

6:30 PM  
8, 2025

Thursday, May

**AGENDA**  
Meeting of the  
**BUDGET COMMITTEE**  
Corvallis School District 509J

Meeting Details: Thursday, May 8, 2025, 6:30 PM in the District Office Board Room, 1555 SW 35th Street, Corvallis, OR 97333.

*Accessibility: To request accommodations for board meetings, please contact Kim Nelson at 541-757-5841 or [kim.nelson@corvallis.k12.or.us](mailto:kim.nelson@corvallis.k12.or.us) at least 48 hours before the meeting.*

*If you would like to watch live-streaming of the School Board meeting, please navigate to the District's YouTube channel: <https://www.youtube.com/channel/UC9Jtpte5dmilZI9kySBJbVQ?> A recording of the meeting will also be posted to that channel.*

- I. **CALL TO ORDER AND ROLL CALL (6:30 p.m.)\***
- II. **ACKNOWLEDGEMENT OF ASIAN AMERICAN AND PACIFIC ISLANDER HERITAGE MONTH**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

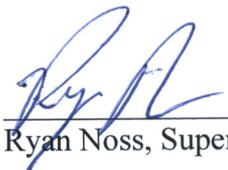
and encourages all schools in the District to help highlight this month in grade-appropriate ways as well as highlight the contributions of all Asian American and Pacific Islander peoples to the local community, nation, and beyond, both historically and in current times.

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

Signed:

Attested:

  
Sarah Finger McDonald, Board Chair

  
Ryan Noss, Superintendent

**III. BOARD MEMBER REPORTS**

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

**V. SUPERINTENDENT'S REPORT**



# Corvallis

## SCHOOL DISTRICT

### **Superintendent's Report**

Shared with the Corvallis School Board during the May 8, 2025 meeting.

#### **Certified Appreciation Week**

This week, May 5-9, is Certified Appreciation Week. This week, we celebrate our certified teachers, speech and language pathologists, language development specialists, mental health therapists, counselors, and nurses.

A special "thank you" to the Corvallis Public Schools Foundation, who partnered with us to support both the classified appreciation week in March and this week's certified appreciation week.

#### **Osborn Aquatic Center**

Tomorrow afternoon, I will provide public testimony requesting \$5 million for repairs to the Osborn Aquatic Center in front of the Ways and Means Committee at the Oregon Capitol. This request has been supported by Senator Gelser Blouin, Representative Finger-McDonald, and a strong group of individuals and groups who utilize Osborn. We will not know if the project is included in Senate Bill 5531 until the end of the legislative session, so our advocacy will need to continue over the next two months. I will keep the board informed on opportunities to advocate.

#### **AP Art Student Portfolio Showcase**

I would like to highlight the upcoming talent showcase of our Corvallis High School AP Art students. On May 21st, these students will present their comprehensive year-long artwork portfolios. The event will begin at 5:00 PM in the T south building at Corvallis High School. In addition, attendees will hear about students' creative processes as they share the guiding questions and conceptual frameworks that informed their work. I hope you can attend!

#### **Upcoming Graduations**

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

##### *Native Graduation Ceremony*

We will recognize our Native graduates at 6:00 p.m. on Tuesday, May 27, in the Linus Pauling Ava Helen Auditorium and Commons.

##### *Dual Language Immersion*

We will recognize the graduation of our DLI students at the Corvallis High School theater at 5:30 pm on Friday, May 30.

##### *WINGS*

We will recognize the graduation of our WINGS program students at Crescent Valley High School at 6:00 p.m. on Wednesday, June 4.

### *Life Skills Graduation*

We will recognize the graduation of our Life Skills students at the Corvallis High School theater at 10:00 on Thursday, June 5.

### *College Hill High School*

We will recognize the graduation of our College Hill students at College Hill High School from 7:00 to 9:00 p.m. on Thursday, June 5.

### *Crescent Valley High School*

We will recognize the graduation of our Crescent Valley High School students at Crescent Valley from 5:00 to 7:00 p.m. on Friday, June 6.

### *Corvallis High School*

We will recognize the graduation of our Corvallis High School students at Gill Coliseum from 7:00 to 9:00 p.m. on Friday, June 6.

We look forward to these each year to celebrate our graduating students as they prepare for their futures.

### **Summer Programming**

Because of the generous support from the Corvallis Public Schools Foundation, we can continue summer programming. State funding for summer programming has been in the news recently, however, CSD does not qualify for those funds.

The priority areas are:

- 1) Kinder academy
- 2) Credit recovery for high school students
- 3) K-5 literacy
- 4) Transition math camps (5-6 and 8-9)
- 5) Corvallis Public Schools Foundation's Grant Requests

### **Final Meeting for Our Student Board Representatives**

Tonight marks our final board meeting with our dedicated student representatives. I am extending my sincere gratitude to each of you for your valuable contributions this year. To our graduating representatives, I wish you all the best in your future endeavors. For those returning to the district, perhaps even continuing your service as a student representative, I eagerly anticipate witnessing your future achievements.

### **Long Range Facilities Planning Update**

The committee has met over the last month to review current facility conditions, educational adequacy, enrollment projections, and building capacity. To share this information with the community, we will host a community meeting on Wednesday, May 28th, from 6:30-7:30 at Linus

Superintendent's Report

May 8, 2025

Page 3

Pauling Middle School. At this meeting, we will have information on the data reviewed by the committee at each meeting and an opportunity to share thoughts on the data.

A. Farewell to Student Representatives

VI. **STUDENT REPRESENTATIVE REPORTS**

VII. **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](mailto: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 35<sup>th</sup> Street, Corvallis, OR 97333. Emails sent to: [schoolboard@corvallis.k12.or.us](mailto: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		

**CSD May 8, 2025 Public Comment:** “Meeting the Moment” by Rich G. Carter

As we enter the month of May, graduation season will soon be upon us. This year is bittersweet. It will likely be the peak number of high school graduates nationally [[Link](#)]. Over the past several decades, US education has benefited from a fairly consistent increasing number of students. K-12 school systems and universities around the country will now have to adapt to “meet the moment” caused by the new reality of declining enrollments for the next two decades. As a parent, professor and small business owner, I am deeply passionate about the role of education in society.

Recently, a brave student (Alex Gough) I have never met shined a light on the Corvallis School District (CSD) [[Link](#)] with the best of intentions - to try to ensure that the district we all depend on “meets the moment.” His article and an informative, vibrant conversation with a local school board member catalyzed me to dig deeper. Why do I hear from my own kids, neighbors, colleagues and friends of frustration with CSD - particularly around the balance of the level of rigor made available to high achieving students vs. the moral obligation to ensure every student graduates?

There is reason for hope and optimism. CSD performs well on most common metrics as compared to school districts in similar sized cities: Medford, Tigard-Tualatin, Springfield & Albany. CSD graduation rates (87%) compares well with our peers. Concerns have been raised about staff salaries - particularly the long-term superintendent Ryan Noss. The data shows that he is fairly compensated as compared to his peers in similar school districts around the state. The high cost of housing in Corvallis is challenging, but Corvallis (\$591.5K) is not significantly out of line compared to other desirable college towns (e.g. Bozeman, MT [\\$640K](#) & Bellingham, WA [\\$630K](#)). CSD ranks similarly to the comparison school districts on Niche.

One set of figures stands out. The vast difference in college readiness score for CSD (39.6) vs Tigard-Tualatin (71.0) despite having similar levels of residents with college degrees (Corvallis: 60.9%, Tigard-Tualatin: 45.5-49.6%). These figures are at the heart of where CSD needs to rebalance. Many Corvallis parents are looking to CSD to provide opportunities for high achieving students to reach their full potential - which likely will include attending college. *If CSD cannot provide for them, we will lose them to private schools which only hurts CSD more.* Please note that college is not the only career path for students. It is equally important to prepare students for rewarding professions that do not require a degree. The richness of our society benefits from the wide cross section of options available to each generation.

This need for refocus is also seen in the recent CSD’s FTE Comparison Document [[LINK](#)]. CSD’s Math academic success metric is 43% as compared to the average of 34% and highest comparator at 62%. This aligns with CSD’s moderate performance in college readiness score and appears to necessitate additional focus. Furthermore, the announced 17 teacher staffing cut (plus part time reductions) when we are overweight in our Admin/Managerial FTE per student number (128.27 CSD vs 155.59 average) is troubling. Please also note that our total budget per student (\$25,317) is strong vs the comparator average (\$22,780) and highest competitor

(\$28,473). It is challenging to understand how the district can justify the cut in the number of teachers without addressing the overweighted FTE count for administration.

The next few years are likely to be a highly disruptive period. I urge our superintendent and the school board to recommit to “meet the moment” and address head-on the challenges we face. Superintendent Noss has been with the school district since 2016. In university settings, it is common for administrators to have a tenure of 5 years in an administrative role. Part of the real value in that turnover is it forces new leaders to reevaluate investments - particularly at the administrative levels. That is especially important at **this moment** when the status quo is no longer viable. Real changes will be needed to rebalance priorities and adapt to a rapidly changing world. We too as a community have a responsibility to stay engaged. Thank you Alex Gough for shining the light on CSD and hope that the leadership at his school recognizes that they have a potential ally who shares their same passion and should be supported - to make CSD the best school district it can be.

*Rich G. Carter, a long time Corvallis resident, is Professor of Chemistry & Faculty Lead for Innovation Excellence at Oregon State University and co-founder & CEO of VallisCor.*

City	City Population (US Census Bureau)	School District Enrollment (US News)	High School Graduation Rate (2024)	College Readiness Score (US News)	% of population with college degree (US Census Bureau)	Median Home Price (Realtor.com, May 1, 2025)	Superintendent Salary	Niche Grade
Medford	<a href="#">85,098</a>	<a href="#">13,866</a>	<a href="#">85.3%</a>	<a href="#">30.1</a>	<a href="#">29.5%</a>	<a href="#">\$441,000</a>	<a href="#">\$298,569</a>	<a href="#">B+</a>
Tigard-Tualatin	<a href="#">55,590 (Tigard) &amp; 27,383 (Tualatin)</a>	<a href="#">11,656</a>	<a href="#">87.6%</a>	<a href="#">71.0</a>	<a href="#">49.6% (Tigard) &amp; 45.5% (Tualatin)</a>	<a href="#">\$600,000 (Tigard) &amp; \$610,000 (Tualatin)</a>	<a href="#">\$265,000</a>	<a href="#">B+</a>
<b>Corvallis</b>	<a href="#">61,087</a>	<a href="#">6,363</a>	<a href="#">87.0%</a>	<a href="#">39.6</a>	<a href="#">60.9%</a>	<a href="#">\$591,500</a>	<a href="#">\$230,174</a>	<a href="#">B+</a>
Springfield	<a href="#">61,085</a>	<a href="#">9,664</a>	<a href="#">74.2%</a>	<a href="#">10.5</a>	<a href="#">21.6%</a>	<a href="#">\$433,800</a>	<a href="#">\$318,240</a>	<a href="#">C+</a>
Albany	<a href="#">57,053</a>	<a href="#">9,060</a>	<a href="#">83.6%</a>	<a href="#">17.0</a>	<a href="#">28.6%</a>	<a href="#">\$442,000</a>	<a href="#">\$220,000</a>	<a href="#">B</a>

**Table:** Comparison of school districts in similarly sized Oregon towns.

**VIII. TITLE VI INDIAN EDUCATION GRANT APPLICATION**



# Corvallis

## SCHOOL DISTRICT

Prepared for: Corvallis School Board

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

Meeting Date: May 8, 2025

### **Title VI Indian Education Grant**

### **NO ACTION REQUIRED**

This report provides an update on the Corvallis School District's ongoing commitment to supporting our Native American and Alaskan Native students through the Title VI Indian Education Grant and related initiatives. We are pleased to share significant progress in strengthening partnerships, expanding opportunities, and planning for the future.

#### **Title VI Indian Education Grant Application:**

We extend our sincere gratitude to district leadership for their continued support as we pursue the Title VI Indian Education Grant for a second consecutive year. We firmly believe this crucial funding will enable us to enhance culturally responsive educational experiences and strengthen support systems for our current and future Native students.

Our application process has been significantly informed by the valuable feedback gathered during last year's Native Community Gathering. These insights have already guided our family outreach activities and will be further integrated into this year's grant proposal. The gathering itself powerfully demonstrated the importance of family and community engagement in empowering our Native families.

Meaningful collaboration with local tribes remains a cornerstone of our approach. We are actively engaging with the Confederated Tribes of Siletz Indians and the Confederated Tribes of the Grand Ronde to ensure our efforts align with their priorities and needs.

#### **Community Engagement Event: Ribbon Skirt and Shirt Making Workshop:**

We were thrilled to host a successful and vibrant community gathering on Wednesday, April 9th, at Kathryn Jones Harrison Elementary School. This event provided a welcoming space for families to learn how to create beautiful ribbon skirts and shirts under the expert guidance of the skilled and award-winning Sonya Moody-Jurado.

Key highlights of the event included:

- Guided instruction and provision of all necessary materials.

- A supportive environment fostering connection and cultural learning.
- Dinner provided for all participants.
- Arrangements for continued sewing time at a local business.

The ribbon skirt, a significant piece of Indigenous attire with a rich history blending European and Indigenous traditions, powerfully symbolizes Indigenous identity, resilience, and pride. This workshop not only provided a creative outlet but also an opportunity to connect with and celebrate Indigenous culture. (Additional information regarding the history of the ribbon shirt and skirt is attached.)

### **Indian Parent Committee Meetings and Activities:**

The Indian Parent Committee (IPC) has been formed and continues to expand its membership. A vital component of our commitment to meaningful collaboration is the formation of this advisory body. The IPC's mission is to support the Corvallis School District in meeting the unique cultural and academic needs of our American Indian and Alaskan Native students. The IPC has convened on multiple occasions and addressed key discussion points and action items, including:

- **Ribbon Skirt and Shirt Making Event (Meetings on March 31st and April 7th):** Detailed planning and coordination for the April 9th event, encompassing securing the instructor (Sonya Moody-Jurado), procuring materials, arranging food, and coordinating follow-up sewing opportunities.
- **Native Student Graduation Ceremony:** Planning is underway for a dedicated graduation ceremony to honor our Native graduating seniors. Potential dates and locations are being explored. Discussions also include budgeting for and ordering stoles from Q'osta:n Designs, as well as planning for food, entertainment, and invitations.
- **Title VI 2025-26 Grant Goal Setting:** Initial discussions have begun regarding goals for the next grant cycle, informed by community feedback and the ongoing work of the IPC.
- **Meaningful Collaboration with Tribes:** The IPC is actively working to schedule meetings with representatives from the Confederated Tribes of Siletz Indians and the Confederated Tribes of the Grand Ronde.
- **IPC Bylaws:** The bylaws are under review, with a draft being circulated for feedback.
- **Increased 506 Form Collection:** We have successfully increased the number of submitted 506 forms to 32, allowing us to better identify and support our Native students.

### **Next Steps for our Title VI Indian Education Grant:**

Moving forward, our key priorities include:

- Finalizing and submitting the Title VI Indian Education Grant application for the 2025-26 academic school year..
- Continuing to support the work of the Indian Parent Committee.
- Planning and executing a meaningful Native student graduation ceremony.

- Fostering ongoing and meaningful collaboration with the Confederated Tribes of Siletz Indians and the Confederated Tribes of the Grand Ronde.
- Developing clear goals for the 2025-26 Title VI grant based on community input and identified needs.

We are enthusiastic about the progress we are making and the positive impact these initiatives will have on our Native students and families. We look forward to your continued support as we work to create an inclusive and equitable educational environment for all students in the Corvallis School District.

As part of the grant process we are holding a public hearing on May 8, 2025. The hearing is an opportunity for all entities to understand the program and offer recommendations regarding the grant.

# THE HISTORY OF THE RIBBON SKIRT



The history of the ribbon skirt is complex and diverse, shaped by cross-cultural interactions and historically significant events. The modern ribbon skirt can be traced back to the woolen broadcloth skirts worn by Euro-American women in the 1800s. Indigenous women then transformed these skirts by adding their own designs, such as intricately embroidered floral patterns and brightly colored ribbon trim.

The resulting ribbon skirts became a symbol of Indigenous resistance and a way for women to express their cultural identity and pride.

A Ribbon Skirt can be as simple as a piece of clothing, or as Sacred as a piece of regalia used only for Sweatlodge and Ceremony. It can be an expression of womanhood and strength, of remembrance of the Missing and Murdered, a symbol of defiance and protection of natural resources against corporate powers, or a representation of the journey of those who are reclaiming their identities through traditional practices. Ribbon Skirts are a symbol of resilience, survival and identity, but their meaning changes with each person who wears one and each person who shares their history.



According to some Elder teachings, ribbon skirts are worn as a symbol of the sacredness of women as life bearers. They also serve as a way to honor the values taught in the teepee or around the home fire and symbolize the cyclical nature of life; and when your skirt touches the ground, it connects you to the earth. The Grandmothers who have come before us and paved the way for our journey as women are also honored through the wearing of these skirts. As we journey through life together, our choices and actions in the present moment have the power to impact future generations, a fact that our skirts remind us of.

Today, ribbon skirts remain an important part of Indigenous culture and can be seen at powwows, ceremonial events, and everyday wear. The Ribbon Skirt Project aims to explore the history and significance of this garment and to promote the skills and knowledge needed to create them.

\*Ambrose Dydime Lepine, Men's leader during Red River rebellion. From Tintypa. L-R: Edmond Lepine (baby), Miss Lepine (later Mrs. K. Lawrence), Louis Lepine, (ca. 1880s), (CU11073581) by Unknown. Courtesy of Libraries and Cultural Resources Digital Collections, University of Calgary.



# Title VI Indian Education Grant Application and Update

Marcianne Rivero Koetje and Christy Jones

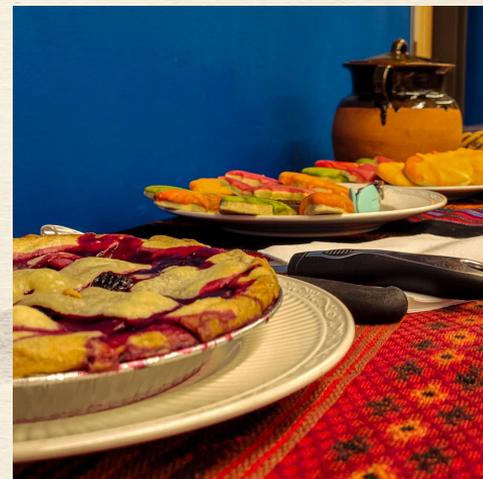
May 8, 2025

## Title VI Indian Education Grant

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



# CSD Native Community Harvest Gathering



# CSD Ribbon Skirt and Shirt Making Workshop

- Successful community gathering at Kathryn Jones Harrison Elementary School.
- Guided instruction skilled award winning **Sonya Moody-Jurado**



## History of Ribbon Skirt and Shirt

The ribbon skirt, a significant piece of Indigenous attire with a rich history blending European and Indigenous traditions, powerfully symbolizes Indigenous identity, resilience, and pride.



# Ribbon Skirt and Shirt Making Workshop

Students and families learned to create ribbon skirts and shirts.

18 families signed up

16 youth ribbon skirts

16 adult ribbon skirts

6 youth ribbon shirts

7 adult ribbon shirts



# Looking Ahead!

- Native Graduation on May 27
  - 34 Seniors
  - Native Stoles from Q'osta:n Designs
- Increase Indian Parent Committee Membership
- Goals:
  - Strengthen parent participation
  - Increase academic achievement
  - Increase knowledge of cultural identity and awareness



A. Presentation

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

**IX. GRAD ALLIANCE REPORT**



Prepared for: Corvallis School Board  
Prepared by: Melissa Harder, Assistant Superintendent  
Meeting Date: May 5, 2025

## Graduation Alliance

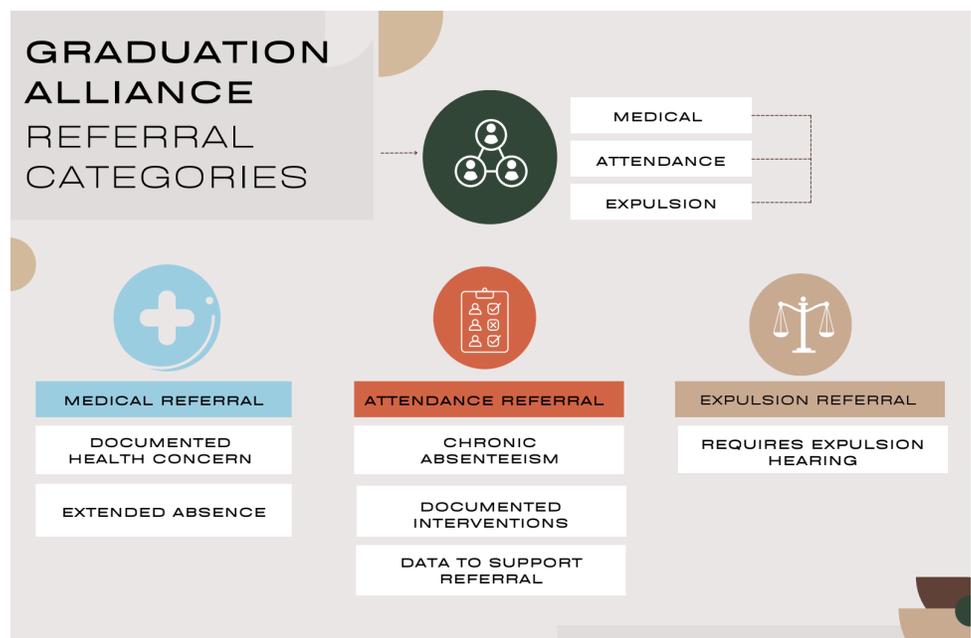
## No Action Required

On November 5, 2024, the Corvallis School Board approved an agreement with Graduation Alliance to serve our high school students for whom our current models for high school (CHS, CVHS, and College Hill) do not work.

Graduation Alliance is an organization that partners with districts nationwide and all over Oregon to reengage and recover students who are chronically absent or who have stopped coming to school. Graduation Alliance re-enrolls students with the Corvallis School District but provides instruction through their private alternative school online model. Students complete their academic work off-site, online with online teaching staff, and alongside an Academic Coach. Students are also provided 24/7 tutoring, a local advocate, and a Wi-Fi-enabled laptop.

Beginning in January, 2025, district staff provided Graduation Alliance with names and contact information for students who should have graduated in the previous two years, but did not earn the credits to graduate, and students who never re-enrolled with the school district. Their outreach helped our district to locate missing students and to encourage students to re-enroll and finish their diplomas with Graduation Alliance.

While this work was underway, high school counselors were motivated to begin referring other students to Graduation Alliance. Eric Wright and Melissa Harder worked together to create a referral process that included data analysis and referral meetings for placing students, ensuring that schools had exhausted all resources before making a referral. In February, referral meetings began, and counselors presented their students for



placement in this program. Typically, these students are chronically absent or have medical conditions that prevent them from attending school.

Corvallis School District currently has 11 students actively enrolled in the Graduation Alliance program and 5 students whose enrollment is pending. The planned graduation dates for all of these students range from 2024 through 2028. Actively enrolled students have earned 14 credits since February, and two of those students are projected to graduate by the end of this school year.

As a reminder, the Corvallis School District reports membership for students participating in this program, thus receiving state school fund dollars for their membership. The District then remits funds to Graduation Alliance as outlined in the "Fees for Service" section of the Graduation Alliance agreement<sup>1</sup>. The district projected serving 14 students this school year. We expect the number of students we can serve will increase next school year, resulting in additional funding.

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<sup>1</sup> Graduation Alliance shall invoice District monthly for the prior month the number of days of Membership recorded for each Student. The rate for each day of Membership shall be based on a student's Average Daily Membership (ADM) as defined by the current Oregon Cumulative Average Daily Membership Manual. ADM is the total days membership of an instructional unit during a specific reporting period divided by the number of days the instructional unit was in session during that reporting period. These figures for the current school year are provided on Exhibit A and updates as published by the Oregon Department of Education shall be considered incorporated herein by reference without the necessity of formal amendment. These figures will be used to calculate the monthly invoice for each FTE as follows:

- a) 1 to 14 FTE per month:  $86\% \times \text{FTE} \times \text{ADMw} \times \text{Membership Days} / \text{Total Membership Days}$
- b) 15 to 39 FTE per month:  $81\% \times \text{FTE} \times \text{ADMw} \times \text{Membership Days} / \text{Total Membership Days}$
- c) 40 to 99 FTE per month:  $78\% \times \text{FTE} \times \text{ADMw} \times \text{Membership Days} / \text{Total Membership Days}$
- d) 100 or more FTE per month:  $76\% \times \text{FTE} \times \text{ADMw} \times \text{Membership Days} / \text{Total Membership Days}$

**X. BIAS REPORTING UPDATE**



# Corvallis

## SCHOOL DISTRICT

Prepared for: Corvallis School Board  
Prepared by: Melissa Harder, Kristin Mahoney  
Meeting Date: May 5, 2025

### **Bias Incident Response Data Report September 3, 2024 - February 25, 2025**

**No Action Required**

#### Background

This Bias Response report provides data collected from September 4, 2024, through February 25, 2025. Staff have also provided a comparison to last year's data (presented on November 5, 2024) and data from 2022 - 2023. The purpose of this mid-year report is to review data trends. A complete report for the 2024-2025 school year will be presented in the fall.

#### Data Report and Analysis

168 total reports have been received between September 4, 2024, and February 25, 2025.

#### **Reporters**

	<b>CSD Staff</b>	<b>CSD Students</b>	<b>Parent/Community</b>
<b>2022 - 2023</b> 131 Reports	41.7%	50%	8.2%
<b>2023 - 2024</b> 223 Reports	51%	44%	4.5%
<b>Sept. 4, 2024 - Feb. 25, 2025</b> 168 Reports	63.7%	32.7%	3.6%

**Locations of Incidents**

	<b>Classroom</b>	<b>Outside at School</b>	<b>Hallways</b>	<b>Cafeteria</b>	<b>Offsite</b>
<b>2022 - 2023</b>	50%	16.1%	12.5%	7.3%	13.9%
<b>2023 - 2024</b>	57%	13%	9%	3%	18%
<b>Sept. 4, 2024 - Feb. 25, 2025</b>	48%	18%	27%* *This category has been combined and renamed as Indoor Common Spaces (hallway, gym, bathrooms, etc.)		6%* *This category is combined as Online/Social Media, Bus, or Bus Stop

**Types of Bias Reported**

	<b>Race</b>	<b>LGBTQ+</b>	<b>Disability</b>	<b>Religion</b>
<b>2022 - 2023</b>	46.5%	28.8%	8.1%	5.6%
<b>2023 - 2024</b>	52%	27%	11%	10%
<b>Sept. 4, 2024 - Feb. 25, 2025</b>	49%	31%	10%	5%

**Impact by Level**

	<b>Elementary Schools</b>	<b>Middle Schools</b>	<b>High Schools</b>
<b>2022 - 2023</b>	20.1%	59.7%	19.4%
<b>2023 - 2024</b>	30%	61%	9%
<b>Sept. 4, 2024 - Feb. 25, 2025</b>	32%	49%	18%

Involvement

District staff: Melissa Harder, Kristin Mahoney

Cost Impact

None

Function

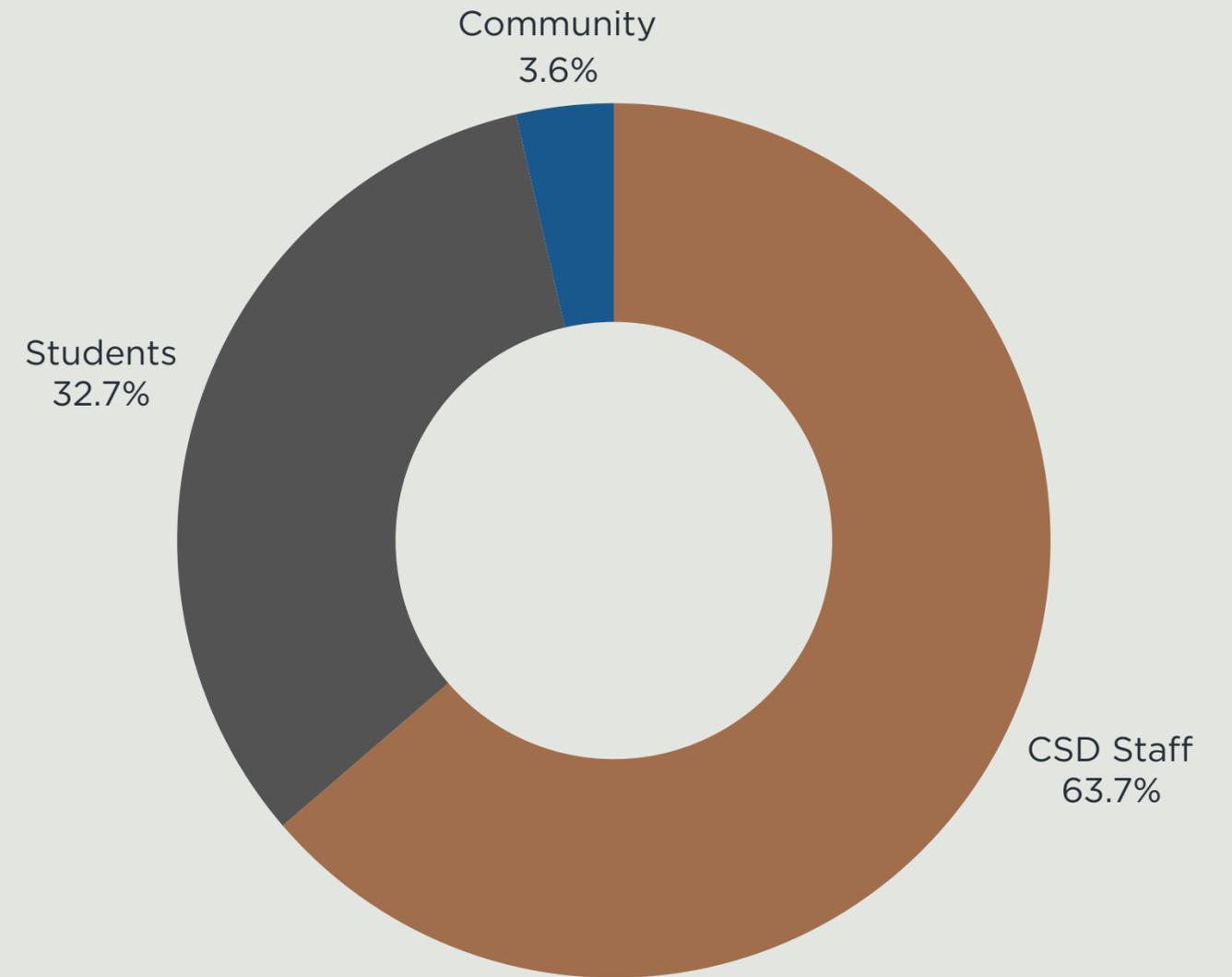
Review and discussion.

# BIAS INCIDENT DATA

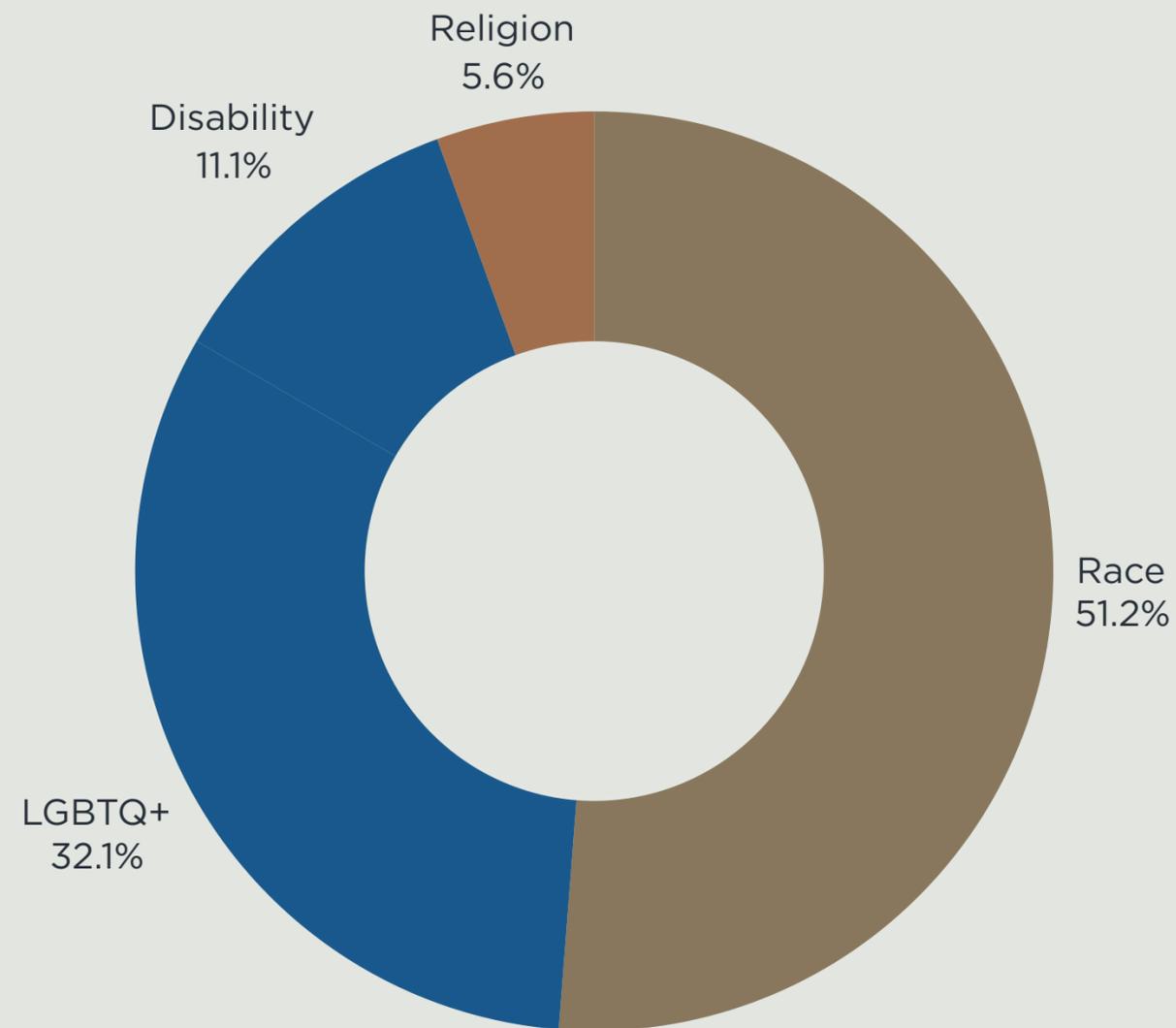
Update  
September 2024 - February 2025

# REPORTERS

Reports made by staff are increasing in this category



# TYPES OF BIAS REPORTED



## Race

Most common racial bias continues to be the use of the N-word

## LGBTQ+

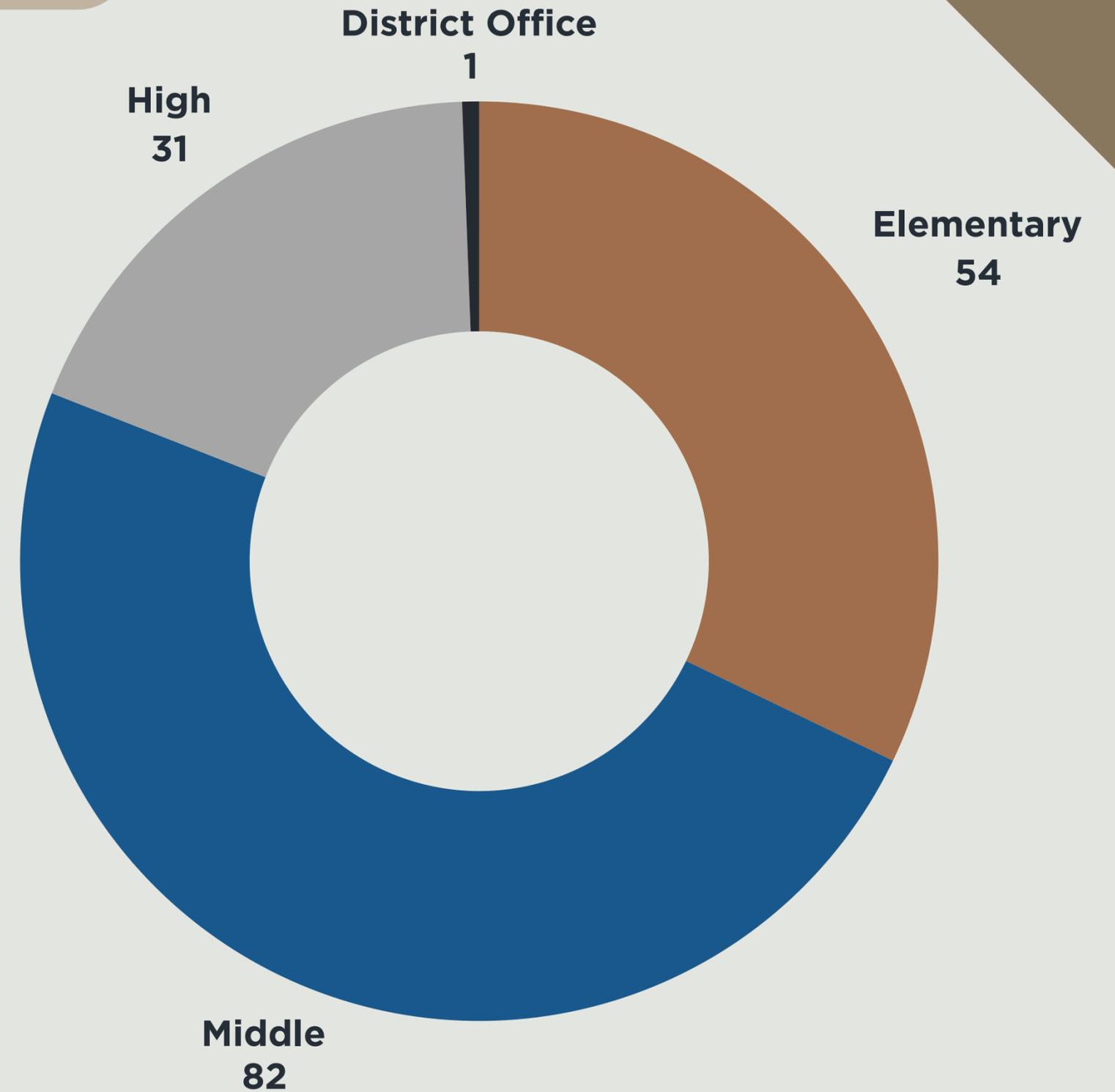
Bias in this category included the use of “gay” in a negative context, the use of the F-slur, and purposely not using preferred pronouns

## Disability

Bias in this category included the use of the R-word and mocking someone’s disability



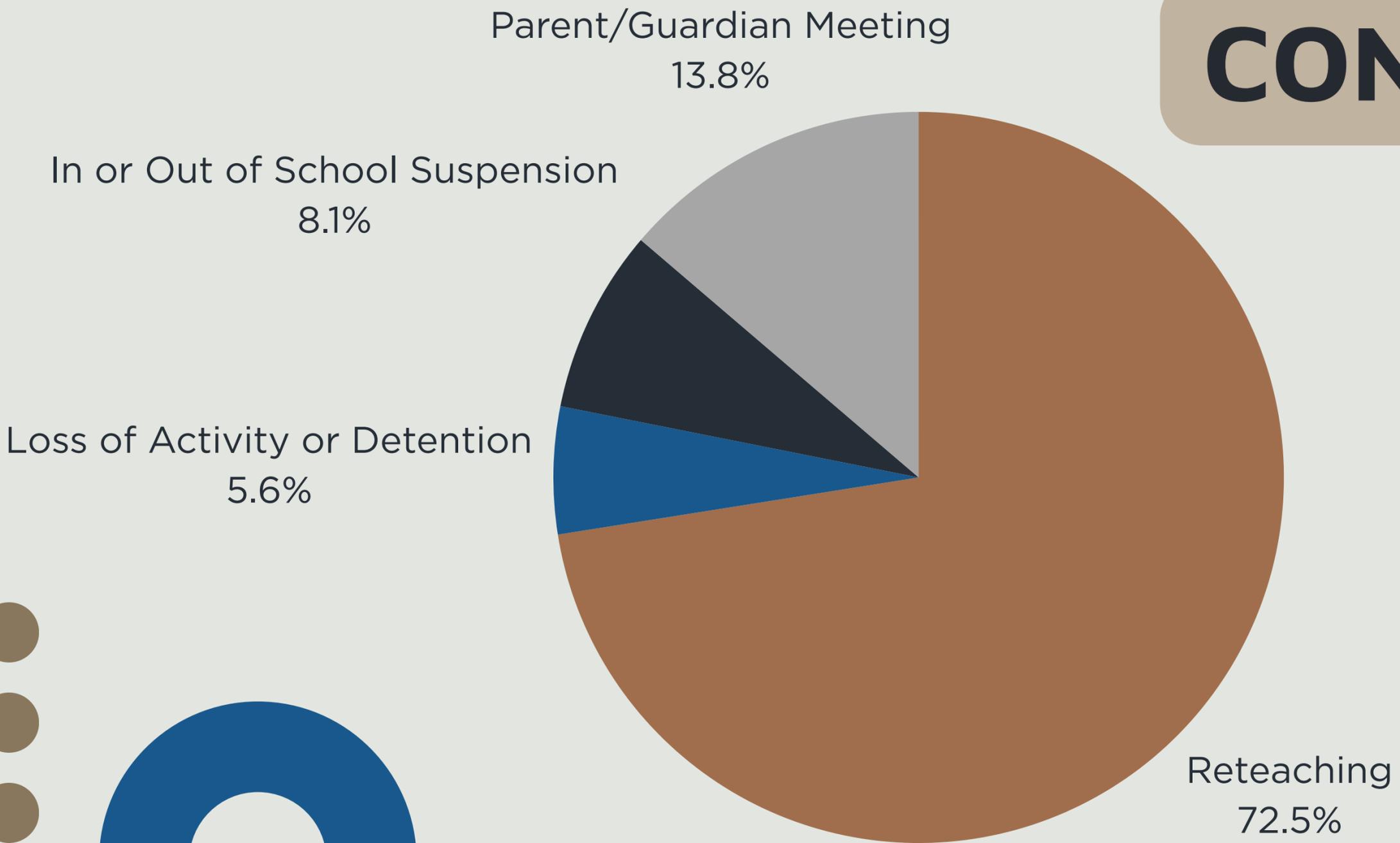
# IMPACT BY LEVEL



Franklin K-8 is included in the elementary count  
Bridges 6-12 is included in the high school count

- Reteaching
- Loss of Activity or Detention
- In or Out of School Suspension
- Parent/Guardian Meeting

# CONSEQUENCES

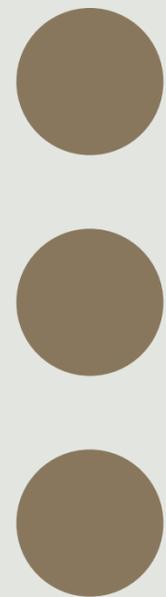


# ONE-MONTH CHECK IN

Questions asked:

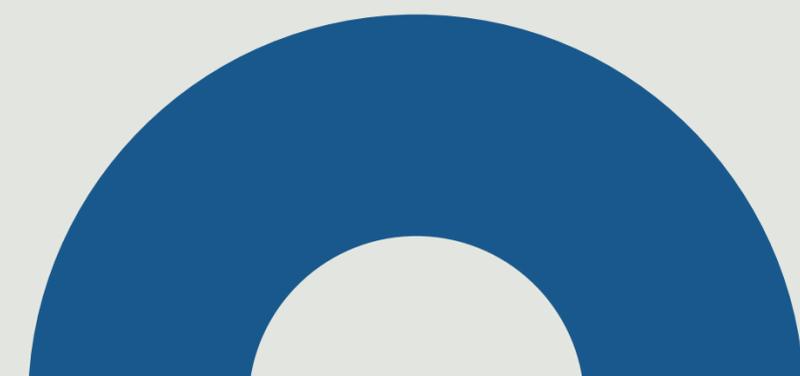
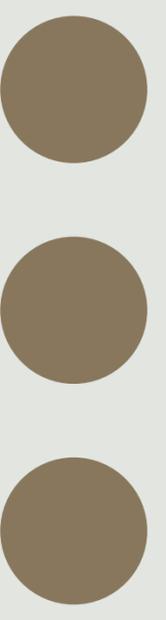
- How have things gone in the last month?
- Do you need any support with the person who caused you harm?
- Is there anything I could have done differently to resolve the bias incident?

The most common response from the person harmed was that things have improved.





**Questions?**



## **XI. CURRICULUM ADOPTIONS**

Corvallis School District

# Spring Curriculum Adoptions



*...and more*

## Summary of the adoption process

- ODE publishes a list of state-approved materials in the Fall
- Teachers and Administrators review and pilot materials to make a team decision about what they recommend for adoption
- Student Growth & Experience Coordinators gather feedback from the community about the recommended materials
- Coordinators bring adoption to the School Board
- Teachers collaborate to support implementation

# Where we are in the ODE curriculum adoption cycle

24/25

Implement Science materials (MS)  
Adopt Science materials (k-5/ HS)  
Adopt Health materials (k-12)

25/26

Implement Science materials (ES/HS)  
Implement Health materials (k-12)  
Adopt Social Science materials (k-12)

26/27

Implement Social Science materials (k-12)  
Adopt World Language, Arts, Physical  
Education materials

---

## Tonight's Adoptions

- Elementary Science (was postponed in 23/24)
- High School Science (was postponed in 23/24)
- K-12 Health

# Science



## Elementary

After reviewing the cost of new materials and listening to teachers - we decided to utilize a combination of programs to support science instruction.

---

## High

After reviewing newly approved materials, teachers recommended re-adoption of our current materials through 2031.

# And more...

Preliminary Results from  
Environmental Education  
Survey (864 responses)

**73%** of students responded that it is important/very important to learn about the environment

**35%** responded that they feel like they learn enough about how human activities affect the environment

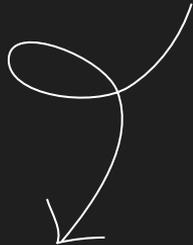
# What our students are doing to make choices for a better future

- Recycling (81.7%)
- Reusing items (65.8%)
- Composting (55.5%)
- Reducing the energy they use (59.1%)



**These results can  
inform  
implementation of  
Science materials  
and lesson selection**

# Health



**Elementary - State-approved  
adoption**

The Great Body Shop

**Middle - State-approved  
adoption**

Comprehensive Health  
Skills for Middle School

**High - Independent Adoption**

Comprehensive Health  
Skills for High School

# Health: What drove the elementary curriculum decision?

- 
- Support
  - Familiarity
  - Spanish
  - Healthy Sexuality Instruction

# Health:

## What drove the MS & HS curriculum decision?

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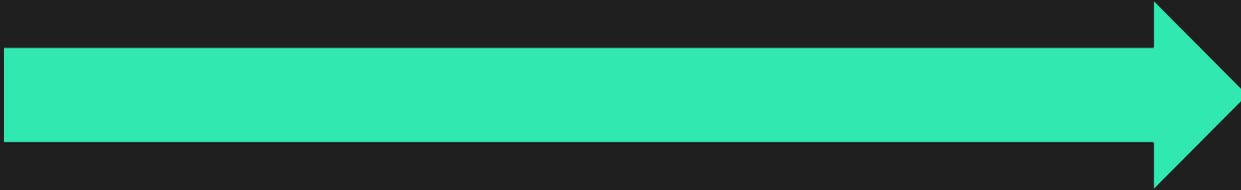
- Excitement about 6-12 alignment
- Flexibility in activities and teacher choice
- Lots of options/ student choices for assessment
- Google compatible/ Editable: Teachers have the ability to adjust lesson, activities, assessments
- Opt out activities/ lessons provided
- Auto Graded assessments available
- Activities provided for every skill standard in every lesson
- Scope/Sequence for variety of weeks
- Canvas integration already done
- Leveled assessments for learners with different abilities

# Why these materials are recommended for adoption

**1. Alignment to  
state standards**

**2. Teacher voice  
and choice**

**3. Community  
support**



A white, curved line starts from the top left corner and extends towards the center of the slide.

# Questions

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## A. Elementary Science Independent Adoption



Prepared for: Corvallis School Board  
Prepared by: Amy Lesan, Elementary School Coordinator  
Meeting Date: May 8, 2025

## Elementary Science Independent Adoption

### **ACTION REQUIRED**

#### **Background**

With the assistance of teachers and administrators of the district, a School Board may independently adopt instructional materials for use.

Publication Title	Mystery Science	FOSS Kits	Community Partners
Grade Level(s)	K-5	K-5	K-5
Publisher, Copyright Date	© 2025 Mystery.org	©2024 School Specialty, LLC The FOSS (Full Option Science System) curriculum	Not applicable
Completed Science Criteria checklists are on file with the Assistant Superintendent's office.	YES	YES	Not applicable
Complies with the most current National Instructional Materials Accessibility Standard (NIMAS) specifications regarding accessible instructional materials.	YES	YES	Not applicable
<b>Accessibility Conformance:</b> All electronic components document adherence to the Web Content Accessibility Guidelines (WCAG)	YES	YES	Not Applicable

## Our Adoption Timeline and Process

### Elementary

- Fall (Oct-November 2023)
  - Survey of teachers and community to get feedback on what to prioritize during a science adoption
- Winter (Jan 2024)
  - Survey of elementary teachers on prioritizing purchases and the budget for SG&E that included science materials
- Winter (Feb 2024)
  - Student Growth Department reviewed K-12 teacher feedback and budget constraints to prioritize stand-alone science classes at MS as the highest priority for our budget 24-25
- Winter/Spring (March 2024)
  - Through data and conversations with an elementary science adoption team, a decision was made on how to spend the limited funding to best support science instruction at elementary schools (Mystery Science, FOSS Kits, Community Partnerships)
- Fall/Winter 2024-25
  - Teachers are continuing the use of Mystery Science (over 1500 lessons taught this year- Jan. 2025 data), Foss Kits, and community partners/field trips
  - Through the three formats, standards are being covered, and solid science instruction is happening.

Elementary principals and teachers support the recommendation to continue with the re-adoption of the current science materials listed below:

### Elementary

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

The Corvallis School Board previously adopted these materials, and they are in use. Teachers would like to maintain the use of these materials until the next state Science adoption year (2031).

Completed Science Criteria checklists are on file with the Assistant Superintendent's office. Materials are on file in NIMAC in the NIMAS format.

### **ACTION REQUESTED:**

Re-adopt the elementary school Science materials of Mystery Science and Foss Kits.

### **MOTION REQUESTED:**

"I move to re-adopt..."

## B. High School Science Independent Curriculum Adoption



# Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board  
Prepared by: Nikki McFarland, High School Coordinator  
Meeting Date: May 8, 2025

## High School Science Independent Adoption

### ACTION REQUIRED

#### Background

With the assistance of district teachers and administrators, a School Board may independently adopt instructional materials for use.

During an adoption, the information in the table below is required to be supplied to the Board:

Course	Biology	Chemistry	Physics
Grade Level(s)	9/10 (10-12 at CHHS)	10/11 (10-12 at CHHS)	11/12
Publication Title	Biology	Introductory Chemistry	College Physics, A Strategic Approach
Publisher, Copyright Date	Glencoe, 2017	CENGAGE, 2015	Pearson, 2019
Completed Science Criteria checklists are on file with the Assistant Superintendent's office.	YES	YES	YES
Materials are on file in NIMAC in the NIMAS format.	YES	YES	YES

#### Our Adoption Timeline and Process

##### Winter 2023

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

##### Fall 2023

- High school science teachers reviewed the state criteria & identified their most important criteria.
- High school science teachers reviewed state materials and requested samples. Samples were

reviewed against district and prioritized state criteria.

- Following their reviews, teachers only had interest in piloting one curriculum.

Winter 2024

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

Summer 2024

- New AP Chemistry books were purchased with High School Success funding
- Building principals used the remaining discretionary funding to support equipment requests

Winter 2025

- Teachers used the most current ODE Science Adoption Criteria to review current materials in use

**Teachers recommended the re-adoption of the current printed Science materials. These printed materials were previously adopted by the Corvallis School Board and are in use. Teachers would like to maintain use of these materials until the next state Science adoption year (2031). They also requested that updated materials be provided for AP Biology and Environmental Science.**

Spring 2025

- Student, staff, and community survey about re-adoption

Summary of survey feedback is below:

165 total responses (100 students, 59 family members, 6 staff)

74% agreed that the current materials effectively support student learning, and 65% support the re-adoption of current materials (27% were unsure).

Respondents also provided feedback about the current state of Science education in CSD as well as suggestions for improvements. Those ideas are summarized below:

What is going well	Ideas for Improvement
<ul style="list-style-type: none"><li>● Various levels of Science are offered, including AP</li><li>● Students are learning complex scientific topics</li><li>● A variety of labs are offered in all Science courses</li><li>● Access to physical textbooks</li></ul>	<ul style="list-style-type: none"><li>● Incorporate more experiential and hands-on learning</li><li>● Increase engagement with the scientific community, including partnering with local scientists and OSU grads about their experiences</li><li>● Offer more tutoring and support</li><li>● Increase rigor/ challenge</li><li>● Make more connections to topics that are interesting to students</li><li>● Ensure education about women and people of color and their contributions to Science</li></ul>

Based on teacher and community feedback, CSD would like to re-adopt current Science materials in the core Science classes of Biology, Chemistry, and Physics.

**ACTION REQUESTED:**

Re-adopt the following high school Science materials: *Biology* (Glencoe, 2017), *Introductory Chemistry* (Cengage, 2015), and *College Physics, A Strategic Approach* (Pearson, 2019)."

**MOTION REQUESTED:**

"I move to re-adopt the following high school Science materials: *Biology* (Glencoe, 2017), *Introductory Chemistry* (Cengage, 2015), and *College Physics, A Strategic Approach* (Pearson, 2019)."

## C. K-12 Health Curriculum Adoption



# Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board

Prepared by: Amy Lesan, Elementary Coordinator  
Kim Johnson, Middle School Coordinator  
Nikki McFarland, High School Coordinator

Meeting Date: May 8, 2025

## K-12 Health Adoption

### ACTION REQUIRED

#### Background

The materials listed below were chosen by teams of teachers and administrators, and we propose adopting them for Health. When feasible and in the best interests of students and staff, we adopt materials from the ODE approved list. Occasionally, students, staff, or the community may find the state-approved materials insufficient. In such cases, a School Board, with the help of district teachers and administrators, may independently adopt instructional materials.

	K-12 Health Materials		
Grade Level(s)	K-6	7-8	9-12
Title	The Great Body Shop	Comprehensive Health Skills for Middle School	Comprehensive Health Skills for High School
Publisher, Copyright Date	The Children's Health Market, 2024	Goodheart-Wilcox, 2025	Goodheart-Wilcox, 2025
Type of Adoption	ODE approved	Independent	Independent
Completed Health Criteria checklists are on file with the Assistant Superintendent's office.	NA	YES	YES
Materials are on file in NIMAC in the NIMAS format.	YES	YES	YES

## **Our Adoption Timeline and Process**

### **Elementary School**

In Fall 2024, available health curriculum options were reviewed. Only one K–5 curriculum, The Great Body Shop, fully met Oregon Department of Education (ODE) vetting requirements aligned to state health standards.

Elementary teachers were surveyed regarding the adoption of The Great Body Shop for the 2025–26 school year. Survey results were as follows:

- 11% Strongly Agree
- 77% Agree or Neutral
- 11% Disagree
- 0% Strongly Disagree

Additional Information:

- One main reason for not pursuing an independent adoption is that all the other non-approved curricula lacked fully developed healthy sexuality materials—a critical component of comprehensive health instruction. The Great Body Shop meets this essential requirement.
- The Great Body Shop was our previously adopted material.
- The majority of teacher materials have been translated into Spanish.
- All student-facing materials are available in Spanish.

### **Middle School**

Middle school teachers have been collaborating bi-monthly since August. In their time together, they have:

- Learned about the adoption process
- Reviewed, piloted, and selected curriculum
- Collaborated to align the scope and sequence for Trimester A & B of each grade 6, 7, and 8

### **High School**

High school teachers have been collaborating monthly since October. In their time together, they have:

- Learned about the adoption process
- Reviewed and selected curriculum
- Collaborated to align the scope and sequence for Health 1 and Health 2
- Begun to create shared Canvas courses for Health 1 and Health 2

### **All levels**

We received 17 responses regarding the proposed health curriculum. The majority of respondents (82.4%) believed it effectively addresses the physical, emotional, mental, social, and environmental health needs of students at their current grade level.

Over half (55%) indicated that the curriculum offers age-appropriate and accurate information across various topics, including:

- Wellness and Health Promotion
- Safety and First Aid
- Substance Use, Misuse, and Abuse
- Food, Nutrition, and Physical Activity

- Social, Emotional, and Mental Health
- Healthy Relationships and Violence/Abuse Prevention
- Growth and Development
- Sexual and Reproductive Health

A significant portion (70.6%) felt the textbooks include representation of diverse backgrounds.

Feedback highlighted appreciation for the curriculum's balanced approach to topics like abstinence and STI/pregnancy prevention, as well as its updated language on gender identity. However, some respondents noted outdated gender-related language and suggested a staff review. Concerns were raised by some parents/guardians about the age-appropriateness of certain topics (despite their inclusion in state standards), and one respondent advised caution against materials perceived as DEI. Additionally, a parent emphasized the importance of ensuring accessibility for all students, particularly those with intellectual disabilities.

Supplemental Materials: A process is underway to choose supplementary materials that will be used for SDI (Specifically Designed Instruction), specifically for healthy sexuality for all levels, K-High School.

**ACTION REQUESTED:**

“Adopt the Great Body Shop (K-6), Comprehensive Health Skills for Middle School (7-8), and Comprehensive Health Skills for High School (9-12) curricula for Corvallis K-12 schools.”

**MOTION REQUESTED:**

“I move to adopt the Great Body Shop (K-6), Comprehensive Health Skills for Middle School(7-8), and Comprehensive Health Skills for High School (9-12) curricula for Corvallis K-12 schools.”

**XII. ADOPT RESOLUTION NO. 25-0501 - JEWISH AMERICAN HERITAGE MONTH**



# Corvallis

## SCHOOL DISTRICT

Prepared for: Corvallis School Board

Prepared by: Co-Vice Chair Shauna Tominey, Position #5

Meeting Date: May 8, 2025

### **Resolution Number: 25-0501**

### **Acknowledgement of Jewish American Heritage Month**

### **ACTION REQUESTED**

#### Background

Jewish American Heritage Month grew out of efforts led by Jewish American leaders and politicians to recognize the many contributions of Jewish Americans to United States history and culture. Jewish American Heritage Month was first recognized nationally in 2006 and has been proclaimed by several states, including Oregon since that time. This resolution was developed as part of the Corvallis School Board's ongoing effort to recognize heritage months important to and reflective of Corvallis students and the broader community.

Members of the CSD staff met with members of the local Jewish American community for guidance on the development of this resolution.

#### Involvement

Chair Luhui Whitebear, Co-Vice Chair Shauna Tominey, Director Chris Hawkins

#### Cost Impact

Minimal existing staff time.

#### **ACTION REQUESTED:**

Adopt this resolution.

#### **MOTION REQUESTED:**

"I move to adopt Resolution Number: 25-0501 – Acknowledgement of Jewish American Heritage Month as submitted."

Corvallis School District 509J

**ACKNOWLEDGEMENT OF JEWISH AMERICAN HERITAGE MONTH**

**Resolution Number 25-0501**

WHEREAS, the Corvallis School District recognizes and pays tribute to the significant contributions made in our community by Jewish Americans, including people who identify as Jewish American by ancestry, culture, and/or ethnicity; and

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

WHEREAS, Jewish American Heritage Month grew out of efforts led by Jewish American leaders and politicians to recognize the many contributions of Jewish Americans to United States history and culture; and

WHEREAS, beginning in April 1980, the United States Congress designated one week as Jewish Heritage week; and

WHEREAS, Jewish American Heritage Month was first recognized nationally in 2006; and

WHEREAS, Jewish American Heritage Month has been proclaimed by several states, including Oregon since that time; and

WHEREAS, representation of diversity in the contributions of Jewish American people-past and present-has been limited in academic learning; and

WHEREAS, Jewish Americans have historically been and continue to be targeted by antisemitism, genocide, violence, and acts of hate; and

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

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

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

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

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

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

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

does hereby proclaim **May 2025** as well as each May annually, as **Jewish American Heritage Month** in the District and strongly encourage students, families, staff, and community members to join in existing local celebrations;

and encourage all schools in the district to help highlight this month in grade appropriate ways as well as highlight the broad and diverse societal contributions of all Jewish American peoples to the local community, nation, and beyond both historically and in current times.

Adopted by the Board of Directors of School District No. 509J (Corvallis) of Benton and Linn counties, Oregon, at its regular meeting this 8th day of May, 2025.

**Signed:**

**Attested:**

\_\_\_\_\_  
Luhui Whitebear, Board Chair

\_\_\_\_\_  
Ryan Noss, Superintendent

**XIII. CONSOLIDATED ACTION (9:20 PM)\***

**A. Sole-Source Procurement of Apple Education Products**



# Corvallis

## SCHOOL DISTRICT

Prepared for: Corvallis School Board  
Prepared by: Lauren Wolfe, Finance Director  
Meeting Date: May 8, 2025

### **ACTION REQUESTED**

## **Sole-Source Procurement of Apple Education Products**

### Background

The Board is the Local Contract Review Board (LCRB) for the district. If the LCRB or designee determines that the goods or services are available from only one source, the district may award a contract without competition. To the extent reasonably practicable, the district shall negotiate with the sole source to obtain contract terms that are advantageous to the district.

The LCRB, or its designee, must conduct market research and formally document its findings, including justification for the sole source, in a written determination:

1. Authority to enter a Sole-Source Contract: Sole Source Determination pursuant to Oregon Revised Statute (ORS) 279B.075, Oregon Administrative Rule (OAR) 125-047-0275, and School Board Policy DJC Bidding Requirements.
2. Estimated Value of Contract \$329,810.
3. Subject of Contract: Apple Education Products for Corvallis School District.
4. Background: Apple Computer, Inc. ("Apple") is the sole source of Apple Education Products. Technology Services has solicited a quote from Apple for 295 devices (MacBook Air: 13 inch).
5. Findings:
  - a. Market Research Overall Finding–Pursuant to ORS 279B.075 and OAR 125-247-0275(3): Available documentation from Apple confirms that Apple is the sole source for Apple and Macintosh branded hardware products. In general, Apple Authorized Resellers are not authorized to sell standard Apple hardware products to public and private nonprofit educational institutions in the United States. Three exceptions exist, however: (1) Apple does authorize certain Value Added Resellers ("VARs") to sell standard Apple products to educational institutions if those products are combined with proprietary, added enhancement "Solutions Systems"; (2) a few resellers are allowed to sell consumables (toner cartridges, for example) to educational institutions;

and (3) under very limited circumstances, Apple authorized resellers may be permitted to sell a limited amount of product, usually at the end of the product's commercial life, to education customers.

To further investigate the availability of the specified hardware through other sellers, the district contacted Apple Authorized Reseller, OETC on March 5th, 2025. OETC is a consortium of negotiated educational technology contracts. OETC explicitly confirmed that they are unable to sell the specific hardware being sought by the district stating, "we do not carry a contract with them as Apple sells directly for Education."

- b. Findings of Fact–Pursuant to OAR 125-247-0275(2): Factors such as an "exclusive authorized representative" can support a sole-source justification. In the case of Apple and Macintosh branded hardware, Apple acts as the exclusive representative for sales to public and private nonprofit educational institutions in the United States for standard hardware products.
- c. Brand Name Determination: There is only one manufacturer or seller of the product of the quality, performance or functionality required; and the efficient utilization of existing Apple goods requires the acquisition of compatible Apple goods.

If approved, the district shall give public notice of the Local Contract Review Board's determination per OAR 137-047-0275. The public notice shall describe the Goods or Services to be acquired by a sole-source Procurement, identify the prospective Contractor, and include the date, time, and place that protests are due. The Contracting Agency shall give Affected Persons at least seven (7) days from the date of the notice of the determination that the Goods or Services are available from only one source to protest the sole source determination.

**ACTION REQUESTED:**

Approve the sole-source determination and justification for Apple Education Products.

**MOTION REQUESTED:**

"I move to approve the sole-source determination and justification for Apple Education Products."

## B. Certified Device Replacement



# Corvallis

## SCHOOL DISTRICT

Prepared for: Corvallis School Board  
Prepared by: Brian Schaffeld , Director of Technology Services  
Meeting Date: May 8, 2025

### **Certified Device Replacement**

### **ACTION REQUESTED**

#### Background

A reliable fleet of staff devices is crucial for the district's learning and business operations. To ensure continued effectiveness, and in alignment with our approved budget, we are undertaking a refresh of obsolete certified Elementary and Middle School Staff devices for the 2025-26 school year. Elementary and Middle School Certified Staff were chosen based on device age, device condition, number needed (with consideration given to declining enrollment), and budget available.

The District solicited a quote from Apple for 295 devices (MacBook Air: 13 inch), which was selected as the most effective vendor due to dramatic cost-savings, past success, compatibility with existing systems, feedback from staff, and quality of service.

This proposal, which includes both the devices and associated repair and replacement services, totals \$329,810 (\$879 per device, \$239 for service per device).

#### Involvement

Brian Schaffeld, Director of Technology Services

#### Cost Impact

District Cost (Technology Services Budget): \$329,810

#### **ACTION REQUESTED:**

Approve purchasing the desired equipment from Apple per the attached lease documents. Apple technologies are proprietary products and Apple is the sole source provider.

#### **MOTION REQUESTED:**

"I move to authorize staff to purchase computer hardware and service from Apple in an amount not to exceed \$329,810."

C. Minutes

1. April 10, 2025



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

**I. CALL TO ORDER AND ROLL CALL**

The meeting was called to order at 5:17 p.m. in the Corvallis School District Board Room, 1555 SW 35<sup>th</sup> Street, Corvallis, OR 97333. The secretary recorded those present as listed below. A quorum was present, and due notice had been published.

<p><u>BOARD MEMBERS PRESENT</u> Luhui Whitebear, Ph.D., Chair Terese Jones, Ph.D., Co-Vice Chair Shauna Tominey, Ph.D., Co-Vice Chair Sami Al-Abdrabbuh, Ph.D. Chris Hawkins Bernie Wang</p> <p><u>BOARD MEMBERS EXCUSED</u> Judah Largent</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</p> <p><u>STUDENT REPRESENTATIVES PRESENT</u> Sofia Robel, CHS Harvick Mesler, CHHS Eileen Lewis, CHHS</p>
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Chair Whitebear announced that the board would recess into an Executive Session pursuant to the authority of ORS 192.660(2)(b), to consider complaints against staff members, and ORS 192.660(2)(f), to consider information or records exempt from public disclosure by law.

She further stated that representatives of the news media would be permitted to attend the Executive Session, in accordance with statutory provisions. No decisions may be made during Executive Session, except for a student expulsion. All matters discussed in the Executive Session are confidential and may not be disclosed.

The Board recessed into executive session at 5:19 p.m.

**II. EXECUTIVE SESSION**

Following the Executive Session, Chair Whitebear reconvened the regular meeting at 6:30 p.m.



### III. ACTION ON MATTERS DISCUSSED IN EXECUTIVE SESSION

#### MOTION:

**It was moved by Director Hawkins and seconded by Director Wang that the Board not hold a hearing on the matter discussed in the executive session.**

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

**The motion passed unanimously. Yea: 6 Nay: 0, Absent: 1**

### IV. ACKNOWLEDGMENT OF ARAB AMERICAN HISTORY MONTH

Board members and student representatives collectively read aloud Resolution No. 22-0302, Acknowledgement of Arab American Heritage Month, which highlights the contributions of Arab Americans to the local community, nation, and beyond, both historically and today.

### V. BOARD MEMBER REPORTS

**Director Hawkins** attended the College Hill dine-out fundraiser and praised staff, students, and Burgerville for their enthusiastic participation.

**Co-Vice Chair Tominey** reported on recent events she had attended:

- Appreciated the Youth Truth Survey Workshop held in March to think about how the survey helps to deepen district learning from one another's experiences.
- Shared highlights from Garfield Elementary's first book fair in six years and the "Books and Breakfast" event, made possible by a community grant.
- Attended the state choir festival with the combined high school choir students, noting their strong musical performance of very challenging pieces. Additionally, she shared that the combined high school choir has an upcoming concert with the Cheldelin Middle School choir.

**Co-Vice Chair Jones** highlighted several events attended:

- Highlighted the Family Relief Program's role in supporting families with essentials like clothing, utilities, and car repairs with support from the Corvallis Public Schools Foundation.
- Reflected on eighth-grade high school transition planning and the excitement it generated among students.



- Mentioned preparations for promotion and graduation events and expressed gratitude for staff dedication.

**Chair Whitebear** shared that she volunteered at the Indian Education ribbon skirt/shirt workshop hosted at Kathryn Jones Harrison Elementary School and praised staff and the school for their coordination and support. She noted that more details will be shared during the upcoming Indian Education reapplication presentation.

## **VI. OREGON SCHOOL BOARDS ASSOCIATION (OSBA) AND NATIONAL SCHOOL BOARDS ASSOCIATION (NSBA) UPDATES**

Director Al-Abdrabbuh provided highlights from a written report shared before the meeting. (The full report is available online in the meeting information packet and will be archived in the 2024-25 board records.)

**Director Al-Abdrabbuh** shared the following highlights from the written report:

- Reported on the NSBA Annual Convention, including discussions on resolutions like protecting undocumented students.
- Encouraged the district to apply for the Go Green grant for indoor air quality improvements.
- Shared insights from OSBA professional development on effective board practices, emphasizing community engagement, data use, and cultural responsiveness.
- Noted national themes around funding challenges and board efforts to support students.

## **VII. SUPERINTENDENT'S REPORT**

Superintendent Noss read a written report, and shared highlights from around the district, including a 2025 Golden Apple Awards video, an update on Osborn Aquatic Center, budget information, and the Nichidai High School Japanese student visit. (The full report and video are available online in the meeting information packet and will be archived in the 2024-25 board records.)

## **VIII. STUDENT REPRESENTATIVE REPORTS**

Student representatives shared updates on events happening around the district.

**College Hill** updates included:

- **Experimental Design Course** in collaboration with OSU introduced students to real-world scientific inquiry using fruit flies. Students developed hypotheses, collected and analyzed messy, real data, and presented findings at OSU. Thanks to Corvallis Public Schools Foundation, David Hubert, and Kate Baron for making this opportunity possible.



- Raised over \$500 for the yearbook at a successful Burgerville fundraiser—thanks to all who supported.

**Corvallis High School** updates included:

- Track senior night was held, with many athletes achieving personal records.
- Final school assembly featured fun games and strong student participation.
- AP testing preparation underway.
- Blood drive scheduled for next Friday.
- ASB elections are to take place from late April to early May.
- Key Club attended the Pacific Northwest district convention in Seattle with over 1,000 students; positive feedback and strong leadership were noted.

**IX. PUBLIC COMMENT**

Amanda Cordis, CSD Parent and Corvallis community member, thanked the district for the budget FAQ and raised concerns about executive salary increases while the district is still collecting data on staffing levels. Urged reconsideration of protected line items, suggesting administrative raises be paused to avoid further impacts on students, particularly at the elementary level.

Patricia Von Glahn Volk, CSD Volunteer and Corvallis community member, advocated for equitable reductions across all programs, including electives and specialist positions. Requested transparency on how elective cuts are prioritized and supported by research. Asked whether administrators can share roles similar to teachers and specialists. Also inquired about the rationale and implementation of the new literacy program.

**X. CORVALLIS PUBLIC SCHOOLS FOUNDATION AND CORVALLIS SCHOOL DISTRICT WORK SESSION**

The joint session began with introductions from Corvallis Public Schools Foundation (CPSF) members, the school board, student representatives, and district administration. Superintendent Noss welcomed everyone and noted that the meeting was intended to reflect on recent collaborative efforts and share updates from the district and CPSF.

Community Budget Meeting Recap: The group discussed the community budget meeting held on February 27. Highlights included:

- Strong community turnout and engagement.
- Appreciation for the clear, accessible budget presentation by Director of Finance Lauren Wolf.
- Positive feedback on the format that allowed for back-and-forth discussion.



- Recognition that the meeting was a direct outcome of previous joint sessions and the growing collaboration between the foundation and the district.
- Launch of a budget input survey with 440 responses; data analysis is ongoing.
- Several board members and staff emphasized continuing these community engagement efforts.

Superintendent Noss shared highlights of the work and successes across the District.

Academic & Real-World Readiness Highlights:

- 75% of K–3 teachers, special education staff, language development specialists, and principals participated in professional development on the science of reading, in partnership with Eastern Oregon University.
- 85% of students successfully completed Algebra I in 8th or 9th grade. Staff are working on the alignment of curriculum and assessments across schools.
- Last year, at Crescent Valley High School, students completed 450 AP exams, a point of pride as students prepare for this year’s testing.
- At CHS, 520 AP exams were taken, with many students earning college credit.
- Students are leaving better prepared for college and careers.

Belonging & Inclusion:

- College Hill Construction Program: Seniors are building micro shelters for Unity Shelter, supporting those in need.
- Middle School Mentorship: Targeted support for Black students at Linus Pauling and Cheldelin Middle Schools through mentorship and a regional Black Student Success grant, led by Coach Eric Ely and Caleea Kidder.
- Letitia Carson Marathon Club: Over 1,000 miles run collectively to encourage attendance and build community on Fridays.

Social-Emotional Learning:

- Elementary schools use the *Caring Schools Community* program to build empathy and understanding.
- At Mountain View, students discussed emotions tied to new experiences, like welcoming a new student, during daily circle time.

Career & Post-Secondary Prep:

- Culinary Arts: Crescent Valley’s revamped kitchen inspired students to cook a thank-you meal for the maintenance team.
- TRIO Upward Bound: 55 CHS students are gaining college prep experiences through OSU, including visits to colleges in Oregon, Washington, and Alaska.
- Benton Career Convention: 279 community volunteers helped students practice interviews and explore careers at the CH2M Hill Alumni Center.

Angela Hibbard, the Executive Director of the Corvallis Public Schools Foundation, shared some ways the foundation partners with and supports the Corvallis School District.

- The Corvallis Public Schools Foundation (CPSF) focuses on:



1. Educational Access – removing barriers like funding the Family Support and Bridges programs.
2. Learning Enrichment – funding student-led *Imagine* and *YEA* grants, including science presentations and ecology classes.
3. Academic Support – summer school, math camps, and credit recovery programs.

Additionally, the Corvallis Public Schools Foundation

- Sponsors community events like the Career Convention and Community Budget Forum.
- Connects unmet needs with outside partners (e.g., linking a health class with Samaritan when grant funding fell short).
- Aims to strengthen in-school communities and link them with broader community support.

Superintendent Noss divided the group into smaller discussion groups to answer questions, including how we can share the value of the things that happen in our schools, what is the role of the foundation and school board is in this work, and whether there are opportunities for the foundation to contribute further to these wins.

Group Reflections on Communication & Celebration:

- The group discussed the importance of having accessible resources, like recordings from community budget engagement sessions, to reflect on and share.
- Despite funding challenges, the district is full of incredible, celebratory stories that deserve to be preserved and expanded.
- A key challenge: disconnected communication. Information is scattered across platforms (social media, websites, newsletters), making it difficult for families and students to stay fully informed.

Foundation Collaboration:

- The foundation’s partnership with the district is aligned with the Board’s goals.
- Grants reflect needs and gaps identified directly by students and staff, which helps tailor support where it’s most needed.

Closing Example:

- A powerful story was shared from a recent regional meeting: while other districts are scrambling to fund summer school, Corvallis isn’t—thanks to CPSF’s support. Other districts were impressed and saw Corvallis as a model for sustainable community partnership.

## **XI. 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.)



The Board pulled XI. A. 2025-26 Board of Directors Meeting Schedule - Second Read for further discussion. A question about the proposed October 9th board meeting date was raised, which coincides with Sukkot, a major Jewish holiday. After a brief discussion, the Board agreed to pull the 2025-26 Board Meeting Schedule from the consolidated action for further review and consideration.

**MOTION:**

**It was moved by Director Al-Abdrabbuh and seconded by Co-Vice Chair Jones to adopt the Consolidated Action items, with the exception of the Board of Directors Meeting Schedule, as submitted.**

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

**The motion passed unanimously. Yea: 6 Nay: 0, Absent: 1**

- A. 2025-26 Board of Directors Meeting Schedule - Second Read**
- B. Non-Resident Transfer Spots**
- C. Minutes – March 20, 2025**
- D. Licensed Personnel Action**

**XII. 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 B7, B8, B9, and B10 for discussion.

- A. February 2025 Financial Summary (Unaudited)**
- B. Board Policies**
  - 1. Policy GCBDA/GDBDA - Family Medical Leave - REVISION**
  - 2. Policy GCBDA/GDBDA - AR - Federal Family and Medical Leave/Oregon Family Leave - DELETE**
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### **XIII. BOARD MEMBER COMMENTS**

Co-Vice Chair Jones shared an opportunity for the board to designate a liaison to the Boys and Girls Club of Corvallis. Interested members should contact the board secretary to express interest.

Co-Vice Chair Tominey encouraged family member participation in the YouthTruth Family Survey (open until April 25).

Superintendent Noss shared an invitation to the CSD Art Party on April 24 from 5:00–6:30 PM at Corvallis High School.

Chair Whitebear requested that the bullying policy (JFCF) be brought to the Board for review at the May board meeting.

### **XIV. ADJOURNMENT**

With no further business, the meeting was adjourned at 8:52 PM.

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Luhui Whitebear, Ph.D., Board Chair

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Ryan Noss, Ed.D., Superintendent

Prepared By: Kim Nelson



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

APPROVED  
5/8/25 (H)

**I. CALL TO ORDER AND ROLL CALL**

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  - 5. Policy II/IIA - AR - Instructional Materials Selection – DELETE**



6. **Policy IIA - Instructional Materials - NEW**
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Chair Whitebear requested that the bullying policy (JFCF) be brought to the Board for review at the May board meeting.

### **XIV. ADJOURNMENT**

With no further business, the meeting was adjourned at 8:52 PM.

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Lihui Whitebear, Ph.D., Board Chair

Handwritten signature of Ryan Noss in black ink.

Ryan Noss, Ed.D., Superintendent

Prepared By: Kim Nelson

S:\DO\Super\Kim\BOARD\MINUTES\2025\04-10-25 Minutes.docx

#### D. Licensed Personnel Action



# Corvallis

## SCHOOL DISTRICT

Prepared for: Corvallis School Board  
 Prepared by: Jennifer Duvall, Human Resources Director  
 Meeting Date: May 2025

### Licensed Personnel Action

### ACTION REQUESTED

#### Recommendation to Hire

Name	Position	FTE	Building	Start Date	Contract Status
Richert-Lathum, Sky	Sustainability Specialist	.5	District Office	4/24/2025	Probationary Non-Rep

#### Termination/Resignation/Layoff/Retirement

Name	Position	FTE	Building	Effective	Notes
Bryant, Zach	Fourth Grade Teacher	1.0	Franklin School	6/30/2025	Resignation
Davis-Lyde, Lexie	HR Specialist	1.0	District Office	4/1/2025	Resignation
Harder, Katherine	On leave 2024/2025	.5	Crescent Valley High	6/30/2025	Resignation
Hastings, Jackie	On leave 2024/2025	1.0	Katherine Jones Harrison Elementary	6/30/2025	Resignation
Herrera Flores, Ranferi	On leave 2024/2025	1.0	District Office	6/30/2025	Resignation
Juarez-Hernandez, Mayra	On leave 2024/2025	1.0	Lincoln Elementary	6/30/2025	Resignation
Kelly, Drew	On leave 2024/2025	1.0	College Hill	6/30/2025	Resignation
Kummerow, Susana	Special Education Teacher	1.0	Garfield Elementary	6/30/2025	Retirement
Loso, Dana	On leave 2024/2025	1.0	Crescent Valley High	6/30/2025	Resignation
McBride, Amanda	Science-Stem/Alternative Education	1.0	Linus Pauling Middle	6/30/2025	Resignation



# Corvallis

SCHOOL DISTRICT

Vandermeer, Leslynn	ELL Teacher	1.0	Bessie Coleman Elementary	6/30/2025	Retirement
Verhoogen Odden, Lise	Mental Health Therapist	1.0	Corvallis High	6/30/2025	Resignation

**MOTION REQUESTED:**

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

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

1. Policy GCBDA/GDBDA - Family Medical Leave



# Corvallis

## SCHOOL DISTRICT

Prepared for: Corvallis School Board  
Prepared by: Lauren Wolfe, Jennifer Duvall, and Melissa Harder  
Meeting Date: May 8, 2025

### **ACTION REQUESTED**

Board Policy GCBDA/GDBDA—Family and Medical Leave—Revision—Second Read

#### Background

There continue to be significant changes in Oregon law regarding leave. This includes changes from SB 1515 (2024) and numerous rule changes to match. The biggest change governs what conditions qualify for leave taken through the Oregon Family Leave Act (OFLA) and Paid Family and Medical Leave Insurance (PFMLI). While these leave allotments used to run concurrently in many situations, they now cannot be taken concurrently.

While the district is not required to have a board-adopted policy, the district is required to follow the law. Having a policy and administrative regulations in place can assist with compliance.

#### Involvement

Staff members: Lauren Wolfe, Jennifer Duvall, and Melissa Harder

#### Cost Impact

None.

#### Function

Adoption of revised version.



# Corvallis

## SCHOOL DISTRICT

Code: GCBDA/GDBDA  
Adopted: 3/14/94  
Revised/Readopted: 3/8/99, 8/15/05, 6/22/09, 5/3/10, 4/12/18

### **Family and Medical Leave\***

When applicable, the district will comply with all provisions of the Family and Medical Leave Act (FMLA), the Oregon Family Leave Act (OFLA), the Oregon Military Family Leave Act (OMFLA), Paid Family and Medical Leave Insurance (PFMLI) and other applicable provisions of state and federal law, Board policies and collective bargaining agreements regarding family medical leave.

In order for an employee to be eligible for the benefits under FMLA, the employee must have been employed by the district for at least 12 months, have worked at least 1,250 hours during the past 12-month period, works at a worksite that employs 50 or more district employees within 75 miles of the worksite, and whose request for leave qualifies under FMLA.

Generally, in order for an employee to be eligible for the benefits under OFLA, the employee must work an average of 25 hours or more per week during the 180 calendar days immediately prior to the first day of the start of the requested leave. Special requirements apply during public health emergencies.

OMFLA applies to employees who work an average of at least 20 hours per week. There is no minimum number of days worked when determining an employee's eligibility for OMFLA.

PFMLI is generally available to district employees who have earned \$1,000 in subject wages or taxable income during the alternate or base years<sup>1</sup> contributed to the PFMLI fund in the alternate or base years and are otherwise eligible<sup>2</sup>. PFMLI can be taken for family leave, medical leave or safe leave<sup>3</sup>

Leave taken under OFLA is in addition to leave taken under PFMLI and cannot be taken concurrently; however, OFLA leave or PFMLI may run concurrently with leave available under ORS 653.601 - 653.661, FMLA, and other types of leave if provided by the district. Any leave taken under PFMLI must be taken concurrently with any leave taken under FMLA when for the same purpose.

The superintendent will develop administrative regulations as necessary for the implementation of the provisions of both federal and state law.

END OF POLICY

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<sup>1</sup> The wages are not required to have been earned for work in the district.

<sup>2</sup> See OAR 471-070-1010 for additional information.

<sup>3</sup> Time to effectuate the legal process for the placement of a child in foster care or a child being adopted qualifies for PFMLI starting January 1, 2025. Until then, leave is available through OFLA.

Legal Reference(s):

[ORS 332.507](#)

[ORS 657B.010](#)

[ORS 657B.025](#)

[ORS 659A.090](#)

[ORS 659A.093](#)

[ORS 659A.096](#)

[ORS 659A.099](#)

[ORS 659A.150](#) to 659A.186

[OAR 839-009-0210](#) to - 0460

Family and Medical Leave Act, 29 U.S.C. §§ 2601-2654; §§ 6381-6387 (2018); Family and Medical Leave Act, 29 C.F.R. Part 825 (2023).

Americans with Disabilities Act. 42 U.S.C. §§ 12101-12133 (2018); 29 C.F.R. Part 1630 (2023); 28 C.F.R. Part 35 (2023).

Escriba v. Foster Poultry Farms, Inc. 743 F.3d 1236 (9<sup>th</sup> Cir. 2014).

Senate Bill 1515 (2024).

2. Policy II/IIA - Instructional Resources/Instructional Materials - Delete



# Corvallis

## SCHOOL DISTRICT

Prepared for: Corvallis School Board

Prepared by: Melissa Harder

Meeting Date: May 8, 2025

### **ACTION REQUESTED**

Board Policy II/ IIA—Instructional Resources/Instructional Materials—Delete—Second Read

#### Background

Highly recommended and newly revised policies and administrative regulations concerning instructional materials were released by OSBA. The existing policy II-IIA, Instructional Resources/Instructional Materials, is recommended for deletion and to be replaced by a new version of IIA titled Instructional Materials

#### Involvement

Staff members: Melissa Harder

#### Cost Impact

None.

#### Function

Deletion of policy.

## **Instructional Resources/Instructional Materials**

The Board believes that proper care and judgment should be exercised in selecting instructional materials. While the Board retains the authority to approve district instructional material adoptions, it authorizes the superintendent to develop and implement administrative procedures governing how selections are determined. Such procedures will provide for administrator, staff, parent, student, and community involvement and employ suitable selection criteria to ensure that the recommended instructional materials will meet the needs of the program, students, teachers, and community.

The superintendent, in collaboration with building principals, will recommend a schedule for review of instructional materials. Such timeline will consider the requirements of the State Board of Education adoption cycle, other state mandates, local district initiatives and fiscal practicalities.

All textbook and instructional materials recommended for adoption shall be approved for use by the Board. Prior to Board approval, students and interested district patrons will have the opportunity to review the recommended instructional materials and be encouraged to provide opinions about them and their use in the classrooms. If state-adopted materials are not selected, an independent adoption will be submitted for Board approval.

All supplementary materials and library/media resources will be selected cooperatively by teachers, principals, library/media teachers, and sometimes with the assistance of students and parents. Board approval is not needed for supplemental materials and resources.

Recommended textbook, supplementary materials, and library/media resources will be inclusive and value diversity in all forms when possible; contain appropriate readability and viewing levels; support the district's adopted curriculum contents; provide for ease of teacher use; be attractive and durable, and be purchased at a reasonable cost.

The district will establish a process and timeline for regularly determining and considering whether the textbooks and other instructional materials are available through online resources that enable students with print disabilities to receive textbooks and instructional materials free of charge.

The Board recognizes that materials containing mature themes and content have a legitimate purpose in a school's educational program. However, the Board wishes to ensure that the use of such instructional and/or supplementary material enhances and supports the curriculum goals of the district and of specific adopted courses, and that the content of the material is appropriate for the developmental level of the student. Therefore, teachers are required to show evidence, through their lesson plans, of the intended use of the material and the standard/benchmark and

related curriculum the resource supports.

Prior to using materials containing mature themes, teachers are required to obtain administrative approval, and parental permission specific to the materials and grade level in question may be required. If a parent does not grant permission, an alternative assignment will be available for the student, without penalty.

The Board recognizes the right of individuals and/or groups to present complaints concerning instructional materials and programs in the schools. The superintendent will establish a review process for objections to instructional materials and programs. This process will provide for a timely and fair hearing, assuring that procedures are applied equitably to all expressions of concern.

The Board subscribes in principle and practice to statements of policy as expressed in the Copyright Fair Use Guidelines for Educational Multimedia, the American Library Bill of Rights and related interpretations thereof to include Statement on Intellectual Freedom, Confidentiality of Library Records, and Access to Electronic Information, Services and Networks.

END OF POLICY

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Legal Reference(s):

[ORS 336.035](#)

[ORS 336.840](#)

[ORS 337.120](#)

[ORS 337.141](#)

[ORS 337.150](#)

[ORS 337.260](#)

[ORS 337.511](#)

[ORS 339.155](#)

[OAR 581-011-0050](#) to -0117  
[OAR 581-021-0045](#)  
[OAR 581-021-0046](#)

[OAR 581-022-1140](#)  
[OAR 581-022-1520](#)  
[OAR 581-022-1640](#)

No Child Left Behind Act of 2001, 20 U.S.C. §§ 6311-6322 (2006)

Cross Reference(s)

Policy EGAAA—Reproduction of Copyright Materials  
Policy IFA—Instructional Research  
Policy IIABB—Use of Feature Films/Videos  
Policy INB—Controversial Issues  
Policy KL—Public Complaints

DELETED

### 3. Policy IIA - Instructional Materials



# Corvallis

## SCHOOL DISTRICT

Prepared for: Corvallis School Board  
Prepared by: Melissa Harder  
Meeting Date: May 8, 2025

### **ACTION REQUESTED**

#### **Board Policy IIA**—Instructional Materials—New—Second Read

##### **Background**

OSBA policy staff collaborated with a work group comprised of school district and ESD staff and professionals from the State Library of Oregon and the Intellectual Freedom Committee. The results of this work group culminated in this newly revised Instructional Materials policy and associated administrative regulations.

The policy update includes clear definitions of the four types of Instructional Materials - Core Instructional Materials, Supplemental Instructional Materials, School Library Materials, and Classroom Library Materials. These definitions set up the associated administrative regulations to address how each of those materials are selected/adopted and how they can be reconsidered.

Corvallis School District Library Media staff were an active part of reviewing the OSBA model policy and adjusting it to reflect local practices.

##### **Involvement**

Staff members: Melissa Harder

##### **Cost Impact**

None.

##### **Function**

Adoption of revised version.



Code: IIA  
Adopted:  
Revised/Readopted:

## **Instructional Materials\*\***

The Board believes proper care and judgment should be exercised in selecting core and supplemental instructional materials and school and classroom library materials and that those materials should be inclusive of populations represented in a global society. The process of selecting materials will reflect respect for all people, regardless of race, color, religion, sex, gender identity, gender expression, sexual orientation, national or ethnic origin, marital status, age, mental or physical disability, familial status, economic status, or veteran status.

A material involved with a reconsideration will remain available throughout the reconsideration process. Materials will not be removed for discriminatory reasons. A request for reconsideration of materials may be processed through established procedures found in accompanying administrative regulations. Meetings of reconsideration committees may be subject to Public Meetings Law. Records regarding reconsideration procedures are subject to Public Records Law.

This policy is not intended to cover classroom activities. Complaints regarding classroom activities unrelated to materials can be filed using other established district complaint procedures. See Policy KL and KL-AR(1).

The term “instructional material” includes core instructional materials, supplemental materials, school library materials, and classroom library materials.

Some materials may fall into more than one of the following categories. If there is a question regarding selection or reconsideration, the district administration may select which procedure to use.

### **Definitions**

“Core instructional material<sup>1</sup>,” sometimes referred to as basal, means any organized system, which constitutes the major instructional vehicle for a given course of study, or any part thereof. Core instructional materials may include adaptive or personalized learning programs, digital textbooks, and print textbooks and are adopted and paid for by the district. Core instructional materials may include such instructional materials as a hardbound or a softbound book or books, or sets or kits of print and non-print materials, including electronic and internet or web-based materials or media.

“Supplemental instructional materials” means instructional materials used as part of the course of study, which are not part of the core instructional materials. They contain materials to supplement and/or differentiate core instruction and are generally teacher selected. These materials are not adopted by the Board. Materials required or assigned to be used as part of a class may be considered supplemental instructional materials, regardless of the source or location of the material.

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<sup>1</sup> This comes from OAR 581-011-0050(1), referring to instructional materials which must be adopted by local school boards.

“School library materials” means materials that are kept in the school library for student selection and use. The use of these materials may not be required for a particular class, but they may be selected by students to use. These may include books, media, newspapers, magazines, videos, websites, or databases, including in digital or print, etc. These materials are not adopted by the Board.

“Classroom library materials” means materials that are kept in the classroom for student selection and use. The use of these materials is not required for the class, but they may be selected by students to use. These may include books, media, newspapers, magazines, videos, etc. These materials are not adopted by the Board.

### **Core Instructional Materials**

The Board retains the authority to approve core instructional materials used in district schools and authorizes the superintendent or designee to develop and implement administrative regulations governing the selection and adoption of such materials. Procedures will provide for the involvement of administrators, staff, parents, students, and community members; will use established selection criteria to contribute to the attainment of district, program, and course or grade-level goals; and will reflect recent knowledge, trends, and technology in the field.

The district will review core instructional materials in accordance with the State Board of Education adoption cycle. Each core instructional program and its instructional materials will be reviewed on a seven-year cycle, and any resulting recommendations will be issued by district administration to the Board for approval. All recommended core instructional materials shall be approved by the Board prior to use. The adoption of textbooks for American history and government by the Board and any committee shall be done in a manner following ORS 337.260. The district will establish a process and timeline for regularly determining and considering whether core instructional materials are available through online resources that enable students with print disabilities to receive textbooks and instructional materials free of charge. All requests for reconsideration of core instructional materials may be considered under administrative regulation IIA-AR(2) - Reconsideration of Core Instructional Materials.

The district may choose to independently adopt core instructional materials that are not on the state-approved list, using state-approved selection criteria.

### **Supplemental Instructional Materials**

All supplemental instructional materials will be selected by building staff (teachers and principals) in collaboration with district staff through an informal selection procedure. Such materials will contain suitable readability levels and support the district’s adopted curriculum content. Materials will be used for their intended audience. All requests for reconsideration of supplemental instructional materials may be considered under administrative regulation IIA-AR(3) - Reconsideration of Supplemental Instructional Materials.

### **School Library Materials**

All school library materials will be selected by library staff as designated by the building principal using established selection criteria. Materials will contain a variety of reading levels. All requests for reconsideration of school library materials may be considered under administrative regulation IIA-AR(4) - Reconsideration of School or Classroom Library Materials.

## Classroom Library Materials

All classroom library materials will be selected by a classroom teacher and/or others ensuring that those materials are inclusive of populations represented in a global society and that the process of selecting materials reflects respect for all people, regardless of race, color, religion, sex, gender identity, gender expression, sexual orientation, national or ethnic origin, marital status, age, mental or physical disability, familial status, economic status, or veteran status. Teachers are responsible for knowing the available materials in their classroom library. All requests for reconsideration of classroom library materials may be considered under administrative regulation IIA-AR(4) - Reconsideration of School or Classroom Library Materials.

The Board subscribes in principle and practice to statements of policy as expressed in the Copyright Fair Use Guidelines for Educational Multimedia, the American Library Association Bill of Rights and related interpretations thereof to include Statement on Intellectual Freedom, Confidentiality of Library Records, and Access to Electronic Information, Services and Networks.

END OF POLICY

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### Legal Reference(s):

[ORS 174.100](#)

[ORS 332.107](#)

[ORS 336.035](#)

[ORS 336.082](#)

[ORS 336.840](#)

[ORS 337.120](#)

[ORS 337.141](#)

[ORS 337.150](#)

[ORS 337.260](#)

[ORS 337.511](#)

[ORS 339.155](#)

[ORS 659.850](#)

[OAR 581-011-0050](#) - 0117

[OAR 581-021-0045](#)

[OAR 581-021-0046](#)

[OAR 581-022-2310](#)

[OAR 581-022-2340](#)

[OAR 581-022-2350](#)

[OAR 581-022-2355](#)

Every Student Succeeds Act, 20 U.S.C. §§ 6311-6322 (2018).

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018); 28 C.F.R. §§ 42.101-42.106 (2019).

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683, 1701, 1703-1705, 1720 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2024).

Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12133 (2018); 29 C.F.R. Part 1630 (2019); 28 C.F.R. Part 35 (2019).

Age Discrimination Act of 1975, 42 U.S.C. §§ 6101-6107 (2018).

**XIV. CONSOLIDATED INFORMATION**

**A. 2025-26 Board of Directors Meeting Schedule (Revised) - First Read**



# Corvallis

## SCHOOL DISTRICT

Prepared for: Corvallis School Board  
Prepared by: Kim Nelson, Board Secretary  
Meeting Date: May 8, 2025

### **2025-2026 Board of Directors Meeting Schedule (Revised) – First Read**

#### **ACTION REQUESTED**

#### **Background**

Attached is the proposed 2025-2026 Board of Directors meeting schedule, which considers various factors, including religious holidays, school district breaks, and professional obligations for district management staff. At the April 10, 2025, Board of Directors meeting, it was noted that the October 9, 2025, meeting fell during the week of the Jewish holiday Sukkot. Further investigation revealed two other conflicts: the April 9, 2026, meeting (Passover) and the May 21, 2026, Budget Committee Meeting (Shavuot). While revising the dates and trying to avoid back-to-back meetings, both October dates were adjusted as reflected on the attached schedule, and the April 9, 2026, meeting was moved back one week. Due to budget deadlines, the May 21, 2026, meeting could not be moved back; the meeting has been moved to Wednesday, May 20, 2026.

#### **ACTION REQUESTED**

Adopt the proposed 2025-26 Board of Directors meeting schedule.



A	August 13, 2025 – Retreat
S	September 11, 2025 – Business Meeting
	September 25, 2025 – Special Meeting
O	October <del>9</del> 16, 2025 – Business Meeting
	October <del>23</del> 30, 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 <del>9</del> 16, 2026 – Business Meeting
	April 23, 2026 – Budget Committee Meeting
M	May 7, 2026 – Business Meeting
	May 14, 2026 – Budget Committee Meeting
	May <del>21</del> 20, 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](mailto:kim.nelson@corvallis.k12.or.us).

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

1. Policy BC/BCA - Board Organization / Board Organization Meeting



# Corvallis

## SCHOOL DISTRICT

Prepared for: Corvallis School Board

Prepared by: Melissa Harder

Meeting Date: May 8, 2025

### **NO ACTION REQUIRED**

Board Policy BC/BCA—Board Organization/Board Organization Meeting—Revision—First Read

#### Background

Since 2021, the Corvallis School Board has operated with one Board Chairperson and two Vice Chairperson positions. This practice began with the goal of deepening the leadership potential of the Corvallis School Board and fostering smooth transitions in leadership on the board. Board members believed that having additional people with a deep understanding of board leadership would make the board more nimble and resilient.

This revision to policy BC/BCA is meant to solidify this structure in policy.

#### Involvement

Staff members: Melissa Harder

#### Cost Impact

None.

#### Function

Review revision.



# Corvallis

## SCHOOL DISTRICT

Code: BC/BCA  
Adopted: 7/90  
Revised/Readopted: 8/96, 1/11/99, 4/1/02, 6/5/06

### **Board Organization/Board Organization Meeting**

No later than the next regular meeting following July 1, the Board will organize itself for the year.

The Board shall hold an organizational meeting that will consist of, but not be limited to, the following actions:

1. Election of a Board chair;
2. Election of a two vice chairs;
3. Provision for a time and place for regular meetings;
4. Designate the clerk and deputy clerk for the district;
5. Other organizational actions prescribed by law or by Board practice.

The incumbent Board chair will preside until a successor is elected, whereupon the successor will assume the chair. In the event no incumbent chair or vice chair remains on the Board, or neither is able to continue to serve as an officer, the Board will select a temporary chair to conduct the election. No member of the Board shall serve as chair more than four years in succession.

Should the Board hold its annual organizational meeting prior to July 1, all actions will be effective as of July 1 and will be ratified by the Board at the next regular meeting following July 1.

END OF POLICY

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#### **Legal References:**

[ORS 255.335](#)  
[ORS 332.040](#) - [332.045](#)  
[ORS 332.057](#)

## 2. Policy IKF - Graduation Requirements



# Corvallis

## SCHOOL DISTRICT

Prepared for: Corvallis School Board  
Prepared by: Melissa Harder  
Meeting Date: May 8, 2025

### **NO ACTION REQUIRED**

#### **Board Policy IKF**—Graduation Requirements—Revision—First Read

##### **Background**

Senate Bill (SB) 992 (2023) replaced the “Alternative Certificate” with a “Certificate of Attendance.” Information about the Certificate of Attendance is now defined in the policy revision.

Senate Bill 3 (2023) added one-half credit each of higher education and career path skills and personal financial education to the diploma and the modified diploma, therefore, reducing the number of elective credits by 1 to maintain the 24 credits. Both of these are effective for students who began grade 9 in the 2023-2024 school year.

The State Board of Education adopted the half credit for civics passed in Senate Bill 513 (2021) into [OAR 581-022-2000](#). This is effective for students who began grade 9 in the 2022-2023 school year.

Additional rules adopted by the State Board affect a variety of changes in policy which include language on additional credit requirements, Essential Skills, and updated parent notice requirements.

##### **Involvement**

Staff members: Melissa Harder

##### **Cost Impact**

None.

##### **Function**

Review revision.



# Corvallis

## SCHOOL DISTRICT

Code: IKF  
Adopted: 1/10/11  
Readopted: 8/19/13; 12/05/16; 6/20/19, 1/9/20, 2/3/22, 3/9/23

### High School Graduation Requirements\*\*

The Board establishes graduation requirements for awarding of a high school diploma, a modified diploma, an extended diploma, and ~~an alternative certificate~~ a certificate of attendance which meet or exceed state requirements.

A student may satisfy graduation requirements in less than four years. The district will award a diploma to a student fulfilling graduation requirements in less than four years if consent is given by the student's parent or guardian or by the student who is 18 years of age or older or emancipated.

If the district requires diploma requirements beyond the state requirements, the district shall grant a waiver for those requirements to any student who, at any time from grade 9 to 12, was:

1. ~~A foster child~~ In foster care<sup>1</sup>;
2. ~~Homeless~~ Experiencing houselessness<sup>2</sup>;
3. A runaway;
4. A child in a military family covered by the Interstate Compact on Educational Opportunity for Military Children;
5. A child of a migrant worker; ~~or~~
6. Enrolled in the Youth Corrections Education Program or the Juvenile Detention Education Program<sup>3</sup>;
7. Enrolled in an approved recovery school under ORS 336.680<sup>3</sup>

For any student identified above, the district shall accept any credits earned by the student in an educational program<sup>4</sup> in this state, applying those credits toward the state requirements for a diploma if the credits satisfied those requirements in that educational program in this state.

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<sup>1</sup> As Foster child" is defined in ORS 30.297.

<sup>2</sup> See OAR 581-022-2000 for additional information.

<sup>3</sup> Applies to high school diplomas awarded on or after January 1, 2026.

<sup>4</sup> "Educational program in this state" means an educational program that is provided by a school district, a public charter school, an approved recovery school (applies to diplomas awarded on or after January 1, 2026), the Youth Corrections Education Program or the Juvenile Detention Program, or funded as provided by ORS 343.243 for students in a long-term care or treatment facility described in ORS 343.962-961 or a hospital identified in ORS 343.261.

## Diploma

A high school diploma will be awarded to students in grades 9 through 12 who complete a minimum of 24 credits which include at least:

1. Three credits of mathematics (shall include one unit at the Algebra I level and two units that are at a level higher than Algebra I);
2. Four credits in language arts<sup>5</sup> (shall include the equivalent of one unit in written composition);
3. Three credits of science;
4. Three credits of social sciences (including shall include 0.5 unit of US civics<sup>6</sup> in addition to at least 2.5 units of credit aligned to the Oregon State Board adopted standards for US and world history, civics, geography, and economics (including personal finance));
5. One-half credit of higher education and career path skills<sup>7</sup>;
6. One-half credit of personal financial education<sup>8</sup>;
7. One credit in health education;
8. One credit in physical education; and
9. Three credits in career and technical education, the arts, or world languages<sup>9</sup> (units shall be earned in any one or a combination).

The district shall offer students credit options provided the method for obtaining such credits is described in the student's personal education plan and the credit is earned by meeting requirements described in Oregon Administrative Rule (OAR) 581-022-2025.

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<sup>5</sup> "Language arts" includes reading, writing and other communications in any language, including English.

<sup>6</sup> Civics becomes a half-credit requirement beginning on January 1, 2026 (~~Senate Bill 513, 2021~~)(ORS 329.451).

<sup>7</sup> Higher education and career path skills becomes a one-half credit graduation requirement for students who were first enrolled in grade 9 during the 2023-2024 school year or first enrolled in grade 9 in any subsequent school year (a requirement for a high school diploma awarded on or after January 1, 2027; a district may request a one-year waiver in accordance with law).

<sup>8</sup> Personal finance education becomes a one-half credit graduation requirement for students who were first enrolled in grade 9 during the 2023-2024 school year or first enrolled in grade 9 in any subsequent school year (a requirement for a high school diploma awarded on or after January 1, 2027). Multiple courses fulfill this graduation requirement. Check the course catalog for more information.

<sup>9</sup> "World languages" includes sign language, heritage languages and languages other than a student's primary language.

To receive a diploma, in addition to credit requirements, outlined in ~~OAR 581-022-2000~~ above, a student must<sup>10</sup>:

1. Demonstrate proficiency in the Essential Skills of reading, writing and apply mathematics in a variety of settings<sup>11</sup>;
2. Develop an education plan and build an education profile;
3. Demonstrate extended application of standards through a collection of evidence (or include evidence in existing collection(s)); and
4. Participate in career-related learning experiences.

### Modified Diploma

A modified diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic content standards adopted by the State Board of Education for a high school diploma while receiving reasonable modifications and accommodations. A modified diploma may only be awarded to a student who meets the eligibility criteria below and other criteria, if applicable, outlined in OAR 581-022-2010(3):

1. The student ~~H~~ has a documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers; or
2. The student ~~H~~ has a documented history of a medical condition that creates a barrier to achievement.

Having met the above eligibility criteria, a modified diploma will be awarded to students, who while in grade nine through completion of high school, complete 24 credits ~~which shall~~ with at least 13 of those credits to include:

1. Three credits in language arts;
2. Two credits in mathematics;
3. Two credits in science;
4. Two credits in social sciences (which may include history, civics, geography, and economics (including personal finance));
5. One-half credit in personal financial education<sup>12</sup>;
6. One-half credit in higher education and career path skills<sup>13</sup>;

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<sup>10</sup> ~~The proficiency in Essential Skills requirement has been waived and is not a condition of receiving a high school diploma during the 2021-2022, 2022-2023 or 2023-2024 school year (Senate Bill 744, 2021).~~

<sup>11</sup> The State Board of Education has waived this requirement in Essential Skills for students graduating through the 2027-2028 school year.

<sup>12</sup> This unit of credit applies to all students who are awarded a modified diploma on or after January 1, 2027.

<sup>13</sup> This unit of credit applies to all students who are awarded a modified diploma on or after January 1, 2027.

7. One credit in health education;
8. One credit in physical education; and
9. One credit in career technical education, the arts, or world languages (units may be earned in any one or a combination).

Students may earn additional credits to earn a modified diploma pursuant to OAR 581-022-2010.

In addition to credit requirements as outlined in OAR 581-022-2010, a student must:

1. Demonstrate proficiency in the Essential Skills of reading, writing and apply mathematics in a variety of settings<sup>14</sup>;
2. Develop an education plan and build an education profile; and
3. Demonstrate extended application of standards through a collection of evidence (or include evidence in existing collection(s)).

Districts may make modifications to the assessment for students who seek a modified diploma when the following conditions are met:

1. For a student on an individualized education program (IEP) or Section 504 plan, any modifications to work samples must be consistent with the requirements established in the IEP or 504 plan. Modifications include practices and procedures that compromise the intent of the assessment through a change in ~~learning expectations~~ the achievement level, construct, or ~~content that is to be measured, grade level standard, or measured outcome~~ of the assessment. This means that IEP or 504 school teams responsible for approving modifications for a student's assessment may adjust the administration of the assessment and/or the assessment's achievement standard. The IEP or 504 team must inform the student's parent that the use of a modification on assessments will result in an invalid assessment;
2. For a student not on an IEP or 504 plan, any modifications to work samples must have been provided to the student during their instruction in the content area to be assessed and in the year in which the student is being assessed, and modifications must be approved by the school team that is responsible for monitoring the student's progress toward the modified diploma.

Students not on an IEP or a Section 504 Plan may not receive a modified ~~Smarter Balanced~~ statewide assessment.

A student's school team (which must include an adult student, parent/guardian of the student) shall decide ~~that~~ if a student ~~should~~ will work toward a modified diploma no earlier than the end of grade six and no later than two years before the student's anticipated exit from high school. A student's school team may decide to revise a modified diploma decision.

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<sup>14</sup> The State Board of Education has waived this requirement in Essential Skills for students graduating through the 2027-2028 school year.

A student's school team may decide that a student who was not previously working towards a modified diploma should work toward one when the student is less than two years from anticipated exit from high school if the documented history has changed.

~~Beginning in grade five or beginning after a documented history to qualify for a modified diploma, the district shall annually provide to the parents or guardians of the student, information about the availability and requirements of a modified diploma.~~

For students with a documented history as described above, the district shall annually provide the parents or guardians of students, beginning in grade five or after such documented history has been established, the following:

1. Information about the availability of high school diplomas, modified diplomas and the requirements for such diplomas; and
2. A disclosure that students awarded a certificate of attendance will not be counted as a high school graduate in any reporting for the State or district and that such students awarded a certificate of attendance may not indicate they received a high school diploma on applications for employment, military service, financial aid, admittance to an institution of higher education or any other purpose.

## **Extended Diploma**

An extended diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic content standards adopted by the State Board of Education for a high school diploma while receiving reasonable modifications and accommodations. To be eligible for an extended diploma, a student must:

1. While in grade nine through completion of high school, complete 12 credits, which may not include more than six 6 credits in a self-contained special education classroom, and will include:
  - a. Two credits of mathematics;
  - b. Two credits of language arts;
  - c. Two credits of science;
  - d. Three credits of history, geography, economics, or civics;
  - e. One credit of health;
  - f. One credit of physical education; and
  - g. One credit of the arts, or a world language; and
2. Have a documented history of:
  - a. An inability to maintain grade level achievement due to significant learning and instructional barriers;
  - b. A medical condition that creates a barrier to achievement; or
  - c. A change in the student's ability to participate in grade level activities as a result of a serious illness or injury that occurred after grade eight.

~~Beginning in grade five or beginning after a documented history to qualify for a modified diploma, the district shall annually provide to the parents or guardians of the student, information about the availability and requirements of an extended diploma.~~

For students with a documented history, the district shall annually provide the parents or guardians of such students, beginning in grade five or after such documented history has been established, the following:

1. Information about the availability of high school diplomas, modified diplomas and the requirements for such diplomas; and
2. A disclosure that students awarded a certificate of attendance will not be counted as a high school graduate in any reporting for the state or district and that such students awarded a certificate of attendance may not indicate they received a high school diploma on applications for employment, military service, financial aid, admittance to an institution of higher education or any other purpose.

### **Alternative Certificates**

~~Alternative certificates will be awarded to students who do not satisfy the requirements for a diploma, modified diploma, or extended diploma if the students meet minimum requirements established by the district.~~

~~Beginning in grade five or beginning after a documented history to qualify for a modified diploma, the district shall annually provide to the parents or guardians of the student, information about the availability and requirements of an alternative certificate.~~

### **Certificate of Attendance**

A certificate of attendance<sup>15</sup> will be awarded to students who:

1. Have maintained regular attendance, defined as 70% attendance since the date of enrollment in high school.
2. Do not satisfy requirements for a high school diploma, modified diploma, or extended diploma; and
3. Have a documented history<sup>16</sup>.

For students with a documented history<sup>17</sup>, the district shall annually provide the parents or guardians of such students, beginning in grade five or after such a documented history has been established, the following:

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<sup>15</sup> A student who began grade 9 before July 1, 2020, may be awarded an alternative certificate if the student satisfies the requirements for an alternative certificate which are in effect on the day before July 1, 2024.

<sup>16</sup> “Documented history” means evidence in the cumulative record and education plans of a student that demonstrates the inability over time to maintain grade level achievement even with appropriate modifications and accommodations.

<sup>17</sup> “Documented history” means evidence in the cumulative record and education plans of a student that demonstrates the inability over time to maintain grade level achievement even with appropriate modifications and accommodations.

1. Information about the availability of high school diplomas, modified diplomas and the requirements for the diplomas; and
2. A disclosure that students awarded a certificate of attendance will not be counted as a high school graduate in any required reporting for the State or district and that such students awarded a certificate of attendance may not indicate they received a high school diploma on applications for employment, military service, financial aid, admittance to an institution of higher education or any other purpose

## Other District Responsibilities

The district will ensure that all students have onsite access to the appropriate resources and courses to achieve a high school diploma, modified diploma, and extended diploma, or alternative certificate at each high school in the district. The district will provide age-appropriate and developmentally appropriate literacy instruction to all students until graduation.

The district may not deny a student the opportunity to pursue a diploma with more stringent requirements than a modified diploma or an extended diploma for the sole reason the student who has the documented history listed under the above modified diploma or extended diploma requirements outlined above the opportunity to pursue a diploma with more stringent requirements, for the sole reason the student has the document history.

The district may award a modified diploma or extended diploma to a student only upon the written consent of a student who is an emancipated minor or who has reached the age of 18 (adult student) at the time the modified or extended diploma is awarded, or the student's parent or guardian. The district shall must receive the written consent during the school year in which the modified diploma or extended diploma is awarded.

A student shall have the opportunity to satisfy the requirements for a modified diploma, extended diploma, or alternative certificate a certificate of attendance in the later of after four 4 years starting in the ninth grade 9, or until the student reaches the age of 21 years, if the student is entitled to a public education until the age of 21 under state or federal law.

A student may satisfy complete the requirements for a modified diploma, extended diploma, or alternative certificate a certificate of attendance in less than four years but not less than three years. To satisfy the requirements for a modified diploma, extended diploma, or alternative certificate a certificate of attendance in less than four 4 years, the student's parent or guardian or a student who is emancipated or has reached the age of 18 must provide written consent that clearly states that the parent, guardian, or student is waiving the fourth year and/or years until the student reaches the age of 21. A copy of the consent will be forwarded to the district superintendent who will annually report to the Superintendent of Public Instruction the number of such consents.

A student who qualifies to receive or receives a modified diploma, extended diploma, or alternative certificate shall have the option of participating in a high school graduation ceremony with the student's class.

A student who receives a modified diploma, an extended diploma, or or alternative certificate a certificate of attendance shall have access to instructional hours, hours of transition services, and hours of other services that are designed to meet the unique needs of the student, and w When added together, the district

will provide a total number of hours of instruction and services to the student that equals at least the total number of instructional hours that are is required to be provided to students who are attending a public high school. The district may not unilaterally decrease the total number of hours of instruction and services to which the student has access regardless of the age of the student.

The district will award to students with disabilities a document certifying successful completion of program requirements. No document issued to students with disabilities educated in full or in part in a special education program shall indicate that the document is issued by such a program. When a student who has an IEP completes high school, the district will give the student an individualized summary of performance.

Eligible students with disabilities are entitled to a Free Appropriate Public Education (FAPE) until the age of 21, even if they have earned a modified diploma, an extended diploma, ~~alternative certificate a~~ certificate of attendance, or completion of a General Educational Development document. The continuance of services for students with disabilities for a modified diploma, extended diploma, or ~~alternative certificate a certificate of attendance~~ is contingent on the IEP team determining the student's continued eligibility and special education services are needed.

Students and their parents will be notified of graduation and diploma requirements.

The district may not deny a diploma to a student who has opted out of statewide assessments if the student is able to satisfy all other requirements for the diploma. Students may opt out of the ~~Smarter Balanced or alternate Oregon Extended Assessment~~ Oregon statewide assessments in language arts and/or mathematics by completing the Oregon Department of Education's Opt-out Form<sup>18</sup> and submitting the form to the district.

The district will issue a high school diploma, pursuant to Oregon law (ORS 332.114) to a veteran if the veteran resides within the boundaries of the district or is an Oregon resident and attended a high school of the district, or to a deceased veteran, upon request from a representative of the veteran, if the deceased veteran resided within the boundaries of the district at the time of death or was an Oregon resident at the time of death and attended a high school of the district.

The act of student-initiated test impropriety is prohibited. A student that participates in an act of student-initiated test impropriety will be subject to discipline. "Student-initiated test impropriety" means student conduct that is inconsistent with the *Test Administration Manual* or accompanying guidance; or results in a score that is invalid.

END OF POLICY

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<sup>18</sup> Department of Education page for: [30-day notice and opt-out form](#)

**Legal Reference(s):**

[ORS 329.007](#)  
[ORS 329.045](#)  
[ORS 329.451](#)  
[ORS 329.479](#)  
[ORS 332.107](#)  
[ORS 332.114](#)  
[ORS 336.585](#)  
[ORS 336.590](#)

[ORS 339.115](#)  
[ORS 339.505](#)  
[ORS 343.295](#)  
[OAR 581-021-0009](#)  
[OAR 581-022-0102](#)  
[OAR 581-022-2000](#)  
[OAR 581-022-2005](#)  
[OAR 581-022-2010](#)

[OAR 581-022-2015](#)  
[OAR 581-022-2020](#)  
[OAR 581-022-2025](#)  
[OAR 581-022-2030](#)  
[OAR 581-022-2115](#)  
[OAR 581-022-2120](#)  
[OAR 581-022-2505](#)

*Test Administration Manual*, published by the OREGON DEPARTMENT OF EDUCATION.

*CERTIFICATES FOR SCHOOL COMPLETION: QUESTIONS AND ANSWERS RELATED TO THE IMPLEMENTATION OF SB 992*, PUBLISHED BY THE OREGON DEPARTMENT OF EDUCATION.

**Senate Bill 1522 (2022)**

3. Policy JFCF - Hazing, Harassment, Intimidation, Bullying, Cyberbullying, Teen Dating Violence, Family Violence



# Corvallis

## SCHOOL DISTRICT

Prepared for: Corvallis School Board  
Prepared by: Melissa Harder  
Meeting Date: May 8, 2025

### **NO ACTION REQUIRED**

Board Policy JFCF—Hazing, Harassment, Intimidation, Bullying, Menacing, Cyberbullying, Teen Dating Violence, or Domestic Violence - Students\*\*—Revised—First Reading

#### Background

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

In February 2024, the board spent time discussing Board Policy JFCF—Hazing, Harassment, Intimidation, Bullying, Menacing, Cyberbullying, Teen Dating Violence, or Domestic Violence - Students. The board provided questions and revision suggestions for this policy. The board completed a first read of this policy in May 2024 and had more edits for the policy.

The attached version includes revisions from February and May 2024. Included in those revisions are the following:

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

#### Involvement

Staff members: Melissa Harder

#### Cost Impact

None.

#### Function

Review of revisions



Code: JFCF  
Adopted: 6/28/99  
Revised/Readopted: 12/9/02, 12/10/07, 3/14/11, 11/4/13, 12/5/16, 5/9/19, 2/6/20, 5/05/22

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

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

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

**Scope**

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

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

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

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

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

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

Students, staff, board members, or third parties may also be referred to law enforcement officials.

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

### Definitions

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

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

“~~Domestic~~ Family violence” means abuse between family and/or household members, as those terms are described in ORS ~~107.705~~ 135.230.

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

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

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

activities intended to degrade or humiliate. It is not a defense against hazing that the student subjected to hazing consented to or appeared to consent to the hazing.

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

“Protected class” means a group of persons distinguished, or perceived to be distinguished, by race, color, religion, sex, sexual orientation, gender identity, national origin, marital status, familial status, source of income, or disability. For purposes of this policy, physical characteristics are also included in the definition of protected class.

“Retaliation” means any acts of, including but not limited to, hazing, harassment, intimidation, bullying, menacing, or cyberbullying toward the victim, a person in response to an actual or apparent reporting of, or participation in the investigation of hazing, harassment, intimidation, bullying, menacing, teen dating violence, acts of cyberbullying, or retaliation.

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

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

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

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

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

### **Reporting**

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

### **Staff Responsibility**

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

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

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

### **Student Responsibility**

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

### **Volunteer Responsibility**

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

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

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

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

Retaliation against any person who is a victim of, who reports, is thought to have reported, or files a complaint about an act of hazing, harassment, intimidation, bullying, menacing, an act of cyberbullying, or teen dating violence, or otherwise participates in an investigation or inquiry is strictly prohibited. A person who engages in retaliatory behavior will be subject to consequences

and appropriate remedial action. False charges shall also be regarded as a serious offense and will result in consequences and appropriate remedial action.

### **Notification to Parents or Guardians**

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

The notification must occur with involvement and consideration of the needs and concerns of the student who was the subject to an act of harassment, intimidation, bullying or cyberbullying.

Notification may include a plan of support for the student, as determined by the building administrator, as well as expectations for building staff regarding implementation of that support.

The notification is not required if the administrator reasonably believes notification could endanger the student who was subjected to an act of harassment, intimidation, bullying or cyberbullying or if all of the following occur:

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

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

When notification is provided, the notification must occur:

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

### **Training and Education**

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

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

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

**Notice**

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

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

END OF POLICY

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**Legal References:**

[ORS 107.705](#)

[ORS 135.230](#)

[ORS 163.190](#)

[ORS 163.197](#)

[ORS 166.065](#)

[ORS 166.155](#) to 166.165

[ORS 174.100](#)(7)

[ORS 332.072](#)

[ORS 332.107](#)

[ORS 339.240](#)

[ORS 339.250](#)

[ORS 339.351](#) to 339.368

[OAR 581-021-0045](#)

[OAR 581-021-0046](#)

[OAR 581-021-0055](#)

[OAR 581-022-2310](#)

[OAR 581-022-2370](#)

House Bill 2631 (2021)

House Bill 3041 (2021)

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

#### 4. Policy IKI - Academic Integrity



# Corvallis

## SCHOOL DISTRICT

Prepared for: Corvallis School Board  
Prepared by: Melissa Harder  
Meeting Date: May 8, 2025

### **NO ACTION REQUIRED**

#### **Board Policy IKI—Academic Integrity—New—First Read**

##### **Background**

In 2023, Elementary, Middle, and High School levels created a Behavior Intervention Matrix at each level as part of the districtwide work on aligning behavior categories, descriptions, and interventions. In 2024, the high school administrative team revised the student behavior category for cheating and plagiarism. They added definitions and required each department to determine consequences for cheating and plagiarism, and to communicate that information to students and families in the course syllabus.

Typically, behavior categories in the Behavior Intervention Matrix at each level have a direct link to a district policy. Because our district did not have a policy for Academic Integrity, high school administrators requested that one be drafted and presented to the school board. The attached first read is taken from OSBA model policy and the policies in place in other districts. It includes definitions for academic cheating, academic collusion, and plagiarism. It also refers to the unauthorized use of AI as a form of academic cheating. Middle and high school administrators reviewed this policy before this evening and offered suggestions for revisions.

##### **Involvement**

Staff members: Melissa Harder

##### **Cost Impact**

None.

##### **Function**

Review new policy.



# Corvallis

## SCHOOL DISTRICT

Code: IKI

Adopted:

Revised/Readopted:

### **Academic Integrity**

The Board expects every student to conduct their educational pursuits with the highest degree of honesty, accountability for their own work, and respect for the intellectual property of others. Students are expected to submit work, reports, projects, and/or complete assessments that are their own work and adhere to the standards of academic honesty. Engaging in various forms of academic dishonesty does not permit students to realize the full extent of the educational experience or their full academic potential.

#### Definitions of Academic Dishonesty

“Academic Cheating” is any act of academic deception that includes, but is not limited to: receiving or sharing information with another student during a test or assessment; viewing another student’s test or assessment; using unauthorized notes or materials; obtaining questions or answers before an assessment; using artificial intelligence when not explicitly permitted by the instructor; or engaging in any behavior that violates the principles of fairness in academic work, including specific rules established by the course instructor.

“Academic Collusion” refers to unauthorized cooperation between students that undermines the integrity of academic work. This includes, but is not limited to: sharing or receiving test or assessment questions or answers without the instructor’s permission; copying another student’s homework or allowing one’s work to be copied; and collaborating on individual assignments or tasks when the instructor has not expressly permitted such collaboration.

“Plagiarism” is the act of presenting another person’s ideas, words, or work as one’s own without proper acknowledgment. This includes using direct quotations or paraphrased material from published or unpublished sources without appropriate citation, as well as submitting assignments, whether in whole or in part, that were created by someone else. This may involve work produced by other students, commercial services, or digital tools when not explicitly permitted by the instructor.

Students shall not engage in academic dishonesty. Violation of this policy may result in discipline as deemed appropriate by the instructor or administration based on the nature and seriousness of the offense.

**END OF POLICY**

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**Legal References:**

[ORS 332.107](#)

[ORS 339.240](#)

[ORS 339.250](#)

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

**XV. BOARD MEMBER COMMENTS (9:40 PM)\***

**XVI. ADJOURNMENT (9:50 PM)\***

\*All times are approximate.

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

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

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

Public Comment –

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

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

Grievance Process - ORS 192.705

Grievances alleging a violation by a governing body of provisions in Public Meetings Law may be submitted in writing to Kim Nelson at [kim.nelson@corvallis.k12.or.us](mailto:kim.nelson@corvallis.k12.or.us) or submitted between 8:00 am – 5:00 pm Monday through Friday at 1555 SW 35<sup>th</sup> Street, Corvallis, OR 97333. Additional information is available on the district website.

<b>SCHOOL BOARD MEMBERS</b>			
Luhui Whitebear, Chair	541-714-3305	Terese Jones, Co-Vice Chair	541-230-1673
Sami Al-Abdrabbuh	541-283-6611	Shauna Tominey, Co-Vice Chair	541-829-8411
Chris Hawkins	541-602-2045	Judah Largent	541-231-8415
Bernie Wang	541-704-7298		
<b>BUDGET COMMITTEE CITIZEN MEMBERS</b>			
Andrew Freborg		Tony Vandemeer	
Merideth Bailey		Cassandra Inman	
Jessie Munster		Kevin Riley	
Yan Wang			

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