

Business Meeting

Thursday, March 20, 2025 5:30 PM

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

I. **CALL TO ORDER AND ROLL CALL (5:30 p.m.)*** **Presenter:**

II. **EXECUTIVE SESSION (5:35 PM -6:35 PM)*** Note:
this is not part of the public meeting. The
Board will meet in Executive (closed) Session
under ORS 192.660(2)(i) regarding the
superintendent's performance evaluation.

III. **ACKNOWLEDGMENT OF DEVELOPMENTAL DISABILITY
AWARENESS MONTH**

Corvallis School District 509J

ACKNOWLEDGEMENT OF DEVELOPMENTAL DISABILITY AWARENESS MONTH

Resolution Number 22-0205

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Signed:



Sarah Finger McDonald
Board Chair

Attested:



Ryan Noss
Superintendent

IV. BOARD MEMBER REPORTS

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

Presenter: SAMI & LU

VI. SUPERINTENDENT'S REPORT

Presenter: RYAN



Corvallis

SCHOOL DISTRICT

Superintendent's Report

Shared with the Corvallis School Board during the March 20, 2025 meeting.

Classified Appreciation Week

The first week of March (March 3-7) was Classified Appreciation Week, where we celebrated our classified staff who support staff, students, and families and contribute to the district's success. We worked with the Corvallis Public Schools Foundation to provide snacks and cards signed by leadership to celebrate at all our buildings.

Osborn Aquatic Center

At our February 20 board meeting, Kim Patten and I provided an update on Osborn Aquatic Center. Since then, as a district, we decided to take the lead in obtaining a comprehensive facilities condition assessment. Kim has been working with the City of Corvallis and Osborn Aquatic Center staff to schedule the facility condition assessment review.

We also discussed initiating an informational campaign and community survey on March 17 and a community input meeting on April 23. In the coming weeks, we will begin a joint informational campaign with the City of Corvallis. Once the Facilities Condition Assessment is completed, a survey and community meeting will be scheduled.

City and District staff met with two assessment teams on Friday, March 14th, to solicit Facilities Condition Assessment proposals. We feel it is important to thoroughly review the condition of the pool and building systems to ensure that repairs and upgrades are considered for long-term impact. The assessment teams will submit proposals to the district at the end of this month; we are hopeful to have completed reports later this spring.

We have also created a [page on our website](#) to provide updates on our work regarding Osborn and a link to the City of Corvallis' page for regular updates on the Osborn Aquatic Center roof assessment and operations.

Youth Truth Student Workshop

Last week, we held a Youth Truth Student Workshop. We invited students from our middle and high school SAFE groups to spend the day learning about the Youth Truth Survey, how we incorporate the survey results into our decision-making, and how to educate their peers on the value of the survey.

Once the Youth Truth Survey is completed the students will come back together to identify trends in the data and ways to utilize it to be leaders in their schools.

Once the data is collected, we will have a group of parents come together to review it and provide additional insights to improve our schools. The Youth Truth Survey begins March 31st.

DLI Graduates Serving in CSD

Recently, Marcianne Rivero Koetje reviewed the number of staff members who participated in our DLI program and are now district employees. We have over 20 staff members serving in a wide range of positions, from teachers to office managers to classified staff. It is exciting to see the outcomes of our DLI program and the richness these staff members bring to our schools.

Statement from Attorney General Dan Rayfield

On March 5, 2025, Attorney General Dan Rayfield provided guidance for K-12 schools, colleges, and universities on staying the course. His guidance encourages K-12 schools to strive for a school climate where all students feel safe, supported, respected, and ready to learn. We appreciate his leadership and guidance in support of all students.

State Budget Update

Yesterday, the Joint Committee on Ways and Means co-chairs shared their budget framework. According to their press release, the framework continues current service levels for existing programs, including fully funding the governor's request for \$11.4 billion into the State School Fund for K-12 education, assuming the adoption of oversight and accountability measures.

This budget number aligns with the Governor's budget for K-12 education. It is also the amount we have been using as we develop the budget for the upcoming school year. I will continue to advocate for raising the cap from 12 percent to support our students with disabilities. This change should increase the amount of funding budgeted for K-12 schools.

In addition, I understand the need for shared accountability for the right things and with meaningful and effective support in place. I still have concerns about using assessments that allow students and families to opt out of taking these assessments. Validity is critical when using assessments to measure our public schools.

VII. STUDENT REPRESENTATIVE REPORTS

VIII. PUBLIC COMMENT (7:25 PM)*

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 02-06-25)

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
Bernie Wang	541-704-7298		

IX. PAGES UPDATE

Presenter: EMILY
PEDERSON - SLIDE
PRESENTATION



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Emily Pedersen and Melissa Harder
Meeting Date: March 20, 2025

21st Century After School Program Report - PAGES/PÁGINAS

NO ACTION REQUIRED

Summary

In 2023, district staff applied for a 21st Century Community Learning Centers Grant from the Oregon Department of Education. The latest version of the grant application placed a greater emphasis on academic achievement. District staff believed we could provide an exceptional program for our elementary students after school that would improve reading and math scores as well as provide enriching social-emotional learning for students who attended.

We received news of our grant award in the fall of 2023 and quickly got to work putting together a viable program. Our first task was to hire a program coordinator with expertise in reading intervention and an understanding of best practices in other after-school programs nationwide. Our program coordinator, Emily Pedersen, will be presenting tonight to provide a deeper understanding of what we do at PAGES/PÁGINAS and how our students have grown academically and socially.

Staff Involvement

Emily Pedersen, Program Coordinator
Melissa Harder, Assistant Superintendent



After School Program
Corvallis School District 509J

21st Century Community Learning Center Grant



Play

Practicar

Achieve

Álcanzar

Ganar

Grow

Investigar

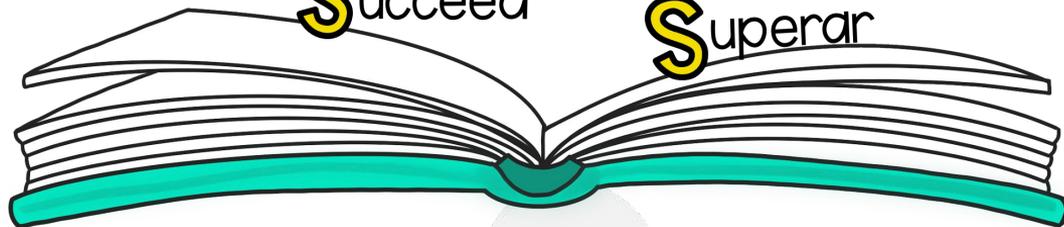
Experience

Navegar

Succeed

Aprender

Superar





- 5 year grant
- Title I Elementary Schools
- Supporting academic intervention and enrichment
- Community Partnered with Corvallis Environmental Center

Goals

Equitable Programming

Provide equity-driven expanded learning opportunities that support every child with equitable access to safe, inclusive, and welcoming learning environments.



Academic Enrichment

Provide expanded learning opportunities for academic enrichment that explore and build on concepts from the school day to help students meet state and local student performance standards in core academic subjects



Youth Development

Provide a broad array of student-centered, well-rounded enrichment opportunities that spark joy, connection and curiosity to deepen learning and promote positive youth development.



Family Engagement

Engage caregivers and families at the individual and community level to co-create meaningful learning experiences and promote active engagement in students' education.

Our Sites



Grades: 2nd-5th

of Students: 46

of Staff: 7

**Lincoln
Elementary**



3rd-4th

24

4 (5)

**Garfield
Elementary**



2nd-5th

40

7

**Letitia Carson
Elementary**

Opening Circle

Social Emotional Learning

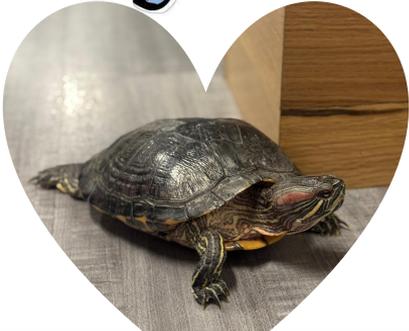
- Aligns with school day
- CASEL



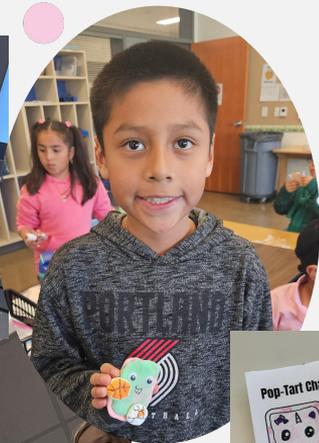
Community Partners



Community Partners



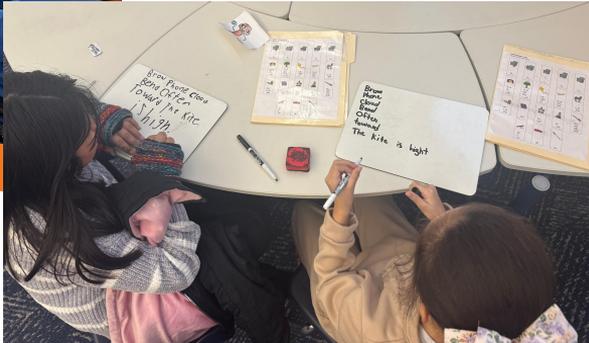
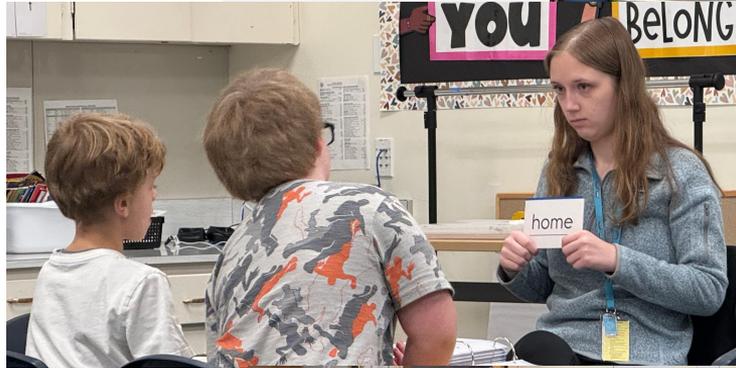
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Academics

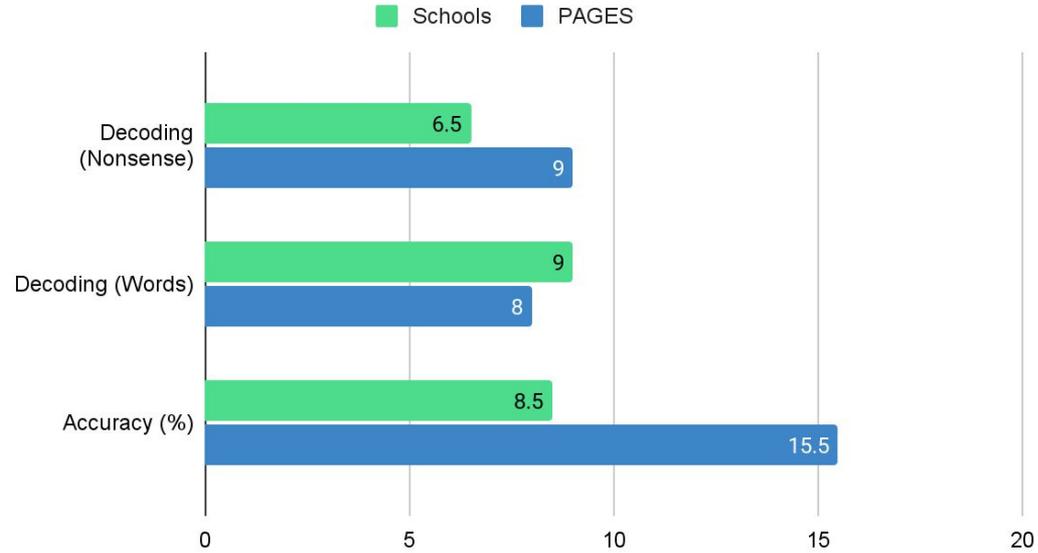
Academic Enrichment

- Reading intervention
- Math intervention



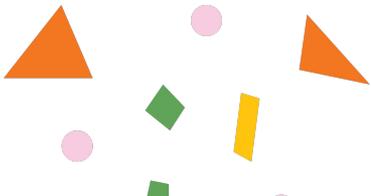
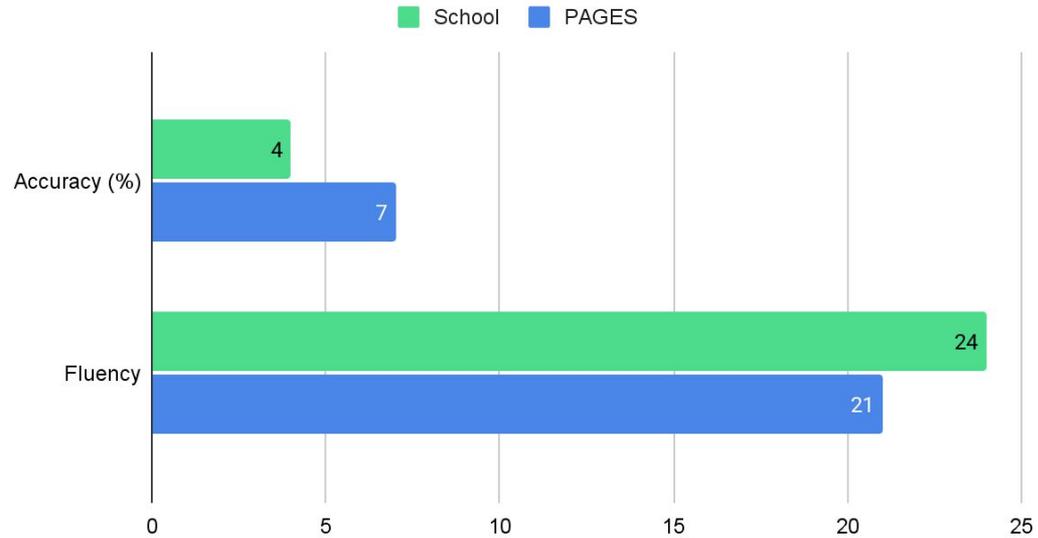
Data

2/3 District Benchmark



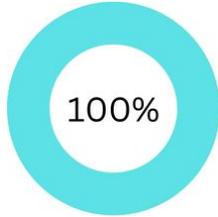
Data

4/5 District Benchmark

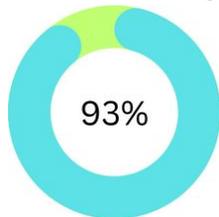


Families

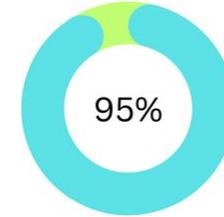
Reports PAGES/PÁGINAS is valuable and meets their and their students' needs



Reports PAGES/PÁGINAS is valued as partners and empowered to use their voice to shape the program



Reports trusting, reciprocal relationships with program staff at PAGES/PÁGINAS



“I have seen so much improvement in my sons learning.”

“Has helped my student open up to others and be more social.”

“Everything... I have been very pleased with the program”

“Providing a safe after school location for my child.”

Quotes from PAGES/PÁGINAS students:

What's your favorite part about PAGES?

“Everything! Don't make me choose!”-Audrey (2nd)

“Learning and hanging out with my friends”- Birdie (2nd)

“I love the CEC (Corvallis Environmental Center)”- Zara (2nd)

“Everything” said in unison- PJ (3rd), Ely (2nd)

“My reading group”- Janny (5th)

“CEC and reading group”- Stephe (4th)

“Getting to hangout with my favorite teachers”- Kaylee (4th)

“Everything because I love PÁGINAS”- Beverly (4th)

Questions



X. PUBLIC HEARING FOR TESTIMONY REGARDING THE
INTEGRATED GUIDANCE REPORT

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.

XI. 2025 INTEGRATED GUIDANCE APPLICATION

Presenter: MELISSA
HARDER - SLIDE
PRESENTATION



Corvallis SCHOOL DISTRICT

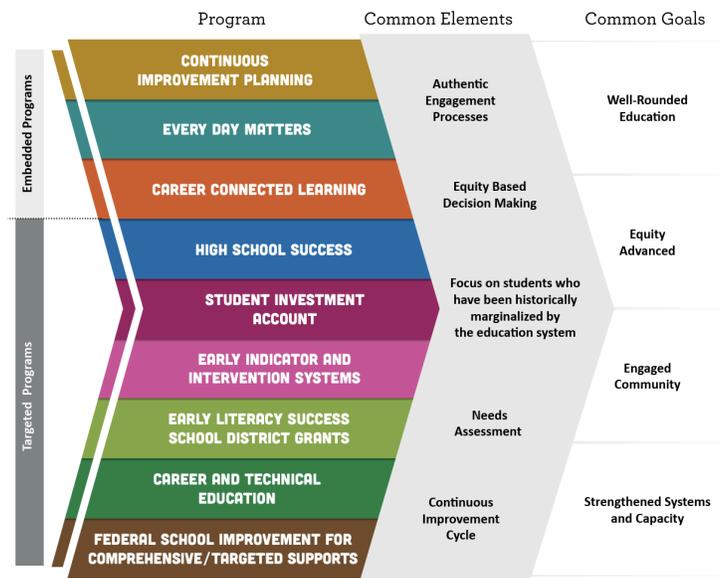
Prepared for: Corvallis School Board
 Prepared by: Melissa Harder, Amy Lesan, Maria McEldowney, Nikki McFarland
 Meeting Date: March 20, 2025

Integrated Guidance Application

ACTION REQUESTED

Background

Integrated Guidance is a comprehensive application aligning and integrating separately created federal and state educational investments focused on educational innovation and improvement. Taken together, these programs target four common goals: Well-Rounded Education, Equity Advanced, Engaged Community, and Strengthened Systems and Capacity. The following visual helps illustrate these common elements and goals that allow for alignment.



Corvallis School District staff have been working to complete this application since the fall of 2024. Together we have completed a needs assessment, student, staff, and community engagement, gathering and generating the activities and investments that identify our strategies, developing a budget, and preparing the attached application.

Following tonight’s public comment and presentation, district staff will submit the Integrated Guidance Application, including budget documents, to ODE by April 30, 2025. Beginning in May, ODE will review applications and co-develop and finalize required Longitudinal Performance Growth Targets (LPGTs) with our district. The school board will revisit the application once our LPGTs are finalized and ODE has approved our application

ACTION REQUESTED

Approve the Integrated Guidance application for submission to ODE.

MOTION REQUESTED

“I move to approve the Corvallis School District Integrated Guidance application for submission to ODE.”



Integrated Guidance Application Summary 2025 - 2027



Needs Assessment Summary

Academic Data Trends

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.

Summary of Results

Our district is committed to increasing our regular attendance rate at all levels. At the elementary level, we continue to emphasize third-grade reading proficiency. Meanwhile, at the high school level, we are focused on improving on-track graduation rates, earning Algebra 1 credit by the end of 9th grade, ensuring on-time graduation, and preparing students for post-secondary opportunities. We use these metrics, along with YouthTruth student experience data, to guide our investments, activities, and their effectiveness.



Integrated Guidance Application Summary 2025 - 2027



Needs Assessment Process

District staff reviewed our investments in Early Literacy, Early Indicator and Intervention Systems, High School Success, and the Student Investment Account and determined the stakeholders with whom we needed to gather feedback. District staff then met with stakeholders to determine the impact of these investments and make decisions on continuing or adjusting those investments. In particular, at the high school, district staff held student listening sessions to get feedback about the Student Investment Account and High School Success Investments. Students identified CTE Programs, facilities improvements, and access to advanced courses as their top priorities.

Equity Advanced

Equity Lens

The Corvallis School District Equity Lens guides decisions both large and small, and applying it to this process was a natural choice. In evaluating how this plan aligns with our vision and mission, we considered potential positive and negative effects, possible impacts on disparities, and unintended consequences, including the sustainability of our activities and how focal students and families might be affected by our decisions. This evaluation was conducted as part of our review of academic and social-emotional outcomes for our students.

Professional Development Focused on Equity

Building staff has received training in trauma-informed practices and we operate using student first language. As a district, we also hold beliefs about students and families that focus on connection and support. Our elementary teachers are participating in Science of Reading training and will continue over the next two years. Every elementary teacher and all middle school and high school math teachers participate in professional learning for math instruction that focuses on engaging instruction that is focused on equity and rigor. Each year, CSD follows the state adoption schedule, This ensures that all staff have an opportunity to collaborate and learn from one another as they implement new culturally relevant materials.

Policies and Practices Focused on Equity

The Equity Lens supports our schools' use of disaggregated data in Student Support Teams and Data Teams. These teams meet weekly to discuss students and families with particular attention paid to what the student/family needs to stay engaged in school. Many times that means basic needs like housing, transportation, and groceries. At the high school, data teams focus on attendance, behavior, course grades, and credits earned. By reviewing these data, the team can identify targeted interventions and supports to support high school goals.

Additionally, we have revised forecasting practices at the high school to provide students with several lenses (career, CTE, and college) to use to choose their classes. This change in practice allows students to select courses that align to their personal and future interests.

Equitable Practices in CTE

When building learning schedules, principals prioritize scheduling CTE classes to reduce conflicts with English Language Development and Special Education classes. By listening to students, training staff, and prioritizing CTE when scheduling, focal student access is positively impacted. Each year our district examines our CTE participation data and does activities to ensure CTE course enrollment reflects school enrollment. For example, for the past several years, our Engineering CTE Program has had a disproportionate enrollment of male students. To address the imbalance, middle



Integrated Guidance Application Summary 2025 - 2027



and high school teachers run a program called "Women of the Woods" that aims to increase participation in engineering by female and female-identifying students.

Well-Rounded Education

Curriculum

To ensure that our adopted curriculum and materials have a clearly stated scope and sequence and are aligned to all state and national standards, district curriculum adoption teams use specified criteria based on Corvallis School District equity work, School Board goals, and the 5D+ Framework. Adoption teams ensure materials are appropriately challenging and supportive for all students, are inclusive, value diversity, and embody substantive intellectual engagement.

Classroom Instruction

To ensure classroom instruction is intentional, engaging, and challenging for all students, our teachers and school administrators receive training on the 5 Dimensions of Teaching and Learning Framework and Rubric. Curriculum adoptions include language from the 5D+ Framework for Teaching and Learning to create alignment with instruction occurring in the classroom. Teachers in K-8 have Professional Learning Communities (PLC) time scheduled into the school week to meet with colleagues and discuss strategies that are intentional, engaging, and challenging.

Welcoming Environment for Families

Our School Board goal of Healthy Communities sets the standard for ensuring our families feel like they belong in our schools. We currently have two equity-focused, parent-community advisory groups that provide voice and action items to district staff to support us in creating a welcoming environment for families.

Libraries

Thanks to a generous construction bond approved by the Corvallis community in 2018, all of our elementary schools underwent some form of remodeling or updates. Two schools were completely rebuilt. In every school, our libraries were redesigned to be more welcoming and inviting for all students, featuring bright colors and the installation of comfortable furniture, reading nooks, and areas for read-aloud sessions. Our Library Media Technicians have also been updating our collections by removing older books and those that have not been checked out in the past five years. The district believes that children should see themselves represented in the books available at school and learn about the lives of others through literature.

Mental Health and Wellness

The Corvallis School District Mental Health & Wellness program is a behavioral healthcare program embedded in our school system. We provide mental healthcare services to enrolled students and their families at no cost to them. Our program is dedicated to improving the mental well-being of our students and the school community overall. We offer Individual, family, and group therapy as well as skills training for students.



Integrated Guidance Application Summary 2025 - 2027



Systems of Academic and Behavioral Support

Our district utilizes Response to Intervention (RTI) in grades K-8. RTI teams are led by a Multi-Tiered Systems of Support (MTSS) specialist at each school along with the principal. RTI teams meet every six weeks to analyze data and determine student interventions or study the efficacy of interventions in place. Data may include local performance assessments, Amplify, or STAR data. RTI encompasses reading, math, and behavior. At the high school level, school data teams analyze academic achievement data and attendance data to make decisions about student intervention needs. Data teams meet regularly throughout the year.

Data analyzed in RTI and data meetings is disaggregated to ensure that focal student groups are recognized within the data. Reviews of that data inform the decision-making process for all students but with a critical eye toward how our historically marginalized students would best be served. Those decisions could include the implementation of mental health supports to foster feelings of safety and well-being to impact academic achievement. It could include the connection with a trusted adult who will serve to support particular students as they face social-emotional as well as academic challenges.

CTE Programs and Work-Based Learning

To be in compliance with Perkins V, all CTE Programs must have work-based learning. Work-based learning is structured learning in the workplace or simulated environment that provides opportunities for sustained interactions with industry or community professionals that foster in-depth, firsthand experience of the expectations and application of knowledge and skills required in a given career field.

CSD has ten CTE Programs (two Early Child Development Programs, Pre-Engineering, Studio Arts, two Digital Arts Programs Autos, Construction, Culinary, and Health Science) and does not plan to start new Programs in the next biennium. We do plan to continue to improve and enhance CTE learning spaces to provide students with experiences that match industry standards so that all CTE learning simulates what students might experience in the workplace.

Advanced Coursework

Our district focuses on differentiated instruction in all classrooms. These practices address the educational needs of many students who have exceeded state and national standards. If a student is eligible for TAG services individualized accessibility supports have been identified to address the individual's rate and level of learning. At the K-8 level, these supports are identified in a personalized education plan. At the high school level, students and families can select Honors, AP, or dual credit courses AND identify strategies that teachers can use to meet students' TAG needs. CSD offers 15 AP classes and 19 dual credit courses through our partnership with LBCC.

Engaged Community

Improvements in Community Engagement

District staff has continued to utilize positive relationships with our community partners to gather input and feedback on investments made possible through the Integrated Guidance plan. In March, our superintendent and finance director presented alongside the Corvallis Public Schools Foundation to a packed room of interested community members about the budget for the biennium. All attendees had the opportunity to provide input on which programs should be prioritized and what spending does not align with our school board goals. This opportunity for input included SIA, HSS, and Early Literacy investments. Additionally, this information and the opportunity to provide input will be placed on our school district website by April 1.



Integrated Guidance Application Summary 2025 - 2027



Strategies Used to Engage Focal Students and Families in Integrated Guidance Process

District staff meet with stakeholders to determine the impact of investments and make decisions on continuing or adjusting investments. At the high school, district staff have held in-person student listening sessions to get feedback about the Student Investment Act and High School Success Investments. District staff also engaged students in the budget process by gathering feedback through a survey. The survey allowed students to identify priority investments.

Strategies Used to Engage Staff in Integrated Guidance Process

During budget season, all staff were presented with a narrated slideshow of our budget outlook for the biennium. Built into that presentation, all staff had the opportunity to provide input on which programs should be prioritized and what spending does not align with our school board goals. This opportunity for input included SIA, HSS, and Early Literacy investments. In addition to this input, district staff have been participating in “rounding” with school staff members to gather input on Integrated Guidance investments and determine if the district should continue to spend in these areas.

Strengthened Systems and Capacity

Retention of Quality Educators and Leaders

One strategy for our Equitable Systems board goal is to, “Develop institutionally supported retention efforts of racially, culturally, linguistically, and gender-diverse staff.” Those efforts include recruitment efforts, a new and improved New Educator Welcome three-day event, and the opportunity to connect with staff in affinity throughout the school year. Our Healthy Communities goal states the expectation that we, “...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...”

System for Discipline Data Analysis

The District believes a positive school climate, clear and consistent student behavioral expectations, trauma-informed classroom management strategies, family engagement, developmentally appropriate practices, and culturally relevant instruction all contribute to safe, supportive, and secure learning environments. We also believe all students and families have a place in our public schools and it is the educator’s responsibility to do all possible to help every child experience success. The goal of student discipline is to support students in learning the skills necessary to contribute to a positive school climate and avoid disruptive behavior.

Our Racial Educational Equity Policy JBB, directs us to, “Consistently [use] districtwide and individual school level data, disaggregated by race, ethnicity, special education, gender, and socioeconomic status to inform district decision making.” We are also asked to, “Eliminate disparate representation in special education and discipline referrals.”

To achieve this, our Student Growth and Experience team regularly analyzes student discipline data and shares the findings with schools for their school-based data teams to review within the context of their buildings. The Student Growth and Experience staff also present key questions for consideration and provide consultation opportunities to address disparities in the data.



Integrated Guidance Application Summary 2025 - 2027



Transitions Into the District and Between Grade Levels

To help facilitate effective transitions from early childhood education programs to kindergarten we:

- *Host kindergarten open house events to meet teachers and learn about our program*
- *Outreach to local preschools to encourage enrollment*
- *Offer Kindergarten Academy - a 3-week summer prep program for incoming kindergarten students of color, kindergarten students experiencing poverty, kindergarten students learning English, and kindergarten students with disabilities*

To help facilitate effective transitions from elementary to the middle grades we:

- *Have spring transition meetings with elementary and middle school administrators, case managers, and counselors*
- *Schedule elementary school visits to the middle schools*
- *Host a 6th grade open house*

To help facilitate effective transitions from middle to high school we:

- *Have spring transition meetings with middle and high school administrators, counselors, and Special Education, ELL, and behavior support staff*
- *Schedule counselor visits to middle schools*
- *Schedule middle school visits to high school*
- *Host an 8th grade open house*

To support students with their transition to postsecondary education we:

- *Offer dual credit courses*
- *Offer post-secondary assessments (ASVAB, ACT, SAT)*
- *Offer CTE Programs connected to local community colleges*
- *Offer AP courses and pay for exam fees*
- *Have college and career centers available for high school students*
- *Complete articulated 9th - 12th grade college and career learning activities*
- *Host job, trade, and career fairs*
- *Organize college and worksite visits*
- *Host FAFSA nights*

Career Exploration and Development

In Corvallis, students experience college and career-connected learning in their weekly Academic Advisor class through the implementation of Major Clarity, Wayfinder, and YouScience.

In addition, Corvallis is collaborating closely with our local community college (LBCC), OSU, and our regional STEM & CTE hub to better articulate K-12+ regional pathways that lead to high-wage/high-demand careers in the Mid-Willamette Valley. We recently updated our district website to better communicate CTE and career paths to students, families, and the community. We believe that new career-related learning materials, staff training, and improved communication and collaboration with partners will support students to be more informed about their K-12+ choices.

All students and families learn about CTE programs through our course catalog, open house, forecasting activities with counselors, and our district website. During course forecasting, students explore connections the AP, dual-credit, CTE, and elective classes that are connected to their career, college, and personal interests.



Integrated Guidance Application Summary 2025 - 2027



Plan Summary

Outcomes and Strategies

For the 2025-2027 Integrated Guidance Application, our Outcomes and Strategies have changed. We will be using our [School Board Goals](#) adopted in 2024 as our outcomes and align our investments to the strategies identified in those board goals. Our four outcomes are:

1. Excellent Learning Experience
2. Equitable Systems
3. Relevant and Engaging Learning
4. Healthy Communities

High School Success Investments

Most High School Success Investments are connected to Excellent Learning Experience and Relevant and Engaging Learning outcomes.

CTE investments

- High School Coordination - CTE High Quality Program of Study: 3 credit pathway development, community partnerships, equipment and facility improvements in our 10 CTE Programs, and teacher, counselor, and administrator professional development
- CTE Teachers (Autos, Construction, Engineering, Culinary, Early Childhood, Studio Arts, Digital Arts, and Computer Science)
- Design a clinical Health Sciences Classroom

Dropout prevention investments

- High School Coordination - Develop systems and supports for students who are at risk of dropping out
- TOSA Grad Coaches - Facilitate grade level data teams and monitor student progress in earning credits
- Provide additional academic and social support to students in grades 8-12 who are at risk of dropping out by expanding alternative pathway course options
- Coordinate Benton County Career Convention - The largest high school career opportunity in Benton County!
 - The annual convention aims to provide students with real-world insights and experiential learning opportunities
- Summer Learning/ Math prep for incoming 9th grade students

College Level Opportunity Investments

- High School Coordination - Expand student access to advanced coursework opportunities (AP and dual credit)
- Pay stipends for advisor committee members- this team uses staff and student feedback to develop weekly lessons that support students to learn about themselves, explore colleges and careers, and develop workforce skills
- Pay AP exam fees for all students

Early Indicator and Intervention Systems

Early Indicator and Intervention Systems Investments are connected to Excellent Learning Experience and Healthy Communities outcomes.

We will use our EHS funding to pay for Grade Guardian software. This tool helps staff monitor grades and attendance to identify strengths and areas of support for students throughout their high school career to ensure school engagement and on-track graduation.



Integrated Guidance Application Summary 2025 - 2027



Student Investment Account

Student Investment Account investments are connected to Excellent Learning Experience, Equitable Systems, Relevant and Engaging Learning, and Healthy Communities outcomes. We have focused our investments on ensuring academic rigor and relevant and engaging learning opportunities while taking into account students' unique and intersecting identities, histories, accessibility needs, abilities, and disabilities. We are also centered on transforming educational systems to create belonging and promoting wellness through the social, emotional, mental, and physical health and well-being of students, families, and staff.

To align with those outcomes and strategies, our planned expenditures for the 2025-27 biennium include:

District Nurses and Nursing Support Staff

MTSS Specialists for Elementary Schools

District Assessment and Data Specialist

Mental Health Therapists

Benton County Health Navigators

Speech Language Pathologists

Equity Coaches

Sustainability Coordinator

Sustainability Building Leader Stipends

Middle School STEM Teachers

District Athletics Fund

Purchase of Culturally Relevant Curriculum

Career & Technical Education, Interventionists (blending/braiding funds with High School Success)

Early Literacy Investments

Most Early Literacy Investments are connected to Excellent Learning Experience and Relevant and Engaging Learning outcomes. Our Early Literacy Investments are designed to ensure that all students, particularly those in historically underserved groups, have access to high-quality, culturally relevant literacy instruction. To strengthen early reading outcomes, we are investing in three specialized literacy coaching roles. A bilingual literacy coach will support instruction in our two dual immersion schools, fostering multilingualism and equitable access to literacy development. Another literacy coach will focus on targeted reading interventions, ensuring students who need additional support receive evidence-based instruction. Additionally, a literacy coach will guide cohorts of teachers through a science of reading course, deepening instructional expertise across the district. CSD staff are also participating in Science of Reading professional learning and our students are supported through small group tutoring. These investments align with our commitment to providing an excellent, relevant, and engaging learning experience while addressing literacy disparities in schools identified for comprehensive and targeted support under the Every Student Succeeds Act.

Year 1 (2025-26)

Activity	Partnership	FTE Type	Early Literacy Success Allowable Use Code	EIIS Allowable Expenditure Area	HSS Activity Category	SIA Allowable Use Category	Object Code	FTE 25-26	Early Literacy Success Activity Budget 25-26	EIIS Activity Budget 25-26	HSS Activity Budget 25-26	SIA Activity Budget 25-26	Total Activity Budget 2025-26 (autosum)
Total Allocation									\$410,173.30	\$17,818.11	\$2,114,359.69	\$6,678,153.25	\$9,220,504.35
Unbudgeted (Autocalculate)									\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Budgeted Amounts (Autosum)									\$410,173.30	\$17,818.11	\$2,114,359.69	\$6,678,153.25	\$9,220,504.35
Indirect/Administration							690		\$19,500.00		\$81,300.00	\$318,007.00	\$418,807.00
Nurses. Nursing staff that supports school-based health and wellness practices.		Nurse				H&S	111	4.5				\$458,000.00	\$458,000.00
Nursing Admin Assistant. Nursing staff that supports school-based health and wellness practices.		Other: Other staff position not listed (include staff title in activity line)				H&S	112	0.75				\$33,000.00	\$33,000.00
Nursing staff that supports school-based health and wellness practices						H&S	2XX					\$283,000.00	\$283,000.00
MTSS Specialists. Improve systems that support data collection and analysis to inform equity-based decision making.		Supports: Intervention/ Graduation/ Student Success Specialist/ College & Career				WRE	111	7.8				\$731,000.00	\$731,000.00
MTSS Specialists. Improve systems that support data collection and analysis to inform equity-based decision making.						WRE	2XX					\$437,000.00	\$437,000.00
District Assessment and Data Specialist. Improve systems that support data collection and analysis to inform equity-based decision making.		Other: Other staff position not listed (include staff title in activity line)				WRE	112	1				\$70,000.00	\$70,000.00
District Assessment and Data Specialist. Improve systems that support data collection and analysis to inform equity-based decision making.						WRE	2XX					\$45,000.00	\$45,000.00
Mental Health Therapists. Maintain multi-tiered, school-based staffing models to support student social and emotional learning.		Other: Other staff position not listed (include staff title in activity line)				H&S	111	10.1				\$795,000.00	\$795,000.00
Mental Health Therapists. Maintain multi-tiered, school-based staffing models to support student social and emotional learning.						H&S	2XX					\$431,000.00	\$431,000.00
Mental Health Therapists. Maintain multi-tiered, school-based staffing models to support student social and emotional learning.						H&S	470					\$15,000.00	\$15,000.00
Benton County Health Services and Corvallis School District School Health Navigation Program. Maintain multi-tiered, school-based staffing models to support student social and emotional learning.	Physical/Mental/Social Well-Being					H&S	3XX					\$160,000.00	\$160,000.00
Speech Language Pathologist. Special education staffing that supports inclusionary practices.		Special Education (all positions)				RCS	111	6				\$500,000.00	\$500,000.00
Speech Language Pathologist. Special education staffing that supports inclusionary practices.						RCS	2XX					\$255,000.00	\$255,000.00
Speech Language Pathologist. Special education staffing that supports inclusionary practices.						RCS	31X					\$500,000.00	\$500,000.00
Equity Coaches. Support traditionally marginalized student groups, train staff on equitable practices, and participate in data team meetings.		Equity/Diversity/Inclusion (incl. Migrant & Indian Ed)				H&S	111	0.74				\$72,000.00	\$72,000.00
Equity Coaches. Support traditionally marginalized student groups, train staff on equitable practices, and participate in data team meetings.						H&S	2XX					\$44,000.00	\$44,000.00
Sustainability Coordinator. Increase partnerships with local natural resource sustainability groups to ensure meaningful outdoor learning opportunities for students.		Other: Other staff position not listed (include staff title in activity line)				OCG	112	0.5				\$37,000.00	\$37,000.00
Sustainability Building Leader Stipends. Increase partnerships with local natural resource sustainability groups to ensure meaningful outdoor learning opportunities for students.						WRE	13X					\$18,000.00	\$18,000.00

Year 1 (2025-26)

Activity	Partnership	FTE Type	Early Literacy Success Allowable Use Code	EIIS Allowable Expenditure Area	HSS Activity Category	SIA Allowable Use Category	Object Code	FTE 25-26	Early Literacy Success Activity Budget 25-26	EIIS Activity Budget 25-26	HSS Activity Budget 25-26	SIA Activity Budget 25-26	Total Activity Budget 2025-26 (autosum)
Sustainability. Increase partnerships with local natural resource sustainability groups to ensure meaningful outdoor learning opportunities for students.						WRE	2XX					\$32,000.00	\$32,000.00
Middle School STEM. Offer middle school students STEM electives to spark curiosity in science, technology, engineering, and math.		Science/Technology/ Social Science/ Computer Science (not CTE POS)				WRE	111	1.8				\$150,000.00	\$150,000.00
Middle School STEM. Offer middle school students STEM electives to spark curiosity in science, technology, engineering, and math.						WRE	2XX					\$90,000.00	\$90,000.00
Curriculum. Adopt and implement culturally relevant curriculum aligned to standards.		Math				WRE	111	0.2				\$20,000.00	\$20,000.00
Curriculum. Adopt and implement culturally relevant curriculum aligned to standards.						WRE	2XX					\$12,000.00	\$12,000.00
Curriculum. Adopt and implement culturally relevant curriculum aligned to standards.						WRE	4XX					\$201,146.25	\$201,146.25
Create more opportunities for students to participate in extracurricular activities (student belonging, drop-out prevention). Removing "pay-to-play" fees creates equity by allowing all students, regardless of income, to participate in extracurricular activities.						WRE	4XX					\$475,000.00	\$475,000.00
High School Coordinator. Develop systems and supports for students who are at risk of dropping out.		Supports: Intervention/ Graduation/ Student Success Specialist/ College & Career			DP STA		113	0.3			\$42,300.00		\$42,300.00
High School Coordinator. Develop systems and supports for students who are at risk of dropping out.					DP STA		2XX				\$22,300.00		\$22,300.00
High School Coordinator. Expand student access to advanced coursework opportunities (AP and dual credit).		Supports: Intervention/ Graduation/ Student Success Specialist/ College & Career			CLO STA *Must lead to college credit*		113	0.3			\$42,300.00		\$42,300.00
High School Coordinator. Expand student access to advanced coursework opportunities (AP and dual credit).					CLO STA *Must lead to college credit*		2XX				\$22,300.00		\$22,300.00
High School Coordinator. CTE High Quality Program of Study: credit pathway development, new Program of Study development, equipment and facility improvements in our 10 CTE Programs, and teacher, counselor and administrator professional development.		Supports: Intervention/ Graduation/ Student Success Specialist/ College & Career			CTE STA *Start Up/Approved CTE POS*		113	0.3			\$42,300.00		\$42,300.00
High School Coordinator. CTE High Quality Program of Study: credit pathway development, new Program of Study development, equipment and facility improvements in our 10 CTE Programs, and teacher, counselor and administrator professional development.					CTE STA *Start Up/Approved CTE POS*		2XX				\$22,300.00		\$22,300.00
TOSA Grad Coaches. Facilitate grade level data teams and monitor student progress in earning credits.		Supports: Intervention/ Graduation/ Student Success Specialist/ College & Career			DP STA		111	2			\$190,000.00		\$190,000.00
TOSA Grad Coaches. Facilitate grade level data teams and monitor student progress in earning credits.					DP STA		2XX				\$117,000.00		\$117,000.00
CTE Teachers. Autos, Construction, Engineering, Culinary, Early Childhood, Studio Arts, Digital Arts, and Computer Science.		CTE: Approved/Start Up Program of Study (Applied Arts)			CTE STA *Start Up/Approved CTE POS*	WRE	111	9.3			\$610,000.00	\$260,000.00	\$870,000.00
CTE Teachers. Autos, Construction, Engineering, Culinary, Early Childhood, Studio Arts, Digital Arts, and Computer Science.					CTE STA *Start Up/Approved CTE POS*	WRE	2XX				\$366,000.00	\$156,000.00	\$522,000.00

Year 1 (2025-26)

Activity	Partnership	FTE Type	Early Literacy Success Allowable Use Code	EIIS Allowable Expenditure Area	HSS Activity Category	SIA Allowable Use Category	Object Code	FTE 25-26	Early Literacy Success Activity Budget 25-26	EIIS Activity Budget 25-26	HSS Activity Budget 25-26	SIA Activity Budget 25-26	Total Activity Budget 2025-26 (autosum)
Intervention Specialists. Provide additional academic and social support to students in grade 8-12 who are at risk of dropping out by expanding alternative pathway course options.		Supports: Intervention/ Graduation/ Student Success Specialist/ College & Career			DP STA	WRE	111	2			\$100,000.00	\$50,000.00	\$150,000.00
Urban Farm. Provide additional academic and social support to students in grade 8-12 who are at risk of dropping out by expanding alternative pathway course options.		Electives Teacher			DP STA	WRE	111	0.5			\$39,000.00		\$39,000.00
Provide additional academic and social support to students in grade 8-12 who are at risk of dropping out by expanding alternative pathway course options.					DP STA	WRE	2XX				\$123,400.00	\$30,000.00	\$153,400.00
Coordinate Benton County Career Convention. Annual convention aims to provide students with real-world insights and experiential learning opportunities.	Career-Connected Learning/Pathways				CTE STA *Start Up/Approved CTE POS*		13X				\$5,000.00		\$5,000.00
Coordinate Benton County Career Convention. Annual convention aims to provide students with real-world insights and experiential learning opportunities.	Career-Connected Learning/Pathways				CTE STA *Start Up/Approved CTE POS*		2XX				\$2,000.00		\$2,000.00
Coordinate Benton County Career Convention. Annual convention aims to provide students with real-world insights and experiential learning opportunities.	Career-Connected Learning/Pathways				CTE ESF *Start Up/Approved CTE POS*		3XX				\$3,000.00		\$3,000.00
Coordinate Benton County Career Convention. Annual convention aims to provide students with real-world insights and experiential learning opportunities.	Career-Connected Learning/Pathways				CTE ESF *Start Up/Approved CTE POS*		4XX				\$3,859.69		\$3,859.69
Summer Learning/Credit Recovery Algebra.					DP STA		13X				\$5,000.00		\$5,000.00
Summer Learning/Credit Recovery Algebra.					DP STA		2XX				\$2,000.00		\$2,000.00
Wayfinder/Grade Guardian subscriptions.				SSS	DP ESF		470			\$17,818.11	\$3,000.00		\$20,818.11
AP Exams. Expand college-level opportunities for all students, regardless of financial background.					CLO CUR *Must lead to college credit*		640				\$70,000.00		\$70,000.00
Design a clinical Health Sciences Classroom.					CTE ESF *Start Up/Approved CTE POS*		5XX				\$200,000.00		\$200,000.00
Literacy Coaches.		Literacy Coach/Specialist/or Interventionist (Early Literacy)	PDC				111	1.2	\$124,000.00				\$124,000.00
Literacy Coaches.			PDC				13X		\$6,100.00				\$6,100.00
Literacy Coaches.			PDC				2XX		\$81,500.00				\$81,500.00
High Dosage Tutoring.		Qualified Tutor (Early Literacy)	SGHDT				111	0.1	\$10,000.00				\$10,000.00
High Dosage Tutoring.		Qualified Tutor (Early Literacy)	SGHDT				13X		\$15,000.00				\$15,000.00
High Dosage Tutoring.			SGHDT				2XX		\$11,500.00				\$11,500.00
Professional Development and Coaching (Science of Reading).			PDC				13X		\$64,150.00				\$64,150.00
Professional Development and Coaching.			PDC				13X		\$10,000.00				\$10,000.00
Professional Development and Coaching.			PDC				2XX		\$31,000.00				\$31,000.00
Professional Development and Coaching (Science of Reading).			PDC				640		\$18,500.00				\$18,500.00
Curriculum Purchase Culturally Relevant Curricula & Materials.			CRCM				4XX		\$18,923.30				\$18,923.30
Extended Learning Programs.			ELPO				13X		\$0.00				\$0.00
Extended Learning Programs.			ELPO				2XX		\$0.00				\$0.00

Year 2 (2026-27)

Activity	Partnership	FTE Type	Early Literacy Success Allowable Use Code	EIIS Allowable Expenditure Area	HSS Activity Category	SIA Allowable Use Category	Object Code	FTE 26-27	Early Literacy Success Activity Budget 26-27	EIIS Activity Budget 26-27	HSS Activity Budget 26-27	SIA Activity Budget 26-27	Total Activity Budget 2026-27 (autosum)
Total Allocation									\$426,915.07	\$17,818.11	\$2,200,660.08	\$6,950,730.93	\$9,596,124.19
Unbudgeted (Autocalculate)									\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Budgeted Amounts (Autosum)									\$426,915.07	\$17,818.11	\$2,200,660.08	\$6,950,730.93	\$9,596,124.19
Indirect/Administration							690		\$21,000.00		\$85,000.00	\$331,000.00	\$437,000.00
Nurses. Nursing staff that supports school-based health and wellness practices.		Nurse				H&S	111	4.5				\$477,000.00	\$477,000.00
Nursing Admin Assistant. Nursing staff that supports school-based health and wellness practices.		Other: Other staff position not listed (include staff title in activity line)				H&S	112	0.75				\$35,000.00	\$35,000.00
Nursing staff that supports school-based health and wellness practices						H&S	2XX					\$295,000.00	\$295,000.00
MTSS Specialists. Improve systems that support data collection and analysis to inform equity-based decision making.		Supports: Intervention/ Graduation/ Student Success Specialist/ College & Career				WRE	111	7.8				\$761,000.00	\$761,000.00
MTSS Specialists. Improve systems that support data collection and analysis to inform equity-based decision making.						WRE	2XX					\$455,000.00	\$455,000.00
District Assessment and Data Specialist. Improve systems that support data collection and analysis to inform equity-based decision making.		Other: Other staff position not listed (include staff title in activity line)				WRE	112	1				\$73,000.00	\$73,000.00
District Assessment and Data Specialist. Improve systems that support data collection and analysis to inform equity-based decision making.						WRE	2XX					\$47,000.00	\$47,000.00
Mental Health Therapists. Maintain multi-tiered, school-based staffing models to support student social and emotional learning.		Other: Other staff position not listed (include staff title in activity line)				H&S	111	10.1				\$828,000.00	\$828,000.00
Mental Health Therapists. Maintain multi-tiered, school-based staffing models to support student social and emotional learning.						H&S	2XX					\$449,000.00	\$449,000.00
Mental Health Therapists. Maintain multi-tiered, school-based staffing models to support student social and emotional learning.						H&S	470					\$16,000.00	\$16,000.00
Benton County Health Services and Corvallis School District School Health Navigation Program. Maintain multi-tiered, school-based staffing models to support student social and emotional learning.	Physical/Mental/Social Well-Being					H&S	3XX					\$167,000.00	\$167,000.00
Speech Language Pathologist. Special education staffing that supports inclusionary practices.		Special Education (all positions)				RCS	111	6				\$521,000.00	\$521,000.00
Speech Language Pathologist. Special education staffing that supports inclusionary practices.						RCS	2XX					\$266,000.00	\$266,000.00
Speech Language Pathologist. Special education staffing that supports inclusionary practices.						RCS	31X					\$521,000.00	\$521,000.00
Equity Coaches. Support traditionally marginalized student groups, train staff on equitable practices, and participate in data team meetings.		Equity/Diversity/Inclusion (incl. Migrant & Indian Ed)				H&S	111	0.74				\$75,000.00	\$75,000.00
Equity Coaches. Support traditionally marginalized student groups, train staff on equitable practices, and participate in data team meetings.						H&S	2XX					\$46,000.00	\$46,000.00
Sustainability Coordinator. Increase partnerships with local natural resource sustainability groups to ensure meaningful outdoor learning opportunities for students.		Other: Other staff position not listed (include staff title in activity line)				OCG	112	0.5				\$39,000.00	\$39,000.00
Sustainability Building Leader Stipends. Increase partnerships with local natural resource sustainability groups to ensure meaningful outdoor learning opportunities for students.						WRE	13X					\$19,000.00	\$19,000.00

Year 2 (2026-27)

Activity	Partnership	FTE Type	Early Literacy Success Allowable Use Code	EIIS Allowable Expenditure Area	HSS Activity Category	SIA Allowable Use Category	Object Code	FTE 26-27	Early Literacy Success Activity Budget 26-27	EIIS Activity Budget 26-27	HSS Activity Budget 26-27	SIA Activity Budget 26-27	Total Activity Budget 2026-27 (autosum)
Sustainability. Increase partnerships with local natural resource sustainability groups to ensure meaningful outdoor learning opportunities for students.						WRE	2XX					\$34,000.00	\$34,000.00
Middle School STEM. Offer middle school students STEM electives to spark curiosity in science, technology, engineering, and math.		Science/Technology/ Social Science/ Computer Science (not CTE POS)				WRE	111	1.8				\$157,000.00	\$157,000.00
Middle School STEM. Offer middle school students STEM electives to spark curiosity in science, technology, engineering, and math.						WRE	2XX					\$94,000.00	\$94,000.00
Curriculum. Adopt and implement culturally relevant curriculum aligned to standards.		Math				WRE	111	0.2				\$21,000.00	\$21,000.00
Curriculum. Adopt and implement culturally relevant curriculum aligned to standards.						WRE	2XX					\$13,000.00	\$13,000.00
Curriculum. Adopt and implement culturally relevant curriculum aligned to standards.						WRE	4XX					\$196,730.93	\$196,730.93
Create more opportunities for students to participate in extracurricular activities (student belonging, drop-out prevention). Removing "pay-to-play" fees creates equity by allowing all students, regardless of income, to participate in extracurricular activities.						WRE	4XX					\$495,000.00	\$495,000.00
High School Coordinator. Develop systems and supports for students who are at risk of dropping out.		Supports: Intervention/ Graduation/ Student Success Specialist/ College & Career			DP STA		113	0.3			\$45,000.00		\$45,000.00
High School Coordinator. Develop systems and supports for students who are at risk of dropping out.					DP STA		2XX				\$24,000.00		\$24,000.00
High School Coordinator. Expand student access to advanced coursework opportunities (AP and dual credit).		Supports: Intervention/ Graduation/ Student Success Specialist/ College & Career			CLO STA *Must lead to college credit*		113	0.3			\$45,000.00		\$45,000.00
High School Coordinator. Expand student access to advanced coursework opportunities (AP and dual credit).					CLO STA *Must lead to college credit*		2XX				\$24,000.00		\$24,000.00
High School Coordinator. CTE High Quality Program of Study: credit pathway development, new Program of Study development, equipment and facility improvements in our 10 CTE Programs, and teacher, counselor and administrator professional development.		Supports: Intervention/ Graduation/ Student Success Specialist/ College & Career			CTE STA *Start Up/Approved CTE POS*		113	0.3			\$45,000.00		\$45,000.00
High School Coordinator. CTE High Quality Program of Study: credit pathway development, new Program of Study development, equipment and facility improvements in our 10 CTE Programs, and teacher, counselor and administrator professional development.					CTE STA *Start Up/Approved CTE POS*		2XX				\$24,000.00		\$24,000.00
TOSA Grad Coaches. Facilitate grade level data teams and monitor student progress in earning credits.		Supports: Intervention/ Graduation/ Student Success Specialist/ College & Career			DP STA		111	2			\$198,000.00		\$198,000.00
TOSA Grad Coaches. Facilitate grade level data teams and monitor student progress in earning credits.					DP STA		2XX				\$122,000.00		\$122,000.00
CTE Teachers. Autos, Construction, Engineering, Culinary, Early Childhood, Studio Arts, Digital Arts, and Computer Science.		CTE: Approved/Start Up Program of Study (Applied Arts)			CTE STA *Start Up/Approved CTE POS*	WRE	111	9.3			\$635,000.00	\$271,000.00	\$906,000.00
CTE Teachers. Autos, Construction, Engineering, Culinary, Early Childhood, Studio Arts, Digital Arts, and Computer Science.					CTE STA *Start Up/Approved CTE POS*	WRE	2XX				\$381,000.00	\$163,000.00	\$544,000.00

Year 2 (2026-27)

Activity	Partnership	FTE Type	Early Literacy Success Allowable Use Code	EIIS Allowable Expenditure Area	HSS Activity Category	SIA Allowable Use Category	Object Code	FTE 26-27	Early Literacy Success Activity Budget 26-27	EIIS Activity Budget 26-27	HSS Activity Budget 26-27	SIA Activity Budget 26-27	Total Activity Budget 2026-27 (autosum)
Intervention Specialists. Provide additional academic and social support to students in grade 8-12 who are at risk of dropping out by expanding alternative pathway course options.		Supports: Intervention/ Graduation/ Student Success Specialist/ College & Career			DP STA	WRE	111	2			\$105,000.00	\$53,000.00	\$158,000.00
Urban Farm. Provide additional academic and social support to students in grade 8-12 who are at risk of dropping out by expanding alternative pathway course options.		Electives Teacher			DP STA	WRE	111	0.5			\$41,000.00		\$41,000.00
Provide additional academic and social support to students in grade 8-12 who are at risk of dropping out by expanding alternative pathway course options.					DP STA	WRE	2XX				\$129,000.00	\$32,000.00	\$161,000.00
Coordinate Benton County Career Convention. Annual convention aims to provide students with real-world insights and experiential learning opportunities.	Career-Connected Learning/Pathways				CTE STA *Start Up/Approved CTE POS*		13X				\$6,000.00		\$6,000.00
Coordinate Benton County Career Convention. Annual convention aims to provide students with real-world insights and experiential learning opportunities.	Career-Connected Learning/Pathways				CTE STA *Start Up/Approved CTE POS*		2XX				\$3,000.00		\$3,000.00
Coordinate Benton County Career Convention. Annual convention aims to provide students with real-world insights and experiential learning opportunities.	Career-Connected Learning/Pathways				CTE ESF *Start Up/Approved CTE POS*		3XX				\$3,000.00		\$3,000.00
Coordinate Benton County Career Convention. Annual convention aims to provide students with real-world insights and experiential learning opportunities.	Career-Connected Learning/Pathways				CTE ESF *Start Up/Approved CTE POS*		4XX				\$4,660.08		\$4,660.08
Summer Learning/Credit Recovery Algebra.					DP STA		13X				\$6,000.00		\$6,000.00
Summer Learning/Credit Recovery Algebra.					DP STA		2XX				\$3,000.00		\$3,000.00
Wayfinder/Grade Guardian subscriptions.				SSS	DP ESF		470			\$17,818.11	\$4,000.00		\$21,818.11
AP Exams. Expand college-level opportunities for all students, regardless of financial background.					CLO CUR *Must lead to college credit*		640				\$73,000.00		\$73,000.00
Design a clinical Health Sciences Classroom.					CTE ESF *Start Up/Approved CTE POS*		5XX				\$195,000.00		\$195,000.00
Literacy Coaches.		Literacy Coach/Specialist/or Interventionist (Early Literacy)	PDC				111	1.2	\$130,000.00				\$130,000.00
Literacy Coaches.			PDC				13X		\$7,000.00				\$7,000.00
Literacy Coaches.			PDC				2XX		\$85,000.00				\$85,000.00
High Dosage Tutoring.		Qualified Tutor (Early Literacy)	SGHDT				111	0.1	\$11,000.00				\$11,000.00
High Dosage Tutoring.		Qualified Tutor (Early Literacy)	SGHDT				13X		\$16,000.00				\$16,000.00
High Dosage Tutoring.			SGHDT				2XX		\$12,000.00				\$12,000.00
Professional Development and Coaching (Science of Reading).			PDC				13X		\$45,000.00				\$45,000.00
Professional Development and Coaching.			PDC				13X		\$10,000.00				\$10,000.00
Professional Development and Coaching.			PDC				2XX		\$23,100.00				\$23,100.00
Professional Development and Coaching (Science of Reading).			PDC				640		\$12,000.00				\$12,000.00
Curriculum Purchase Culturally Relevant Curricula & Materials.			CRCM				4XX		\$19,315.07				\$19,315.07
Extended Learning Programs.			ELPO				13X		\$25,000.00				\$25,000.00
Extended Learning Programs.			ELPO				2XX		\$10,500.00				\$10,500.00

25-27 Budget Codes

[Partnerships](#)

[FTE Type](#)

[CTE Function Codes](#)

[HSS Allowable Use Codes](#)

[Early Literacy Success Allowable Use Codes](#)

[EIS Allowable Use Codes](#)

[SIA Allowable Use Codes](#)

[ALL Object Codes](#)

Partnerships	Code
<p>Any organization that - (a) is composed primarily of Indian parents, family members, and community members, tribal government education officials, and tribal members, from a specific community; (b) assists in the social, cultural, and educational development of Indians in such community; (c) meets the unique cultural, language, and academic needs of Indian students, including Tribal Nations supporting Oregon communities</p>	<p>Indian Community-Based Organization</p>
<p>Public, not-for-profit organizations or community agencies, which transparently collaborate with the intent to give voice and elevate community priorities by authentically engaging in interactive multi-modal, robust communication with residents in districts, educational service districts, institutions, and connection-centered programs. These community-powered partners and decision makers work to provide universal access to asset-based networks that advance racial and educational equity via community-oriented, linguistic-cultural resources to build sustainable and resilient communities. This includes but is not limited to agencies which serve as culturally-responsive and identity-affirming organizations and ensure multi-dimensional youth develop socio-emotionally, academically, professionally, and holistically. <i>Some districts or schools may refer to private or for-profit organizations as Community-Based Organizations; however, for ODE partnership reporting purposes, private and for-profit organizations should be identified as "Business/Industry"</i></p>	<p>Community-Based Organization</p>

Private, for-profit organizations engaged in commerce, trades, manufacturing, or that provision of services	Business/Industry
Public or private organizations that support and advance career learning. This includes: highschool graduation and work-based learning, on-the-job training, or other real-life occupational experiences by developing core skills, taking relevant coursework, internships/apprenticeships, clinical studies, and participating in simulated activities to promote future career awareness, exploration, preparation, and training. <i>Some districts or schools refer to these organizations as Community Based Organizations; however, for ODE partnership reporting purposes, these organizations should be identified as "Career-Connecting Learning/Pathways"</i>	Career-Connected Learning/Pathways
Public or private organizations that promote health, safety, mental and behavioral health, social or emotional needs, economic development, and resilient-sustainable basic resources (i.e. emergency preparedness, land preservation, etc.)	Physical/Mental/Social Well-Being
Public or private organizations that are affiliated with a religion and/or spiritual faith	Faith-Based Organization

FTE Types
CTE: Approved/Start Up Program of Study (Applied Arts)
Career Exploration (Applied Arts)
Electives Teacher
Elementary Teacher
English Language Development
Equity/Diversity/Inclusion (incl. Migrant & Indian Ed)
Fine & Performance Arts (art/music/theater/dance)
Health/PE/Athletics
Language Arts
Library & Media
Literacy Coach/Specialist/or Interventionist (Early Literacy)
Math

Multiple Subjects Teacher (middle/high school)
Nurse
Psychologist/LCSW/QMHP
Qualified Tutor (Early Literacy)
Science/Technology/Social Science/ Computer Science (not CTE POS)
School Counselor/School Social Worker
Special Education (all positions)
Supports: Behavioral Specialist
Supports: Family/Community Engagement (incl. McKinney-Vento)
Supports: Intervention/ Graduation/ Student Success Specialist/ College & Career
Supports: Social Emotional Learning (SEL)
Other: Other staff position not listed (include staff title in activity line)

CTE Function Codes	Codes
Curriculum - Student Support Services, Work Based Learning and Career Exploration Activities	1131
Curriculum – Standards, Content, Alignment and Articulation	2210
CTE Professional / Personnel Development	2240
Scientifically Based Research	262X
Indirect - Support Services - Central Activities	2600
HSS Allowable Use Codes	Codes
Dropout Prevention Professional Learning	DP PL
Dropout Prevention Ongoing Community Engagement & Partnerships	DP OCG
Dropout Prevention Equipment, Supplies, and Facilities	DP ESF
Dropout Prevention Curriculum	DP CUR

Dropout Prevention Staff Salaries and Stipends	DP STA
Dropout Prevention Middle School- 8th grade only	DP MS8
College Level Opportunities Professional Learning	CLO PL *Must lead to college credit*
College Level Opportunities Ongoing Community Engagement & Partnerships	CLO OCG *Must lead to college credit*
College Level Opportunities Equipment, Supplies, and Facilities	CLO ESF *Must lead to college credit*
College Level Opportunities Curriculum	CLO CUR *Must lead to college credit*
College Level Opportunities Staff Salaries and Stipends	CLO STA *Must lead to college credit*
College Level Opportunities Middle School- 8th grade only	CLO MS8 *Must lead to college credit*
Career & Technical Education Professional Learning	CTE PL *Start Up/Approved CTE POS*
Career & Technical Education Ongoing Community Engagement & Partnerships	CTE OCG *Start Up/Approved CTE POS*
Career & Technical Education Equipment, Supplies, and Facilities	CTE ESF *Start Up/Approved CTE POS*
Career & Technical Education Curriculum	CTE CUR *Start Up/Approved CTE POS*
Career & Technical Education Staff Salaries and Stipends	CTE STA *Start Up/Approved CTE POS*
Career & Technical Education Middle School- 8th grade only	CTE MS8 *Start Up/Approved CTE POS*

Early Literacy Success Allowable Use Code	Codes
Purchase Culturally Relevant Curricula & Materials	CRCM
Curricula Training & PD	CTPD
Professional Development and Coaching	PDC
1:1 High Dosage Tutoring	1:1HDT
Small Group High Dosage Tutoring	SGHDT
Extended Learning Programs - Home-based Summer Reading	ELPH
Extended Learning Programs - Intensive Summer School	ELPSS
Extended Learning Programs - Other	ELPO

EIS Allowable Use Codes	Codes
Staffing to maintain the system and facilitate corrective action	STF
Training for staff to maintain and use the system with fidelity	TRN
System software purchases and subscriptions	SSS
Data analysis and research	DAR
Tribal government consultation	TGC
Student, family, staff, and community engagement	ENG

SIA Allowable Use Codes	Code
Health and Safety	H&S
Increased Instructional Time	IIT
Ongoing Community Engagement	OCG
Reduced Class Size	RCS
Well Rounded Education	WRE

ALL Object Codes	Code
111 Licensed Salaries includes licensed coordinators and employees in the bargaining unit	111
112 Classified Salaries for work performed by "Classified Employees"	112
113 Administrative Salaries	113
2XX Benefits associated with "Licensed Employees" not included in the gross salary, Benefits associated with "Program Coordinators/Regional Coordinators" not included in the gross salary, Benefits associated with "Classified Employees" and "Support Staff" not included in the gross salary	2XX
12X Substitute Salaries for employees who are hired on a temporary or substitute basis	12X
13X Additional Salaries (stipend)	13X

3XX Local CTE Instructional Services (Purchased), Regional CTE Instructional Services (Purchased)	3XX
31X Instructional, Professional and Technical Services	31X
33X Student Transportation Services	33X
34X Travel costs (e.g., mileage, hotel, registration, per diem, meals, car rentals, etc.)	34X
410 Consumable Supplies and Materials. This area includes expenditures for ALL supplies for the operation of a CTE Program. NOTE: Follow Perkins expenditure guideline for appropriate use of funds.	410
460 Non-consumable Equipment Items. Expenditures for equipment with a current value of less than \$5,000 or for items which are "equipment-like." This object category could be used when a district desired to treat these items as equipment for budgeting, physical control, etc., without either violating the capital equipment issues of Perkins.	460
470 CTE Computer Software. Expenditures for published computer software. Include licensure and usage fees for software here. The Cloud is considered software and would be coded here.	470
480 CTE Computer Hardware. Expenditures for non-capital computer hardware, generally of value not meeting the capital expenditure criterion. An iPad or e-reader needed to access e-textbooks is considered hardware and would be coded here.	480
4XX Other Supplies and Materials	4XX
5XX Capital Outlay	5XX
541 CTE Depreciable Equipment (Single pieces of equipment or technology items over \$5,000) to enhance and improve CTE Programs of Study	541 ***Requires ODE Approval***
690 Grant Indirect Charges/Administrative Indirect	690
640 Dues and Fees	640
8XX Miscellaneous	8XX
Other	Other



Corvallis
SCHOOL DISTRICT

2025 Integrated Application Presentation

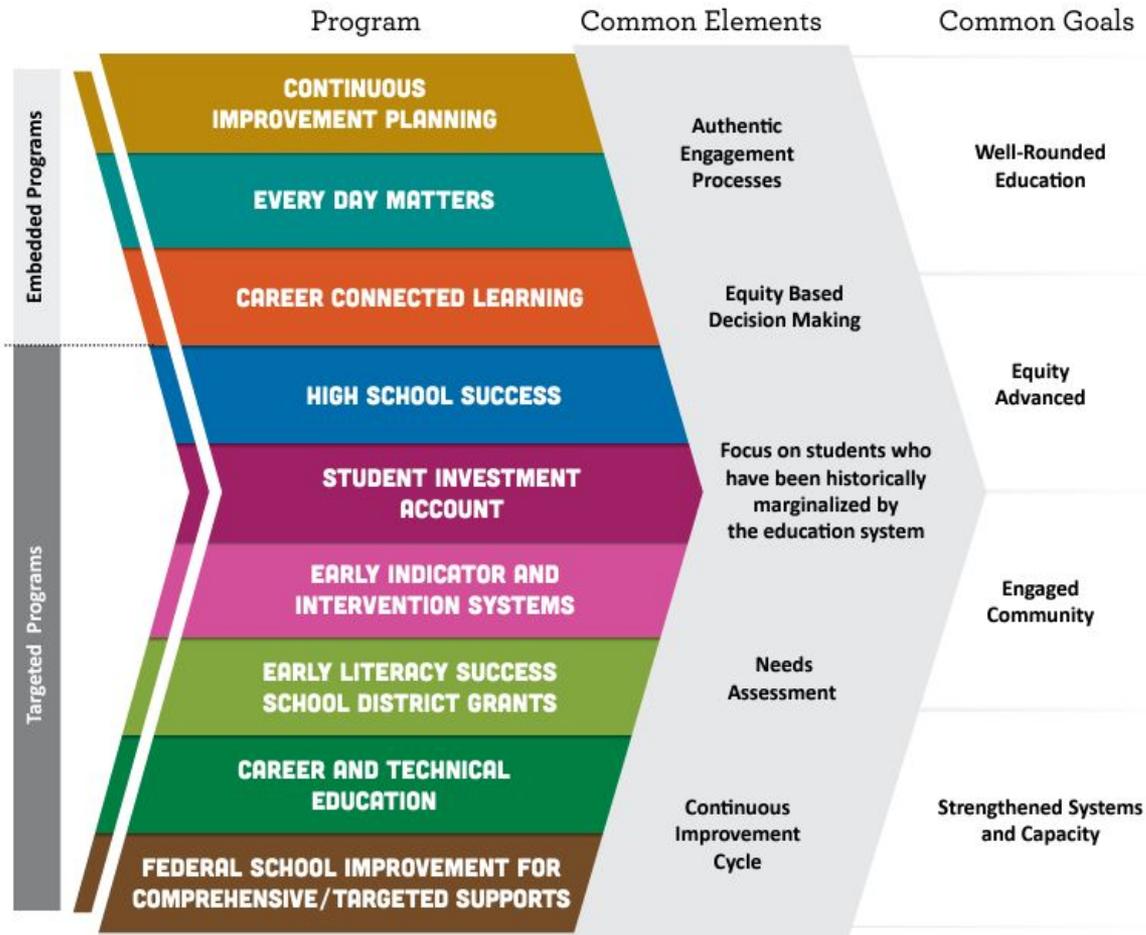
Tonight's Presentation

- Reminder of Integrated Guidance
- Describe Plan Development
- Share Our District Integrated Guidance Plan Investments
- Answer Board Member Questions
- Acquire Board Approval

Background

Integrated Guidance brings multiple federal and state initiatives together so school districts can leverage multiple strategies and funding sources to implement more cohesive plans that positively impact students.

Aligned Programs & Common Goals



Planning Team Members

Amy Lesan

Elementary Coordinator

Lauren Wolfe

Director of Finance

Maria McEldowney

Accounting Manager

Melissa Harder

Assistant Superintendent

Nikki McFarland

High School Coordinator

Required Planning Processes

- Engage community and focal students to review and assess needs
- Develop a two-year plan with clear Outcomes, Strategies, and Activities
- Use an Equity Lens

	<p>FOUR AGREEMENTS</p> <ol style="list-style-type: none"> 1. Stay Engaged 2. Experience Discomfort 3. Speak Your Truth 4. Expect/Accept Non-Closure 	<p>SIX CONDITIONS</p> <ol style="list-style-type: none"> 1. Focus on Personal, Local, and Immediate 2. Isolate Race 3. Normalize Social Construction and Multiple Perspectives 4. Monitor Agreements, Conditions, and Establish Parameters 5. Use a "Working Definition" for Race 6. Examine the Presence and Role of "Whiteness"
<p> EQUITY LENS</p> <p>For any policy, program, practice or decision, consider the following questions</p>	<ul style="list-style-type: none"> • How does this decision align with the District mission and vision? • Who does this decision affect positively? • Who does this decision affect negatively? • How might this ignore or worsen existing disparities? • What are the unintended consequences of this decision? • How will those being affected by the decision be included in the process? • What other possibilities were explored? • How will this decision/outcome be sustainable? 	

Community Engagement Highlights

Student surveys

High school student listening sessions

Rounding with staff

Building leader listening sessions by level

Regional CTE leadership convenings

These Priorities Emerged: High School Success

- Restrooms
- Clubs (SAFE, Pride)
- Alternative Pathways
- Access to advanced courses
- Access to relevant materials
- Intervention & Support classes
- CTE (spaces, equipment, and staffing)

These Priorities Emerged: Early Literacy

- Coaching and support in the implementation of updated core curriculum in reading - focused on biliteracy
- Continued science of reading coursework and cohort learning for our teachers
- Access to intervention materials and professional development/coaching on those materials

These Priorities Emerged: SIA

Student Support in the Form of:

- Nursing Staff
- MTSS Specialists
- Behavior Deans
- Special Education Support
- Mental Health
- Extracurricular Programs

Intended Outcomes and Key Strategies

Aligned with our Board Goals and Strategies

- Excellent Learning Experience
- Equitable Systems
- Relevant and Engaging Learning
- Healthy Communities

Key Investments: High School Success

College Level Opportunities

- AP Exam fees
- AP Course Materials
- College & Career Fair
- Advisor Committee

Drop-out Prevention

- Restroom refresh
- Alternative pathways
 - Urban Farm
 - Construction
- Graduation coaches
- Algebra 1 Math Mindset Summer Camp
- Wayfinder curriculum

Career & Technical Education

- Update CTE learning spaces and equipment to bring up to industry standards
- CTE staffing
- Machine Maintenance stipends

Key Investments: Early Literacy

- Coaching staff - highly qualified licenced staff focused on supporting reading instruction and intervention
- Science of Reading - paying for tuition and providing a stipend to staff who participate in intensive reading course
- Continued access to research based materials

Key Investments: SIA

District Nursing and Nursing Support Staff

MTSS Specialists

Mental Health Therapists

Benton County Health Navigators

Equity Coaches

District Athletics Fund

Culturally Relevant Curriculum

How the State Understands Success

There are distinct performance measures used in the monitoring and evaluation process for implementation under this integrated guidance:

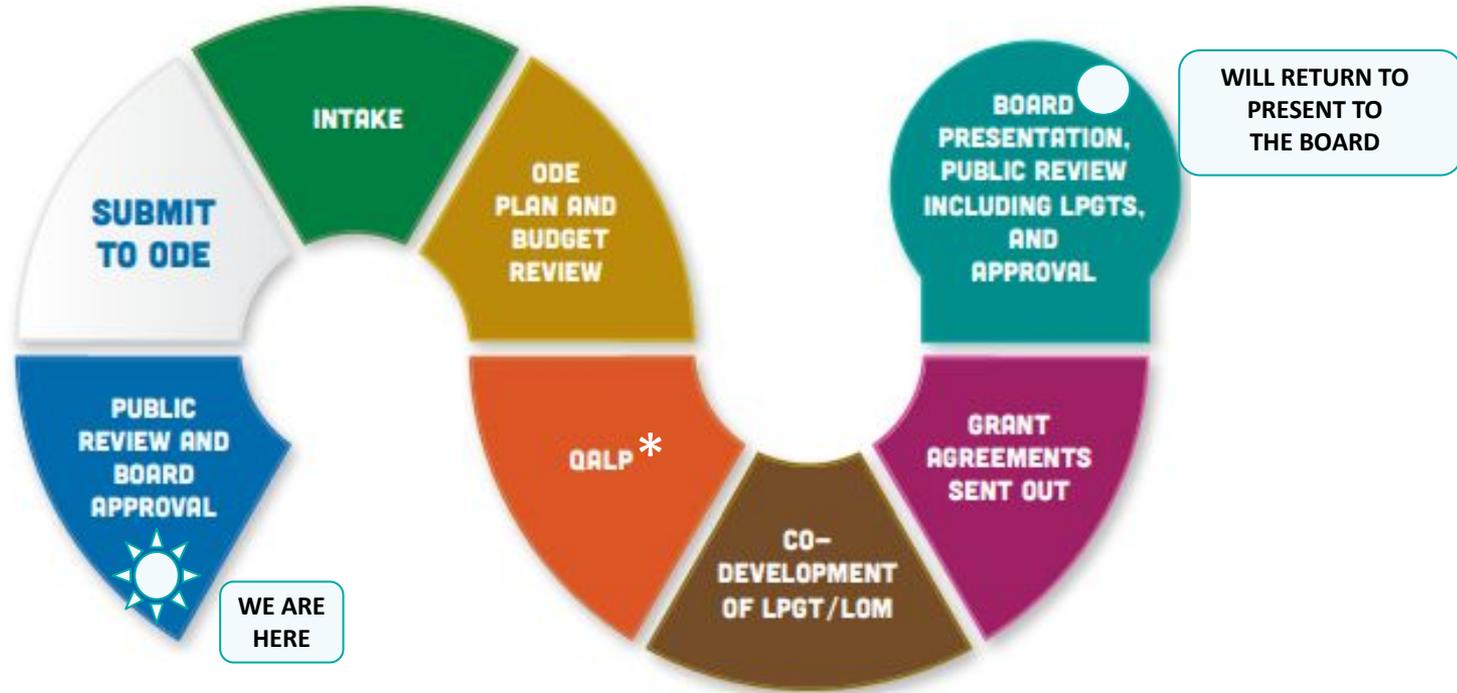
- High School Success Eligibility Requirements
- State CTE Perkins Performance Targets
- Federal School Improvement Accountability Data
- Longitudinal Performance Growth Targets (LPGTs)
- Local Optional Metrics

Longitudinal Performance Growth Targets (LPGTs)

ODE will co-develop Longitudinal Performance Growth Targets with grant recipients, based on:

- Data available for longitudinal analysis;
- Guidance established by the department; and
- Overall and disaggregated rates for the following metrics:
 - Third-grade reading proficiency rates measured by ELA
 - Ninth-grade on-track rates
 - Regular attendance rates
 - Four-year or on-time graduation rates
 - Five-year completion rates

What Happens Next?



Questions & Comments



XII. SUPERINTENDENT'S 2024-25 EVALUATION

Presenter: LU



Corvallis

SCHOOL DISTRICT

Corvallis School District Board of Directors Evaluation of Superintendent Ryan Noss 2024-2025

Dr. Ryan Noss is completing his ninth year as Superintendent of the Corvallis School District. This past year has presented challenges as well as opportunities to share our district's strengths. Ryan and his team have continued to show they are committed to helping students move towards graduation and prepare for life after K12 despite increasing state budget reductions and damaging national rhetoric about public education. Data shared offered a lens to see areas of strength and areas of growth. Both are important to keep in mind as the needs of students in our district continue to evolve over time. This is the first time that Superintendent Noss has been evaluated using the new board goals. This evaluation has been compiled in a way that synthesizes key items shared by board members.

Areas Evaluated

2023-2024 Priorities

Goal 1: Excellent Learning Experience

Goal 2: Equitable Systems

Goal 3: Relevant and Engaging Learning

Goal 4: Healthy Communities

Executive Summary:

There were areas of growth identified by board members, which were also highlighted by Dr. Noss in his report. Board members pointed out ways in which they see the district moving towards addressing those needs. Despite budgetary declines, academic excellence remains a priority for Ryan, which is reflected in the growth of students trending in the right direction following the pandemic years. Programs and initiatives have been prioritized and are evidenced by the Algebra I completion rate increase and the reading score increases in Spanish. It was noted that there is work to do to address serious gaps in learning outcomes, particularly noted for students with disabilities, which were also reflected in Ryan's report. While overall rates are increasing, there is room for growth to help support this upward trend continuing to increase. The board is confident in Ryan's dedication and collaborative approach in addressing these needs in the future, particularly as it pertains to reading.

Socio political tensions coupled with the economic and housing crises continue to impact students in our district. As a leader, Ryan demonstrates strong dedication to ensuring equity is embedded across all areas of the school district for students, staff, and families. Even still,

YouthTruth data reflects something continues to be missing, most notably with Black students. Participation in the Black Student Success Grant offers promise in identifying and addressing these issues. The participation in the federal Indian Education Grant models the positive impact of these tailored programmatic initiatives reflected in the significant increase in positive data on American Indian/Alaska Native students in the YouthTruth data. The board noted that Ryan continues to seek ways to support students of all identities and look forward to seeing the district remain committed to these efforts. Particularly, the board is interested in seeing how cross analysis of data can help identify gap areas in order to address them.

Corvallis School District excels in providing ways for students to engage in trades and pre-apprentice programs. The board finds Ryan's commitment to CTE as commendable, which is exemplified by the 99% graduation rate for our CTE concentrators. Exposure to a wide range of opportunities helps prepare students for post-graduation pathways in ways that make sense for them. The board looks forward to seeing increased partnerships with the community to support the continued growth of CTE.

As a leader, Ryan has demonstrated a strong commitment to ensuring students have support holistically to the degree possible related to their academic learning as well as mental health support and physical/nutritional support. He has also continued to show dedication to listening to and learning from staff related to their well-being needs to better ensure that they are and feel supported in their critical roles. The investment in mental health support is noted as a strong area for CSD. Additionally, the board noted that there are areas of concern remaining related to student mental health and that supportive and responsive learning environments are key to helping address this in combination with the existing mental health supports in place. Continuing to strengthen partnerships with community organizations will help ensure students receive comprehensive support both inside and outside the classroom.

Dr. Ryan Noss is described as a strong leader, ethical, student-centered, responsive, and inclusive. The board notes that Ryan has a commitment to transparency, fosters a culture of collaboration and accountability, and thinks out of the box for creating systems that support high level teachers and support staff. Under Ryan's leadership, each of the updated Board/District goals is well-supported with concrete examples provided of how the district continues to work toward expanding and enhancing these areas for the well-being of students, their families, and staff. He upholds the highest ethical standards, prioritizing equity, student success, and community trust. His recognition as Oregon Superintendent of the Year is a testament to his dedication and the respect he has earned from both peers and the broader education community. The board has confidence in his leadership for the next year as we embark on many critical decisions where the community is trusting us to make the best decisions with the available resources for the betterment of every Corvallis child. Budget decreases, enrollment downward trends, and continued pushbacks on public education supporting students holistically are all a lot on their own. Facing all at the same time takes someone who is forward thinking and willing to work collectively with the board, staff, and families. Corvallis School District is fortunate to have Dr. Ryan Noss as superintendent, not just because he was superintendent of the year, but because of his strong and compassionate leadership.

XIII. **CONSOLIDATED ACTION (8:55 PM) ***

XIII.A. Cooperative Sponsorship Application



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Ryan Noss, Superintendent
Meeting Date: March 20, 2025

Cooperative Sponsorship Application

ACTION REQUESTED

Background

The philosophy guiding cooperative sponsorship of activities is to support the increase in the number of students participating in activities by making activities available for greater student participation when the smaller school cannot support the activity alone.

Kings Valley Charter has previously been in a coop with Central HS. However, Kings Valley Charter is not currently in a coop. They have a student who lives in the Crescent Valley boundaries and wishes to play baseball in high school. We want to support this request, especially as the student lives within our boundaries.

Both districts must have School Board approval for the cooperative sponsorship application. The cooperative sponsorship would be effective for the 2024-25 and 2025-26 school years.

Involvement

Ryan Noss, Superintendent
Jon Strowbridge, CVHS Athletic Director

ACTION REQUESTED:

Approve the Oregon School Activities Association Cooperative Sponsorship Application for the 2024-25 and 2025-26 school years.

MOTION REQUESTED:

“I move to approve the Oregon School Activities Association Cooperative Sponsorship Application for the 2024-25 and 2025-26 school years.”

Coop Information - Crescent Valley / Kings Valley Char.

Activity: Baseball **Duration:** 2 years **School Years:** 2024-25 through 2025-26

Reason: *This is the reason for creating this cooperative sponsorship.*
 Kings Valley Charter has been in a coop previously with Central HS. However, Kings Valley is not in a coop currently. They have a student who is in the Crescent Valley boundaries who wishes to play baseball in high school. We would like to support this request, especially as the student lives within our boundaries.

Practice Location: Crescent Valley High School *This is where practices will be held.* **Contest Location:** Crescent Valley High School *This is where home contests will be held.*

Placement

Combined ADM: 659 *Sum of both school's ADM numbers from the selected starting school year.* **Coop Classification:** 5A *Based on the combined ADM, this coop would compete in this classification.* **Coop League:** 5A-3 (2022-2025) Mid-Willamette Conference *The selected league in which this coop will join and compete.*

Host School **School 2**
Crescent Valley **Kings Valley Char.**
 Classification: 5A, ADM: 626 Classification: 1A, ADM: 33
 League: 5A-3 Mid-Willamette Conference League: 1A-3 Mountain West League

League Approval

Cooperative sponsorship applications must obtain approval from the regular league or special district in which the proposed cooperative team will participate.

League/Special District Representative for 5A-3 Mid-Willamette Conference

Name: Chad Waples **School:** Woodburn High School
Email: cwaples@woodburnsd.org **Role:** AD / League President
Signature: *Not Yet Signed* **Date Decided:** --
Approved?: ■■■ *Awaiting League Approval*
Comments: --

Host School Information - Crescent Valley

Activity Participation - Baseball - Crescent Valley

Crescent Valley Baseball participants, by school year and grade

Participation	12th Grade	11th Grade	10th Grade	9th Grade
Last Year	11	4	6	11
Current Year	8	3	8	8
Next Year	3	8	8	NA

Superintendent Approval

Superintendent Name: *
Please type in your name.
Signature: /s/ *
Indicate your approval and digitally sign this form by typing in your full legal name. Confirm your signature by clicking outside of the text box.
Date Signed: 3/16/2025

School Enrollment - Crescent Valley

Students enrolled at Crescent Valley, by school year and grade

Enrollment	12th Grade	11th Grade	10th Grade	9th Grade
Last Year	202	201	199	226
Current Year	195	185	200	195
Next Year	188	204	193	211

School Board Approval - Corvallis School District 509J

Date School Board Approved: *
This is the date that the school board for Crescent Valley approved this cooperative sponsorship. A copy of your school board's approval must be available at the request of the OSAA.
The school can input this date or you as Superintendent can enter this date.

School 2 Information - Kings Valley Char.

Activity Participation - Baseball - Kings Valley Char.

Kings Valley Char. Baseball participants, by school year and grade

Participation	12th Grade	11th Grade	10th Grade	9th Grade
Last Year	0	0	0	0
Current Year	0	0	1	0
Next Year	0	1	0	0

School Enrollment - Kings Valley Char.

Students enrolled at Kings Valley Char., by school year and grade

Enrollment	12th Grade	11th Grade	10th Grade	9th Grade
Last Year	4	11	11	14
Current Year	7	12	15	12
Next Year	12	15	12	19

Superintendent Approval

Superintendent Name:

Susan Halliday *

Please type in your name.

Signature:

/s/ Susan Halliday *

Indicate your approval and digitally sign this form by typing in your full legal name. Confirm your signature by clicking outside of the text box.

Date Signed:

3/16/2025

School Board Approval - Philomath School District 17J

Date School Board Approved:

03/10/2025 *

This is the date that the school board for Kings Valley Char. approved this cooperative sponsorship. A copy of your school board's approval must be available at the request of the OSAA.

The school can input this date or you as Superintendent can enter this date.

XIII.B. Non-Represented Employee Benefits and
Compensation



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Ryan Noss, Superintendent and Jennifer Duvall, Human Resources Director
Meeting Date: March 20, 2025

Non-Represented Employee Benefits and Compensation

ACTION REQUIRED

Background

The non-represented employee group's agreement expires June 30, 2025. The following changes are recommended to the Non-Represented Employee Benefits and Compensation Agreement:

- A one-year agreement, effective July 1, 2025 through June 30, 2026;
- Provide steps each year of the agreement for those eligible for step movement;
- Add a 4.00% cost of living adjustment (COLA) to the salary schedule for all non-represented positions;
- Increase the monthly district insurance contribution to \$1,675 per month;

ACTION REQUESTED:

Approve the changes to the Non-Represented Employee Salary and Benefits Agreement effective July 1, 2025.

MOTION REQUESTED:

"I move to approve the Non-Represented Employee Salary and Benefits Agreement for the 2025-26 school year."



Corvallis
SCHOOL DISTRICT

Non-Represented Employees Salary and Benefits Agreement

2025-2026

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

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

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**CORVALLIS SCHOOL DISTRICT
NON-REPRESENTED SALARIES AND BENEFITS**

INTRODUCTION

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

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

- 1) DUTIES**—Duties shall be as assigned by the district superintendent. The employee shall devote full time, skill, labor, and attention to district assignments. The employee must obtain prior superintendent approval before accepting any offers of outside employment or consulting work. The employee shall perform assigned responsibilities in accordance with the employment agreement, the laws of the state of Oregon, the Oregon Administrative Rules, written school district policies, and school district administrative regulations, procedures, and directives. The employee may be reassigned or transferred at any time. Employees are expected to work on policy, procedure, curriculum, negotiations, budget, and other issues or projects as assigned. Each employee shall demonstrate skill in communication with staff, students, parents, patrons, and all others with whom the employee comes into official contact.
- 2) CONTRACT YEAR WORK SCHEDULE**—Employees will schedule the work year with their immediate supervisors so that the contracted number of work days are available between July 1 and the following June 30. Each day that students attend school will be a scheduled workday for building administrators unless the appropriate supervisor approves a specific exception. Any variation from the established work year schedule requires the specific written approval of the supervisor. If the employee does not complete their work year with the district, the employee’s final check shall be prorated to account for actual days worked.
- 3) HOURS**—The nature of the work is such that definite work hours cannot be established, and it is the expectation of the district that employees will be available when needed. The employee shall maintain sufficient on-site hours consistent with the needs of the particular building or program and general operations of the school district. Employees are required to attend school board, budget committee, and other meetings or activities at the direction of their supervisor or the superintendent.

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

4) COMPENSATION

Salary Schedule (see Appendix A.)

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

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

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

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

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

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

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

5) HEALTH INSURANCE--

Effective October 1, 2025, the monthly district contribution for health insurance, which includes medical, dental, and vision for a full-time employee shall be \$1,675. Life and long-term disability insurance premiums will be paid in full by the District.

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

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

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

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

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

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

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

8) HOLIDAYS AND LEAVES

Paid Holidays:

- New Year's Day
- Martin Luther King Jr.
- Memorial Day
- Juneteenth (employees with 220 or more contract days)
- Independence Day (employees with 220 or more contract days)
- Labor Day
- Veterans Day
- Thanksgiving Day
- Day after Thanksgiving Day
- Christmas Eve (employees with 220 or more contract days)
- Christmas (employees with 220 or more contract days)
- New Year's Eve Day (employees with 220 or more contract days)

Leaves:

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

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

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

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

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

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

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

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

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

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

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

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

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

<u>Years of Service</u>	<u>Vacation Days Annually</u>
Less than 5 years	15 days
5-9 years	17 days
10 years and more	20 days

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

9) OTHER BENEFITS

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

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

\$50 per month

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

\$75 per month:

Executive Assistant to Superintendent & Board
Therapist/Physical, Occupational

\$100 per month

Assistant Coordinator/Student Growth & Experience (SGE)
Communications Coordinator
Coordinator/SGE
Director/Technology
Family Outreach Supervisor
Manager/Food Services
Mental Health Manager

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

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

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

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

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

10) PROBATIONARY PERIOD

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

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

- 11) EVALUATION**—Evaluation of employees will be conducted annually for probationary licensed administrators, and at least every other year for other non-represented staff by the superintendent or appropriate administrative designee. The evaluation will be based on applicable board policy, the job description, performance, and professional standards, and performance goals that have been discussed with the employee at the beginning of the evaluation period. It may be desirable to gather input from parents, students, teachers, peers, or others for use in the evaluation process. If such input is to be part of the licensed administrator’s evaluation, its use will be in accordance with Board Policy CCG. Evaluations will be completed and discussed with the employee by June 30 of each year unless that date is extended in writing.

- 12) IMPROVEMENT PLAN**—When an employee’s performance needs improvement (for other than disciplinary reasons), the superintendent or designee may place the employee on an improvement plan. The plan will specify the area(s) of deficiency, the needed improvement, the time period in which improvement is required, and what assistance the district will provide. An improvement plan may be required if the deficiency is inadequate performance, inefficiency, or neglect of duty. The duration of an improvement plan will be for 45 workdays or such other time as is reasonably calculated to allow the employee an opportunity to correct the area(s) of deficiency. At the end of the plan, the superintendent or designee will review the results with the employee, including whether the employee met the requirements of the improvement plan, whether an extension of the plan is required, or whether the superintendent will recommend termination of employment.

- 13) COMPLAINTS**—Persons with complaints about non-represented employees will be encouraged to attempt to resolve the issue with the employee involved. If the complaint is not resolved, the complainant may formally present the complaint in writing (including all supporting statements and evidence) to the employee’s supervisor. Complaints will be shared with the affected employee. The employee will be given an opportunity to respond to the complaint and/or attempt to resolve the complaint, as deemed appropriate to the circumstances by the employee’s supervisor. Such complaints will not be used in the employee’s evaluation unless the employee has had these opportunities. Additionally, complaints will not be used in an employee’s evaluation unless it is determined through this process that the complaint has merit and substance and is reasonably related to the employee’s job description, performance standards, or ability to be an effective employee in the district.

- 14) DISCIPLINE AND DISMISSAL**—No employee will be disciplined without due process that includes a clear statement of charges for violation of known standards with the opportunity to meet and discuss the matter with their supervisor after a thorough investigation, and discipline that is consistent with other discipline administered for similar offenses.

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

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

16) EXTENSION OR NON-EXTENSION OF LICENSED ADMINISTRATOR’S CONTRACT

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

17) REDUCTION IN STAFF

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

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

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

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

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

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

2025-26 Non-Rep Salary Schedule

4% COLA

Position	Days	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7
Assistant Superintendent	260	164,130	168,232	172,439	176,750	181,167	185,697	190,340
Director/Finance	260	147,818	151,513	155,302	159,186	163,165	167,243	171,424
Director/Human Resources	260	147,818	151,513	155,302	159,186	163,165	167,243	171,424
Director/Operations	260	147,818	151,513	155,302	159,186	163,165	167,243	171,424
Director/Student Growth & Experience	260	147,818	151,513	155,302	159,186	163,165	167,243	171,424
Principal/High School	225	147,089	150,767	154,537	158,399	162,359	166,419	170,579
Principal/Middle School	225	137,120	140,549	144,062	147,662	151,353	155,137	159,016
Principal/Elementary	225	131,502	134,790	138,160	141,613	145,153	148,781	152,501
Coordinator/Student Growth & Experience	230	134,430	137,792	141,236	144,767	148,386	152,096	155,898
Coordinator/Alternative Pathways	225	131,502	134,790	138,160	141,613	145,153	148,781	152,501
Assistant Principal/High School	225	127,847	131,043	134,319	137,677	141,120	144,648	148,266
Assistant Principal/Middle School	225	121,954	125,003	128,127	131,330	134,613	137,980	141,430
Director/Technology	260	117,416	120,352	123,361	126,445	129,606	132,846	136,167
Manager/Mental Health	230	121,954	125,003	128,127	131,330	134,613	137,980	141,430
Manager/Accounting	260	100,435	102,944	105,517	108,157	110,861	113,632	116,473
Manager/Food Services	260	97,102	99,529	102,019	104,569	107,183	109,862	112,609
Coordinator/Communications	260	97,102	99,529	102,019	104,569	107,183	109,862	112,609
Manager/Facilities	260	91,343	93,628	95,968	98,367	100,827	103,347	105,930
Supervisor/Culinary	260	81,093	83,120	85,198	87,328	89,512	91,749	94,042
Supervisor/Custodial	260	81,093	83,120	85,198	87,328	89,512	91,749	94,042
Manager/District Theaters	210	65,498	67,135	68,814	70,534	72,298	74,105	75,957
Supervisor/Food Services	260	69,832	71,578	73,368	75,201	77,082	79,010	80,985
Supervisor/Family Outreach	230	77,711	79,654	81,645	83,686	85,778	87,923	90,121
Therapist/Physical	200	82,689	84,757	86,874	89,047	91,272	93,556	95,895
Senior Specialist/Finance	260	82,677	84,742	86,861	89,034	91,260	93,541	95,880
Executive Assistant/Superintendent & Board	260	81,093	83,120	85,198	87,328	89,512	91,749	94,042
Specialist/Risk & Compliance	260	78,970	80,944	82,968	85,042	87,169	89,347	91,581
Specialist/Sustainability	260	69,832	71,578	73,368	75,201	77,082	79,010	80,985
Specialist/Administrative	260	67,072	68,749	70,468	72,229	74,034	75,887	77,784
Specialist/Human Resources	260	67,072	68,749	70,468	72,229	74,034	75,887	77,784
Specialist/Payroll & Benefits	260	67,072	68,749	70,468	72,229	74,034	75,887	77,784
Coordinator/Transportation	260	67,072	68,749	70,468	72,229	74,034	75,887	77,784
Specialist/Health & Wellness	210	56,404	57,814	59,259	60,740	62,260	63,815	65,411

XIII.C. Executive Team Contracts



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Ryan Noss, Superintendent
Meeting Date: March 20, 2025

ACTION REQUESTED

Employment Contract Addendums – Human Resources Director; Employment Contract – Assistant Superintendent, Finance Director, Operations Director and SGE Director

Issue

The executive team staff members' contracts stipulate that "Salary for subsequent years will be subject to negotiations with the Superintendent." In addition, the Board approved a new three-year contract for the Assistant Superintendent, Finance Director, and Operations Director at the March 6, 2025, Board meeting.

Byron Bethards was offered the Student Growth and Experience Director position for the 2025-26 school year, which requires an employment contract.

The salaries for these positions follow the increase offered to the non-represented employee group. Also, the TSA benefit is now aligned across the executive team members.

ACTION REQUESTED

Approve the attached employment contract and addendums.

MOTION REQUESTED

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

EMPLOYMENT CONTRACT

BETWEEN
MELISSA HARDER, ASSISTANT SUPERINTENDENT
And the
CORVALLIS SCHOOL DISTRICT

This employment contract is made and entered into between CORVALLIS SCHOOL DISTRICT 509J, hereinafter referred to as the “District,” and MELISSA HARDER, hereinafter referred to as “Assistant Superintendent.”

WITNESSETH:

WHEREAS, the District will employ an Assistant Superintendent under the general supervision of the Superintendent and;

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

NOW THEREFORE, in consideration of the mutual promises contained herein, the District hereby employs Melissa Harder as the Assistant Superintendent and the Assistant Superintendent hereby accepts such employment upon the terms and conditions set forth below.

SECTION 1. TERM:

The agreement shall be a three-year agreement commencing July 1, 2025 through June 30, 2028.

SECTION 2. DUTIES:

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

SECTION 3. COMPENSATION:

Salary: The District shall pay the Assistant Superintendent, for the services rendered, at an annual base salary of \$181,167 for the 2025-26 school year, paid monthly commencing July 1. Salary for subsequent years will be subject to negotiations with the Superintendent. The School Board may unilaterally reduce the number of workdays and proportionately reduce the salary if such reduction is part of a District-wide reduction in response to limited financial resources.

SECTION 4. CONTRACT DAYS:

The contract days for the Assistant Superintendent position is 260 days, which includes 12 paid holidays as outlined in the non-represented agreement.

SECTION 5. BENEFITS:

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

Allowance: The District will pay the Assistant Superintendent a stipend of \$250 a month, as taxable income, for the use of a personal automobile for District business.

Tax-sheltered annuity: The District will make a contribution equal to 2.5% of annual salary per year, paid monthly, toward a 403(b) plan of the Assistant Superintendent's choice through one of the District-approved vendors. The Assistant Superintendent is responsible that such TSA contributions are within the IRS regulations.

Tuition: Tuition reimbursement may be negotiated with the Superintendent at any time during this contract.

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

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

SECTION 6. PROFESSIONAL DEVELOPMENT:

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

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

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

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

SECTION 7. ADMINISTRATIVE CERTIFICATE:

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

SECTION 8. EVALUATION:

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

SECTION 9. LAYOFF:

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

SECTION 10. RENEWAL:

The Superintendent and the Assistant Superintendent shall consult and confer each year to consider changes in salaries, benefits, and/or other items either party deems appropriate. In accordance with ORS 342.513, this contract section provides notice of nonrenewal at the end of the term of this agreement, unless the Board acts to renew the contract by March 15, 2027.

SECTION 11. TERMINATION:

This Employment Contract may be terminated by mutual agreement of the parties, voluntary resignation, death or retirement. Throughout the term of this contract, the Assistant Superintendent will be subject to dismissal for the reasons set forth in ORS 342.865(1). The Superintendent shall provide notice of specific charges that may be the basis for dismissal and shall provide an opportunity to respond to the Superintendent before the Superintendent makes a recommendation for dismissal to the School Board. The District shall give the Assistant Superintendent no less than ten (10) days written notice in advance of the pre-termination meeting with the Superintendent. If the Assistant Superintendent chooses to be accompanied by legal counsel at the hearing, she will assume the cost of her attorney. The Assistant Superintendent may resign prior to the conclusion of the contract by giving at least 30 days advance notice to the Board.

SECTION 12. INDEMNIFICATION:

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

SECTION 13. SAVINGS CLAUSE:

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

SECTION 14. APPLICABLE LAW:

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

SECTION 15. AMENDMENT:

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

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

Approved this _____ day of _____ 20____.

Superintendent

Assistant Superintendent

ADDENDUM
Employment Contract for Human Resources Director

The following changes are being made to the Employment Contract with Jennifer Duvall, Human Resources Director effective July 1, 2025.

SECTION 3. COMPENSATION:

Salary: The District shall pay the Human Resources Director, for the services rendered, at an annual base salary of \$171,424, for the 2025-26 school year, paid monthly commencing July 1. Salary for subsequent years will be subject to negotiations with the Superintendent.

SECTION 5. BENEFITS:

Tax-sheltered annuity: The District will make a contribution equal to 2.5% of annual salary per year, paid monthly, toward a 403(b) plan of the Human Resource Director's choice through one of the District-approved vendors. The Human Resource Director is responsible that such TSA contributions are within the IRS regulations.

Superintendent/Date

Human Resources Director /Date

EMPLOYMENT CONTRACT

BETWEEN

Lauren Wolfe, FINANCE DIRECTOR

And the

CORVALLIS SCHOOL DISTRICT

This employment contract is made and entered into between CORVALLIS SCHOOL DISTRICT 509J, hereinafter referred to as the "District," and LAUREN WOLFE, hereinafter referred to as "Finance Director."

WITNESSETH:

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

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

NOW THEREFORE, in consideration of the mutual promises contained herein, the District hereby employs Lauren Wolfe as the Finance Director and the Finance Director hereby accepts such employment upon the terms and conditions set forth below.

SECTION 1. TERM:

The agreement shall be a three-year agreement commencing July 1, 2025 through June 30, 2028.

SECTION 2. DUTIES:

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

SECTION 3. COMPENSATION:

Salary: The District shall pay the Finance Director, for the services rendered, at an annual base salary of \$171,424, for the 2025-26 school year, paid monthly. Salary for subsequent years will be subject to negotiations with the Superintendent. The School Board may unilaterally reduce the number of workdays and proportionately reduce the salary if such reduction is part of a District-wide reduction in response to limited financial resources.

SECTION 4. CONTRACT DAYS:

The contract days for the Finance Director position is 260 days, which includes 12 paid holidays as outlined in the non-represented agreement.

SECTION 5. BENEFITS:

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

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

Tax-sheltered annuity: The District will make a contribution equal to 2.5% of annual salary per year, paid monthly, toward a 403(b) plan of the Finance Director's choice through one of the District-approved vendors. The Finance Director is responsible that such TSA contributions are within the IRS regulations.

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

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

SECTION 6. PROFESSIONAL DEVELOPMENT:

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

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

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

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

SECTION 7. EVALUATION:

The Finance Director and the Superintendent shall meet annually for the purposes of evaluation of the performance of the Finance Director and expressing recommendations and observations on

how such performance may be continually improved. Such evaluation shall be summarized in writing and placed in the Finance Director's personnel file.

SECTION 8. LAYOFF:

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

SECTION 9. RENEWAL:

The Superintendent and the Finance Director shall consult and confer each year to consider changes in salaries, benefits, and/or other items either party deems appropriate. In accordance with ORS 342.513, this contract section provides notice of nonrenewal at the end of the term of this agreement, unless the Board acts to renew the contract by March 15, 2027.

SECTION 10. TERMINATION:

This Employment Contract may be terminated by mutual agreement of the parties, voluntary resignation, death or retirement. Throughout the term of this contract, the Finance Director will be subject to dismissal for the reasons set forth in ORS 342.865(1). The Superintendent shall provide notice of specific charges that may be the basis for dismissal and shall provide an opportunity to respond to the Superintendent before the Superintendent makes a recommendation for dismissal to the School Board. The District shall give the Finance Director no less than ten (10) days written notice in advance of the pre-termination meeting with the Superintendent. If the Finance Director chooses to be accompanied by legal counsel at the hearing, she will assume the cost of her attorney. The Finance Director may resign prior to the conclusion of the contract by giving at least 30 days advance notice to the Board.

SECTION 11. INDEMNIFICATION:

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

SECTION 12. SAVINGS CLAUSE:

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

SECTION 13. APPLICABLE LAW:

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

SECTION 14. AMENDMENT:

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

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

Approved this _____ day of _____ 20____.

Superintendent

Finance Director

EMPLOYMENT CONTRACT

BETWEEN

Kimberly Patten, OPERATIONS DIRECTOR

And the

CORVALLIS SCHOOL DISTRICT

This employment contract is made and entered into between CORVALLIS SCHOOL DISTRICT 509J, hereinafter referred to as the "District," and KIMBERLY PATTEN, hereinafter referred to as "Operations Director."

WITNESSETH:

WHEREAS, the District will employ an Operations Director under the general supervision of the Superintendent and;

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

NOW THEREFORE, in consideration of the mutual promises contained herein, the District hereby employs Kimberly Patten as the Operations Director and the Operations Director hereby accepts such employment upon the terms and conditions set forth below.

SECTION 1. TERM:

The agreement shall be a three-year agreement commencing July 1, 2025, through June 30, 2028.

SECTION 2. DUTIES:

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

SECTION 3. COMPENSATION:

Salary: The District shall pay the Operations Director, for the services rendered, at an annual base salary of \$171,424, for the 2025-26 school year, paid monthly. Salary for subsequent years will be subject to negotiations with the Superintendent. The School Board may unilaterally reduce the number of workdays and proportionately reduce the salary if such reduction is part of a District-wide reduction in response to limited financial resources.

SECTION 4. CONTRACT DAYS:

The contract days for the Operations Director position is 260 days, which includes 12 paid holidays as outlined in the non-represented agreement.

SECTION 5. BENEFITS:

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

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

Tax-sheltered annuity: The District will make a contribution equal to 2.5% of annual salary per year, paid monthly, toward a 403(b) plan of the Operations Director's choice through one of the District-approved vendors. The Operations Director is responsible that such TSA contributions are within the IRS regulations.

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

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

SECTION 6. PROFESSIONAL DEVELOPMENT:

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

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

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

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

SECTION 7. EVALUATION:

The Operations Director and the Superintendent shall meet annually for the purposes of evaluation of the performance of the Operations Director and expressing recommendations and

observations on how such performance may be continually improved. Such evaluation shall be summarized in writing and placed in the Operations Director's personnel file.

SECTION 8. LAYOFF:

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

SECTION 9. RENEWAL:

The Superintendent and the Operations Director shall consult and confer each year to consider changes in salaries, benefits, and/or other items either party deems appropriate. In accordance with ORS 342.513, this contract section provides notice of nonrenewal at the end of the term of this agreement, unless the Board acts to renew the contract by March 15, 2027.

SECTION 10. TERMINATION:

This Employment Contract may be terminated by mutual agreement of the parties, voluntary resignation, death or retirement. Throughout the term of this contract, the Operations Director will be subject to dismissal for the reasons set forth in ORS 342.865(1). The Superintendent shall provide notice of specific charges that may be the basis for dismissal and shall provide an opportunity to respond to the Superintendent before the Superintendent makes a recommendation for dismissal to the School Board. The District shall give the Operations Director no less than ten (10) days written notice in advance of the pre-termination meeting with the Superintendent.

If the Operations Director chooses to be accompanied by legal counsel at the hearing, she will assume the cost of her attorney. The Operations Director may resign prior to the conclusion of the contract by giving at least 30 days advance notice to the Board.

SECTION 11. INDEMNIFICATION:

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

SECTION 12. SAVINGS CLAUSE:

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

SECTION 13. APPLICABLE LAW:

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

SECTION 14. AMENDMENT:

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

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

Approved this _____ day of _____ 20____.

Superintendent

Operations Director

EMPLOYMENT CONTRACT

BETWEEN

Byron Bethards, STUDENT GROWTH & EXPERIENCE (SGE) DIRECTOR

And the

CORVALLIS SCHOOL DISTRICT

This employment contract is made and entered into between CORVALLIS SCHOOL DISTRICT 509J, hereinafter referred to as the “District,” and BYRON BETHARDS, hereinafter referred to as “SGE Director.”

WITNESSETH:

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

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

NOW THEREFORE, in consideration of the mutual promises contained herein, the District hereby employs Byron Bethards as the Student Growth & Experience (SGE) Director and the SGE Director hereby accepts such employment upon the terms and conditions set forth below.

SECTION 1. TERM:

The agreement shall be a three-year agreement commencing July 1, 2025 through June 30, 2028.

SECTION 2. DUTIES:

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

SECTION 3. COMPENSATION:

Salary: The District shall pay the SGE Director, for the services rendered, at an annual base salary of \$155,302 for the 2025-26 school year, paid monthly commencing July 1. Salary for subsequent years will be subject to negotiations with the Superintendent. The School Board may unilaterally reduce the number of workdays and proportionately reduce the salary if such reduction is part of a District-wide reduction in response to limited financial resources.

SECTION 4. CONTRACT DAYS:

The contract days for the SGE Director position is 260 days, which includes 12 paid holidays as outlined in the non-represented agreement.

SECTION 5. BENEFITS:

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

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

Tax-sheltered annuity: The District will make a contribution equal to 2.5% of annual salary per year, paid monthly, toward a 403(b) plan of the SGE Director's choice through one of the District-approved vendors. The SGE Director is responsible that such TSA contributions are within the IRS regulations.

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

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

SECTION 6. PROFESSIONAL DEVELOPMENT:

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

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

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

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

SECTION 7. ADMINISTRATIVE CERTIFICATE:

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

SECTION 8. EVALUATION:

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

SECTION 9. LAYOFF:

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

SECTION 10. RENEWAL:

The Superintendent and the SGE Director shall consult and confer each year to consider changes in salaries, benefits, and/or other items either party deems appropriate. In accordance with ORS 342.513, this contract section provides notice of nonrenewal at the end of the term of this agreement, unless the Board acts to renew the contract by March 15, 2027.

SECTION 11. TERMINATION:

This Employment Contract may be terminated by mutual agreement of the parties, voluntary resignation, death, or retirement. Throughout the term of this contract, the SGE Director will be subject to dismissal for the reasons set forth in ORS 342.865(1). The Superintendent shall provide notice of specific charges that may be the basis for dismissal and shall provide an opportunity to respond to the Superintendent before the Superintendent makes a recommendation for dismissal to the School Board. The District shall give the SGE Director no less than ten (10) days written notice in advance of the pre-termination meeting with the Superintendent. If the SGE Director chooses to be accompanied by legal counsel at the hearing, he will assume the cost of his attorney. The SGE Director may resign prior to the conclusion of the contract by giving at least 30 days advance notice to the Board.

SECTION 12. INDEMNIFICATION:

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

SECTION 13. SAVINGS CLAUSE:

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

SECTION 14. APPLICABLE LAW:

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

SECTION 15. AMENDMENT:

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

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

Approved this _____ day of _____ 20____.

Superintendent

Student Growth & Experience Director

XIII.D. Adopt 2026-27 School Calendar



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Nikki McFarland, Teaching and Learning Coordinator
Meeting Date: March 20, 2025

2026/2027 School Year Calendar - Second Read

ACTION REQUIRED

Background

The first read of this proposed calendar was on February 20, 2025.

The proposed calendar deviates from previous Corvallis School District calendars, with school beginning the week before Labor Day.

From family surveys about the school-year calendar, we have learned that families prefer:

- A unified K-12 calendar that is easy to understand.
- Attaching non-school days to weekends or other holiday breaks.
- Spreading breaks and non-school days evenly throughout the school year.
- A calendar that prioritizes student learning days and a 5-day school week.
- Aligning the school calendar with OSU and surrounding district calendars.

The proposed 2026-2027 calendar fulfills these family preferences. However, it is not feasible to align it with the calendars of other districts, as our calendars are approved and published before theirs.

Recommended key dates for the 2026-2027 school year are in the table below.

	Key Date
Orientation for k, 6, 9, and new students	Tuesday, September 1, 2026
First Day of School	Wednesday, September 2, 2026
Holidays and Breaks	Labor Day 9/7 Veterans Day 11/11 Thanksgiving break 11/25-11/27 Winter break 12/21-1/1 (return to school 1/4) Martin Luther King Day 1/18 President's Day 2/15 Spring break 3/22-3/26 Memorial Day 5/31
Non-School days	10/29-30, 12/4 1/25-26, 3/12 4/15-16
Last Day of School	Friday, June 11, 2027
Weather make-up days	June 14-18, 2027

XIII.E. Minutes

XIII.E.1. February 6, 2025



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 6:31 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 Shauna Tominey, Ph.D., Co-Vice Chair Terese Jones, Ph.D., Co-Vice Chair Sami Al-Abdrabbuh, Ph.D. Judah Largent Chris Hawkins Bernie Wang</p>	<p><u>EXECUTIVE STAFF PRESENT</u> Ryan Noss, Ed.D., Superintendent Melissa Harder, Assistant Superintendent Jennifer Duvall, Human Resources Director Lauren Wolfe, Finance Director Kim Patten, Operations Director</p> <p><u>STUDENT REPRESENTATIVES PRESENT</u> Vibhav Javali - CVHS</p>
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A quorum was present, and due notice had been published.

II. BOARD MEMBER REPORTS

Director Wang expressed that it was an honor to participate in the Hands Across Corvallis event.

Director Hawkins reported on recent events attended:

- Hands Across Corvallis Breakfast – Was impressed by the student speakers.
- Adams Elementary Event – Observed students engaging in various activities, including snow-making and engineering, noting their enthusiasm.
- District Website – Commended Kelly Locey on the new website design.

Co-Vice Chair Tominey shared updates on recent engagements:

- District Equity Leadership Team Advisory (DEDI) Meeting – Learned about Dual Language Immersion (DLI) through a presentation by Amanda Filoy Sharp.
- Cheldelin Choir Concert – Described the event as a joyful celebration.



Co-Vice Chair Jones highlighted key takeaways from recent events:

- Hands Across Corvallis Breakfast – Enjoyed the student speakers, who presented projects funded by Yea! Grants.
- Linus Pauling Dual Language Field Trip to OSU – Appreciated hearing students speak a second language and engage with art from another culture.
- Linus Pauling Student vs. Teacher Volleyball Match – Enjoyed the event as a display of community spirit and diversity.

Chair Whitebear shared highlights from recent events and meetings attended:

- Hands Across Corvallis – Recognized the student-created book about Letitia Carson from Crescent Valley students for Letitia Carson Elementary, noting its significance as the only children's book about her.
- District Equity Leadership Team Advisory (DEDI) Meeting – Discussed the DLI program and broader language diversity considerations.
- Corvallis Public Schools Foundation & Indian Education Planning Meetings – Attended both meetings to support ongoing initiatives.
- OSBA “Running for School Board” Panel – Served as a panelist to share experiences and learn from others about school board roles and responsibilities.
- Educational Funding & Advocacy Forum (Feb. 27) – Collaborating with the Corvallis Public Schools Foundation and CSD staff to plan this event and encouraged attendance.

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

National School Boards Association Report – Director Al-Abdrabbuh

Director Al-Abdrabbuh provided a report on his recent participation in the National School Boards Association (NSBA) meetings and advocacy efforts in Washington, D.C. He highlighted the rapid flow of information affecting education policy and the importance of monitoring and responding to these changes to support students, families, educators, and staff.

Key advocacy efforts included:

- Full funding for the Individuals with Disabilities Education Act (IDEA)
- Increased state special education funding
- Secure funding for healthy school meals and schools serving low-income families
- Investment in career and technical education
- Opposition to school voucher programs that divert funds from public education

Director Al-Abdrabbuh encouraged board members and the community to participate in advocacy efforts by texting 52886 with the word CONNECT to send messages to members of Congress, including Oregon’s representatives. He also highlighted the PACT Act, sponsored by Senator Chris Van Hollen and Congresswoman Susie Lee, which seeks to provide stable and mandatory funding for Title I and the Individuals with Disability Education Act (IDEA). Community members were encouraged to text PACT to 52886 to support this initiative.



A full written report will be submitted soon, and additional updates on meetings with senators and congressional representatives will be provided at the next board meeting.

Oregon School Boards Association (OSBA) Report – Chair Whitebear

Chair Whitebear reported on the recent regional board meeting, where she represented the region rather than the school district. She highlighted the proposed \$11.36 billion state budget for public education, emphasizing that it is insufficient to meet Oregon’s educational needs, including funding for older schools that was cut in December.

She also noted that OSBA is tracking 656 bills that could impact public education. Board members were encouraged to complete the OSBA advocacy survey to receive timely updates and opportunities to provide testimony on key issues. Due to the fast-paced nature of the legislative session, members should be prepared for short-notice calls to testify.

Further updates will be provided as the session progresses.

IV. SUPERINTENDENT'S REPORT

Superintendent Noss welcomed Jason Hay, Linn Benton Lincoln Education Service District Superintendent, and local board member Jim Blount. The ESD provides services for twelve school districts and ensures services are available to smaller districts. They highlighted key legislative funding needs:

- Early Intervention Education Services – Facing significant pressure and requiring \$432.8 million statewide.
- Regional Inclusive Services Grant – Needs \$122 million for full funding.

Superintendent Noss also read from a written report, sharing highlights from around the district. (The full report is available online in the meeting information packet and will be archived in the 2024-25 board records).

V. PUBLIC COMMENT

There was no public comment.

VI. BUDGET UPDATE

Finance Director Lauren Wolfe presented the budget update and engaged the Board in discussion. (The slides are available online in the meeting information packet and will be archived in the 2024-25 board records).

Responses to Board questions included:

- Operating expenditures are primarily related to staffing. Collective bargaining contracts and PERS rates are increasing significantly, along with general costs.



- The Public Employee Retirement System (PERS) provides retirement benefits to retirees in the state. Currently, the District spends \$0.34 for every dollar spent on payroll, which is expected to increase to \$0.43 per dollar in the next biennium.
- Efforts are underway to keep staff informed, engaging different groups of staff for feedback. Targeted discussions are taking place with specific groups that may be affected by cuts.
- It is challenging to project beyond one or two biennia, particularly with decreasing enrollment.
- State and federal funding supports food service programs, but the District also subsidizes them.
 - If federal funding were to be discontinued, the District would still ensure students receive meals.
- There will be no changes to the CSD structure for the 2025-26 school year. Any potential changes will go through a public process, and no decisions have been made.

VII. ANNUAL COMPREHENSIVE FINANCIAL REPORT (ACFR) 2023-24

Finance Director Lauren Wolfe provided the report to the Board prior to the meeting. She was available to answer questions from board members and expressed appreciation for the work of Accounting Manager Maria McEldowney. (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).

The board took a break and then resumed the meeting.

VIII. CONSOLIDATED ACTION

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

Items E3, E4, and E5 were pulled for discussion.

MOTION:

It was moved by Co-Vice Chair Tominey and seconded by Co-Vice Chair Jones to adopt the Consolidated Action items as submitted, with the exception of Policies EBC and EBCA.

- Al-Abdrabbuh: *Yea*
- Hawkins: *Yea*
- Jones: *Yea*
- Largent: *Yea*
- Tominey: *Yea*
- Wang: *Yea*
- Whitebear: *Yea*

The motion passed unanimously. Yea: 7, Nay: 0



- A. Budget Parameters**
- B. Minutes** – January 9, 2025; January 16, 2025
- C. Licensed Personnel Action**
- D. Resolution 25-0201 - Supplemental Budget**
- E. Board Policies**
 - 1. Policy JHFE/GBNAB - Reporting of Suspected Child Abuse**
 - 2. Policy GBNAB/JHFE - Reporting of Suspected Child Abuse**
 - 3. Policy JGAB - Use of Restraint and Seclusion**
 - 4. Policy EBC - Emergency Plan and First Aid**
 - 5. Policy EBCA - Safety Threats**
 - 6. Policy EBCB - Emergency Procedure Drills and Instruction**
 - 7. Policy EBC/EBCA - Emergency Procedures and Disaster Plans—
Delete**

IX. CONSOLIDATED INFORMATION

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

The Board pulled items B4, B2, B6, and B7 for discussion.

- A. December 2024 Financial Summary (Unaudited)**
- B. Board Policies**
 - 1. Policy EBBA - Student Health Services**
 - 2. Policy EBBA - First Aid – Delete**
 - 3. Policy EBBB - Injury or Illness Reports**
 - 4. Policy GBEB - Communicable Diseases in Schools**
 - 5. Policy GBEB-AR - Communicable Diseases in Schools**
 - 6. Policy GBN/JBA - Sexual Harassment**
 - 7. Policy JBA/GBN - Sexual Harassment**
 - 8. Policy JHCA/JHCB - Immunization and School Sports Participation**
 - 9. Policy JHCC - Communicable Diseases - Student – Delete**
 - 10. Policy JHCC-AR - Communicable Diseases - Student – Delete**
 - 11. Policy JHCCF - Pediculosis (Head Lice)**
 - 12. Policy JHCCF - Pediculosis (Head Lice) – Delete**
 - 13. Policy JHCCF-AR - Guidelines for the Management of Pediculosis (Head Lice) – Delete**
 - 14. Policy JHCD – Medications**
 - 15. Policy JHCD-AR – Medications**
 - 16. Policy JHCD/JHCDA - Medications – Delete**
 - 17. Policy JHCD/JHCDA - AR - Medications – Delete**



X. BOARD MEMBER COMMENTS

Chair Whitebear acknowledged that the budget information is challenging and encouraged the community to participate in the upcoming budget process.

XI. ADJOURNMENT

With no further business, Chair Whitebear adjourned the meeting at 8:23 PM.

Luhui Whitebear, Ph.D., Board Chair

Ryan Noss, Ed.D, Superintendent

Prepared By: Kim Nelson

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XIII.E.2. February 20, 2025



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

I. CALL TO ORDER

The meeting was called to order at 5:33 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 Shauna Tominey, Ph.D., Co-Vice Chair Terese Jones, Ph.D., Co-Vice Chair Sami Al-Abdrabbuh, Ph.D. Judah Largent Chris Hawkins Bernie Wang</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> <p><u>STUDENT REPRESENTATIVES PRESENT</u> Harvick Mesler – CHHS Eileen Lewis – CHHS Claire Williams – CHS Reid Gold - CHS</p>
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A quorum was present, and due notice had been published.

The Board recessed into executive session at 5:35 p.m.

II. EXECUTIVE SESSION

The Board met in Executive Session under ORS 192.660(2)(i) regarding the superintendent's performance evaluation.

The Board reconvened the public meeting at 6:34 p.m.

III. ACKNOWLEDGMENT OF WOMEN'S HISTORY MONTH

Board members and student representatives collectively read aloud Resolution No 22-0204, Acknowledgment of Women’s History Month, celebrated annually in March to honor the contributions of women throughout history. (The document is posted online with the information packet of this meeting and will be archived with the official 2024-25 board records.)



IV. STUDENT REPRESENTATIVE REPORTS

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

V. NURSING UPDATE

District Nurse Emily Muravez and Assistant Superintendent Harding engaged in a discussion with the Board regarding a report that was shared with the Board before the meeting. (The document is posted online with the information packet of this meeting and will be archived with the official 2024-25 board records.)

VI. 2026-2027 SCHOOL CALENDAR - FIRST READ

High School Coordinator Nikki McFarland answered questions regarding the 2026-27 school calendar provided to the Board before the meeting. (The document is posted online with the information packet of this meeting and will be archived with the official 2024-25 board records.)

VII. THEATER DIVERSITY ADVISORY COMMITTEE (TDAC) REPORT

Operations Director Kim Patten and Equity and ELL Coordinator Marcianne Rivero Koetje engaged in discussion and answered questions from the Board regarding a report shared with the Board before the meeting. (The document is posted online with the information packet of this meeting and will be archived with the official 2024-25 board records.)

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

VIII. OSBORN AQUATIC CENTER UPDATE

Superintendent Noss and Operations Director Kim Patten shared an update with a slide presentation and answered questions from the Board. (The document is posted online with the information packet of this meeting and will be archived with the official 2024-25 board records.)

IX. ADJOURNMENT

With no further business, the meeting was adjourned at 8:00 PM.

Luhui Whitebear, Ph.D., Board Chair

Ryan Noss, Ed.D, Superintendent

Prepared By: Kim Nelson

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XIII.E.3. March 6, 2025



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

I. CALL TO ORDER

Chair Whitebear called the meeting to order at 6:38 PM in the Corvallis School District Boardroom, 1555 SW 35th Street, Corvallis, OR 97333. The special meeting was conducted virtually and livestreamed. The secretary recorded the following attendees:

<u>BOARD MEMBERS PRESENT</u> Luhui Whitebear, Ph.D., Chair Shauna Tominey, Ph.D., Co-Vice Chair Terese Jones, Ph.D., Co-Vice Chair Sami Al-Abdrabbuh, Ph.D. Judah Largent Chris Hawkins Bernie Wang	<u>EXECUTIVE STAFF PRESENT</u> Jennifer Duvall, Human Resources Director
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A quorum was present, and due notice had been published.

II. LICENSED PERSONNEL ACTION, INCLUDING ANNUAL CONTRACT RENEWALS

Human Resources Director Jennifer Duvall provided the contracts to the Board prior to the meeting for review. She was available to answer questions from Board members. (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.)

Ms. Duvall provided the following information in response to a question:

- Contracts are different from staffing. Contracts ensure employees have job rights.

MOTION:

It was moved by Co-Vice Chair Tominey and seconded by Director Largent to approve the Licensed Personnel Action, Including Annual Contract Renewals as submitted.

Tominey:	<i>Yea</i>
Largent:	<i>Yea</i>
Hawkins:	<i>Yea</i>
Wang:	<i>Yea</i>



Jones: *Yea*
Al-Abdrabbuh: *Yea*
Whitebear: *Yea*

The motion passed unanimously. Yea: 7, Nay: 0

III. ADJOURNMENT

With no further business, Chair Whitebear adjourned the meeting at 6:42 p.m.

Luhui Whitebear, Ph.D., Board Chair

Ryan Noss, Ed.D, Superintendent

Prepared By: Kim Nelson

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XIII.F. Board Policies -- **FOR ACTION:**

XIII.F.1. Policy EBBA - Student Health Services



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Melissa Harder
Meeting Date: March 20, 2025

ACTION REQUESTED

Board Policy EBBA—Student Health Services**—New—Second Read

Background

The State Board of Education adopted revisions to [OAR 581-022-2220](#) on health services. The changes result in a requirement to develop “a written prevention-oriented health services plan for all students” (OAR 581-022-2220(1)).

The plan requirements include a variety of topics, including but not limited to, a plan for health care space, communicable disease prevention, communication strategies, health screenings, and hearing, vision, and dental screenings.

As a result of these changes, multiple policies and administrative regulations have been revised. Recommendations may include deleting or rescinding a policy or AR, recoding, and reassigning some policy content to a new section or policy of the policy manual.

This new version of policy EBBA is highly recommended by OSBA.

Involvement

Staff members: Emily Muravez, RN and Melissa Harder

Cost Impact

None.

Function

Adoption of new policy.



Code: EBBA

Adopted:

Revised/Readopted:

Student Health Services**

Although the district's primary responsibility is to educate students, the students' health and general welfare is also an important Board responsibility. The Board believes school programs should be conducted in a manner that protects and enhances student and employee health and is consistent with good health practices. A health services plan shall be developed, implemented, and updated annually. The plan shall describe a health services program for all students at each facility that is owned or leased where students are present for regular programming.

The district shall maintain a written prevention-oriented health services plan for all students. The health services plan will¹:

1. Explain available health care space that is appropriately supervised and adequately equipped for providing health care and administering medication or first aid;
2. Refer to available communicable disease prevention and management plan that includes school-level protocols²;
3. Outline a district-to-school communication plan³;
4. Provide information about health screenings, including immunizations and TB certificate requirements;
5. Describe how student health services will be assessed, determined, and provided for all students, including those who are medically complex, medically fragile, or nursing dependent, and those who have approved 504 plans, individual education program plans, and individualized health care plans⁴;
6. Integrate school health services with school health education programs and coordinate with health and social service agencies, public and private;
7. Describe how hearing, vision, and dental screenings are managed and/or verified for required students⁵;

¹ For exact language and complete requirement, see OAR 581-022-2220(1).

² For specific protocol content requirements, see OAR 581-022-2220(1)(b).

³ For requirements of this plan see OAR 581-022-2220(1)(c).

⁴ For more information regarding these requirements see ORS 336.201 and 339.869, OARs 581-021-0037, 581-015-2040, 581-015-2045, 851-045-0040 – 0060, and 851-047-0010 – 0030.

⁵ For vision screening or eye examination or dental screening information see ORS 336.211 and 336.213.

8. Include a process to assess and determine a student's health services needs, including the availability of a nurse to assess student nursing needs upon, during, and following enrollment with one or more new medical diagnoses impacting a student's access to education, and implement a student's individual health plan prior to attending school⁶;
9. Comply with OR-OSHA Bloodborne Pathogens Standards for all persons who are assigned to job tasks which may put them at risk for exposure to body fluids⁷;
10. Refer to adopted policy and procedures for medications in accordance with Oregon law⁸;
11. Include guidelines for the management of students who are medically complex, medically fragile, or nursing dependent as defined by ORS 336.201, including students with life-threatening food allergies and adrenal insufficiency while the student is in school, at a school-sponsored activity, under the supervision of school personnel, in before-school or after-school care programs on school-owned property, and in transit to or from school or school-sponsored activities⁹.

Per OAR 581-022-2220(3), health room staff and staff providing delegated care must obtain and maintain a first aid/CPR/AED card.

Any nurse(s) employed by the district and providing services to students on behalf of the district shall be licensed in Oregon to practice as a registered nurse or nurse practitioner or be a licensed practical nurse (LPN) in alignment with LPN supervision requirements of OAR 851-045-0050 – 0060.

A nurse employed by the district shall follow all applicable requirements of ORS Chapter 678 and OAR Chapter 851. This includes but is not limited to delegation as outlined in OAR 851-047.¹⁰

A nurse employed by the district will obtain and maintain Basic Life Support certification.

A nurse employed by the district will function as an integral member of the instructional staff, serving as a resource person to teachers in securing appropriate information and materials on health-related topics.

END OF POLICY

⁶ For definitions for this policy see ORS 336.201.

⁷ OAR 437-002-0360 lists various health and safety regulations that apply in the employment setting.

⁸ Medication laws can be found in ORS 339.866 – 339.874 and OAR 581-021-0037; relevant Board policy includes JHCD/JHCDA - Medications.

⁹ For guideline requirements see OAR 581-022-2220(1)(k).

¹⁰ For additional delegation requirements see OAR [851-047-0030](#).

Legal Reference(s):

<u>ORS 329.025</u>	<u>ORS 336.204</u>	<u>OAR 581-021-0590</u>
<u>ORS 332.107</u>	<u>ORS 336.211 – 336.214</u>	<u>OAR 581-022-2050</u>
<u>ORS 336.201</u>	<u>OAR 581-021-0017</u>	<u>OAR 581-022-2220</u>
	<u>OAR 581-021-0031</u>	<u>OAR 581-022-2515</u>
	<u>OAR 581-021-0587</u>	

Every Student Succeeds Act, 20 U.S.C. § 7928 (2018).

Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g (2018).

XIII.F.2. Policy EBBA - First Aid - Delete



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Melissa Harder
Meeting Date: March 20, 2025

ACTION REQUIRED

Board Policy EBBA—First Aid**—Delete—Second Read

Background

The State Board of Education adopted revisions to [OAR 581-022-2220](#) on health services. The changes result in a requirement to develop “a written prevention-oriented health services plan for all students” (OAR 581-022-2220(1)).

The plan requirements include a variety of topics, including but not limited to, a plan for health care space, communicable disease prevention, communication strategies, health screenings, and hearing, vision, and dental screenings.

As a result of these changes, multiple policies and administrative regulations have been revised. The existing policy EBBA is recommended for deletion to be replaced by a new version of EBBA titled Student Health Services.

Involvement

Staff members: Emily Muravez, RN, and Melissa Harder

Cost Impact

None.

Function

Approval of deletion.

First Aid**

In cases of sudden illness or injury to a student or staff member, first aid will be given by school staff. Further medical attention to students is the parents' responsibility, or of someone the parents designate in case of emergency.

Each principal is charged with providing for the immediate care of ill or injured persons within his/her area of responsibility.

Staff members shall report self-administered first-aid treatment to an immediate supervisor.

In each school, procedures for handling health emergencies will be established and made known to the staff. Each school and school vehicle will be equipped with appropriate first-aid supplies and equipment. All employees are expected to know where first-aid supplies and equipment are kept in their work areas.

Designated employees in each building shall hold current first-aid cards. In compliance with Oregon Administrative Rules, each school shall have, at a minimum, at least one staff member with a current first-aid card for every 60 students enrolled or an emergency response team per building. Such team shall consist of no less than six persons who hold current first-aid/CPR cards and who are trained annually in the district and building emergency plans. Names of the designated employees will be posted.

END OF POLICY

Legal Reference(s):

[ORS 30.800](#)
[ORS 342.126](#)

[OAR 437-002-0120 to -0139](#)
[OAR 437-002-0161](#)
[OAR 437-002-0360](#)
[OAR 437-002-0377](#)
[OAR 581-022-0705](#)
[OAR 581-022-1420](#)
[OAR 581-022-1440](#)
[OAR 581-053-0517\(13\)\(e\)](#)

XIII.F.3. Policy EBBB - Injury or Illness Reports



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Melissa Harder
Meeting Date: March 20, 2025

ACTION REQUESTED

Board Policy EBBB—Injury/Illness Reports—Revised—Second Read

Background

The State Board of Education adopted revisions to [OAR 581-022-2220](#) on health services. The changes result in a requirement to develop “a written prevention-oriented health services plan for all students” (OAR 581-022-2220(1)).

The plan requirements include a variety of topics, including but not limited to, a plan for health care space, communicable disease prevention, communication strategies, health screenings, and hearing, vision, and dental screenings.

As a result of these changes, multiple policies and administrative regulations have been revised. Recommendations may include deleting or rescinding a policy or AR, recoding, and reassigning some policy content to a new section or policy of the policy manual.

This is a required policy. Updates include changing “illness/injury” to “illness or injury” and changes in definitions in the footnotes.

Involvement

Staff members: Emily Muravez, RN, and Melissa Harder

Cost Impact

None.

Function

Approval of revised version.



Code: EBBB
Adopted: 5/7/07
Revised/Readopted: 1/19/16, 2/1/18

Injury or Illness Reports

All injuries or illnesses¹ sustained by an employee while in the actual performance of the duty of the employee, occurring on district premises, in district vehicles, at a district-sponsored activity, or involving staff members who may be elsewhere on district business will be reported immediately to a supervisor. Staff members will report self-administered first-aid² treatment to an immediate supervisor. All accidents involving employees, students, visiting public, or district property will be reported immediately to a supervisor.

A written report will be submitted within 24 hours to the risk management department. Reports will cover property damage as well as personal injury.

In the event of a work-related³ illness or injury to an employee resulting in overnight in-patient hospitalization, loss of an eye, amputation, or avulsion⁴ the District Safety Management Team shall report the incident to the Oregon Occupational Safety and Health Division (OR-OSHA) within 24 hours after notification to the district of an illness or injury. The District Safety Management Team shall report⁵ fatalities or catastrophes⁶ to OR-OSHA within eight hours.

ALL injuries or illnesses sustained by an employee while in the actual performance of the duty of the employee, or by a student or visiting public and accidents involving district property, employees, students or visiting public will be promptly investigated. As a result of the investigation, any corrective measures needed will be acted upon.

¹ The Oregon Occupational Safety and Health Division provides: "Injury or illness" means an abnormal condition or disorder. Injuries include cases such as, but not limited to, a cut, fracture, sprain, or amputation. Illnesses include both acute and chronic illnesses, such as, but not limited to, skin disease, respiratory disorder, or poisoning (record injuries and illnesses only if they are new, work-related cases that meet one or more of the recording criteria). (OAR 437-001-0015(39))

² For employees, "first aid" means any one-time treatment and subsequent observation of minor scratches, cuts, burns, splinters, or similar injuries that do not ordinarily require medical care. Such one-time treatment and subsequent observation is considered first aid even though it is provided by a physician or registered professional personnel. (OAR 437-001-0015(34))

³ An injury or illness is work related if an event or exposure in the work environment either caused or contributed to the resulting condition or significantly aggravated a preexisting injury or illness. (OAR 437-001-0700(6)).

⁴ Amputations and avulsions are only required to be reported if they result in bone loss. (OAR 437-001-0704(4))

⁵ Reporting must be done in person or by telephone. (OAR 437-001-0704(3))

⁶ Catastrophe is an accident in which two or more employees are fatally injured, or three or more employees are admitted to a hospital or an equivalent medical facility. (OAR 437-001-0015(11))

The District Safety Management Team will maintain records on injuries, illnesses, and accidents involving district property, employees, students, or visiting public.

These records will include prevention measures taken, reporting information, periodic statistical reports on the number and types of injuries, illnesses and accidents occurring in the district, and monthly and annual analyses of accident data. Such reports will be submitted to the superintendent:

END OF POLICY

Legal References:

[ORS 339.309](#)

[OAR 437-001-0015](#)

[OAR 437-001-0700](#)

[OAR 437-001-0704](#)

[OAR 437-001-0760](#)

[OAR 437-002-0360](#)

[OAR 437-002-0377](#)

[OAR 581-022-2225](#)

XIII.F.4. Policy GBEB - Communicable Diseases in
Schools



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Melissa Harder
Meeting Date: March 20, 2025

ACTION REQUESTED

Board Policy GBEB—Communicable Diseases in Schools—Revised—Second Read

Background

The State Board of Education adopted revisions to [OAR 581-022-2220](#) on health services. The changes result in a requirement to develop “a written prevention-oriented health services plan for all students” (OAR 581-022-2220(1)).

The plan requirements include a variety of topics, including but not limited to, a plan for health care space, communicable disease prevention, communication strategies, health screenings, and hearing, vision, and dental screenings.

As a result of these changes, multiple policies and administrative regulations have been revised. Recommendations may include deleting or rescinding a policy or AR, recoding, and reassigning some policy content to a new section or policy of the policy manual.

Policy GBEB is highly recommended. This policy outlines the requirements for schools on communicable diseases and has added students and schools to a policy that was previously focused on employees and the workplace.

Involvement

Staff members: Emily Muravez, RN, and Melissa Harder

Cost Impact

None.

Function

Approval of revised version.



Code: GBEB
Adopted: 7/91
Revised/Readopted: 7/22/92, 1/8/97, 3/8/99, 1/8/07, 9/13/10, 3/10/14, 2/1/18, 10/8/20
Original Codes: 3810, 4840

Communicable Diseases in Schools

The district shall provide reasonable protection against the risk of exposure to communicable disease for students and employees while engaged in the performance of their duties. Reasonable protection from communicable disease is generally attained through immunization, exclusion, or other measures as provided by Oregon law, by the local health department, or in the *Communicable Disease Guidance for Schools* published by the Oregon Department of Education (ODE) and the Oregon Health Authority (OHA).

A student or employee may not attend school or work, respectively, while in a communicable stage of a restrictable disease or when an administrator has reason to suspect that the student or employee has or has been exposed to any disease for which exclusion is required in accordance with law. The district may provide an educational program in an alternative setting. Services will be provided to students as required by law.

Employees shall comply with all other measures adopted by the district and with all rules adopted by the Oregon Health Authority, Public Health Division, and local health department.

The district shall protect the confidentiality of each student's and employee's health condition and record to the extent possible and consistent with federal and state law. In cases when a restrictable or reportable disease is diagnosed and confirmed for a student, the administrator may inform employees with a legitimate educational interest.

The district will include, as part of its general emergency plans, a description of the actions to be taken by district staff in buildings and by the district in response to medical emergencies.

END OF POLICY

Legal References:

[ORS 332.107](#)

[ORS 431.150 - 431.157](#)

[ORS 433.001 - 433.004](#)

[ORS 433.110](#)

[ORS 433.235 - 433.28](#)

[OAR 333-018](#)

[OAR 333-019-0010](#)

[OAR 333-019-0014](#)

[OAR 333-019-1000](#)

[OAR 581-022-2220](#)

[OAR 581-022-2225](#)

OREGON DEPARTMENT OF EDUCATION and OREGON HEALTH AUTHORITY, *Communicable Disease Guidance for Schools*. Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2018); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2023).
Health Insurance Portability and Accountability Act of 1996, 42 U.S.C. §§ 1320d to -1320d-8 (2018); 45 C.F.R. Parts 160, 164 (2023).

XIII.F.5. Policy GBN/JBA - Sexual Harassment



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Melissa Harder, Rynda Gregory
Meeting Date: March 20, 2025

ACTION REQUESTED

Board Policy GBN/JBA—Sexual Harassment—Revision—Second Read

Background

Policy GBN/JBA and Policy JBA/GBN are the same policy regarding Sexual Harassment and describe both the Oregon and Federal definitions and procedures. These policies are “double coded” and live in two places because the policy applies to both staff (G) and students (J).

House Bill 2280 (2023 Legislature) modified the definition of sexual harassment affecting schools and has since been followed up with new rule revisions. The revised definition changes the meaning of assault within the sexual harassment context and adds a section describing the meaning of “without consent,” which is also a new definition added to the law. When considering these recommended revisions, staff reviewed the designated names and positions listed for receiving such reports and amended them as needed.

Involvement

Staff members: Melissa Harder, Rynda Gregory

Cost Impact

None.

Function

Adoption of revised version.



Corvallis

SCHOOL DISTRICT

Code: GBN/JBA
Adopted: 6/28/99
Revised/Readopted: 11/4/02, 5/7/12, 10/13/14, 2/7/19, 10/8/20

Sexual Harassment

The district is committed to addressing sexual harassment. Sexual harassment will not be tolerated in the district. All students, staff members and other persons are entitled to learn and work in an environment that is free of harassment. All staff members, students and third parties are subject to this policy. Any person may report sexual harassment.

The district processes complaints or reports of sexual harassment under Oregon Revised Statute (ORS) 342.700 et. al. and federal Title IX laws found in Title 34 C.F.R. Part 106. Individual complaints may require both of these procedures, and may involve additional complaint procedures.

General Procedures

When information, a report or complaint regarding sexual harassment is received by the district, the district will review such information, report or complaint to determine which law applies and will follow the appropriate procedures. When the alleged conduct could meet both of the definitions in ORS Chapter 342 and Title IX, both complaint procedures should be processed simultaneously (*see* GBN/JBA-AR(1) - Sexual Harassment Complaint Procedure and GBN/JBA-AR(2) - Federal Law (Title IX) Sexual Harassment Complaint Procedure). The district may also need to use other complaint procedures when the alleged conduct could meet the definitions for other complaint procedures. Other complaint procedures may include: Nondiscrimination (Board policy AC), Workplace Harassment (Board policy GBEA), Hazing, Harassment, Intimidation, Bullying, Menacing, Cyberbullying, Teen Dating Violence and Domestic Violence - Student (Board policy JFCF), and Reporting Requirements for Suspected Sexual Conduct with Students (Board policy GBNA/JHFF).

OREGON DEFINITION AND PROCEDURES

Oregon Definition

Sexual harassment of students, staff members or third parties¹ shall include:

¹ "Third party" means a person who is not a student or a school or district staff member and who is: 1) on or immediately adjacent to school grounds or district property; 2) At a school-sponsored activity or program; or 3) Off school grounds or district property if a student or a school or district staff member acts toward the person in a manner that creates a hostile environment for the person while on school or district property, or at a school- or district-sponsored activity.

1. A demand or request for sexual favors in exchange for benefits;
2. Unwelcome conduct of a sexual nature that is physical, verbal, or nonverbal and that:
 - a. Interferes with a student's educational activity or program;
 - b. Interferes with a school or district staff member's ability to perform their job; or
 - c. Creates an intimidating, offensive or hostile environment.
3. Assault when sexual contact occurs without consent².

Sexual harassment does not include conduct that is necessary because of a job duty of a school or district staff member or because of a service required to be provided by a contractor, agent, or volunteer, if the conduct is not the product of sexual intent or a person finding another person, or another person's actions, offensive because of that other person's sexual orientation or gender identity.

Examples of sexual harassment may include, but not be limited to, physical touching or graffiti of a sexual nature; displaying or distributing of sexually explicit drawings; pictures and written materials; sexual gestures or obscene jokes; touching oneself sexually or talking about one's sexual behaviors in front of others; or spreading rumors about or rating other students or others as to appearance, sexual activity or performance.

Oregon Procedures

Reports and complaints of sexual harassment should be made to the following individual(s):

Name: Rynda Gregory
Position: Title IX Coordinator
Phone: 541-757-4433
Email: rynda.gregory@corvallis.k12.or.us

This individual is responsible for accepting and managing complaints of sexual harassment. Persons wishing to report should contact them using the above information. This person is also designated as the Title IX Coordinator. *See* GBN/JBA-AR(1) - Sexual Harassment Complaint Procedure.

Response

Any staff member who becomes aware of behavior that may violate this policy shall immediately report to a district official. The district official (with coordination involving the reporting staff member when appropriate) will take any action necessary to ensure the:

1. Student is protected and to promote a nonhostile learning environment;

² "Without consent" means an act performed: (a) without the knowing, voluntary and clear agreement by all parties to participate in the specific act; or (b) when a person who is a party to the act is incapacitated by drugs or alcohol; unconscious; or pressured through physical force, coercion or explicit or implied threats to participate in the act.

2. Staff member is protected and to promote a nonhostile work environment; or
3. Third party who is subjected to the behavior is protected and to promote a nonhostile environment.

This includes providing resources for support measures to the student, staff member or third party who was subjected to the behavior and taking any actions necessary to remove potential future impact on the student, staff member or third party, but are not retaliatory against the student, staff member or third party being harassed or the person who reported to the district official.

Any student or staff member who feels they are a victim of sexual harassment are encouraged to immediately report their concerns to district officials, this includes officials such as the principal, compliance officer or superintendent. Students may also report concerns to a teacher, counselor or school nurse, who will promptly notify the appropriate district official.

Investigation

All reports and complaints about behavior that may violate this policy shall be investigated. The district may use, but is not limited to, the following means for investigating incidents of possible harassment:

1. Interviews with those involved;
2. Interviews with witnesses;
3. Review of video surveillance;
4. Review of written communications, including electronic communications;
5. Review of any physical evidence; and
6. Use of third-party investigator.

The district will use a reasonable person standard when determining whether a hostile environment exists. A hostile environment exists if a reasonable person with similar characteristics and under similar circumstances would consider the conduct to be so severe as to create a hostile environment.

The district may take, but is not limited to, the following procedures and remedial action to address and stop sexual harassment:

1. Discipline of staff and students engaging in sexual harassment;
2. Removal of third parties engaged in sexual harassment;
3. Additional supervision in activities;
4. Additional controls for district electronic systems;

5. Trainings and education for staff and students; and
6. Increased notifications regarding district procedures and resources.

When a student or staff member is harassed by a third party, the district will consider the following:

1. Removing that third party's ability to contract or volunteer with the district, or be present on district property;
2. If the third party works for an entity that contracts with the district, communicating with the third party's employer;
3. If the third party is a student of another district or school, communicate information related to the incident to the other district or school;
4. Limiting attendance at district events; and
5. Providing for additional supervision, including law enforcement if necessary, at district events.

No Retaliation

Retaliation against persons who initiate complaint or otherwise report sexual harassment or who participate in an investigation or other related activities is prohibited. The initiation of a complaint, reporting of behavior, or participation in an investigation, in good faith about behavior that may violate this policy may not adversely affect the:

1. Educational assignments or educational environment of a student or other person initiating the complaint, reporting the behavior, or participating in the investigation; or
2. Any terms or conditions of employment or of work or educational environment of a school or district staff member or other person initiating the complaint, reporting the behavior, or participating in the investigation.

Students who initiate a complaint or otherwise report harassment covered by the policy or who participate in an investigation may not be disciplined for violations of the district's drug and alcohol policies that occurred in connection with the reported prohibited conduct and that were discovered because of the report or investigation, unless the student gave another person alcohol or drugs without the person's knowledge and with the intent of causing the person to become incapacitated and vulnerable to the prohibited conduct.

Notice

When a person³ who may have been affected by this policy files a complaint or otherwise reports behavior that may violate the policy, the district shall provide written notification to the following:

1. Each reporting person;
2. If appropriate, any impacted person who is not a reporting person;
3. Each reported person; and
4. Where applicable, a parent or legal guardian of a reporting person, impacted person, or reported person.

The written notification must include⁴:

1. Name and contact information for all persons designated by the district to receive complaints;
2. The rights of the person that the notification is going to;
3. Information about the internal complaint processes available through the school or district that the person who filed the complaint may pursue, including the person designated for the school or district for receiving complaints and any timelines.
4. Notice that civil and criminal remedies that are not provided by the school or district may be available to the person through the legal system and that those remedies may be subject to statutes of limitation;
5. Information about services available to the student or staff member through the school or district, including any counseling services, nursing services or peer advising;
6. Information about the privacy rights of the person and legally recognized exceptions to those rights for internal complaint processes and services available through the school or district;
7. Information about, and contact information for, services and resources that are available to the person, including but not limited to:
 - a. For the reporting person, state and community-based resources for persons who have experienced sexual harassment; or
 - b. For the reported persons, information about and contact information for state and community-based mental health services.

³ Student, staff member, or third party, or if applicable, the student or third party's parent. If the person is a minor, the district should consider when to contact the person's parent.

⁴ Remember confidentiality laws when providing any information.

8. Notice that students who report about possible prohibited conduct and students who participate in an investigation under this policy may not be disciplined for violations of the district's drug and alcohol policies that occurred in connection with the reported prohibited conduct and that were discovered as a result of a prohibited conduct report or investigation unless the student gave another person alcohol or drugs without the person's knowledge and with the intent of causing the person to become incapacitated and vulnerable to the prohibited conduct; and
9. Prohibition of retaliation.

Notification, to the extent allowable under state and federal student confidentiality laws, must be provided when the investigation is initiated and concluded. The notification at the conclusion must include whether a violation of the policy was found to have occurred.

The notice must:

1. Be written in plain language that is easy to understand;
2. Use print that is of a color, size and font that allows the notification to be easily read; and
3. Be made available to students, students' parents, staff members and member of the public at each office, at the district office and on the website of the school or district.

Oregon Department of Education (ODE) Support

The ODE will provide technical assistance and training upon request.

FEDERAL DEFINITION AND PROCEDURES

Federal Definition

Sexual harassment means conduct on the basis of sex that satisfies one or more of the following:

1. An employee of the district conditioning the provision of an aid, benefit, or service of the district on an individual's participation in unwelcome sexual conduct;
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district's education program or activity⁵;
3. "Sexual assault": an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation;

⁵ "Education program or activity" includes locations, events, or circumstances over which the recipient exercised substantial control over both the respondent and the context in which the sexual harassment occurs." (Title 34 C.F.R. § 106.44(a))

4. “Dating violence”: violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim and where the existence of such a relationship shall be determined based on a consideration of the length of the relationship, the type of relationship and the frequency of interaction between the persons involved in the relationship;
5. “Domestic Violence”: felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person’s acts under the domestic or family violence laws of the jurisdiction; or
6. “Stalking”: engaging in a course of conduct directed at a specific person that would cause a reasonable person fear for the person’s own safety or the safety of others, or suffer substantial emotional distress.

This definition only applies to sex discrimination occurring against a person who is a subject of this policy in the United States. A district’s treatment of a complainant or a respondent in response to a formal complaint of sexual harassment may constitute discrimination on the basis of sex under Title IX.

Federal Procedures

The district will adopt and publish grievance procedures that provide for the prompt and equitable resolution of the student and employee complaints alleging any action that would be prohibited by this policy. *See* GBN/JBA-AR(2) - Federal Law (Title IX) Sexual Harassment Complaint Procedure.

Reporting

Any person may report sexual harassment. This report may be made in person, by mail, by telephone, or by electronic mail, or by any other means that results in the Title IX Coordinator receiving the person’s verbal or written report. The report can be made at any time.

Rynda Gregory, Human Resources Administrator is designated as the Title IX Coordinator and can be contacted at 541-757- 4433. The Title IX Coordinator will coordinate the district’s efforts to comply with its responsibilities related to this policy. The district prominently will display the contact information for the Title IX Coordinator on the district website and in each handbook.

Response

The district will promptly respond to information, allegations or reports of sexual harassment when there is actual knowledge of such harassment, even if a formal complaint has not been filed.⁶ The district shall treat complainants and respondents equitably by providing supportive

⁶ (Title 34 C.F.R. §106.44(a)) Response cannot be deliberately indifferent. A recipient is deliberately indifferent only

measures⁷ to the complainant and by following a grievance procedure⁸ prior to imposing any disciplinary sanctions or other actions that are not supportive measures against a respondent. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

The Title IX Coordinator must promptly contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes, with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.⁹

If after an individualized safety and risk analysis, it is determined that there is an immediate threat to the physical health or safety of any person, an emergency removal of the respondent can take place.¹⁰ The district must provide the respondent with notice and an opportunity to challenge the decision immediately following the removal. A non-student employee may also be placed on non-disciplinary administrative leave pending the grievance process.

Notice

The district shall provide notice to all applicants for admission and employment, students, parents or legal guardians, employees, and all unions or professional organizations holding collective bargaining or professional agreements with the district of the following:

1. The name or title, office address, electronic mail address, and telephone number of the Title IX Coordinator(s);
2. That the district does not discriminate on the basis of sex in the education program or activity that it operates, as required by Title IX. This includes admissions and employment; and
3. The grievance procedure and process, how to file a formal complaint of sex discrimination or sexual harassment, and how the district will respond.

if its response to sexual harassment is clearly unreasonable in light of the known circumstances.

⁷ (Title 34 C.F.R. § 106.44(a)) Supportive measures means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the recipient's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the district's educational environment, or deter sexual harassment. The district must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the recipient to provide supportive measures. (Title 34 C.F.R. § 99.30(a))

⁸ This grievance procedure must meet the requirements of Title 34 C.F.R. § 106.45 (included in accompanying administrative regulation, *see* GBN/JBA-AR(2) - Federal Law (Title IX) Sexual Harassment Complaint Procedure).

⁹ The Title IX Coordinator may also discuss that the Title IX Coordinator has the ability to file a formal complaint.

¹⁰ The district may still have obligations under Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973 or the American with Disabilities Act (ADA). (Title 34 C.F.R. § 106.44(c))

Inquiries about the application to Title IX and its requirements may be referred to the Title IX Coordinator or the Assistant Secretary¹¹, or both.

No Retaliation

Neither the district or any person may retaliate¹² against an individual for reporting, testifying, providing evidence, being a complainant, otherwise participating or refusing to participate in any investigation or process in accordance with this procedure. The district must keep confidential the identity of parties and participating persons, except as disclosure is allowed under Family Educational Rights and Privacy Act (FERPA), as required by law, or to carry out the proceedings herein. Complaints of retaliation may be filed using these procedures.

Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a grievance proceeding does not constitute retaliation.

Publication

This policy shall be made available to students, parents of students and staff members. This policy and contact information for the Title IX Coordinator shall be prominently published in the district student handbook and on the district website. This policy shall also be made available at each school office and at the district office. The district shall post this policy on a sign in all grade 6 through 12 schools, on a sign that is at least 8.5 inches by 11 inches in size. A copy of the policy will be made available to any person upon request.

END OF POLICY

Legal References:

[ORS 243.706](#)
[ORS 332.107](#)
[ORS 342.700](#)
[ORS 342.704](#)
[ORS 342.708](#)

[ORS 342.850](#)
[ORS 342.865](#)
[ORS 659A.029](#)
[ORS 659A.030](#)
[ORS 659.850](#)

[ORS 659A.006](#)
[OAR 584-020-0040](#)
[OAR 584-020-0041](#)
[OAR 581-021-0038](#)

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

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

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020).

Davis v. Monroe County Bd. of Educ., 526 U.S. 629 (1999).

Gebser v. Lago Vista Indep. Sch. Dist., 524 U.S. 274 (1998).

¹¹ Of the United States Department of Education.

¹² Retaliation includes, but is not limited to, intimidation, threats, coercion, and discrimination.

XIII.F.6. Policy JBA/GBN - Sexual Harassment



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Melissa Harder, Rynda Gregory
Meeting Date: March 20, 2025

ACTION REQUESTED

Board Policy JBA/GBN—Sexual Harassment—Revision—Second Read

Background

Policy GBN/JBA and Policy JBA/GBN are the same policy regarding Sexual Harassment and describe both the Oregon and Federal definitions and procedures. These policies are “double coded” and live in two places because the policy applies to both staff (G) and students (J).

House Bill 2280 (2023 Legislature) modified the definition of sexual harassment affecting schools and has since been followed up with new rule revisions. The revised definition changes the meaning of assault within the sexual harassment context and adds a section describing the meaning of “without consent,” which is also a new definition added to the law. When considering these recommended revisions, staff reviewed the designated names and positions listed for receiving such reports and amended them as needed.

Involvement

Staff members: Melissa Harder, Rynda Gregory

Cost Impact

None.

Function

Approval of revised version.



Corvallis

SCHOOL DISTRICT

Code: JBA/GBN
Adopted: 6/28/99
Revised/Readopted: 11/4/02, 5/7/12, 10/13/14, 2/7/19, 10/8/20

Sexual Harassment

The district is committed to addressing sexual harassment. Sexual harassment will not be tolerated in the district. All students, staff members and other persons are entitled to learn and work in an environment that is free of harassment. All staff members, students and third parties are subject to this policy. Any person may report sexual harassment.

The district processes complaints or reports of sexual harassment under Oregon Revised Statute (ORS) 342.700 et. al. and federal Title IX laws found in Title 34 C.F.R. Part 106. Individual complaints may require both of these procedures, and may involve additional complaint procedures.

General Procedures

When information, a report or complaint regarding sexual harassment is received by the district, the district will review such information, report or complaint to determine which law applies and will follow the appropriate procedures. When the alleged conduct could meet both of the definitions in ORS Chapter 342 and Title IX, both complaint procedures should be processed simultaneously (*see* GBN/JBA-AR(1) - Sexual Harassment Complaint Procedure and GBN/JBA-AR(2) - Federal Law (Title IX) Sexual Harassment Complaint Procedure). The district may also need to use other complaint procedures when the alleged conduct could meet the definitions for other complaint procedures. Other complaint procedures may include: Nondiscrimination (Board policy AC), Workplace Harassment (Board policy GBEA), Hazing, Harassment, Intimidation, Bullying, Menacing, Cyberbullying, Teen Dating Violence and Domestic Violence - Student (Board policy JFCF), and Reporting Requirements for Suspected Sexual Conduct with Students (Board policy GBNA/JHFF).

OREGON DEFINITION AND PROCEDURES

Oregon Definition

Sexual harassment of students, staff members or third parties¹ shall include:

¹ "Third party" means a person who is not a student or a school or district staff member and who is: 1) on or immediately adjacent to school grounds or district property; 2) At a school-sponsored activity or program; or 3) Off school grounds or district property if a student or a school or district staff member acts toward the person in a manner that creates a hostile environment for the person while on school or district property, or at a school- or district-sponsored activity.

1. A demand or request for sexual favors in exchange for benefits;
2. Unwelcome conduct of a sexual nature that is physical, verbal, or nonverbal and that:
 - a. Interferes with a student's educational activity or program;
 - b. Interferes with a school or district staff member's ability to perform their job; or
 - c. Creates an intimidating, offensive or hostile environment.
3. Assault when sexual contact occurs without consent².

Sexual harassment does not include conduct that is necessary because of a job duty of a school or district staff member or because of a service required to be provided by a contractor, agent, or volunteer, if the conduct is not the product of sexual intent or a person finding another person, or another person's actions, offensive because of that other person's sexual orientation or gender identity.

Examples of sexual harassment may include, but not be limited to, physical touching or graffiti of a sexual nature; displaying or distributing of sexually explicit drawings; pictures and written materials; sexual gestures or obscene jokes; touching oneself sexually or talking about one's sexual behaviors in front of others; or spreading rumors about or rating other students or others as to appearance, sexual activity or performance.

Oregon Procedures

Reports and complaints of sexual harassment should be made to the following individual(s):

Name: Rynda Gregory
Position: Title IX Coordinator
Phone: 541-757-4433
Email: rynda.gregory@corvallis.k12.or.us

This individual is responsible for accepting and managing complaints of sexual harassment. Persons wishing to report should contact them using the above information. This person is also designated as the Title IX Coordinator. *See* GBN/JBA-AR(1) - Sexual Harassment Complaint Procedure.

Response

Any staff member who becomes aware of behavior that may violate this policy shall immediately report to a district official. The district official (with coordination involving the reporting staff member when appropriate) will take any action necessary to ensure the:

1. Student is protected and to promote a nonhostile learning environment;

² "Without consent" means an act performed: (a) without the knowing, voluntary and clear agreement by all parties to participate in the specific act; or (b) when a person who is a party to the act is incapacitated by drugs or alcohol; unconscious; or pressured through physical force, coercion or explicit or implied threats to participate in the act.

2. Staff member is protected and to promote a nonhostile work environment; or
3. Third party who is subjected to the behavior is protected and to promote a nonhostile environment.

This includes providing resources for support measures to the student, staff member or third party who was subjected to the behavior and taking any actions necessary to remove potential future impact on the student, staff member or third party, but are not retaliatory against the student, staff member or third party being harassed or the person who reported to the district official.

Any student or staff member who feels they are a victim of sexual harassment are encouraged to immediately report their concerns to district officials, this includes officials such as the principal, compliance officer or superintendent. Students may also report concerns to a teacher, counselor or school nurse, who will promptly notify the appropriate district official.

Investigation

All reports and complaints about behavior that may violate this policy shall be investigated. The district may use, but is not limited to, the following means for investigating incidents of possible harassment:

1. Interviews with those involved;
2. Interviews with witnesses;
3. Review of video surveillance;
4. Review of written communications, including electronic communications;
5. Review of any physical evidence; and
6. Use of third-party investigator.

The district will use a reasonable person standard when determining whether a hostile environment exists. A hostile environment exists if a reasonable person with similar characteristics and under similar circumstances would consider the conduct to be so severe as to create a hostile environment.

The district may take, but is not limited to, the following procedures and remedial action to address and stop sexual harassment:

1. Discipline of staff and students engaging in sexual harassment;
2. Removal of third parties engaged in sexual harassment;
3. Additional supervision in activities;
4. Additional controls for district electronic systems;

5. Trainings and education for staff and students; and
6. Increased notifications regarding district procedures and resources.

When a student or staff member is harassed by a third party, the district will consider the following:

1. Removing that third party's ability to contract or volunteer with the district, or be present on district property;
2. If the third party works for an entity that contracts with the district, communicating with the third party's employer;
3. If the third party is a student of another district or school, communicate information related to the incident to the other district or school;
4. Limiting attendance at district events; and
5. Providing for additional supervision, including law enforcement if necessary, at district events.

No Retaliation

Retaliation against persons who initiate complaint or otherwise report sexual harassment or who participate in an investigation or other related activities is prohibited. The initiation of a complaint, reporting of behavior, or participation in an investigation, in good faith about behavior that may violate this policy may not adversely affect the:

1. Educational assignments or educational environment of a student or other person initiating the complaint, reporting the behavior, or participating in the investigation; or
2. Any terms or conditions of employment or of work or educational environment of a school or district staff member or other person initiating the complaint, reporting the behavior, or participating in the investigation.

Students who initiate a complaint or otherwise report harassment covered by the policy or who participate in an investigation may not be disciplined for violations of the district's drug and alcohol policies that occurred in connection with the reported prohibited conduct and that were discovered because of the report or investigation, unless the student gave another person alcohol or drugs without the person's knowledge and with the intent of causing the person to become incapacitated and vulnerable to the prohibited conduct.

Notice

When a person³ who may have been affected by this policy files a complaint or otherwise reports behavior that may violate the policy, the district shall provide written notification to the following:

1. Each reporting person;
2. If appropriate, any impacted person who is not a reporting person;
3. Each reported person; and
4. Where applicable, a parent or legal guardian of a reporting person, impacted person, or reported person.

The written notification must include⁴:

1. Name and contact information for all persons designated by the district to receive complaints;
2. The rights of the person that the notification is going to;
3. Information about the internal complaint processes available through the school or district that the person who filed the complaint may pursue, including the person designated for the school or district for receiving complaints and any timelines.
4. Notice that civil and criminal remedies that are not provided by the school or district may be available to the person through the legal system and that those remedies may be subject to statutes of limitation;
5. Information about services available to the student or staff member through the school or district, including any counseling services, nursing services or peer advising;
6. Information about the privacy rights of the person and legally recognized exceptions to those rights for internal complaint processes and services available through the school or district;
7. Information about, and contact information for, services and resources that are available to the person, including but not limited to:
 - a. For the reporting person, state and community-based resources for persons who have experienced sexual harassment; or
 - b. For the reported persons, information about and contact information for state and community-based mental health services.

³ Student, staff member, or third party, or if applicable, the student or third party's parent. If the person is a minor, the district should consider when to contact the person's parent.

⁴ Remember confidentiality laws when providing any information.

8. Notice that students who report about possible prohibited conduct and students who participate in an investigation under this policy may not be disciplined for violations of the district's drug and alcohol policies that occurred in connection with the reported prohibited conduct and that were discovered as a result of a prohibited conduct report or investigation unless the student gave another person alcohol or drugs without the person's knowledge and with the intent of causing the person to become incapacitated and vulnerable to the prohibited conduct; and
9. Prohibition of retaliation.

Notification, to the extent allowable under state and federal student confidentiality laws, must be provided when the investigation is initiated and concluded. The notification at the conclusion must include whether a violation of the policy was found to have occurred.

The notice must:

1. Be written in plain language that is easy to understand;
2. Use print that is of a color, size and font that allows the notification to be easily read; and
3. Be made available to students, students' parents, staff members and member of the public at each office, at the district office and on the website of the school or district.

Oregon Department of Education (ODE) Support

The ODE will provide technical assistance and training upon request.

FEDERAL DEFINITION AND PROCEDURES

Federal Definition

Sexual harassment means conduct on the basis of sex that satisfies one or more of the following:

1. An employee of the district conditioning the provision of an aid, benefit, or service of the district on an individual's participation in unwelcome sexual conduct;
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district's education program or activity⁵;
3. "Sexual assault": an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation;

⁵ "Education program or activity" includes locations, events, or circumstances over which the recipient exercised substantial control over both the respondent and the context in which the sexual harassment occurs." (Title 34 C.F.R. § 106.44(a))

4. “Dating violence”: violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim and where the existence of such a relationship shall be determined based on a consideration of the length of the relationship, the type of relationship and the frequency of interaction between the persons involved in the relationship;
5. “Domestic Violence”: felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person’s acts under the domestic or family violence laws of the jurisdiction; or
6. “Stalking”: engaging in a course of conduct directed at a specific person that would cause a reasonable person fear for the person’s own safety or the safety of others, or suffer substantial emotional distress.

This definition only applies to sex discrimination occurring against a person who is a subject of this policy in the United States. A district’s treatment of a complainant or a respondent in response to a formal complaint of sexual harassment may constitute discrimination on the basis of sex under Title IX.

Federal Procedures

The district will adopt and publish grievance procedures that provide for the prompt and equitable resolution of the student and employee complaints alleging any action that would be prohibited by this policy. *See* GBN/JBA-AR(2) - Federal Law (Title IX) Sexual Harassment Complaint Procedure.

Reporting

Any person may report sexual harassment. This report may be made in person, by mail, by telephone, or by electronic mail, or by any other means that results in the Title IX Coordinator receiving the person’s verbal or written report. The report can be made at any time.

Rynda Gregory, Human Resources Administrator is designated as the Title IX Coordinator and can be contacted at 541-757-4433. The Title IX Coordinator will coordinate the district’s efforts to comply with its responsibilities related to this policy. The district prominently will display the contact information for the Title IX Coordinator on the district website and in each handbook.

Response

The district will promptly respond to information, allegations or reports of sexual harassment when there is actual knowledge of such harassment, even if a formal complaint has not been filed.⁶ The district shall treat complainants and respondents equitably by providing supportive

⁶ (Title 34 C.F.R. §106.44(a)) Response cannot be deliberately indifferent. A recipient is deliberately indifferent only

measures⁷ to the complainant and by following a grievance procedure⁸ prior to imposing any disciplinary sanctions or other actions that are not supportive measures against a respondent. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

The Title IX Coordinator must promptly contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes, with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.⁹

If after an individualized safety and risk analysis, it is determined that there is an immediate threat to the physical health or safety of any person, an emergency removal of the respondent can take place.¹⁰ The district must provide the respondent with notice and an opportunity to challenge the decision immediately following the removal. A non-student employee may also be placed on non-disciplinary administrative leave pending the grievance process.

Notice

The district shall provide notice to all applicants for admission and employment, students, parents or legal guardians, employees, and all unions or professional organizations holding collective bargaining or professional agreements with the district of the following:

1. The name or title, office address, electronic mail address, and telephone number of the Title IX Coordinator(s);
2. That the district does not discriminate on the basis of sex in the education program or activity that it operates, as required by Title IX. This includes admissions and employment; and
3. The grievance procedure and process, how to file a formal complaint of sex discrimination or sexual harassment, and how the district will respond.

if its response to sexual harassment is clearly unreasonable in light of the known circumstances.

⁷ (Title 34 C.F.R. § 106.44(a)) Supportive measures means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the recipient's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the district's educational environment, or deter sexual harassment. The district must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the recipient to provide supportive measures. (Title 34 C.F.R. § 99.30(a))

⁸ This grievance procedure must meet the requirements of Title 34 C.F.R. § 106.45 (included in accompanying administrative regulation, *see* GBN/JBA-AR(2) - Federal Law (Title IX) Sexual Harassment Complaint Procedure).

⁹ The Title IX Coordinator may also discuss that the Title IX Coordinator has the ability to file a formal complaint.

¹⁰ The district may still have obligations under Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973 or the American with Disabilities Act (ADA). (Title 34 C.F.R. § 106.44(c))

Inquiries about the application to Title IX and its requirements may be referred to the Title IX Coordinator or the Assistant Secretary¹¹, or both.

No Retaliation

Neither the district or any person may retaliate¹² against an individual for reporting, testifying, providing evidence, being a complainant, otherwise participating or refusing to participate in any investigation or process in accordance with this procedure. The district must keep confidential the identity of parties and participating persons, except as disclosure is allowed under Family Educational Rights and Privacy Act (FERPA), as required by law, or to carry out the proceedings herein. Complaints of retaliation may be filed using these procedures.

Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a grievance proceeding does not constitute retaliation.

Publication

This policy shall be made available to students, parents of students and staff members. This policy and contact information for the Title IX Coordinator shall be prominently published in the district student handbook and on the district website. This policy shall also be made available at each school office and at the district office. The district shall post this policy on a sign in all grade 6 through 12 schools, on a sign that is at least 8.5 inches by 11 inches in size. A copy of the policy will be made available to any person upon request.

END OF POLICY

Legal References:

[ORS 243.706](#)
[ORS 332.107](#)
[ORS 342.700](#)
[ORS 342.704](#)
[ORS 342.708](#)

[ORS 342.850](#)
[ORS 342.865](#)
[ORS 659A.029](#)
[ORS 659A.030](#)
[ORS 659.850](#)

[ORS 659A.006](#)
[OAR 584-020-0040](#)
[OAR 584-020-0041](#)
[OAR 581-021-0038](#)

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

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

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020).

Davis v. Monroe County Bd. of Educ., 526 U.S. 629 (1999).

Gebser v. Lago Vista Indep. Sch. Dist., 524 U.S. 274 (1998).

¹¹ Of the United States Department of Education.

¹² Retaliation includes, but is not limited to, intimidation, threats, coercion, and discrimination.

XIII.F.7. Policy JHCA/JHCB - Immunization and
School Sports Participation



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Melissa Harder
Meeting Date: March 20, 2025

ACTION REQUESTED

Board Policy JHCA/JHCB—Immunization and School Sports Participation—Revised—
Second Read

Background

The State Board of Education adopted revisions to [OAR 581-022-2220](#) on health services. The changes result in a requirement to develop “a written prevention-oriented health services plan for all students” (OAR 581-022-2220(1)).

The plan requirements include a variety of topics, including but not limited to, a plan for health care space, communicable disease prevention, communication strategies, health screenings, and hearing, vision, and dental screenings.

As a result of these changes, multiple policies and administrative regulations have been revised. Recommendations may include deleting or rescinding a policy or AR, recoding, and reassigning some policy content to a new section or policy of the policy manual.

Policy JHCA/JHCB has been updated to focus on school sports physicals and to include concussion protocols. It has also been revised to remove dental and vision screenings which are now referenced in the new version of policy EBBA.

Involvement

Staff members: Emily Muravez, RN, and Melissa Harder

Cost Impact

None.

Function

Approval of revised version.



Corvallis

SCHOOL DISTRICT

Code: JHCA/JHCB
Adopted: 12/13/18
Revised/Readopted:

Immunization and School Sports Participation**

Immunization

Proof of immunization must be presented at the time of initial enrollment¹ in school or within 30 days of transfer to the district in accordance with Oregon law. Proof consists of a signed Certificate of Immunization Status (CIS) form documenting either evidence of immunization, or a religious, philosophical beliefs and/or medical exemption or immunity documentation.²

School Sports Participation

A student participating in extracurricular sports in grades 7 through 12 is required to submit to an appropriate School Sports Pre-Participation Examination³ prior to their initial participation in a related district program. The form⁴ is to be completed and signed by a parent or guardian giving permission for the student to participate and signed by a medical provider authorized by law⁵ who has examined and evaluated the student. The completed form(s) must be returned as directed.

A student who is subsequently diagnosed with a significant illness or has had a major surgery is required to have a physical examination prior to further participation.

A student who exhibits signs, symptoms or behaviors consistent with a concussion following an observed or suspected blow to the head or body, or who has been diagnosed with a concussion will not be allowed to participate in any athletic event or training on that day unless an athletic trainer licensed by the Board of Athletic Trainers or a physician licensed pursuant to ORS 677.100 - 677.228 has determined the student has not suffered a concussion⁶. Except as allowed above, a student excluded for concussion reasons will not be allowed to return to participate in an athletic event or training until the following three conditions have been met:

¹ The district shall immediately enroll a student experiencing homelessness in the school selected even if the student is unable to produce records normally required for enrollment.

² Documentation requirements for exemptions are outlined in ORS 433.267.

³ The required form is available at <https://www.osaa.org/governance/forms>, a copy may be obtained from a school office, or a form generated by the medical provider may be used if it meets requirements of law in OAR 581-021-0041.

⁴ The form may be used in either a hard copy or electronic format.

⁵ This physical examination must be conducted by a physician possessing an unrestricted license to practice medicine, a licensed naturopathic physician, a licensed physician assistant, a licensed nurse practitioner or a licensed chiropractic physician who has clinical training and experience in detecting cardiopulmonary diseases and defects.

⁶ For more information regarding medical releases for students in grades 9-12, see OSAA rules.

1. It is not the same day as the student exhibited signs, symptoms, or behaviors, experienced a blow to the head or body, or was diagnosed with a concussion;
2. The student no longer exhibits signs, symptoms, or behaviors consistent with a concussion; and
3. The student has received a medical release form from a health care professional⁷.

A student who continues to participate in extracurricular sports in grades 7 through 12 shall be required to complete a sports examination once every two years, thereafter.

END OF POLICY

Legal Reference(s):

[ORS 326.580](#)

[ORS 336.479](#)

[ORS 336.485 - ORS 336.490](#)

[ORS 433.235 to 433.280](#)

[OAR 333-019-0010](#)

[OAR 333-050-0010 - 050-0120](#)

[OAR 581-021-0041](#)

McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX-A of the Every Student Succeeds Act, 42 U.S.C. §§ 11431-11435 (2018).

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2018); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2024).

⁷ “Health care professional” includes a chiropractic physician, a naturopathic physician, a psychologist, a physical therapist, an occupational therapist, a physician assistant or a nurse practitioner who is licensed or registered under the laws of Oregon.

XIII.F.8. Policy JHCC - Communicable diseases -
Student - Delete



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Melissa Harder
Meeting Date: March 20, 2025

ACTION REQUESTED

Board Policy JHCC—Communicable Diseases - Student—Delete—Second Read

Background

The State Board of Education adopted revisions to [OAR 581-022-2220](#) on health services. The changes result in a requirement to develop “a written prevention-oriented health services plan for all students” (OAR 581-022-2220(1)).

The plan requirements include a variety of topics, including but not limited to, a plan for health care space, communicable disease prevention, communication strategies, health screenings, and hearing, vision, and dental screenings.

As a result of these changes, multiple policies and administrative regulations have been revised. The existing policy JHCC is recommended for deletion to be replaced by the new version of GBEB Communicable Diseases in Schools.

Involvement

Staff members: Emily Muravez, RN, and Melissa Harder

Cost Impact

None.

Function

Approval of deletion.



Corvallis

SCHOOL DISTRICT

Code: JHCC
Adopted: 8/90
Revised/Readopted: 6/28/99, 1/8/07, 9/13/10, 3/14/11, 3/10/14, 2/1/18, 10/8/20
Original Code: 56756

Communicable Diseases - Students

The district shall provide reasonable protection against the risk of exposure to communicable disease for students. Reasonable protection from communicable disease is generally attained through immunization, exclusion or other measures as provided by Oregon law, by the local health department or in the *Communicable Disease Guidance* published by the Oregon Department of Education (ODE) and the Oregon Health Authority (OHA). Services will be provided to students as required by law.

A student will not attend school while in a communicable stage of a restrictable disease or when an administrator has reason to suspect that any susceptible student has or has been exposed to any disease for which the student is required to be excluded in accordance with law and per administrative regulation JHCC-AR - Communicable Diseases - Students. If the disease is a reportable disease, the administrator will report the occurrence to the designated school district nurse who reports to the local health department. The administrator will also take whatever reasonable steps considered necessary to organize and operate programs in a way that both furthers the education and protects the health of students and others.

The district may, for the protection of both the student who has a restrictable disease and the exposed student, provide an educational program in an alternative setting.

The district will include, as part of its emergency plan, a description of the actions to be taken by district personnel in the case of a declared public health emergency or other catastrophe that disrupts district operations.

The district shall protect the confidentiality of each student's health condition and record to the extent possible and consistent with federal and state law. In cases when a restrictable or reportable disease is diagnosed and confirmed for a student, the administrator shall inform the appropriate employees with a legitimate educational interest to protect against the risk of exposure.

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

END OF POLICY

Legal References:

[ORS 431.150 - 431.157](#)
[ORS 433.001 - 433.526](#)

[OAR 333-018](#)
[OAR 333-019-0010](#)
[OAR 333-019-0014](#)
[OAR 333-019-1000](#)

[OAR 437-002-0360](#)
[OAR 437-002-0377](#)
[OAR 581-022-2220](#)

OREGON DEPARTMENT OF EDUCATION and OREGON HEALTH AUTHORITY, *Communicable Disease Guidance* (2020).

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2018); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2019).

DELETED

XIII.F.9. Policy JHCCF - Pediculosis (Head Lice)



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Melissa Harder
Meeting Date: March 20, 2025

ACTION REQUESTED

Board Policy JHCCF—Pediculosis (Head Lice)—New—Second Read

Background

Guidance on the exclusion of students found with head lice has changed in recent years. There is now a consensus from other agencies including the National Association of School Nurses, the Center for Disease Control and Prevention, and the Oregon School Nurses Association, which recommends against excluding students with head lice or nits from the classroom.

Additionally, a rule, originally found in an Oregon Health Authority rule (OAR 333-019-0010), which allowed schools to create exclusionary practices for head lice, has since been repealed.

As a result, OSBA is removing policy JHCCF – Pediculosis (Head Lice) and administrative regulations, leaving only this new policy JHCCF – Pediculosis (Head Lice), which keeps a student in the classroom. See the Policy GBEB, Communicable Disease Guidance for Schools for more information.

Involvement

Staff members: Emily Muravez, RN, and Melissa Harder

Cost Impact

None.

Function

Approval of new policy.



Corvallis
SCHOOL DISTRICT

Code: JHCCF
Adopted:
Revised/Readopted:

Pediculosis (Head Lice)

A student with a suspected case of head lice may be referred to designated trained staff for a screening. The screening will be done in a confidential manner by trained personnel.

School personnel will notify the parent or guardian of a student found with head lice and may provide information on treatment. The student will be allowed to remain in school.

Suggested school measures for head lice provided in [Communicable Disease Guidance for Schools](#) issued by the Oregon Department of Education and Oregon Health Authority may be consulted.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

XIII.F.10. Policy JHCCF - Pediculosis (Head Lice) --
Delete



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Melissa Harder
Meeting Date: March 20, 2025

ACTION REQUESTED

Board Policy JHCCF—Pediculosis (Head Lice)—Delete—Second Read

Background

Guidance on the exclusion of students found with head lice has changed in recent years. There is now a consensus from other agencies including the National Association of School Nurses, the Center for Disease Control and Prevention, and the Oregon School Nurses Association, which recommends against excluding students with head lice or nits from the classroom.

Additionally, a rule, originally found in an Oregon Health Authority rule (OAR 333-019-0010), which allowed schools to create exclusionary practices for head lice, has since been repealed.

As a result, OSBA is removing policy JHCCF – Pediculosis (Head Lice) and administrative regulations, suggesting a new policy JHCCF – Pediculosis (Head Lice), which keeps a student in the classroom.

Involvement

Staff members: Emily Muravez, RN, and Melissa Harder

Cost Impact

None.

Function

Approval of deletion.

PEDICULOSIS (HEAD LICE)

The Board recognizes that district programs should be conducted in a manner that protects and enhances student and employee health and is congruent with recognized health practices.

District staff shall institute guidelines in developing consistent procedures for the care of pediculosis (head lice) based on current research and current diagnosis, treatment protocols, and management guidelines from American Academy of Pediatrics, National Association of School Nurses, and the Centers for Disease Control and Prevention.

Head lice are not a health hazard or a sign of uncleanliness and are not responsible for the spread of disease. Lice do not hop, fly or jump, they crawl. Transmission in most cases occurs by direct contact, head touching head, of another infested individual. Research indicates that the normal classroom environment is not high risk for the spread of lice.

If a student appears symptomatic, a private and confidential lice screening may be performed by the district nurse, if available, or a trained staff member. When a child is found with live head lice or nits it is not necessary to send the child home early. Because a child with an active head lice infestation likely has had the infestation for one month or more by the time it is discovered and poses little risk to others, he or she may remain in class but be discouraged from close, direct head-to-head contact with others. The child's parent or guardian will be notified that day by telephone or with a letter sent home with the child stating that prompt, effective treatment is necessary. In some cases, effective treatment may require a prescription from the child's healthcare professional. Children with lice will ideally go home at the end of the school day, be treated, and return to class the next day. A referral to the district nurse may be made for children with recurrent or ongoing lice infestations.

Current evidence does not support the efficacy and cost-effectiveness of classroom or school-wide screenings for head lice to reduce the number of head lice infestations among school children. On occasion, if multiple students in the same classroom are found to have active cases of lice, a notice may be sent to parents/guardians of all students in that classroom instructing them to check their children for head lice for the next two weeks and treat appropriately. In accordance with FERPA/HIPPA, school officials may not disclose the name(s) or private health information of affected students.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Melissa Harder
Meeting Date: March 20, 2025

ACTION REQUESTED

Board Policy JHCD—Medications**/*—New—Second Read

Background

There were a host of changes in Oregon law and administrative rules regarding the administration of medication to students and for student self-administration in a school/district setting.

This includes changes from House Bill 2002 and 2395 passed in the 2023 Legislature; from Senate Bill 1552 passed in the 2024 Legislature affecting statute in [ORS 339.866 - 339.871](#); and rules on the administration of medication in [OAR 581-021-0037](#) which include new rules on short-acting opioid antagonist.

Policy JHCD is new and required per [ORS 339.866](#) (2).

Involvement

Staff members: Emily Muravez, RN, and Melissa Harder

Cost Impact

None.

Function

Approval of revised version.



Code: JHCD
Adopted:

Medications/***

The district recognizes administering a medication to a student and/or permitting a student to administer a medication to themselves, may be necessary to allow the student to attend school. Therefore, the district allows medication, including injectable medications, to be administered to a student by designated personnel and the administration of medication by a student to themselves without assistance from designated personnel, subject to criteria established by the district and in accordance with Oregon law.

The district shall designate personnel authorized to administer medications to students. Medications, including injectable medications, may be administered by designated district personnel as part of a formal training or delegation by a registered nurse. Annual training shall be provided to designated personnel in accordance with law. The training will align with the ODE Medication Administration Training and include discussion of this policy, procedures and materials, including but not limited to, procedures outlined in administrative regulation JHCD-AR - Medications.

When a licensed health care professional is not immediately available, trained personnel designated by the district may administer epinephrine, glucagon, treatment for adrenal insufficiency, or another medication to a student as prescribed and/or as otherwise allowed by Oregon law.

A current first-aid/CPR/AED card is required for designated personnel.

The district reserves the right to reject a request for administration of medication at school, either by district personnel or student self-administration, if the medication is not necessary for the student to remain in school.

The district may revoke permission given to a student to self-administer medication if the student does not responsibly self-administer the medication or abuses the use of the medication, as determined by district personnel.

Medications will be handled, stored, monitored, disposed of and records maintained in accordance with law and established district procedures governing the administration of prescription or nonprescription medications to students, including procedures for the disposal of sharps and glass.

A process shall be established by which, upon parent or guardian written request, a backup medication is kept at a reasonably, secure location in the student's classroom as provided by state law.

A premeasured dose of epinephrine may be administered by trained, designated personnel to any student or other individual on district premises who the person believes in good faith is experiencing a severe allergic reaction, regardless of whether the student or individual has a prescription for epinephrine.

A non-injectable short-acting opioid antagonist may be administered to any student or other individual by district personnel (whether or not they have received training on administering medications) on district

premises who the individual administering the short-acting opioid antagonist believes in good faith is experiencing an opioid overdose.

A school administrator, teacher or other school employee, may administer a short-acting opioid antagonist to a student who experienced or is experiencing an opioid overdose without written permission and instructions of the student's parents or guardian.

This policy shall not prohibit, in any way, the administration of recognized first aid to a student by district employees in accordance with established state law, Board policy and administrative regulation.

The superintendent shall develop administrative regulations to meet the requirements of law and the implementation of this policy.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)
[ORS 339.866 - 339.871](#)
[ORS 433.800 - 433.830](#)
[ORS 689.800](#)

[OAR 166-400-0010\(17\)](#)
[OAR 166-400-0060\(29\)](#)
[OAR 333-055-0000 - 0035](#)
[OAR 581-021-0037](#)

[OAR 581-022-2220](#)
[OAR 851-047-0000 - 0030](#)

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2018); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2019).

OREGON HEALTH AUTHORITY AND OREGON DEPARTMENT OF EDUCATION, *Medication Administration: A Manual for School Personnel*.

House Bill 1552 (2024).

XIII.F.12. Policy JHCD/JHCDA - Medications -- Delete



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Melissa Harder
Meeting Date: March 20, 2025

ACTION REQUESTED

Board Policy JHCD/JHCDA—Medications**—Delete—Second Read

Background

There were a host of changes in Oregon law and administrative rules regarding the administration of medication to students and for student self-administration in a school/district setting.

This includes changes from House Bill 2002 and 2395 passed in the 2023 Legislature; from Senate Bill 1552 passed in the 2024 Legislature affecting statute in [ORS 339.866 - 339.871](#); and rules on the administration of medication in [OAR 581-021-0037](#) which include new rules on short-acting opioid antagonist.

Because of those changes, OSBA has drafted a new required Medications policy (JHCD) resulting in the deletion of this current policy.

Involvement

Staff members: Emily Muravez, RN, and Melissa Harder

Cost Impact

None.

Function

Approval of deletion.



Code: JHCD/JHCDA
Adopted: 7/12/99
Revised/Readopted: 1/10/05, 4/5/10, 9/13/10, 11/3/14, 12/7/15, 1/10/19, 6/10/21

Medications**

The district recognizes that administering a medication to a student and/or permitting a student to administer the medication to them self may be necessary when the failure to take such medication during school hours would prevent the student from attending school, and recognizes a need to ensure the health and well-being of a student who requires regular doses or injections of medication as a result of experiencing a life-threatening allergic reaction or adrenal crisis¹, or a need to manage hypoglycemia, asthma, or diabetes. Accordingly, the district may administer or a student may be permitted to administer to them self prescription (injectable and noninjectable) and/or nonprescription (noninjectable) medication at school.

The district shall designate personnel authorized to administer medications to students. Annual training shall be provided to designated personnel as required by law in accordance with guidelines approved by the Oregon Department of Education (ODE). When a licensed health care professional is not immediately available, trained personnel designated by the district may administer epinephrine, glucagon or other medication to a student as proscribed and/or allowed by Oregon law.

A current first-aid and CPR card is required for designated personnel.

The district reserves the right to reject a request for administration of medication at school, either by district personnel or student self-administration, if the medication is not necessary for the student to remain in school.

The superintendent and/or designee will require that an individualized health care plan and allergy plan is developed for every student with a known life-threatening allergy or a need to manage asthma, and an individualized health care plan for every student for whom the district has been given proper notice of a diagnoses of adrenal insufficiency. Such a plan will include provisions for administering medication and/or responding to emergency situations while the student is in school, at a school-sponsored activity, under the supervision of school personnel, in a before-school or after-school care program on school-owned property and in transit to or from a school or school-sponsored activity.

¹Under proper notice given to the district.

A student may be allowed to self-administer a medication for asthma, diabetes, hypoglycemia, or severe allergies as prescribed by an Oregon licensed health care professional, upon written and signed request of the parent and subject to age-appropriate guidelines. This self-administration provision also requires a written and signed confirmation the student has been instructed by the Oregon licensed health care professional on the proper use of and responsibilities for the prescribed medication.

A request to the district to administer or allow a student to self-administer prescription medication shall include a signed prescription and treatment plan from a prescriber².

A request to the district to administer or allow a student to self-administer nonprescription that is not approved by the Food and Drug Administration (FDA) shall include a written order from the student's prescriber that meets the requirements of law.

A written request and permission form signed by a student's parent, unless the student is allowed to access medical care without parental consent under state law³, is required and will be kept on file.

If the student is deemed to have violated Board policy or medical protocol by the district, the district may revoke the permission given to a student to self-administer medication.

Prescription and nonprescription medication will be handled, stored, monitored, disposed of and records maintained in accordance with established district administrative regulations governing the administration of prescription or nonprescription medications to students, including procedures for the disposal of sharps and glass.

A process shall be established by which, upon parent written request, a back-up prescribed autoinjectable epinephrine is kept at a reasonably, secure location in the student's classroom as provided by state law.

A premeasured dose of epinephrine may be administered by trained, designated personnel to any student or other individual on school premises who the person believes in good faith is experiencing a severe allergic reaction, regardless of whether the student or individual has a prescription for epinephrine.

Naloxone or any similar medication that is in any form available for safe administration and that is designed to rapidly reverse an overdose of an opioid drug may be administered by trained, designated personnel to any student or other individual on school premises who the person believes in good faith is experiencing an overdose of an opioid drug.

²A registered nurse who is employed by a public or private school, ESD or local public health authority to provide nursing services at a public or private school may accept an order from a physician licensed to practice medicine or osteopathy in another state or territory of the U.S. if the order is related to the care or treatment of a student who has been enrolled at the school for not more than 90 days.

³Subject to ORS 109.610, 109.640 and 109.675.

This policy shall not prohibit, in any way, the administration of recognized first aid to a student by district employees in accordance with established state law, Board policy and administrative regulation.

A school administrator, teacher, or other district employee designated by the school administrator is not liable in a criminal action or for civil damages as a result of the administration, in good faith and pursuant to state law, of prescription and/or nonprescription medication.

A school administrator, district nurse, teacher or other district employee designated by the school administrator is not liable in a criminal action or for civil damages as a result of a student's self-administration of medication, as described in Oregon Revised Statute (ORS) 339.866, if that person in good faith and pursuant to state law, assisted the student in self-administration of the medication.

A school administrator, district nurse, teacher, or other district employee designated by the school administration is not liable in a criminal action or for civil damages as a result of the use of medication if that person in good faith administers autoinjectable epinephrine to a student or other individual with a severe allergy who is unable to self-administer the medication, regardless of whether the student or individual has a prescription for the epinephrine, or administers naloxone or any similar medication that is in any form available for safe administration and that is designed to rapidly reverse an overdose of an opioid drug to a student or other individual who that person believes in good faith is experiencing an overdose of an opioid drug.

The district and the members of the Board are not liable in a criminal action or for civil damages as a result of the use of medication if any person in good faith, on school premises, including at school, on school property under the jurisdiction of the district or at an activity under the jurisdiction of the district, administers autoinjectable epinephrine to a student or other individual with a severe allergy who is unable to self-administer the medication, regardless of whether the student or individual has a prescription for epinephrine, or administers naloxone or any similar medication that is in any form available for safe administration and that is designed to rapidly reverse an overdose of an opioid drug to a student or other individual who the person believes in good faith is experiencing an overdose of an opioid drug.

The superintendent shall develop administrative regulations as needed to meet the requirements of law and the implementation of this policy.

END OF POLICY

Legal References:

[ORS 109.610](#)

[ORS 109.640](#)

[ORS 109.675](#)

[ORS 332.107](#)

[ORS 339.866 - 339.871](#)

[ORS 433.800 - 433.830](#)

[ORS 475.005 - 475.285](#)

[OAR 166-400-0010\(17\)](#)

[OAR 166-400-0060\(29\)](#)

[OAR 333-055-0000 to-0115](#)

[OAR 581-021-0037](#)

[OAR 581-022-2220](#)

[OAR 851-047-0030](#)

[OAR 851-047-0040](#)

[Senate Bill 665 \(2019\)](#)

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2018); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2019).

OREGON HEALTH AUTHORITY AND OREGON DEPARTMENT OF EDUCATION, *Medication Administration: A Manual for School Personnel*.

DELETED



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Melissa Harder
Meeting Date: March 20, 2025

ACTION REQUESTED

Board Policy EBCA—Safety Threats**—New—Third Read

Background

House Bill 3584 was passed in the 2023 legislative session. The bill requires districts to adopt policy language about using electronic communication to notify parents, guardians, and employees within 24 hours of a safety threat action that was not a drill. The bill states that communication should be “provided in a manner that communicates relevant facts and details as necessary and useful.”

This update also includes a revision of other policies, resulting from recommendations on reorganization, and may include recoding and/or reassigning content to a different policy or policy section. Policy EBCA is new and required by ORS 339.324 which outlines the actions of a school district when a safety threat action has occurred.

This third read includes a revision to the list of what communication must include.

Involvement

Staff members: Melissa Harder

Cost Impact

None.

Function

Approval of revisions.



Code: EBCA

Adopted:

Revised/Readopted:

Safety Threats**

“Safety threat action” means a lockdown, secure, shelter in place, or evacuation that: (a) is initiated by a school in response to a safety threat; and (b) is not a planned drill.

When a school or the district initiates a safety threat action, the school or district shall issue an electronic communication as expediently as possible and not later than 24 hours after initiation of the safety threat action. The communication will be issued in culturally appropriate languages to effectively communicate with parents and guardians of students attending the school at which the safety threat action occurred.

The communication must include:

1. A general description of the issue that caused the safety threat action to be taken;
2. The duration of time the safety threat action was taken, from when the action was initiated until when it concluded;
3. Actions taken by the school or district to resolve the situation that caused the safety threat action and actions taken to protect student safety; and
4. An explanation of how the situation is being resolved.

The communication shall be provided in a manner that communicates relevant facts and details as may be necessary or useful for parents and guardians to understand any potential threats to student safety, and to assist parents and guardians in helping students understand and mentally process the incident and any resulting trauma.

A communication will also be issued to employees of the school at which the safety threat action occurred and must include the same information as above and any additional information as may be permitted by relevant confidentiality and privacy requirements.

The Board may use Oregon Revised Statute (ORS) 192.660(2)(k) to conduct an executive session to consider matters related to school safety or a plan that responds to safety threats made toward a school in the district.

END OF POLICY

Legal Reference(s):

[ORS 192.660\(2\)\(k\)](#)

[ORS 332.107](#)

[ORS 339.324](#)

XIV. CONSOLIDATED INFORMATION

XIV.A. 2025-26 Board of Directors Meeting
Schedule



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Kim Nelson, Board Secretary
Meeting Date: March 20, 2025

NO ACTION REQUESTED

2025-2026 Board of Directors Meeting Schedule – First Read

Background

Attached is the proposed 2025-2026 Board of Directors meeting schedule, which takes into account a variety of factors, including religious holidays, school district breaks, and professional obligations for district management staff. It is similar to the schedule of the 2024-25 meetings.



A	August 13, 2025 – Retreat
S	September 11, 2025 – Business Meeting
	September 25, 2025 – Special Meeting
O	October 9, 2025 – Business Meeting
	October 23, 2025 – Special Meeting
N	November 13, 2025 – Business Meeting
	November 20, 2025 – Special Meeting (SCORECARD) – Secondary
D	December 11, 2025 – Business Meeting
	December 18, 2025 – Special Meeting (SCORECARD) – Elementary
J	January 15, 2026 – Business Meeting
	January 22, 2026 – Special Meeting (SCORECARD) - Departments
F	February 5, 2026 – Business Meeting
	February 19, 2026 – Special Meeting
M	March 5, 2026 – Business Meeting
	March 12, 2026 – Special Meeting
A	April 9, 2026 – Business Meeting
	April 23, 2026 – Budget Committee Meeting
M	May 7, 2026 – Business Meeting
	May 14, 2026 – Budget Committee Meeting
	May 21, 2026 – Budget Committee Meeting
J	June 11, 2026 – Business Meeting

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

XIV.B. Financial Summary (Unaudited) - January
2025



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Lauren Wolfe, Director of Finance
Meeting Date: March 20, 2025

January 2025 Financial Summary (Unaudited) NO ACTION REQUIRED

Background

The Financial Summary for the General Fund for the period ending January 31, 2024 and January 31, 2025 follows this report. Year-to-date operating revenues through the end of January 2025 total \$76.1 million or 79.78% of total budgeted operating revenues as compared to \$74.4 million or 76.54% through the end of January 2024. There are three notable variances between revenue sources for the period ending January 31 compared to last year:

1. Other Local Sources: Year-to-date revenues total \$2.4 million or 110.59% of total budgeted other local source revenue as compared to \$2.7 million or 45.52% 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 is projected to have a positive impact on total revenue for the year.
2. Other State Resources: Year-to-date revenues total \$0.67 million or 31.19% of total budgeted other state resources. In the same period in the prior year, we had not received any revenues. This is related to the timing of the receipt of the Common School Fund payment and is not projected to have an impact on overall other state resources for the year.
3. Federal Sources: Year-to-date revenues total \$.162 million or 115.78% of total federal source revenue as compared to \$.083 million or 28.25% in the prior period. This is related to the timing of receipts of Medicaid claim reimbursements and will have a minor positive impact to overall revenue for the year.

Year-to-date operating expenditures through the end of January 2025 total \$43.5 million or 43.30% of total budgeted operating expenditures as compared to \$43.0 million or 46.59% through the end of January 2024. There are two notable variances between expenditure requirements for the period ending January 31 compared to last year:

1. Supplies and Materials: Year-to-date expenditures total \$2.3 million or 36.21% of total budgeted supplies and materials requirements as compared to \$3.0 million or 60.70% in the prior period. This positive impact is expected to be offset by increased spending in other categories.

2. **Capital Outlay:** Year-to-date expenditures total \$.188 million or 291.14% of total budgeted capital outlay requirements as compared to \$.087 million or 49.04% 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.

As of January 31, 2025, the projected general fund ending balance is \$18.1 million or 18.88% of total resources net of the beginning fund balance.

All expenditures are expected to fall within appropriations, pending the approval of Resolution No. 25-0201 (Supplemental Budget).

Monitoring Fiscal Impacts:

As of January 31, we are monitoring the fiscal impact of the following:

1. **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 K-12 education.
2. **Federal Funding:** As a new president has come into office, we are monitoring the potential impacts policy change will have on public education. Federal funding sources include Title grants, Child Nutrition Programs, Individuals with Disabilities Education Act (IDEA), and Medicaid.

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 January 31, 2025
2. Schedule of Investments as of January 31, 2025



CORVALLIS SCHOOL DISTRICT 509J

General Fund | 2024 - 2025 Financial Summary

For the Period Ending January 31, 2025

	2023 - 2024 YTD Actuals	Prior Year % of Actual	2024 - 2025 Adopted Budget	2024 - 2025 YTD Actuals	% of Budget	Annual Forecast	Variance Favorable/ (Unfavorable)
RESOURCES							
Operating Revenues							
Local Property Tax Revenue	\$ 32,610,194	94.12%	\$ 35,672,175	\$ 33,168,400	92.98%	\$ 35,560,161	\$ (112,014)
Local Option Levy	9,640,909	94.07%	10,503,933	9,963,978	94.86%	10,536,605	\$ 32,672
Other Local Sources	2,669,181	45.52%	2,157,191	2,385,590	110.59%	3,265,013	\$ 1,107,822
Intermediate Sources	132,969	17.32%	882,413	147,567	16.72%	773,000	\$ (109,413)
State School Fund	29,301,438	67.31%	43,923,724	29,633,055	67.46%	43,413,744	\$ (509,980)
Other State Resources	-	0.00%	2,150,000	670,595	31.19%	2,150,000	\$ -
Federal Sources	82,837	28.25%	140,000	162,094	115.78%	285,000	\$ 145,000
Other Sources	2,625	100.00%	-	3,100	-	3,100	\$ 3,100
Total Operating Revenues	\$ 74,440,152	76.54%	\$ 95,429,436	\$ 76,134,380	79.78%	\$ 95,986,623	\$ 557,187
Beginning Fund Balance*	14,493,943	100.00%	17,043,343	19,386,615	113.75%	19,386,615	2,343,272
TOTAL RESOURCES	\$ 88,934,095	79.58%	\$ 112,472,779	\$ 95,520,995	84.93%	\$ 115,373,238	\$ 2,900,459
REQUIREMENTS							
Operating Expenditures							
Salaries	\$ 21,039,133	46.67%	\$ 49,415,758	\$ 21,891,311	44.30%	\$ 47,884,184	\$ 1,531,574
Associated Payroll Costs	10,578,060	45.48%	28,598,631	12,322,316	43.09%	27,274,097	\$ 1,324,534
Purchased Services	6,779,498	44.54%	14,190,848	6,626,551	46.70%	15,409,129	\$ (1,218,281)
Supplies and Materials	2,959,044	60.70%	4,119,885	1,491,981	36.21%	2,245,299	\$ 1,915,785
Capital Outlay	86,651	49.04%	30,800	89,672	291.14%	187,614	\$ (156,814)
Other Objects	1,586,623	60.54%	1,810,973	1,117,881	61.73%	1,252,786	\$ 558,187
Transfers	-	0.00%	2,377,204	-	0.00%	3,000,000	\$ (622,796)
Total Operating Expenditures	\$ 43,029,009	46.59%	\$ 100,544,099	\$ 43,539,711	43.30%	\$ 97,253,109	\$ 3,332,189
Contingencies	-	-	7,157,208	-	0.00%	-	-
Unappropriated Ending Fund Balance	-	-	4,771,472	-	0.00%	-	-
TOTAL REQUIREMENTS	\$ 43,029,009	46.59%	\$ 112,472,779	\$ 43,539,711	38.71%	\$ 97,253,109	\$ 3,332,189

*unaudited beginning fund balance subject to change

PROJECTED ENDING FUND BALANCE \$ 18,120,129
18.88%

XV. BOARD MEMBER COMMENTS

XVI. ADJOURNMENT (9:00 p.m.)*