
			Yield			
General Account			5.11%		1,606,555	
Total Investments Inside of Local Government Investment Pool ¹						\$ 1,606,555
1 The maximum amount (in any combination of accounts) that the Local Government Investment Pool (LGIP) allows is \$61,749,000						
Total Investments						\$ 4,606,555

Compliance with Investment Policy

Type of Investment	Maximum % of Portfolio per Policy DFA	Current Percent
U.S. Treasury Obligations	100.0%	0.0%
U.S. Government Agency Securities and Instrumentalities of Government-Sponsored Corporations	90.0%	65.1%
State of Oregon Local Government Investment Pool (LGIP)	100.0%	34.9%
Bankers Acceptances	25.0%	0.0%
Repurchase Agreements	25.0%	0.0%
Certificates of Deposits	50.0%	0.0%
Commercial Paper	10.0%	0.0%
State of Oregon and Oregon Local Government Securities	25.0%	0.0%
TOTAL		100.00%

Benchmarks as of 10/31/2024:

3 Month U.S. Treasury Yield Curve Rate	4.65%
3 Month Jumbo Certificate of Deposit Rate	4.16%

XI.D. Board Policies -- **FOR INFORMATION**

XI.D.1. Policy CCG - Evaluation of Administrators



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Melissa Harder, Jennifer Duvall
Meeting Date: December 12, 2024

NO ACTION REQUIRED

Board Policy CCG—Evaluation of Administrators—Revision—First Read

Background

OR 581-022-2405 requires districts to “adopt and implement personnel policies which address...evaluation procedures.” Policy CCG requires the superintendent to implement and supervise an evaluation system for administrators with the goal of developing and strengthening the administrator’s professional abilities and improving the instructional program and management of the school or school system.

This policy review is required by OSBA and includes a review of any employment contracts before revision to ensure there is no conflicting language. The attached revision has been reviewed. Many of the legal requirements in this policy apply only to those who meet the definition of administrator in ORS 342.815.

Involvement

Staff members: Melissa Harder, Jennifer Duvall

Cost Impact

None.

Function

Review of revisions.



Code: CCG
Adopted: 7/90
Revised/Readopted: 3/10/97, 1/11/99, 6/17/13, 2/1/18

Evaluation of Administrators

The superintendent will implement and supervise an evaluation system for ~~administrative personnel~~ administrators. The purpose of administrator evaluations is to assist an administrator with developing and strengthening their professional abilities, to improve the instructional program and management of the school system, and for supervisors to make recommendations regarding their employment and/or salary status.

Evaluation and support systems established by the district must evaluate administrators on a regular cycle. A formal evaluation will be conducted regularly.

The evaluation shall be conducted according to the following guidelines:

1. Evaluative criteria for each position will be in written form and made available to the administrator.
2. Evaluations will be made by the superintendent and/or a qualified, licensed designee.
3. Evaluations will be in writing and discussed with the administrator by the person who conducts the evaluation.
4. The administrator being evaluated will have the right to attach a memorandum to the written evaluation, and have the right of appeal through established grievance procedures, if applicable.

An administrator's evaluations shall use the following educational leadership-administrator standards¹ adopted by the State Board of Education.

1. Visionary leadership;
2. Instructional improvement;
3. Effective management;
4. Inclusive practice;

¹These standards are aligned with the Interstate School Leaders Licensure Consortium (ISLLC) and the Educational Leadership Constituents Council (ELCC) standards for Education Leadership.

5. Ethical leadership; and
6. Socio-Political context.

Administrator evaluations shall be based on the core administrator standards adopted by the Oregon State Board of Education. The standards shall be customized based on collaborative efforts with the administrators and any exclusive bargaining representative of the administration

Local evaluation and support systems established by the district for administrators must be designed to meet or exceed the requirements defined in the Oregon Framework for Teacher and Administrator Evaluation and Support Systems, including:

1. Four performance level ratings of effectiveness;
2. Consideration of multiple measures of administrator practice and responsibility which may include, but are not limited to:
 - a. Classroom-based assessments including observations, lesson plans and assignments;
 - b. Portfolios of evidence;
 - c. Supervisor reports; and
 - d. Self-reflections and assessments.
3. Consideration of evidence of student academic growth and learning based on multiple measures of student progress including performance data of students, schools and districts that is both formative and summative. Evidence may also include other indicators of student success;
4. A summative evaluation method for considering multiple measures of professional practice, professional responsibilities, and student learning and growth to determine the administrator's professional growth path;
5. Customized by the district, which may include individualized weighting and application of the standards.

An evaluation using the administrator standards must attempt to:

1. Strengthen the knowledge, skills, disposition, and administrative practices of the administrator.
2. Refine the support, assistance, and professional growth opportunities offered to the administrator, based on the individual needs of the administrator and the needs of the students, the school, and the district.

3. Allow the administrator to establish a set of administrative practices and student learning objectives that are based on the individual circumstances of the administrator, including other assignments of the administrator.
4. Establish a formative growth process for each administrator that supports professional learning and collaboration with other teachers and administrators.
5. Use evaluation methods and professional development, support, and other activities that are based on curricular standards and are targeted to the needs of the administrator.
6. Address ways to help all educators strengthen their culturally responsive practices.

The superintendent shall regularly report to the Board on the implementation of the evaluation and support systems and educator effectiveness.

END OF POLICY

Legal Reference(s):

[ORS 192.660\(2\), \(8\)](#)

[ORS 332.505](#)

[ORS 342.120](#)

[ORS 342.513](#)

[ORS 342.815](#)

[ORS 342.850](#)

[ORS 342.856](#)

[OAR 581-022-2405](#)

[OAR 581-022-2410](#)

[OAR 581-022-2420](#)

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

XI.D.2. Policy JECB-AR -- Admission of
Nonresident Students



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Melissa Harder & Kristin Mahoney
Meeting Date: December 12, 2024

NO ACTION REQUIRED

[Board Policy JECB-AR](#)—Admission of Nonresident Students—Revised—First Read

Background

These Interdistrict/Nonresident Transfer administrative regulations describe the requirements, conditions, and procedures for a nonresident transfer request.

Each year the Corvallis School District opens a transfer window for students living outside of the district boundary. This process occurs each spring and provides an opportunity for families to choose Corvallis Schools. Prior to the opening of the transfer window for nonresident applicants, the School Board must approve the number of spots available per grade, per school.

These proposed revisions serve to clarify processes and ensure language is consistent throughout the AR. Changes have been made to transfer revocation to include chronic absenteeism. There has never been an appeals process outlined in the AR for nonresident students who are denied a transfer request. That has been added.

Involvement

Staff members: Melissa Harder & Kristin Mahoney

Cost Impact

None.

Function

Adoption of revised version.



Corvallis

SCHOOL DISTRICT

Code: JECB-AR
Adopted: 6/29/99
Revised/Readopted: 11/5/01, 6/23/08, 1/23/12, 2/24/14, 4/12/18, 4/11/19, 5/7/20

Admission of Nonresident Students

Nonresident students may only be admitted by one of the following methods:

1. ~~By written consent of affected school boards (interdistrict, nonresident transfer)~~
Interdistrict Transfer Agreement;
2. A foreign exchange student attending a district school on a J-1 Visa; or
3. A court placement.

~~The district is not required to provide transportation outside the boundaries of the district. The student will be allowed to use existing bus routes and transportation services of the district. Transportation will be provided if required by federal law.~~

The Board shall deny regular school admission to nonresident students who are under expulsion from another district for a weapons policy violation. The Board may deny regular school admission to nonresident students who are under expulsion from another district for reasons other than a weapons policy violation.

Consent Conditions for Admission of a Nonresident Student by Interdistrict Transfer

1. ~~Annually, the Board shall establish the number of student transfer requests into the district, to which consent will be given for the upcoming school year. The Board may revise the maximum number of students to whom consent will be given if there are no more pending applications for consent.~~ Annually, the board shall approve the number of student transfer requests into the district to which consent for transfer will be given for the upcoming school year. The district may revise the maximum number of students to whom consent will be given at a time other than the annual date established by the board if there are no pending applications for consent.
2. Requests to transfer will be considered on a space-available basis. The district may choose to limit the number of students accepted for transfer based on school, grade, or a combination of both. The district may decide not to allow any transfers under this process.
3. Requests that a student attend a district school other than the student's assigned school ~~within their regular attendance boundary~~ for an interdistrict transfer must be made by the parent/guardian (or emancipated minor or student age 18 or older) and submitted through

the online transfer process.

4. ~~The assistant superintendent's office~~ Designated district office staff will notify the parent/guardian in writing that the request has been granted or denied in a timely manner as soon as the transfer request process has been completed.
5. Transportation will be the responsibility of the family. The district is not required to provide transportation outside the boundaries of the district. The student will be allowed to use existing bus routes and transportation services of the district. Transportation will be provided if required by federal law.
6. In the event building capacity is reached with attendance area residents or students from outside the attendance area who have transferred under provisions of ESSA, nonresident transfer students may be asked to enroll in another school or return to their ~~school or~~ district of origin.
7. An approved transfer granted to a student will not obligate the district to approve subsequent requests from another student in the same family.
8. Student violations of Board policy, administrative regulation, or school rules may result in revocation of the transfer at any time at the discretion of the district, in addition to any discipline imposed.
9. Once approved, a transfer remains in effect until the student completes grade 5, 8, or 12 (the highest grade at that school). Students must apply for a transfer if they intend to transition to a middle school or high school in the district.
10. Students participating in a Dual Immersion program at the elementary level may continue in the program at Linus Pauling Middle School and Corvallis High School; a transfer request is not necessary.
11. Decisions regarding transfer requests made by the assistant superintendent or their designee ~~will be~~ are final.

Transfer Request Review Process

1. Online applications will be accessible via the district's website. If the parent/guardians does not have access to an internet-accessible computer, they may utilize such equipment at ~~either~~ individual school locations or the district office.
2. The district may only ask for the student's name, contact information, date of birth, grade level, whether the student may be given priority on consent for admission (e.g., sibling in the district; change in legal residence; completion of public charter school in the district), information about which schools the student prefers to attend and whether the student is currently expelled.

3. If there are more applications than space available, a lottery process will be applied. Each student applicant will be assigned a randomly generated number. The process will give priority to students based on space who have:
 - a. Non-resident students currently attending a CSD school
 - b. Siblings currently enrolled at the requested school; ~~and~~
 - c. Attended a public charter school located in the same district in which the student seeks to attend; Student must have attended that school for three consecutive years, completed the highest grade offered by the public charter school, and did not enroll and attend school in another district following completion of that highest grade in the public charter school.
4. Seats will be offered to applicants based on their priority ranking up to the number of available spots at each grade level for each school.
4. Multiple birth siblings (twins, triplets, etc.) are treated as individuals during the lottery process. If one sibling is offered a seat and the others are offered a position on the ~~waiting list~~ waitlist, the parents/guardian may choose to accept the seat offered to one ~~while the siblings remain at the neighborhood school~~. If the parents/guardian declines the one seat, ~~however in preference of keeping the students together~~, the sibling would be placed on the ~~waiting~~ waitlist at the position held by the next sibling not offered a position.
5. ~~The district~~ Designated district office staff will notify families of their acceptance, denial, or ~~wait list~~ waitlist status in a timely manner as soon as the transfer request process has been completed.
6. Students applying for transfers outside of the online application window are placed at the bottom of the ~~waiting list~~ waitlist (if any) in the order their applications are received.

Exceptions to the Transfer Process

The district reserves the right to make placement decisions when warranted by special circumstances. As such, transfers initiated by school administrators, in conjunction with the assistant superintendent or their designee, may occur and become effective at any time during the school year.

Conditions of the Transfer and Revocation Process

1. ~~Once approved, a transfer ordinarily remains in effect until the student completes grade 5, 8, or 12 (the highest grade at that school). When a student moves from elementary to middle or middle to high school, the student is expected to enroll in the resident district in which they reside unless a new transfer is submitted and approved to continue in the~~

district.

1. ~~2.~~ Minimum standards for behavior must be maintained for a student to remain enrolled in the transfer school. Before revoking a transfer, the receiving building administrator will ~~include notify~~ the assistant superintendent or designee ~~and the administrator of the home school to discuss best placement.~~ If a transfer is revoked, a nonresident student attending on an interdistrict transfer will be asked to return to their resident school district
 - a. ~~Administration will review behavior data for intradistrict and interdistrict transfer students during the school year. Behavior will be reviewed each semester (18 weeks).~~
 - b. ~~a.~~ A student shall comply with the district's policies, administrative regulations, school, and classroom rules. Regular attendance is an expectation of all students. Chronic absenteeism is grounds for a transfer revocation.
 - c. ~~b.~~ For purposes of this transfer policy, a transfer may be revoked if a determination is made that the student's conduct poses a threat to the health and safety of students or employees and the behavior poses a significant disruption to the learning environment of others.
2. ~~3.~~ In the event any school exceeds capacity because of growth in the number of neighborhood students, a previously approved transfer may be revoked before school starts or at the end of a school year. Transfers will be revoked first for interdistrict/nonresident students and their siblings, if applicable, and then for intradistrict/resident students. Students (together with their siblings) who have exited a district program but who remain at that school will be the last to have their transfers revoked due to overcrowding. These students will be relocated to another district school.
3. ~~4.~~ Parent/guardians may request that a transfer be rescinded by submitting a written request to the building administrator, which will then be submitted to the assistant superintendent, or their designee, ~~'s office~~ for final review and processing.
 - a. ~~Such requests will be effective at the end of the grading period for elementary school students and at the end of the semester for middle and high school students unless the assistant superintendent and the principals involved agree to implement the request sooner due to exceptional circumstances. Such requests will be processed immediately to limit any impact on the student's ability to attend school.~~
 - c. To ensure continuity for a student's education, the district reserves the right to deny more than one transfer request at each school level within a two-year period.
4. ~~5.~~ Students who transfer high schools will be eligible to participate in interscholastic athletics in accordance with procedures established by the OSAA. The procedures are intended to prohibit recruiting of athletes without unjustly penalizing students. The procedures in no way are to be interpreted as condoning the recruitment of any athlete

from one high school to another since recruitment is a clear violation of the intent of this administrative regulation. Students and their families are responsible for ensuring their students meet OSAA transfer regulations.

Students Who Move from the Attendance Area

Students whose legal residence changes to a different school district during the school year may complete the school year at their current school. Students ~~attending a school outside of their resident district~~ will be required to obtain an interdistrict release from their **new** resident district.

Students who move during the summer to a different school district must attend school in their new resident district unless they have applied and been approved for an interdistrict, nonresident transfer to continue enrollment.

1. ~~Parents~~ **Parent/guardian** will notify the school in writing of their address change and their request for a continuation at the school. ~~The school will forward the parent's written request to the assistant superintendent.~~
2. Transportation will be the responsibility of the family.

~~Students on~~ Extended Leave or Sabbatical from a Transfer School

When a currently enrolled family on a nonresident transfer takes an extended leave (sabbatical or other out-of-town absence), the space will be offered to the next family on the waitlist if applicable. The parent/guardian would need to re-apply for a transfer during the annual transfer window should they wish to re-enroll upon return.

~~Students Assigned by the District and Siblings of Students Assigned by the District to a School Other than their Boundary School for Specialized Educational Programs~~ **Siblings of Students Placed Into District Specialized Programs**

Siblings of students ~~assigned~~ **placed into** district specialized programs are eligible for transfer to the school their sibling attends. Specialized programs include, but may not be limited to, Life Skills; and Dual Immersion.

~~Students participating in a Dual Immersion program at the elementary level may continue in the program at Linus Pauling Middle School and Corvallis High School; a transfer request is not necessary.~~

If the district currently provides transportation for the student in the specialized program, transportation may be provided to the sibling as long as space is available and the schedule is consistent with regular routing of the district or the specialized transportation arranged for the sibling assigned to a specialized program.

Appeals Process

A parent/guardian may appeal a transfer denial or waitlist placement if they believe there are special circumstances that the district should consider. Appeals are to be made in writing to the assistant superintendent or their designee and must contain the following elements to be considered:

1. Name of the student
2. Student's grade level for the transfer year
3. Current District
4. School requested
5. Parent/guardian's name and contact information
6. Description of any special circumstances, including any necessary or appropriate supplemental materials.

The assistant superintendent or their designee will investigate each situation and notify the parent/guardian of the decision in writing. Decisions regarding transfer requests made by the assistant superintendent or their designee will be final.

XI.D.3. Policy JECBB-AR -- Resident Transfer
Procedures



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Melissa Harder & Kristin Mahoney
Meeting Date: December 12, 2024

NO ACTION REQUIRED

[Board Policy JECBB-AR](#)—Intradistrict/Resident Transfer Procedures—Revised—First Read

Background

These Intradistrict/Resident Transfer administrative regulations describe the requirements, conditions, and procedures for a resident transfer request.

Each year the Corvallis School District opens a transfer window for students living within the district boundary. This process occurs each spring and provides an opportunity for families to choose to attend a school outside of their attendance area boundary. Once the application closes, the district evaluates the number of students at each grade in each school and awards spaces accordingly.

These proposed revisions serve to clarify processes and ensure language is consistent throughout the AR. Changes have been made to transfer revocation to include chronic absenteeism and a new process has been introduced for families requesting a transfer after the official window closes and once the school year has begun.

Involvement

Staff members: Melissa Harder & Kristin Mahoney

Cost Impact

None.

Function

Review of revisions



Code: JECBB-AR
Adopted: 5/7/20
Revised/Readopted:

Intradistrict/Resident Transfer Procedures

The following procedures will govern consideration of a request by a parent/guardian for their student to attend a district school other than the one within the student's regular attendance boundary. (Reference JC-AR for information on attendance boundaries).

Requesting an Conditions of a Intradistrict/Resident Transfer

1. Resident students and their parent/guardians will be notified on an annual basis of ~~intradistrict/resident~~ transfer options available.
2. Requests to transfer will be considered on a space-available basis.
3. Requests that a student attend a district school other than the student's assigned school within their regular attendance boundary must be made by the parent/guardian (or emancipated minor or student age 18 or older) and submitted online.
4. ~~The assistant superintendent's~~ Designated district office staff will notify the parent/guardian in writing that the request has been granted or denied.
5. Students who apply for an ~~intradistrict/resident~~ transfer and are not accepted at the time of application because of space availability, or Every Student Succeeds Act (ESSA) transfers, will be placed on a ~~waiting~~ waitlist. Such applications will be considered for approval at a later date as space becomes available. The ~~waiting~~ waitlist will be maintained until January of each year.
6. Transportation will be the responsibility of the family. In certain circumstances, district transportation may be provided, on a ~~space-available~~ case-by-case basis. Existing bus routes and stops will not, however, be disrupted or altered ~~in order~~ to accommodate an ~~intradistrict/resident~~ transfer.
7. ~~Once a student transfer is approved, the district will, to the extent practicable, continue the student in the receiving school through the highest grade in that building.~~ Once approved, a transfer remains in effect until the student completes grade 5, 8, or 12 (the highest grade at that school). Students must apply for a transfer if they intend to transition to a middle school or high school that is not within their attendance boundary.
8. Students participating in a Dual Immersion program at the elementary level may continue in the program at Linus Pauling Middle School and Corvallis High School; a transfer request is not necessary.
9. An approved transfer granted to a student will not obligate the district to approve subsequent requests from another student in the same family.

10. Student violations of Board policy, administrative regulation or school rules may result in revocation of the transfer at any time at the discretion of the district, in addition to any discipline imposed.

Transfer Request Review Process

1. Online applications will be accessible via the district's website. If the parent/guardians does not have access to an internet-accessible computer, they may utilize such equipment at either individual school locations or the district office.
2. If there are more applications than space available, a lottery process will be applied. Each student applicant will be assigned a randomly generated number. Priority will be given to qualifying students in the following order:
 - a. Corvallis School District (CSD) students with siblings currently attending a transfer school and who will attend with the student already enrolled.
 - b. Other CSD students.
 - c. Non-CSD students seeking interdistrict/nonresident transfer with siblings currently attending the CSD transfer school and who will attend with the student already enrolled.
 - d. Other non-CSD students seeking interdistrict/nonresident transfer.
3. Seats will be offered to applicants based on their priority randomized ranking up to the number of available spots at each grade level for each school. The remaining ranked list of applicants, if any, will serve as a ranked the waiting waitlist should future seats become available.
4. In the event that an elementary school exceeds capacity because of growth in the number of neighborhood attendance boundary students, or a secondary school exceeds the limit needed to balance student populations, the district may choose not to maintain a waiting waitlist until such time when transfers will be accepted.
5. Multiple birth siblings (twins, triplets, etc.) are treated as individuals during the lottery process. If one sibling is offered a seat and the others are offered a position on the waiting waitlist, the parent/guardians may choose to accept the seat offered to one while the siblings remain at the neighborhood attendance boundary school. If the parent/guardians declines the one seat, however in preference of keeping the students together, the sibling would be placed on the waiting waitlist at the position held by the next sibling not offered a position.
6. The assistant superintendent's Designated district office staff will notify families of their acceptance, denial, or wait-list waitlist status in a timely manner as soon as the transfer request process has been completed.
7. Students applying for transfers outside of the online application window are placed at the bottom of the waiting waitlist (if any) in the order their applications are received.

Exceptions to the Transfer Process

- ~~1. Transfer requests made during the school year will be evaluated on a case-by-case basis. Both school administrators, parent/guardians, and the student will meet to discuss the reasons for requesting the transfer and to weigh the benefits of the transfer for the student and the impact on the school.~~

~~2-~~The district reserves the right to make placement decisions when warranted by special circumstances. As such, transfers initiated by school administrators, in conjunction with the assistant superintendent or their designee, may occur and become effective at any time during the school year.

Transfer Requests Outside of the Official Window

Transfer requests made during the school year, but outside of the designated transfer window, will be evaluated on a case-by-case basis at specific dates throughout the year. The request must be made via an online application that may require responses not needed during the official transfer window. Once the request has been made, designated district office staff will reach out to school administrators to discuss the request. A decision letter will be sent via email to the parent/guardian once a decision is made.

Conditions of the Transfer and Revocation Process

- ~~1-~~ Once approved, a transfer ordinarily remains in effect until the student completes grade 5, 8, or 12 (the highest grade at that school). Parent/guardians of resident students will need to submit an online transfer request for approval to the next school level through the online process.
1. ~~2-~~ Minimum standards for behavior must be maintained for a student to remain enrolled in the transfer school. Before revoking a transfer, the receiving building administrator will ~~include~~ notify the assistant superintendent or designee and the administrator of the home attendance boundary school to discuss best placement. If a transfer is revoked, a resident student attending on a transfer will be asked to return to their attendance area boundary school.
 - ~~a-~~ a. Administration will review behavior data for intradistrict/resident and interdistrict/nonresident all transfer students during the school year. Behavior will be reviewed each semester (18 weeks).
 - ~~b-~~ a. A student shall comply with the district's policies, administrative regulations, school, and classroom rules. Regular attendance is an expectation of all students. Chronic absenteeism is grounds for a transfer revocation.
 - ~~e-~~ b. For purposes of this transfer policy, a transfer may be revoked if a determination is made that the student's conduct poses a threat to the health and safety of students or employees and the behavior poses a significant disruption to the learning environment of others.
2. ~~3-~~ Parent/guardians may request that a transfer be rescinded by submitting a written request to the building administrator, which will then be submitted to the assistant superintendent, or their designee, 's office for final review and processing.
 - ~~a-~~ Such requests will be effective at the end of the grading period for elementary school students and at the end of the semester for middle and high school students unless the assistant superintendent and the administrators involved agree to implement the request sooner due to exceptional circumstances. Such requests will be processed immediately to limit any impact on the student's ability to attend school.
 - ~~b-~~ To ensure continuity for a student's education, the district reserves the right to deny more than one transfer request at each school level within a two-year period.
3. ~~4-~~ Students who transfer high schools will be eligible to participate in interscholastic athletics in accordance with procedures established by the OSAA. The procedures are intended to prohibit recruiting of athletes without unjustly penalizing students. The procedures in no way are to be interpreted as condoning the recruitment of any athlete from one high school to another since

recruitment is a clear violation of the intent of this administrative regulation. Students and their families are responsible for ensuring their students meet OSAA transfer regulations.

Students Who Move from their Attendance Area Boundary

Students ~~who have moved~~ whose legal residence changes from the attendance area boundary of their current school may choose to remain and complete the highest grade at that school.

Students whose legal residence changes to a different school district during the school year may complete the school year at their current school, ~~Students attending a school outside of their resident district will be required to obtain an interdistrict release from their resident district.~~ but will be required to apply for a transfer for the next school year and obtain an interdistrict transfer request from their new resident school district.

Students who move during the summer to a different school district must attend school in their new resident school district unless they have applied and been approved for an ~~interdistrict/~~ nonresident transfer to continue enrollment.

1. Parent/guardians will notify the school in writing of their address change and their request for a continuation at the school. ~~The school will forward the written request to the assistant superintendent.~~
2. Transportation will be the responsibility of the family.

Students on Extended Leave or Sabbatical from a Transfer School

When a currently enrolled family on transfer takes an extended leave (sabbatical or other out-of-town absence), the students of the family may have special consideration as described below for re-enrolling at their transfer school upon return provided:

- The student previously attended the school for at least one full school year.
- The family's extended leave lasted no longer than one school year.

~~1.~~ Parent/guardians must complete an Extended Leave Application form (available at each school location and the district office) prior to leaving. Depending on the length of their leave, re-enrollment will be as follows:

- ~~2.~~ ~~In preparation for their return,~~ Should the extended leave last longer than a year, the parent/guardians will follow the process for requesting a transfer through the online transfer request process described within this document.
 - ~~3.~~ Should the extended leave be less than a year, the student will be able to reclaim their transfer upon their return. ~~Students meeting the requirements of this section will be given priority ranking during the transfer process; if the requirements of this section are not met, this priority will be rescinded and their application will be processed as any other.~~
- ~~4.~~ Transportation will be the responsibility of the family.

~~Students Assigned by the District and Siblings of Students Assigned by the District to a School Other than their Boundary School for Specialized Educational Programs~~ Siblings of Students Placed Into District Specialized Programs

Siblings of students assigned placed into district specialized programs are eligible for transfer to the school their sibling attends. Specialized programs include, but may not be limited to, Life Skills; and Dual Immersion.

~~Students participating in a Dual Immersion program at the elementary level may continue in the program at Linus Pauling Middle School and Corvallis High School; a transfer request is not necessary.~~

If the district currently provides transportation for the student in the specialized program, transportation may be provided to the sibling as long as space is available and the schedule is consistent with regular routing of the district or the specialized transportation arranged for the sibling assigned to a specialized program.

Safe Public School Choice Transfer Requests

In the event a district school is identified by the Oregon Department of Education (ODE) as persistently dangerous, or a student has been a victim of a violent criminal offense while in or on the grounds of a school the student attends, a transfer to meet the safe public school choice requirements of ESSA will be provided, subject to the following:

1. The district will provide notification to parent/guardians of all students attending a school identified as persistently dangerous of their student's right to transfer.

The notice will:

- a. Be in writing, provided within 10 school days from the time the district becomes aware that the school has been identified by ODE as persistently dangerous or from the time a parent/guardian or student has notified the district that the student has been the victim of a violent criminal offense as defined by ODE;
 - b. Inform parent/guardians that their student is eligible to attend another public school in the district due to the identification of the school as persistently dangerous, or inform the parent/guardian of a student who has been the victim of a violent criminal offense, as defined by ODE, while in or on the grounds of a school the student attends, that their student is eligible to attend another public school in the district;
 - c. Identify each public school in the district, including public charter schools, that the parent/guardian may select;
 - d. Explain why the choices made available may have been limited including, as applicable, that no choices are currently available; and
 - e. Describe the performance and quality of those schools of choice. Parent/guardians may request more detailed information and may ask to see a school's academic report card.
2. The transfer will be to a safe school in the district;
 3. Requests to transfer must be in writing (standard mail, fax or email) and submitted to the school office for consideration generally no later than 20 school days from the district notice. The district will confirm requests;
 4. The district will consider the education needs and preferences of the student and parent/guardian. Parent/guardians may decline the assigned school;

5. Approved transfers will generally occur within 30 school days from the time the district learns that the school has been identified as persistently dangerous. A student who has been the victim of a violent criminal offense will be transferred as soon as practicable;
6. Transfers may be temporary or permanent but will minimally be in effect as long as the student's original school is identified as persistently dangerous. Transfers for a student who has been the victim of a violent criminal offense will remain in effect until such time as may be appropriate, based on the safety and welfare of the student. The district will consider the educational needs of all transfer students as well as other factors affecting the student's ability to succeed if returned to the transferring school;
7. The district may provide transportation using federal funds or through cooperative agreements with local victims assistance units.

In the event a district school is identified by ODE as persistently dangerous, or a student has been a victim of a violent criminal offense while in or on the grounds of a school the student attends and there is not another school in the district for the student to transfer to, the district may develop an agreement with a neighboring district to accept transfer students. The development of such agreements is at the discretion of the district. Transfer approval will be in accordance with established Board policy and administrative regulation.

Special Education and Public School Choice

The district will ensure that students with disabilities are provided a free appropriate public education (FAPE) in their school of choice, consistent with the Individuals with Disabilities in Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act. In offering choice to students with disabilities, the district may match the abilities and needs of a student with disabilities to the possible schools that have the ability to provide the student with FAPE.

Appeals Process

A parent/guardians may appeal a transfer denial or waitlist placement if they believe there are special circumstances that the district should consider. Appeals are to be made in writing to the assistant superintendent or their designee and must contain the following elements to be considered:

1. Name of the student;
2. ~~Grade level of the student at the time the transfer is to be effective;~~ Student's grade level for the transfer year
3. ~~Effective date (term and academic year) of the transfer;~~
4. ~~Current School from which transfer is requested;~~
5. School/~~program to which transfer is requested;~~
6. Parent/guardian's name and contact information; ~~and~~
7. Description of ~~the any~~ special circumstances, including any necessary or appropriate supplemental materials.

The assistant superintendent ~~or their designee~~ will investigate each situation and notify the parent/guardian of the decision in writing. Decisions regarding transfer requests made by the assistant superintendent ~~or their designee~~ will be final.

XI.D.4. Policy JGAB -- Use of Restraint or
Seclusion



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Melissa Harder & Sabrina Wood
Meeting Date: December 12, 2024

NO ACTION REQUIRED

Board Policy JGAB—Use of Restraint or Seclusion**—Revision—First Read

Background

This is a required policy revision. The procedures for responding to an incident of restraint or seclusion are found in ORS 339.294 and were amended by Senate Bill 1024 (2023). These amended procedures are represented in the required changes to policy JGAB and the accompanying AR.

Changes to the policy include the preservation and disclosure of any existing record, including audio or video, of a restraint or seclusion incident, a change in specifying the type of restraint and seclusion training program the district uses, and the addition of possible discipline up to and including dismissal for staff members who violate this policy and the accompanying AR.

Involvement

Staff members: Melissa Harder & Sabrina Wood

Cost Impact

None.

Function

Review of revisions



Corvallis

SCHOOL DISTRICT

Code: JGAB
Adopted: 1/14/08
Revised/Readopted: 1/09/12; 8/19/13; 8/18/14; 5/10/18; 1/09/20

Use of Restraint or Seclusion**

The Board is dedicated to the development and application of best practices within the district's public educational/behavioral programs. The Board establishes this policy and its administrative regulation to define the circumstances that must exist and the requirements that must be met prior to, during, and after the use of restraint or seclusion as an intervention with district students.

The use of the following types of restraint on a student in the district is prohibited:

1. Chemical restraint.
2. Mechanical restraint.
3. Prone restraint.
4. Supine restraint.
5. Any restraint that involves the intentional and nonincidental use of a solid object¹, including a wall or the floor, to impede a student's movement, unless the restraint is necessary to prevent an imminent life-threatening injury or to gain control of a weapon.
6. Any restraint that places, or creates a risk of placing, pressure on a student's mouth, neck or throat.
7. Any restraint that places, or creates a risk of placing, pressure on a student's mouth, unless the restraint is necessary for the purpose of extracting a body part from a bite.
8. Any restraint that impedes, or creates a risk of impeding, breathing.
9. Any restraint that involves the intentional placement of the hands, feet, elbow, knee or any object on a student's neck, throat, genitals or other intimate parts.
10. Any restraint that causes pressure to be placed, or creates a risk of causing pressure to be placed, on the stomach or back by a knee, foot or elbow bone.
11. Any action designed for the primary purpose of inflicting pain.

¹ The use of a solid object, including furniture, a wall, or the floor, by district staff performing a restraint is not prohibited if the object is used for the staff's own stability or support while performing the restraint and not as a mechanism to apply pressure directly to the student's body.

The use of a seclusion cell is prohibited.

Restraint or seclusion may not be used for discipline, punishment, retaliation or convenience of staff, contractors or volunteers of the district.

Restraint may be imposed on a student in the district only under the following circumstances:

1. The student's behavior imposes a reasonable risk of imminent and substantial physical or bodily injury to the student or others; and
2. Less restrictive interventions would not be effective.

Seclusion may be used on a student in the district only under the following circumstances:

1. The student's behavior imposes a reasonable risk of imminent and serious bodily injury to the student or others; and
2. Less restrictive interventions would not be effective.

If restraint or seclusion is used on a student, by trained staff or other staff available in the case of an emergency when trained staff are not immediately available due to the unforeseeable nature of the emergency, e.g., teacher, administrator, it will be used only for as long as the student's behavior poses a reasonable risk of imminent and substantial physical or bodily injury to the student or others and less restrictive interventions would not be effective. Students will be continuously monitored by staff for the duration of the restraint or seclusion.

Definitions

1. "Restraint" means the restriction of a student's actions or movements by holding the student or using pressure or other means.

"Restraint" does not include:

- a. Holding a student's hand or arm to escort the student safely and without the use of force from one area to another;
- b. Assisting a student to complete a task if the student does not resist the physical contact; or
- c. Providing reasonable intervention with the minimal exertion of force necessary if the intervention does not include a restraint prohibited under Oregon Revised Statute (ORS) 339.288 and the intervention is necessary to:
 - (1) Break up a physical fight;
 - (2) Interrupt a student's impulsive behavior that threatens the student's immediate safety, including running in front of a vehicle or climbing on unsafe structures or objects; or
 - (3) Effectively protect oneself or another from an assault, injury or sexual contact with the minimum physical contact necessary for protection.

2. “Seclusion” means the involuntary confinement of a student alone in a room from which the student physically is prevented from leaving. Seclusion includes, but is not limited to, the involuntary confinement of a student alone in a room with a closed door, whether the door is locked or unlocked.

“Seclusion” does not include the removal of a student for a short period of time to provide the student with an opportunity to regain self-control if the student is in a setting from which the student is not physically prevented from leaving, or a student being left alone in a room with a closed door for a brief period of time if the student is left alone for a purpose that is unrelated to the student’s behavior.

3. “Seclusion cell” means a freestanding, self-contained unit that is used to isolate the student from other students or physically prevent a student from leaving the unit or cause the student to believe that the student is physically prevented from leaving the unit.
4. “Serious bodily injury” means any significant impairment of the physical conditions of a person, as determined by qualified medical personnel, whether self-inflicted or inflicted by someone else.
5. “Substantial physical or bodily injury” means any impairment of the physical condition of a person that requires some form of medical treatment.
6. “Mechanical restraint” means a device used to restrict the movement of a student or the movement or normal function of a portion of the body of a student.

“Mechanical” restraint does not include:

- a. A protective or stabilizing device ordered by a licensed physician; or
 - b. A vehicle safety restraint when used as intended during the transport of a student in a moving vehicle.
7. “Chemical restraint” means a drug or medication that is used on a student to control behavior or restrict freedom of movement that is not prescribed by a licensed or other qualified health professional acting under the professional’s scope of practice.
 8. “Prone restraint” means a restraint in which a student is held face down on the floor.
 9. “Supine restraint” means a restraint in which a student is held face up on the floor.

Any student being restrained or secluded within the district whether in an emergency or as a part of a plan shall be constantly monitored by staff for the duration of the intervention. Any room used for seclusion of a student must meet the standards as outlined in Oregon Administrative Rule (OAR) 581-021-0568.

The district shall only utilize the Oregon Intervention System (OIS) or the Crisis Prevention Institute (CPI) a training program of for restraint or seclusion to train staff and use in the district. As required by state regulation, the selected program shall be one which has been approved by the Oregon Department of

Education (ODE). ~~and include, but not limited to, positive behavior support, conflict prevention, de-escalation and crisis response techniques. Any program selected by the district must be in compliance with state and federal law with respect to the use of restraint or seclusion.~~

The district shall preserve, and may not destroy, any records related to an incident of restraint or seclusion, including an audio or video recording. The records must be preserved in the original format and without alteration in accordance with law.

An annual review of the use of restraint or seclusion during the preceding school year shall be completed and submitted to ODE to ensure compliance with district policies and procedures.

The results of the review and annual report shall be documented and shall include at a minimum:

1. The total number of incidents involving restraint;
2. The total number of incidents involving seclusion;
3. The total number of seclusions in a locked room;
4. The total number of students placed in restraint;
5. The total number of students placed in seclusion;
6. The total number of incidents that resulted in injuries or death to students or staff as a result of the use of restraint or seclusion;
7. The total number of students placed in restraint or seclusion more than ten times in a school year and an explanation of what steps have been taken by the district to decrease the use of restraint or seclusion for each student;
8. The total number of restraint or seclusion incidents carried out by untrained individuals;
9. The demographic characteristics² of all students upon whom restraint or seclusion was imposed;
10. The total number of rooms available for use by the district for seclusion of a student and a description of the dimensions and design of the rooms.

This annual report shall be made available to the public at the district's main office and on the district's website and to the Board. At least once each school year the parents and guardians of students of the district shall be notified about how to access the report.

The district shall investigate all complaints regarding the use of restraint or seclusion practices according to the procedures outlined in Board policy KL - Public Complaints and KL-AR - Public Complaint

² Including race, ethnicity, gender, disability status, migrant status, English proficiency and status as economically disadvantaged, unless the demographic information would reveal personally identifiable information about an individual student.

Procedure. The complaint procedure is available at the district's administrative office and is available on the home page of the district's website.

The complainant, whether an organization or an individual, may appeal a district's final decision to the Oregon Department of Education pursuant to OAR 581-002-0001 to 581-002-0023. This appeal process is identified represented in administrative regulation KL-AR(2) - Appeal to the Deputy Superintendent of Public Instruction.

The superintendent shall develop administrative regulations to carry out the requirements set forth in this policy and to meet any additional requirements established by law related to the use, reporting, and written documentation of the use of restraint or seclusion by district staff. A staff member who violates this policy or its administrative regulation may be subject to discipline, up to and including dismissal.

END OF POLICY

Legal Reference(s):

[ORS 161.205](#)

[ORS 339.250](#)

[ORS 339.285](#)

[ORS 339.288](#)

[ORS 339.291](#)

[ORS 339.294](#)

[ORS 339.297](#)

[ORS 339.300](#)

[ORS 339.303](#)

[OAR 581-021-0061](#)

[OAR 581-021-0550](#)

[OAR 581-021-0553](#)

[OAR 581-021-0556](#)

[OAR 581-021-0563](#)

[OAR 581-021-0566](#)

[OAR 581-021-0568](#)

[OAR 581-021-0569](#)

[OAR 581-021-0570](#)

[OAR 581-022-2267](#)

[OAR 581-022-2370](#)

Cross Reference(s):

JGA - Corporal Punishment

JGDA/JGEA - Discipline of Students with Disabilities

XI.D.5. Policy JGAB-AR -- Use of Restraint and
Seclusion



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Melissa Harder & Sabrina Wood
Meeting Date: December 12, 2024

NO ACTION REQUIRED

Board Policy JGAB-AR—Use of Restraint or Seclusion**—Revision—First Read

Background

This is a required revision to the administrative regulations. The procedures for responding to an incident of restraint or seclusion are found in ORS 339.294 and were amended by Senate Bill 1024 (2023). These amended procedures are represented in the required changes to JGAB-AR.

Changes to the administrative regulations include guidance when a recording of a restraint or seclusion incident exists and changes to notification to DHS. The AR is also updated to include adjusted language from “parent” to “parent/guardian.”

Involvement

Staff members: Melissa Harder & Sabrina Wood

Cost Impact

None.

Function

Review of revisions



Corvallis

SCHOOL DISTRICT

Code: JGAB-AR
Adopted: 12/10/07
Revised/Readopted: 12/12/11; 6/17/13; 8/18/14; 12/19/19

Use of Restraint or Seclusion**

Procedure

1. If restraint or seclusion continues for more than 30 minutes, school staff will attempt to immediately notify parents/~~guardian~~ ~~or guardians~~ verbally or electronically.
2. A district Restraint and/or Seclusion Incident Report must be completed and copies provided to those attending the debriefing meeting for review and comment. The completed Restraint and/or Seclusion Incident Report Form shall include the following:
 - a. Name of the student;
 - b. Name of staff member(s) administering the restraint or seclusion;
 - c. Date of the restraint or seclusion and the time the restraint or seclusion began and ended;
 - d. Location of the restraint or seclusion;
 - e. A description of the restraint or seclusion;
 - f. A description of the student's activity immediately preceding the behavior that prompted the use of restraint or seclusion;
 - g. A description of the behavior that prompted the use of restraint or seclusion;
 - h. Efforts to de-escalate the situation and alternatives to restraint or seclusion that were attempted;
 - i. Information documenting parent/~~guardian~~ ~~or guardian~~ contact and notification.
2. Following an incident involving the use of restraint or seclusion, school staff will provide parents/~~guardians~~ ~~or guardians~~ of the student the following:
 - a. Verbal or electronic notice of the incident by the end of the school day when the incident occurred.
 - b. Written documentation of the incident within 24 hours that provides:
 - (1) A description of the restraint or seclusion including:
 - (a) The date of the restraint or seclusion;

(b) The times the restraint or seclusion began and ended; and

(c) The location of the incident.

- (2) A description of the student's activity that prompted the use of restraint or seclusion;
- (3) The efforts used to de-escalate the situation and the alternatives to restraint or seclusion that were attempted;
- (4) The names of staff of the district who administered the restraint or seclusion;
- (5) A description of the training status of the staff of the district who administered the restraint or seclusion, including any information that may need to be provided to the parent/guardian ~~or guardian~~; and

c. Timely notification of a debriefing meeting to be held and of the parent/guardian's ~~or guardian's~~ right to attend the meeting.

d. Immediate¹, written notification of the existence of any records² related to an incident of restraint or seclusion (including photos or audio or video recording).

3. If the restraint or seclusion was administered by a person without training, the administrator will ensure written notice is issued to the parent/guardian ~~or guardian~~ of the student ~~that~~ which includes notice of the lack of training, and the reason ~~why a person without training administered the~~ restraint or seclusion was administered by a person without training. The administrator will ensure written notice of the same to the superintendent.
4. An administrator will be notified as soon as practicable whenever restraint or seclusion has been used.
5. If restraint or seclusion continues for more than 30 minutes the student must be provided with adequate access to bathroom and water every 30 minutes. If restraint or seclusion continues for more than 30 minutes, every 15 minutes after the first 30 minutes, an administrator for the district must provide written authorization for the continuation of the restraint or seclusion, including providing documentation for the reason the restraint or seclusion must be continued beginning at the 30 minute mark. Whenever restraint or seclusion extends beyond 30 minutes, staff of the district will immediately attempt to verbally or electronically notify a parent/guardian ~~or guardian~~.
6. A documented debriefing meeting must be held within two school days after the use of restraint or seclusion. The parent/guardian of the student must be invited to attend the

¹ "Immediate" means to act as soon as possible without undue delay, but in no case later than within 24 hours of the incident. (OAR 581-021-0556 (2)(e))

² Such records shall be maintained in accordance with ORS 339.294(9).

meeting³, and the meeting will include staff members involved in the intervention ~~must be included in the meeting~~ and any other appropriate personnel. The debriefing team shall include an administrator. At the debriefing meeting, the district shall review, in its entirety, any audio or video recording⁴ preserved as a record of the incident involving restraint or seclusion in accordance with law. Written notes shall be taken and a copy of the written notes shall be provided to the parent/guardian ~~or guardian~~ of the student.

The parent/guardian has the right to request another meeting in the event they were unable to attend the debriefing meeting scheduled to be held within two school days of the incident.

7. If a student is involved in five incidents in a school year involving restraint or seclusion, a team consisting of building administration, and relevant school staff will meet to evaluate and adjust any student safety or behavior plans.
8. If serious bodily injury or death of a student occurs in relation to the use of restraint or seclusion:
 - a. Oral notification of the incident must be provided immediately to a parent/guardian of the student and to the Oregon Department of Human Services (DHS); and
 - b. ~~W~~Written notification of the incident must be provided to ~~the Department of Human Services~~ DHS within 24 hours of the incident.
9. If serious bodily injury or death of a staff member occurs in relation to the use of restraint or seclusion, written notification of the incident must be provided within 24 hours of the incident to the superintendent ~~within 24 hours of the incident, or to the Superintendent of Public Instruction and, if applicable to~~ the union representative for the affected person, ~~if applicable~~.
10. The district ~~will~~ shall maintain a record of each incident in which injuries or death occurs in relation to the use of restraint or seclusion.
11. The district, upon request from DHS regarding an investigation of an incident of restraint or seclusion as suspected child abuse, shall disclose any records preserved to DHS or its designee which are deemed relevant to the subject investigation, in its original format and without any alteration.

³ “Meeting” means the debriefing meeting at which the audio or video recording will be viewed. (OAR 581-021-0556(9))

⁴ To the extent practicable without altering the meaning of the record, the district shall segregate or redact from such a record any personally identifiable information of other students before disclosure to the student’s parent/guardian. If the district is unable to segregate or redact personally identifiable information of other students without altering the meaning of the record, the district shall disclose the record to the student’s parent/guardian in its original format and without any alteration. “Disclose” means to inform the student’s parent/guardian that the record exists; that the record in its original format and without alteration will be available for review by the parent/guardian privately and in the debriefing meeting; and that a copy of the record will be provided to the student’s parent/guardian upon request in its original and unaltered format except to the extent that the redaction is needed to protect the personally identifiable information of another student. (ORS 339.294; OAR 581-021-0556(10))

Restraint and/or seclusion as a part of a behavioral support plan in the student's Individual Education Program (IEP) or section 504 plan.

1. Parent/guardian participation in the plan is required.
2. The IEP team that develops the behavioral support plan shall include knowledgeable and trained staff, including a behavior specialist and a district representative who is familiar with the restraint and seclusion training practices adopted by the district.
3. Prior to the implementation of any behavioral support plan that includes restraint and/or seclusion, a functional behavioral assessment must be completed. The assessment plan must include an individual threshold for reviewing the plan.
4. When a behavior support plan includes restraint or seclusion, the parents/guardians will be provided a copy of the district Use of Restraint or Seclusion policy at the time the plan is developed.
5. If a student is involved in five incidents in a school year, the team, including a parent/guardian ~~or guardian~~ of the student, will form for the purpose of reviewing and revising the student's behavior plan and ensuring the provision of any necessary behavioral supports.

Use of restraint and/or seclusion in an emergency by school administrator or staff to maintain order or prevent a student from injuring themselves, other students, or school staff.

Use of restraint and/or seclusion under these circumstances with a student who does not have restraint and/or seclusion as a part of their IEP or Section 504 plan is subject to all of the requirements established by Board policy and this administrative regulation with the exception of those specific to plans developed in an IEP or a 504 plan.

XI.D.6. Policy KJA-AR -- Distribution of
Announcements and Community Information



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Kelly Locey
Meeting Date: December 12, 2024

NO ACTION REQUIRED

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

Background

Policy KJA-AR is designed to outline the district’s process for reviewing, approving, and distributing information for individuals or groups from outside the school district. The current KJA-AR was last updated in March 2024, but language referencing the use of “community display areas” remained. In reviewing current practice, information from the district communications audit indicates that families prefer electronic communication methods. The removal of language about community display areas means schools are no longer required to maintain a community display area.

These revisions ensure that the language in policy KJA-AR is consistent with the information on the district website and current department practice.

Involvement

Staff members: Kelly Locey

Cost Impact

None.

Function

Review of revisions



Corvallis

SCHOOL DISTRICT

Code: KJA-AR
Adopted: 5/06/02
Revised/Readopted: 12/10/07; 1/09/17; 3/07/24

Distribution of Announcements and Community Information **

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

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

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

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

Distribution Methods

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

following ways.

Community Display Area

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

Electronic Sharing

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

Permitted Distributions

Distributor	Example	Distribution Method
School-affiliated organizations <i>Exist solely to support Corvallis School District. Examples: PTA, PTO, Booster Clubs, Foundation, student clubs.</i>	Fundraising events, community building, work parties	<ul style="list-style-type: none"> • Community display areas • At school events • Classroom hand-outs • In registration packets • School newsletters and reader board
Contracting partners <i>Jointly provide programs or services for district students. Examples: Trillium, LBCC Parent Success Network.</i>	Mental health services, parenting classes	<ul style="list-style-type: none"> • Community display areas • Through teacher hand-outs • In registration packets • School newsletters and reader board • Family nights and resource fairs
Qualified non-profit organizations <i>Provide educational, athletic, or enrichment opportunities for youth. Examples: government agencies, Corvallis Parks and Recreation, Boys and Girls Club, Scouts, Arts Center, Environmental Center, Assistance League, Heart of the Valley Choir</i>	Enrichment and activities for students outside of school hours, family oriented community events	<ul style="list-style-type: none"> • Community display areas • E-Friday Folder • Family nights and resource fairs • Short announcement in school newsletter at discretion of principal

<p>Qualified for-profit organizations <i>Serve the educational, athletic, or enrichment interests of youth.</i> <i>Examples: language schools, private tutoring, martial arts</i></p>	<p>Enrichment and activities for students outside of school</p>	<ul style="list-style-type: none"> • Community display areas • E-Friday Folder • Family nights and resource fairs
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XII. BOARD MEMBER COMMENTS (9:20 PM) *

XIII. ADJOURNMENT (9:30 p.m.) *