

## **Business Meeting**

Thursday, May 6, 2021 6:30 PM

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

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

**II. PLEDGE OF ALLEGIANCE**

**III. BOARD MEMBER REPORTS**

**IV. SUPERINTENDENT'S REPORT**



## **Superintendent's Update**

Shared with the Corvallis School Board during the May 6, 2021 meeting.

### **Teacher Appreciation Week**

Teacher Appreciation Week is celebrated during the first full week of May each year. After a year like no other, I want to acknowledge the dedication and commitment of our teaching staff to do what is best for our students. Teachers change the lives of kids every day—and in a year where instruction could be virtual, in-person or a mix of both, their immense work and impact have provided a much-needed sense of community and connection. Despite the challenges of the COVID-19 pandemic, teachers across our district are working hard to support all of our students and we are grateful for all they do.

### **Graduation Ceremonies**

Last week we shared with our high school families that we are beginning to plan on-site graduation ceremonies for Corvallis High, Crescent Valley and College Hill. As long as Benton County remains in the HIGH Risk category or lower we will hold in-person graduation ceremonies outdoors at each high school. Due to social distancing requirements for the events, each student will receive two guest tickets and there will be two ceremonies at CHS and CV on June 5. All ceremonies will be live-streamed as well.

### **Maintaining Safe and Healthy Schools for Remainder of School Year**

This is Week One of our return to fully on-site learning across the district. Our staff are excited to have students back in our schools and we are following our safety protocols to keep everyone safe and healthy. It's important for families to screen their children for COVID-19 symptoms each school day and should not send their child to school if they have primary symptoms. When we are notified of a positive case of COVID, our health and safety team begins their protocol.

- The individual with the positive case of COVID is contacted by a district nurse and details about potential exposures are gathered. We work closely with Benton County Health Department staff on the investigation.
- Staff and parents/guardians of students who were exposed are contacted individually by phone.
- Depending on the investigation and recommendation of Benton County Health Department Staff, exposed individuals must quarantine for 14 days.
- Individuals who were exposed are those who were within 6' of the positive COVID individual for 15 minutes or more in a 24 hour period. This is why our school staff are working hard to help students follow the safety protocols at school. Masks and maintaining six feet distance reduces the risk of exposure and the need to quarantine.

The number of individuals required to quarantine is low. The district website includes a COVID-19 link on the home page which links directly to our COVID dashboard. Staff and families can expect that in every case, we will notify exposed individuals immediately, followed by a notification to the entire school community that there was a positive case in the building.

On May 20, a community vaccination clinic at OSU's Reser Stadium will be marketed to 16-18 year olds and will include activities for that age group. In addition, a Samaritan Health Mobile vaccination clinic will be offered at College Hill in the coming weeks. We are closely monitoring the FDA's approval of a COVID vaccination for 12-15 year olds.

### **Recovery of Learning - Summer School**

Our recovery of learning planning will take place in three phases. Phase one will be Summer Programs that will take place from July through the end of August. Phases two and three will be a continuation of academic and other supports for the next two school years. Our students will receive additional instruction, mental health support, and opportunities to gain their confidence after this pandemic year.

While we have offered summer programs before, this year we have additional funding that will help us expand and enhance the support available for students. In addition, we are partnering with Corvallis Parks and Recreation programs in July and August and with the Boys and Girls Club child care program for the entire summer. Academic support this summer will include a 5-week credit recovery program for high school students and academic boost programs for both elementary and middle school students. Families will be receiving more information next week.

### **Planning for Next Fall**

Our district is planning to fully reopen for five days a week of in-person instruction in the fall. We will follow all guidelines from the Oregon Department of Education and the Oregon Health Authority, which may include protocols such as wearing a face covering, frequent handwashing and some form of physical distancing.

The first day of class will be September 8. Calendars have been shared with families and are available on the district website.

Additional federal and state resources have been made available to the district to address the impact that COVID-19 has had, and continues to have, on our educational community. We will strategically leverage these one-time resources to make investments to strengthen existing operations and identify new and expanded programs and services that will provide the supports our students need as we emerge from the pandemic. Details on these proposed investments will be presented as part of my superintendent's budget message at the May 20 Budget Committee meeting.

### **US News and World Report**

U.S. News & World Report's 2021 Best High Schools rankings were published this month and both Crescent Valley and Corvallis High Schools earned rankings as a Best School. The highest ranked U.S. public schools in the rankings are those whose students demonstrated outstanding outcomes above expectations in math and reading assessments, earned qualifying scores in an array of college-level exams, and graduated in high proportions. We are proud of the success of our students and the support of our committed staff to help our students achieve their potential in high school and beyond.

### **CSD Theaters Diversity Advisory Committee**

Later tonight, board members will have an opportunity for a first reading of a revision of the educational equity policy. This policy will help us create more inclusive and equitable schools for students, staff and the community. As is stated in the background document, our District acknowledges the historical, generational, and compounding reality of the systems and structures that have intentionally created opportunities for some groups and perpetuated racial inequities for others.

Listening to and seeking to understand the perspectives of our students, staff, and communities of color illuminates the urgency of this work. After several discussions, emails, and meetings with former theater students, we are taking immediate action to support changes in the CSD Theaters program to ensure that all students feel safe and welcome to participate. We have established a new advisory committee and the application for new members is open through May 8. The Theater Diversity Advisory Committee (TDAC) will be a committee recruited from district staff, student representatives, community members, and alumni coming from underrepresented backgrounds and/or experience in anti-racist work to advise the theater department's play selection, casting, and diversity and equity efforts. Assistant Superintendent Melissa Harder and Equity Coordinator, Marcianne Rivero Koetje will be liaisons to the committee.

### **School Lunch Hero Day**

May 7 is School Lunch Hero Day and I'd like to thank our food services team for their hard work and commitment to our students. Between preparing healthy meals for our students, adhering to strict nutrition standards, navigating student food allergies, and offering service with a smile, our food services staff are true heroes and we thank them for the 496,558 meals this team has served since the end of March!

### **StoryWalk Project at Adams and Wildcat Elementary Schools**

Thanks to district librarian Dana Zachary and the library media technicians at Wildcat and Adams Elementary schools, two pilot StoryWalk® installations are on display outdoors at the schools. This is a creative way for our students and families to enjoy reading and the outdoors at the school. Thank you to Library Media Technicians Echo Rue at Adams and Christy Koegler at Wildcat and district staff Elizabeth Wyatt who worked with public library staff to make this happen.

Laminated pages from a children's book are installed along an outdoor path. As you stroll down the trail, you're directed to the next page in the story. The book used for the Wildcat StoryWalk is "I am Every Good Thing" by Derrick Barnes and the book used at Adams is "Dreamers" by Yuyi Morales. A physical activity is also included with each page of the story adding a suggested movement. Thank you to the Corvallis-Benton County Public Library for their partnership.

V. STUDENT REPRESENTATIVE REPORTS

VI. FAREWELL TO STUDENT REPRESENTATIVES

VII. PUBLIC COMMENT (7:00 p.m.)

*Please contact [parker.schulze@corvallis.k12.or.us](mailto:parker.schulze@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 would like to call in from, and the topic you would like to speak about.*



**PROVIDING INPUT TO THE SCHOOL BOARD AT VIRTUAL MEETINGS DURING THE PANDEMIC**

*(Revised 09-09-21)*

The Corvallis School Board values the opinions and input of students, staff, parents, and community members. Comments may be provided during certain meetings, via telephone, 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. At this time, Board meetings are held virtually and there will be no in-person public comment. To offer comments via telephone during designated meetings:

- A. Email Board Secretary Kim Nelson at [kimberly.nelson@corvallis.k12.or.us](mailto:kimberly.nelson@corvallis.k12.or.us) by noon on the day of the meeting.
- B. Provide your name, home address, and the telephone number you will be calling in on.
- C. You will be provided a telephone number and meeting access code.
- D. At the time designated on the agenda, call the number provided and enter any required access codes.
- E. You will be “in the waiting room” until it is your turn to provide comments; at that time, you will be admitted to the virtual meeting.
- F. 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.
- G. 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 comment after you.
- H. 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.
- I. If you read from a prepared statement, you may choose to email your written comments to Kim Nelson at [kimberly.nelson@corvallis.k12.or.us](mailto:kimberly.nelson@corvallis.k12.or.us) to post online with the informational packet of the meeting and to file with the official minutes of the meeting. It is not required, however.
- J. 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 <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.
- K. 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.

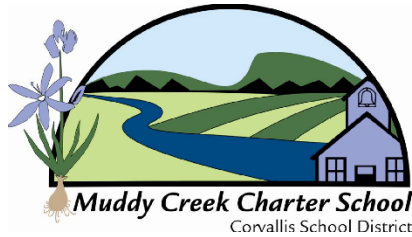
**Written Correspondence**

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**

Vincent Adams	541-240-4055	Terese Jones	541-230-1673
Sami Al-AbdRabbuh	541-283-6611	Shauna Tominey	541-829-3411
Tina Baker	541-223-1997	Luhui Whitebear	541-632-3568
Sarah Finger McDonald	541-908-3756		

VIII. MUDDY CREEK CHARTER SCHOOL ANNUAL REPORT  
(7:30 p.m.)



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# ANNUAL REPORT

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Muddy Creek Charter School 2019-2020

## **The Muddy Creek Charter School Vision and Mission**

### **Vision:**

Muddy Creek Charter School is a rural public school dedicated to the integration of an outstanding academic program with its community – the land and its people. We offer a joyful and creative educational experience where engaged students practice skills, they will need to be effective citizens and stewards in the future. Muddy Creek Charter School will serve as a model for preserving schools in rural communities.

### **Mission:**

Muddy Creek Charter School was founded to provide an outstanding K-5 public educational program for children who reside in and around the Muddy Creek Watershed. In multi-age classrooms, the school will deliver a place-based, project-based, integrated arts and science curriculum grounded in its rural agricultural setting and commitment to community service. Diverse learning styles will be fostered. M CCS will be supported in its efforts by forging and maintaining partnerships with local landowners and agencies, OSU researchers and the community at large. Our success will be our children. The students of M CCS will not only meet or surpass the state benchmarks but will also have a deeper understanding of their place in the world as demonstrated by portfolios of high-quality projects, and they will be well prepared to transition into other schools for their continued education.

FEBRUARY 5, 2020

Respectfully submitted by Muddy Creek Charter School Board and Jennine Livengood.

**A. Introduction****Brief historical perspective**

Muddy Creek Charter School opened its doors in September of 2008, so we are in our 13th year of operation. As stated in the charter agreement, the mission of the school was to provide an excellent and innovative public educational program for children in grades K-5 in the Corvallis School District. It is aimed at, but not restricted to, children who reside in and around the Muddy Creek and Beaver Creek Watershed. During the 2019-2020 school year, 13 students were from these areas. Muddy Creek's 119 students came from the Corvallis School District (83), Philomath School District (16), Monroe School District (9), Greater Albany School District (8) Alsea School District (1), Junction City School District (1), or Harrisburg School District (1).

Our place-based curriculum is founded in its rural agricultural setting and commitment to community service. Learning takes place through a combination of direct (traditional) and multidisciplinary, project-based instruction that also integrates art. MCCS is supported in its efforts by forging and maintaining partnerships with local landowners and agencies such as the Fresh Water Trust, Raindance Ranch, Buchanan Family Farms, Benton County Soil and Water District, OSU researchers, and the community at large. Our goal is that the students of MCCS not only meet or surpass the state benchmarks but will also have a deeper understanding of their place in the world as measured by a portfolio of the student's best work and prove themselves well-prepared to transition into other schools in the Corvallis School District for their continued education.

Our current Charter with 509j was renewed in 2019. It is our hope that we will continue to build an effective and respectful working relationship with the District, with the ultimate benefit of our shared students. With a new Charter contract in place, we are positioned to improve our facilities and strengthen our programs to meet the social and educational needs of our students.

**B. Physical Description**

During the 2019-2020 school year, we changed the classroom configurations and added another teacher. MCCS had six classrooms - a full-day kindergarten, a first-grade classroom, two second/third grade classroom, and two fourth/fifth grade classrooms. The blended approach helps to create a strong community within the classrooms and school. This configuration also provides two placement options for students in second through fifth grades as well as teacher partnerships and more sharing.

All grades receive PE instruction three days a week, music instruction two days a week, and art instruction once a week. Literacy instruction was increased across each grade each week. Specialized lessons were developed and delivered by a teacher with a reading endorsement and master's in teaching. Special education and behavior support provide additional instructional offerings for some students. A part-time assistant manages the library. Each classroom has a half-time assistant. The administration consists of a half-time executive director, a half-time head teacher, and an office manager. There is a half-time business manager who handles financial matters and technology issues. The District provided a 0.5 FTE learning resource center teacher, a speech and language specialist and assistant time to meet the needs of students with disabilities.

## C. Academic Description

### Literacy

Our philosophy is to integrate phonics, vocabulary development, comprehension, skill development and whole language with science and social studies content to promote a love of reading and opportunity to read chapter books. Our goal is to connect the students' literacy development with their study of the natural world. Instruction is based on Oregon's Common Core State Standards.

Literacy includes four areas: reading, writing, speaking, listening.

All classrooms have:

- A collection of leveled books, both fiction and nonfiction
- Regular practice to develop language, vocabulary, and interpersonal skills by providing opportunities for students to speak publicly in the classroom, and at our weekly all-school assembly.
- Grades 2-5 participate in the annual 4-H Wildlife Summit, presenting their project to judges. Projects consist of writing, research, art, and presentation.

Literacy Instruction includes, but is not limited to:

1. Total ninety minutes per day of literacy, which includes spelling, phonics, vocabulary development, writing and reading. This includes thirty minutes of reading instruction at their ability level (guided reading).
- Specifically chosen "Read-alouds" are shared with classes daily.
  - Up to 30 minutes per day is designated for students to read independently; Independent reading practices include "Read to Self", "Read to Someone" and/or DEAR (Drop Everything and Read).
  - A read-at-home program is encouraged that emphasizes 15-30 minutes of reading at home per day.
  - STAR testing is given three times a year to document progress and to help plan instruction. However, COVID disrupted this at the end of the year.
  - DRA individual student assessments are given in the fall and as a progress check for reading fluency and comprehension.

Classroom teachers create a year-long teaching plans that includes literacy skills, strategies, and topics to be taught, using Common Core Standards.

### Math

Our math program is comprised of *Bridges for Grades K- 4* and *Everyday Math for Grades 5*. *Bridges in Mathematics: Second Edition*, is a comprehensive K-5 mathematics curriculum that helps teachers to fully implement the Common Core State Standards for Mathematics in a rigorous, coherent, and engaging way. The curriculum focuses on developing students' deep understanding of mathematical concepts, proficiency with key skills and the ability to solve complex problems. They learn fluency of facts and how to use them in all problems. It is hands- on and develops a community of mathematicians. Fifth grade uses *Everyday Math*, which is a progression of skills with group lessons and individual advancement. Students take pre- and post-tests and continue at their own pace along with group instruction. The two programs work well together, and students leave Muddy Creek with a strong mathematical sense.

MCCS Special (Art, Literacy, Music, PE, Library) Schedule for 2019-20

Monday	Tuesday	Wednesday	Thursday	Friday
8:35 – 9:15 – Lit 2/3 CN 9:20 – 9:55 – Lit 2/3 LR	8:40 – 9:50 – Art 4/5 TD	9:15 – 9:55 – Lit 1 <sup>st</sup>	8:35 – 9:05 – Lib 4/5 MA	
9:25 – 9:55 – Lib 1 <sup>st</sup> EB	9:25 – 9:55 – Lib K MR	9:25 – 9:55 – Lib 2/3 CN	9:25 – 9:55 – Lib 4/5 TD	9:25 – 9:55 – Lib 2/3 LR
10:20 – 11:00 – Lit 4/5 MA		10:00 – 10:40 – Lit K	10:05 – 10:35 – Art X K	
10:05 – 10:40 – PE 1 <sup>st</sup>	10:05 – 10:40 – Mus 1 <sup>st</sup>	10:05 – 10:40 – PE 1 <sup>st</sup>	10:05 – 10:40 – Mus 1 <sup>st</sup>	10:05 – 10:40 – PE 1 <sup>st</sup>
10:45 – 11:20 – PE K	10:45 – 11:20 – Mus K	10:45 – 11:20 – PE K	10:45 – 11:20 – Mus K	10:45 – 11:20 – PE K
			10:45 – 11:15 – Art X 1 <sup>st</sup>	
<b>L</b>	<b>U</b>	<b>N</b>	<b>C</b>	<b>H</b>
12:20 – 1:00 – Lit 4/5 TD	12:25 – 1:35 – Art 1 <sup>st</sup>	12:25 – 1:35 – Art 2/3 CN	12:25 – 12:55 – Art X 2/3 CN	
12:25 – 1:00 – PE 4/5 MA	12:25 – 1:00 – Mus 2/3 LR	12:25 – 1:00 – PE 4/5 MA	12:25 – 1:00 – Mus 2/3 LR	12:25 – 1:00 – PE 2/3 MA
1:05 – 1:40 – PE 2/3 LR	1:05 – 1:40 – Mus 2/3 CN	1:05 – 1:40 – PE 2/3 LR	1:05 – 1:40 – Mus 2/3 CN	1:05 – 1:40 – PE 4/5 LR
	1:45 – 2:55 – Art K	1:45 – 2:55 – Art 2/3 LR	1:05 – 1:35 – Art X 2/3 LR	
1:45 – 2:20 – PE 2/3 CN	1:45 – 2:20 – Mus 4/5 MA	1:45 – 2:20 – PE 2/3 CN	1:45 – 2:20 – Mus 4/5 TD	1:45 – 2:20 – PE 2/3 CN
1:45 – 2:55 – Art 4/5 MA			1:45 – 2:15 – Art X 4/5 MA	
2:25 – 3:00 – PE 4/5 TD	2:25 – 3:00 – Mus 4/5 TD	2:25 – 3:00 – PE 4/5 TD	2:25 – 3:00 – Mus 4/5 MA	2:25 – 3:00 – PE 4/5 TD
			2:25 – 2:55 – Art X 4/5 TD	

## **Science and Social Studies**

Project learning follows a two-year cycle of science and social studies topics. Students engage with a topic, then question and investigate (conduct field work), and share what they have learned. Whenever possible, projects are investigated through the lens of the place where children live or where our school is located. **The projects also give children an opportunity to apply literacy and math skills in an integrated context.** Project times vary in length and type. Some projects last for a few weeks and others last up to three or four months. Certain projects are worked on intermittently and others, such as seasonal comparisons, will last the entire year.

### Samples of Science and History Place-based Projects

Restoring plant life in the Rock Creek watershed  
Restore Project – study of wetlands impact upon plants and soils  
Finley Wildlife Refuge – study of bird migration patterns  
Raised-bed potato trials  
Insects in Art, Reading, and the Muddy Creek watershed  
Geology – rocks and land formations  
Astronomy

Classes also complete smaller focused studies based on student and teacher interest.

### **Oregon Season Tracker Basics**

Our 4th and 5th grade classrooms participated in the Season Tracker program. OST is a citizen science program of OSU Extension Service. Volunteers help track climate science by observing and reporting on precipitation and plant phenology (seasonal changes), in partnership with local and national researchers.

### **4-H Wildlife Stewards Summit Presentations**

Due to COVID-19 and the closing of in-person learning, there was no Wildlife Summit this year. Normally, our first through fifth graders participate in the 4H Wildlife Summit annually.

### **Special Programs throughout the year.**

1. In January 2020, we had a schoolwide artist-in-residence, Sam Bartlett, work with our students for 10 days. They created cranky stories.
2. We had bimonthly visits from the Corvallis Public Library's Bookmobile.
3. College students from Japan visited our school and shared their culture with us in late winter.

## Smarter Balance Assessment Summary

Scores	2015*	2016	2017	2018	2019	2020 *
English Language Arts	87.5%	60.0%	59.3%	70.0%	72.0%	
Math	66.7%	62.0%	61.0%	66.0%	78.0%	
Science	92.3%	89.9%	>95%	91.0%	66.7%	
*2015 was the first year with the Smarter Balanced Assessments in ELA and math						

The trend for Muddy Creek School's students continues to show a performance at or above that of the students in 509j and across the state. Science is the exception to this trend with our scores typically at or near the top when compared to 509j schools. State average for 5<sup>th</sup> grade science was 35.8%.

\*No testing was done for 2019-2020 due to COVID.

## COVID-19

As with all the schools around the country, March 2020 was a transition from in-person instruction to comprehensive distance learning. It was a difficult shift. Teachers had to learn Google classroom overnight and adjust lessons to on-line learning. Students and parents found it difficult, too. Working parents had a huge adjustment having their children at home all day. We had families with little or no internet service. A lack of back-up computers was another issue. Our business manager who is part-time IT worked tirelessly providing each family with what they needed. Each staff member, each student, and every parent all coped the best they could.

## School Improvement Targets

1. Improvements to the facility and campus to address the of our community.
  - a. In collaboration with the district, we applied for and received a Seismic Rehab Grant. The work will begin in the summer of 2020. It was completed August 2020.
  - b. Replacing our outdoor covered play area that was removed during seismic work. We hope to plan a replacement in the school year of 2020-2021.
  - c. We are space constrained. We plan to study the addition of either a modular building, a gym/cafeteria storage add-on, or a securable entrance to the school with some additional office space once we return to in-person education and can more accurately forecast finances.
2. Expand the project based/place-based learning experiences of our students.
  - a. Implement a strong professional development model that supports current and new staff to focus on this model of instruction.
  - b. Implement a collaborative model so teachers have a grade level peer to support the development and implementation of this model of instruction.
3. Student educational experience.
  - a. We hope to return to in-person education as soon as it is safe and financially viable to comply with state requirements.

- b. Assess reading curriculums and adopt a school-wide curriculum to use as a foundation in reading instruction.

IX. BOND UPDATE REPORT (7:50 p.m.)



# Corvallis

## SCHOOL DISTRICT

Prepared for: Corvallis School Board  
Prepared by: Kim Patten, Director of Facilities and Transportation  
Meeting Date: May 6, 2021

### **Bond Program Update**

**NO ACTION REQUIRED**

#### Background

Wenaha Group provides project management services for the Facilities Improvement Bond approved by voters in May 2018. Wenaha Group's project managers will prepare a monthly report to communicate status and progress on bond projects. The report will be included in a board packet each month, published on the district website, and shared with key communicators.

Direct questions regarding bond projects to [kim.patten@corvallis.k12.or.us](mailto:kim.patten@corvallis.k12.or.us)



## **CORVALLIS SCHOOL DISTRICT BOND PROGRAM UPDATE MAY 6, 2021**



### **GENERAL PROGRAM UPDATES**

#### Reflecting on the Third Anniversary of the Bond Program

Nearly three years ago, Corvallis voters approved a facilities improvement bond for Corvallis schools which included safety and security enhancements, existing infrastructure updates, and career-related program expansions, as well as new construction to replace Lincoln and Husky Elementary Schools and to replace 21 elementary portables with permanent classrooms. Now at the halfway mark, the bond program is in high gear with construction underway at multiple locations.

Bond program updates are regularly provided at Corvallis School Board meetings and are published on the district website. “We are committed to providing meaningful and transparent monthly reports that capture the challenges and successes of the bond management team,” shared Facilities and Transportation Director Kim Patten. “Our process has been inclusive, with a high level of stakeholder engagement at the building level.”

Each school has a Design Advisory Committee that works with architects and district staff to provide a valuable perspective on the specific needs and concerns of the school community. “We built an equity lens into the design process,” said Superintendent Ryan Noss. “Each Design Advisory Committee is made up of a mix of school neighbors, parents/guardians, and staff. We wanted to make sure the racial and cultural diversity of our community was reflected in each committee and that meetings were managed in a way that multiple perspectives were shared and heard. This led to a meaningful and ultimately better outcome in our designs.” Students have also had opportunities to provide input throughout the design process.

The last year has brought unprecedented challenges including rapidly rising construction costs and supply chain disruptions. We are proud of the involvement of minority and locally owned businesses in the bond program. This represents a positive economic impact on our community. We are also grateful to our contractors who have been working on this project throughout the COVID-19 pandemic. Despite the challenges, the district is on track to complete all of the bond projects with the available funds and work is being completed with minimum disruptions to the teaching and learning process.

As shown on the financial summary following, it is interesting to note the “Paid to Date” total of almost \$76 million for the work so far. Expect to see a lot more work taking shape over the next six months, as an equal amount is scheduled to be outlaid as contractors and consultants ramp up their workloads.



# CORVALLIS SCHOOL DISTRICT BOND PROGRAM UPDATE MAY 6, 2021

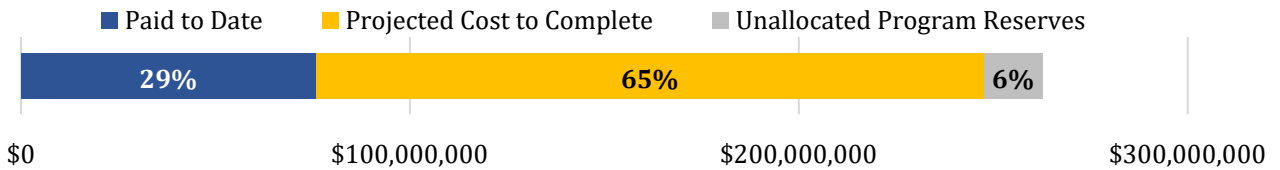


## FINANCIAL SUMMARY AS OF MARCH 31, 2021

Voter Approved Bond Issuance	\$ 199,914,046
Bond Sale Premium	39,204,888
Bond Interest Earnings	12,715,063
OSCIM Grant <sup>1</sup>	6,234,147
Other Funding <sup>2</sup>	1,987,906
Projected Resources through End of Program <sup>3</sup>	2,600,000
<b>Total Program Resources</b>	<b>\$ 262,656,050</b>

Paid to Date	\$ 75,819,542
Projected Cost to Complete	171,766,222
<b>Total Projected Costs</b>	<b>\$ 247,585,764</b>
Unallocated Program Reserves	15,070,286
<b>Total Program Requirements</b>	<b>\$ 262,656,050</b>

- <sup>1</sup> **Oregon School Capital Improvement Matching (OSCIM) Grant.** Matching grant through this state program; restricted to Lincoln project.
- <sup>2</sup> **Other Funding.** Additional grants and reimbursements from several sources including energy conservation reimbursements from the SB 1149 program and from the Energy Trust of Oregon, and seismic rehabilitation grants; restricted to specific projects.
- <sup>3</sup> **Projected Resources through End of Program.** Interest earnings.



	Bond Allocation	Other Funding Sources <sup>1</sup>		Total Projected Costs	Paid to Date	Projected Cost to Complete
		allocated	pending allocation			
Adams	\$ 11,594,457	\$ 632,420	\$ 5,084,174	\$ 17,311,051	\$ 2,282,032	13%
Garfield	20,431,066	4,484,416	400,000	25,315,482	16,816,106	66%
Husky	38,462,382	-	-	38,462,382	10,532,899	27%
Jaguar	12,322,158	5,622,703	-	17,944,861	2,531,079	14%
Lincoln	32,068,849	6,234,147	-	38,302,996	17,821,109	47%
Mt View	8,904,029	-	3,954,346	12,858,375	97,138	1%
Wildcat	11,807,766	5,669,935	-	17,477,701	2,552,163	15%
Franklin	8,897,336	-	2,952,877	11,850,213	50,410	<1%
Cheldelin	9,992,479	-	2,193,250	12,185,729	5,740,579	47%
Linus Pauling	400,000	-	-	400,000	355,294	89%
Corvallis	7,982,711	2,019,110	-	9,734,837	4,478,648	46%
Crescent Valley	16,226,898	4,336,801	891,447	21,455,146	6,095,339	28%
Harding	11,208,697	-	3,460,197	14,668,894	398,991	3%
Program Administration	9,615,219	-	2,879	9,618,098	6,067,754	63%
<b>TOTAL</b>	<b>\$ 199,914,046</b>	<b>\$ 28,999,532</b>	<b>\$ 18,939,170</b>	<b>\$ 247,585,764</b>	<b>\$ 75,819,542</b>	<b>31%</b>

<sup>1</sup> **Other Funding Sources.** Includes bond sale premium, bond interest earnings, OSCIM grant, and other funding such as energy conservation reimbursements from the SB 1149 program or Energy Trust of Oregon, and seismic rehabilitation grants.



**CORVALLIS SCHOOL DISTRICT  
BOND PROGRAM UPDATE  
May 6, 2021**



**ADAMS ELEMENTARY SCHOOL**  
MAJOR ADDITION AND REMODEL

**Project Manager: Wenaha Group**  
**Architect: DLR Group**  
**CM/GC Contractor: Fortis Construction**

**PROJECT DESCRIPTION**

Add five (5) permanent classrooms, create collaborative/small group learning areas, create dedicated PE space by adding multi-use cafeteria, renovate existing classroom space for student support services, improve ADA accessibility, install energy efficient lighting, replace covered play shelter, upgrade finishes in hallways and shared spaces including floors, paint, and ceilings, upgrade mechanical infrastructure including electrical, heating, and plumbing systems, replace emergency communication systems, secure front entry, and office modifications.

**SCHEDULE**

Key Milestones	Start	Completion	% Complete	Comments
Pre-Design	Nov 2018	Oct 2019	100%	
Design & Permitting	Nov 2019	Dec 2021	87%	
Construction	April 2022	June 2023	0%	

**CURRENT ACTIVITIES – DESIGN**

- Decision made by Corvallis School District to delay this project until 2022.
- Land Use submittal process has been paused.
- Public Improvements submittal will be submitted at receipt of Land Use approval. Documents for Building permit cannot be submitted until approval of Public Improvements.
- Completing a design and bidding package for electrical gear, service and low voltage fiber work to district office and kitchen warehouse to be completed this summer. This will also facilitate the work at the Elementary School next year.

**ACTIVITIES SCHEDULED FOR NEXT QUARTER**

- All permit work has been placed on hold.
- Bid and electrical service replacement work for the District Office and Food Warehouse.

**HIGHLIGHTS - N/A**

**CHALLENGES AND SOLUTIONS - N/A**

**PROJECT PHOTO GALLERY - N/A**





**CORVALLIS SCHOOL DISTRICT  
BOND PROGRAM UPDATE  
May 6, 2021**



**CHELDELIN MIDDLE SCHOOL  
MAJOR RENOVATION**

**Project Manager: Wenaha Group  
Architect: Pivot Architecture  
Track Contractor: Field Turf USA  
CM/GC Contractor: Gerding Builders**

**PROJECT DESCRIPTION**

Renovation: Renovate classroom to create a STEAM lab, renovate library/media center, improve ADA accessibility to the front office and elsewhere in the school, renovate cafeteria, renovate restrooms, replace kitchen flooring, upgrade mechanical infrastructure including electrical, heating, and plumbing systems, improve emergency lighting, improve seismic safety, replace wooden bleachers in the gym.

Resurface existing track: Scope also includes enlarging the high jump area to accommodate two jumping areas and improving drainage around the long jump area – Now Complete.

**SCHEDULE**

Key Milestones	Start	Completion	% Complete	Comments
Pre-Design	Jan 2019	June 2019	100%	Complete
Design & Permitting	May 2019	March 2020	100%	Permit issued
Design & Permitting PH II	July 2020	Mar-design, July - permit 2021	85%	Developing seismic and HVAC/Elec designs
Ph I Construction	June 2020	Aug 2021	67%	Library going now
Ph II Construction	Spring 2022	Aug 2022	0%	Scheduled 2022

**CURRENT ACTIVITIES**

- Phase II design is complete with additional ADA door operators and we are submitting for permit in May.
- Drywall and build back activities have started in the library.
- These past few weeks have been heavy with seismic improvements on numerous walls.
- Reframing the mezzanine is complete and new HVAC equipment continues to connect up in the north mezzanine.
- Furniture selections for the library are being finalized, including a new circulation desk layout.



## CORVALLIS SCHOOL DISTRICT BOND PROGRAM UPDATE May 6, 2021



### ACTIVITIES SCHEDULED FOR NEXT QUARTER

- Bidding only of PH II HVAC and seismic work will occur this fall. Construction to happen in 2022.
- New ceilings, acoustical panels and furniture will be installing mid to late summer.

### HIGHLIGHTS

- Library work continues to remain on schedule for a mid-August turn over.

### CHALLENGES AND SOLUTIONS

- N/A

### PROJECT PHOTO GALLERY



*Library HVAC installed and framing going back in*



**CORVALLIS SCHOOL DISTRICT  
BOND PROGRAM UPDATE  
May 6, 2021**



*CMS seismic work installing in ancillary rooms on N & S ends of Library*



*Library seismic strapping*



**CORVALLIS SCHOOL DISTRICT  
BOND PROGRAM UPDATE  
May 6, 2021**



*New HVAC mezzanine infill framing*



*Library- all materials staged in library to minimize construction impacts on students and staff.*



**CORVALLIS SCHOOL DISTRICT  
BOND PROGRAM UPDATE  
May 6, 2021**



**COLLEGE HILL**

MAJOR ADDITION AND REMODEL

**Project Manager: Wenaha Group**

**Architect: Pivot Architecture**

**CM/GC Contractor: Gerding Builders**

**PROJECT DESCRIPTION**

Adds multi-use cafeteria, renovate two (2) classrooms to support science construction, improve ADA accessibility, renovate locker rooms, replace cabinetry in classrooms, replace roof and gutter system, upgrade mechanical infrastructure including electrical, heating, and plumbing systems, improve emergency lighting, improve seismic safety in one story portion of the building, install access control system, replace emergency communication systems, replace fire monitoring system.

**SCHEDULE**

Key Milestones	Start	Completion	% Complete	Comments
Pre-Design	Nov 2018	Feb 2019	100%	
Design & Permitting	Jan 2021	May 2022	30%	
Construction	June 2022	May 2023	0%	

**CURRENT ACTIVITIES**

- Design activities continue with weekly meetings with the Core Team and other stakeholders.
- The next major design milestone is the first week of June when Pivot will complete the 100% Design Development (DD) documents. These plans and specifications will be used to compile initiate the historical review and land use approval process.
- The project team is in dialog with the neighborhood group to make sure their feedback is incorporated into the planned improvements. They are supportive of the bond project and have provided feedback related to field use, traffic flow and parking.
- The second meeting with the City Planning Department and building officials was held on March 3<sup>rd</sup>. All issues were of a routine nature and we're not seeing any significant road blocks in the City zoning and permit process.
- Traffic study is underway.
- Brendle Group (the district's sustainability consultant) completed their review of the current design and have provided a report and check list to ensure the District's sustainability goals are incorporated into the final design.



## **CORVALLIS SCHOOL DISTRICT BOND PROGRAM UPDATE May 6, 2021**



### **ACTIVITIES SCHEDULED FOR NEXT QUARTER**

- Completion of the 100% Design Development documents in early June.
- Initiation of the historical approval process and land use planning process in June.
- An updated cost estimate will be completed by the end of June.
- Continued design activities with the Core Team, DAC and other stakeholders.

### **HIGHLIGHTS**

- The next Design Advisory Committee is scheduled for May 12<sup>th</sup>. Their input to date has had a significant positive impact on the design.

### **CHALLENGES AND SOLUTIONS**

- Escalating construction costs continue to put pressure on our project budget. The project team continues working hard to make sure all the planned improvements can be implemented.
- District leadership is committed to completing all of the bond promises for College Hill and has identified that bond reserve allocations to achieve this goal may be necessary. Staff are also looking into additional funding sources, such as grants, to enhance the programs at College Hill.

### **PROJECT PHOTO GALLERY - N/A**



**CORVALLIS SCHOOL DISTRICT  
BOND PROGRAM UPDATE  
May 6, 2021**



**CORVALLIS HIGH SCHOOL  
MAJOR RENOVATION**

**Project Manager: Wenaha Group  
Architect: Pivot Architecture  
CM/GC Contractor: Gerding Builders**

**PROJECT DESCRIPTION**

Expand covered outdoor learning area for career technical education, renovate classroom spaces for career and technical education, improve softball facilities, including restroom and concessions, install ADA door openers, install covered walkway to applied technology buildings, replace artificial turf field, replace hallway carpet, replace roof on main building & greenhouse roof, resurface track, enhance video surveillance system, increase restroom connections to emergency generator, toilets & faucets, replace field lighting at Taylor Field.

**SCHEDULE**

Key Milestones	Start	Completion	% Complete	Comments
Pre-Design	Nov 2018	June 2020	100%	Initial CTE Planning
Design & Permitting	June 2020	March 2021	90%	CTE plans in for permit – due April
Construction	Spring 2019	April 2021	100%	CHS Softball, Taylor Field Lights, & Track Resurfacing, reroof completed
Major Construction	April 2021	Sept 2021	4%	CTE renovation

**CURRENT ACTIVITIES**

- We are expecting City comments on our building permit application by May 1st and anticipate a permit shortly thereafter.
- Gerding is releasing the pre-engineered metal building for fabrication.
- B.E. Solar has begun installing the solar arrays on the CHS roof.
- Gerding subcontractors are ordering materials and performing demo and rough in items to the greatest extent possible at this time.

**ACTIVITIES SCHEDULED FOR NEXT QUARTER**

- CTE – HVAC, seismic improvements and site renovations will be in full construction mode.

**HIGHLIGHTS - N/A**

**CHALLENGES AND SOLUTIONS**

- Timing of building permit issuance may require resequencing.



**CORVALLIS SCHOOL DISTRICT  
BOND PROGRAM UPDATE  
May 6, 2021**



**PROJECT PHOTO GALLERY**



*CHS Solar array progress over cafeteria*



*CHS- ductwork staged onsite*



**CORVALLIS SCHOOL DISTRICT  
BOND PROGRAM UPDATE  
May 6, 2021**



**CRESCENT VALLEY HIGH SCHOOL  
MAJOR RENOVATION**

**Project Manager: Wenaha Group  
Architect: Pivot Architecture  
CM/GC Contractor: Gerding Builders**

**PROJECT DESCRIPTION**

Expand covered outdoor learning area for career technical education, renovate and expand classroom spaces for career and technical education, install a new artificial turf field, improve ADA accessibility, install elevator in gym building and replace main ramp for ADA access, refurbish, repair, and weatherize building exterior, Replace fire suppression system in kitchen, resurface bus drop-off/pick-up lane, resurface track, upgrade mechanical infrastructure including electrical, heating, and plumbing systems, enhance video surveillance system, improve seismic safety, increase power connections to generator circuit, replace access control system, and replace emergency communication systems.

**SCHEDULE**

Key Milestones	Start	Completion	% Complete	Comments
Pre-Design	Oct 2018	Dec 2018	100%	
Design & Permitting	Jan 2019	Mar 2020	100%	Permit Bldg F & A Elevator in hand
Design & Permit Bldg A seismic	July 2020	Feb 2021	80%	Bldg A seismic only-in for permit Mar
Construction (includes Bldg A seismic)	June 2020	Aug 2021	60%	Complete by Sept

**CURRENT ACTIVITIES**

- CVHS Renovation-Building F & A:
  - New outdoor work area slabs are placed and perimeter walls are up. The space is really taking shape.
  - The new F building addition walls are up 100% and the exterior moisture barrier is installing with brick work to start shortly.
  - Columns are installed and glulam beams are going in for new roof framing.
  - New shop area wall framing is well underway including door frames.
  - HVAC, fire sprinkler, plumbing & electrical work continue all over Building F.
  - Brick veneer is going on the elevator walls at this time.
  - Exterior panel joint caulking replacements are ongoing at Buildings A & F.



## CORVALLIS SCHOOL DISTRICT BOND PROGRAM UPDATE May 6, 2021



- CVHS Fiber Backbone:
  - This work has gone very smoothly. New fiber cables have been pulled to all buildings and Stoner Electric is working through the testing and switchovers for each IDF room
- CVHS Seismic for Building A:
  - The GMP modification for this work has been completed.
  - Gerding processing submittals and RFIs as we await this work to begin on June 27<sup>th</sup>.
  - This work is still scheduled to wrap up at the end of summer 2021 along with the CTE renovation work.

### ACTIVITIES SCHEDULED FOR NEXT QUARTER

- Seismic work in Building A is expected to start in June 2021.
- Replacement of the ramp topping slab at Building A.
- Finishes will be happening in the CTE spaces.

### HIGHLIGHTS

- Brick is going on the elevator shaft and will start on Building F shortly.
- Drywall and finishes are installing in some of the rooms in Building F.

### CHALLENGES AND SOLUTIONS

- Maintaining an active fire alarm system in a building that is 80% under construction. Solution: temporary systems connected to adjacent building and utilize fire watch persons.

### PROJECT PHOTO GALLERY



*CVHS Outdoor work area – brick & roof framing to start*



**CORVALLIS SCHOOL DISTRICT  
BOND PROGRAM UPDATE  
May 6, 2021**



*CVHS – New addition and covered work area*



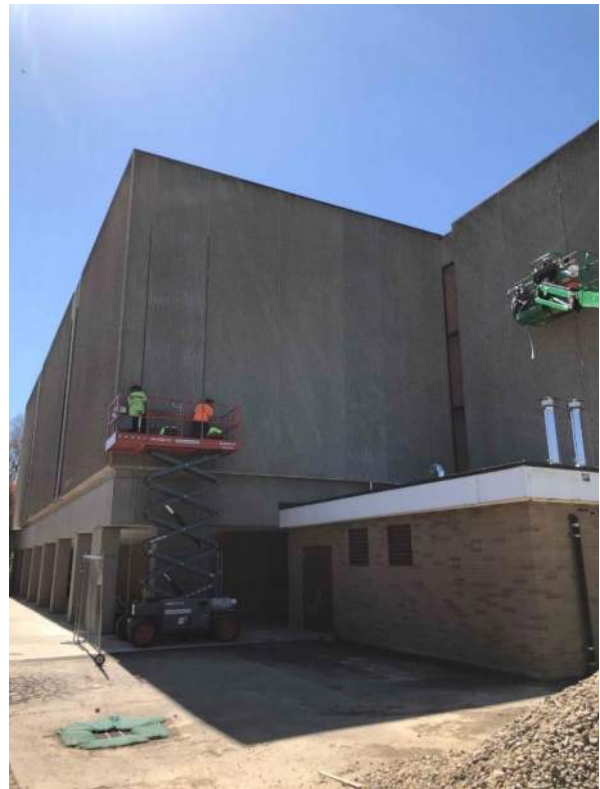
*CVHS – (left) brick installing at elevator and (right) walkway framing to 2<sup>nd</sup> level*



**CORVALLIS SCHOOL DISTRICT  
BOND PROGRAM UPDATE  
May 6, 2021**



*CVHS – new HVAC in ceramics ceiling*



*CVHS Building A – Joint sealant replacement*



**CORVALLIS SCHOOL DISTRICT  
BOND PROGRAM UPDATE  
May 6, 2021**



**FRANKLIN K-8**  
MAJOR REMODEL

**Project Manager: Wenaha Group**  
**Architect: DLR Group**  
**CM/GC Contractor: Fortis Construction**

**PROJECT DESCRIPTION**

Create collaborative/small group learning areas, renovate 2 classrooms to support middle school science instruction, improve ADA accessibility, install energy efficient lighting, renovate restrooms, replace exterior windows, flagpole, kitchen flooring, and roof, upgrade finishes in hallways and shared spaces including floors, paint, and ceilings, upgrade mechanical infrastructure including electrical, heating and plumbing systems, improve emergency and exterior lighting, improve seismic safety, repair sidewalks, replace emergency communication systems, secure front entry, and office modifications.

**SCHEDULE**

Key Milestones	Start	Completion	% Complete	Comments
Pre-Design	Jan 2019	Dec 2020	100%	
Design & Permitting	Jan 2021	Dec 2022	27%	
Construction	June 2022	Mar 2023	0	

**CURRENT ACTIVITIES**

- Design Core Team meeting on a weekly basis.
- 100% Schematic Design was issued April 16<sup>th</sup>.

**ACTIVITIES SCHEDULED FOR NEXT QUARTER**

- Design Core Team meetings to continue weekly.
- Next Design Advisory Committee meeting scheduled for May 13th.
- Completing seismic analysis of the structure.
- Provisional discussions for Land Use to take place.

**HIGHLIGHTS**

- N/A

**CHALLENGES AND SOLUTIONS**

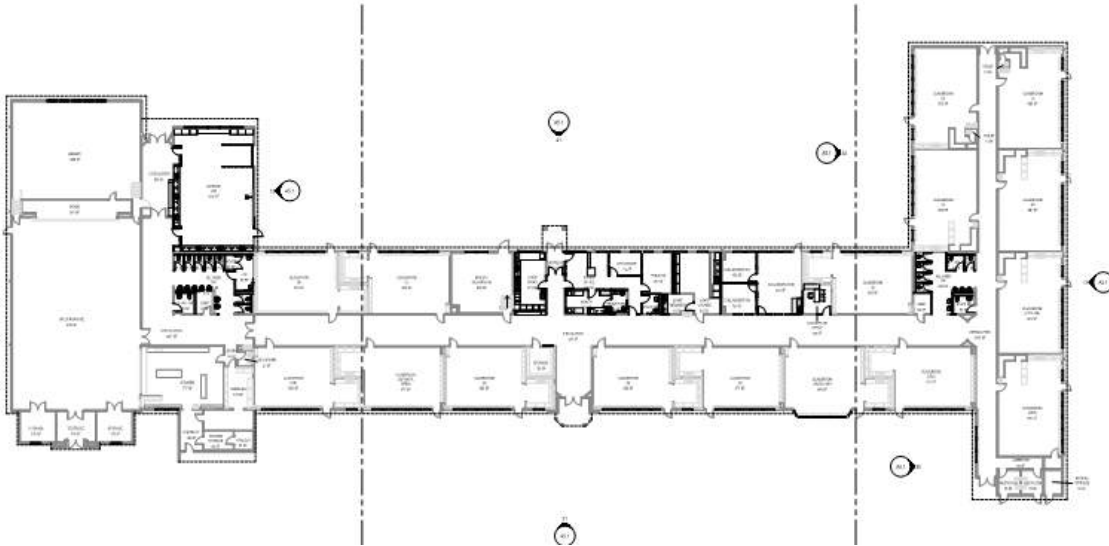
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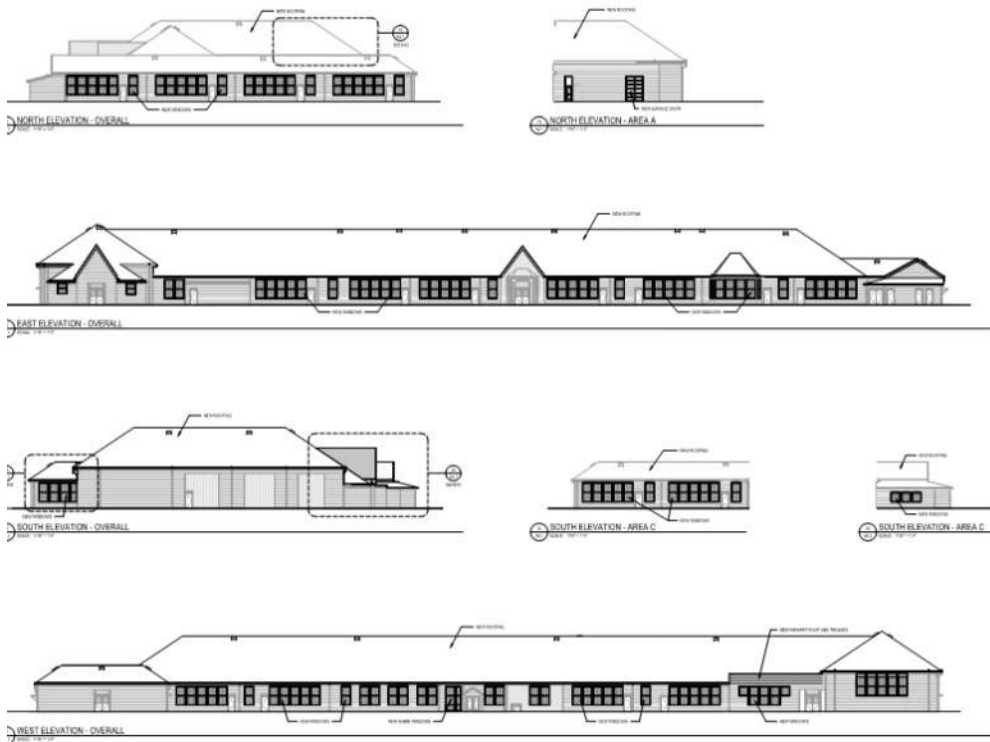
# CORVALLIS SCHOOL DISTRICT BOND PROGRAM UPDATE May 6, 2021



## PROJECT PHOTO GALLERY



*Proposed Floor Plan*



*Proposed Elevation changes*



**CORVALLIS SCHOOL DISTRICT  
BOND PROGRAM UPDATE  
May 6, 2021**



**GARFIELD ELEMENTARY SCHOOL**  
MAJOR ADDITION AND REMODEL

**Project Manager: Wenaha Group**  
**Architect: DLR Group**  
**CM/GC Contractor: Fortis Construction**

**PROJECT DESCRIPTION**

Addition of six (6) classrooms, create collaborative and small group learning areas, expand the library/media center, renovation of existing classroom spaces, add covered play shelter, improve ADA accessibility, renovate restrooms, repair concrete floor foundation, replace the kitchen flooring, upgrade finishes in shared spaces with floors, paint, and ceiling, secure front entry, office modifications, improve site circulation and parking, repair/replace sidewalk, seismic upgrades, fuel tank decommissioning and upgrades to mechanical, electrical, and plumbing.

**SCHEDULE**

Key Milestones	Start	Completion	% Complete	Comments
Pre-Design	Oct 2018	Jan 2019	100%	
Design & Permitting	Jan 2019	July 2020	100%	
Construction	May 2020	Aug 2021	72%	New Area C & new office construction

**CURRENT ACTIVITIES**

- Front office finishes are completing and we have a punchlist walk scheduled for May 3<sup>rd</sup>.
- Exterior siding systems and flashings continue to install starting with new administration and then the new wing.
- Finish painting is occurring in the new wing rooms and finish ceilings have started to install in the hallways.
- Gym walls have been insulated and drywalling is occurring.
- Fortis prepares for the stage and next phase of summer work.

**ACTIVITIES SCHEDULED FOR NEXT QUARTER**

- Teams will punch list the new administration area in early May.
- New wing classrooms are scheduled to be complete at the end of June.
- Exterior sitework and grading will be in full swing, modular move outs and the covered play structure will begin once school lets out.
- Furniture selections are still tracking for install at the end of summer 2021.



# CORVALLIS SCHOOL DISTRICT BOND PROGRAM UPDATE May 6, 2021



## HIGHLIGHTS

- All phases are tracking on schedule.
- Move coordination is complex, and ongoing at this time.

## CHALLENGES AND SOLUTIONS

- None to report

## PROJECT PHOTO GALLERY



*Gym – east wall – insulated, drywalled and basketball backboard going back in*



# CORVALLIS SCHOOL DISTRICT BOND PROGRAM UPDATE May 6, 2021



*Front office landscaping proceeding now that siding is installed*



*Garfield New Admin exterior*



**CORVALLIS SCHOOL DISTRICT  
BOND PROGRAM UPDATE  
May 6, 2021**



*Garfield Area C – finish paint, ceiling grid and tiling*



*Garfield Area C – exterior glass installation- ready for siding*



**CORVALLIS SCHOOL DISTRICT  
BOND PROGRAM UPDATE  
May 6, 2021**



*Classroom 22 finishes*



*Garfield – West elevation Area C*



**CORVALLIS SCHOOL DISTRICT  
BOND PROGRAM UPDATE  
May 6, 2021**



*Garfield – Area C new restroom progress*



**CORVALLIS SCHOOL DISTRICT  
BOND PROGRAM UPDATE  
May 6, 2021**



**HUSKY ELEMENTARY SCHOOL  
REPLACEMENT SCHOOL**

**Project Manager: Wenaha Group  
Architect: DLR Group  
CM/GC Contractor: Fortis Construction**

**PROJECT DESCRIPTION**

Construct new two-story 67,466 square foot elementary school and demolish existing school. Create new play areas and fields once demolition is complete.

**SCHEDULE**

Key Milestones	Start	Completion	% Complete	Comments
Pre-Design	Aug 2018	Dec 2018	100%	
Design & Permitting	Jan 2019	March 2020	99%	
Construction			27%	
Phase 1	Summer 2020	Fall 2020	100%	Staging & Sitework
Modular Classrooms to be relocated onsite and building pad construction.				
Phase 2	Fall 2020	Winter 2021	42%	New Construction
Construction to be conducted during the school year with secure fencing separation from school.				
Phase 3	Spring 2022	Summer 2022	0%	Demolition & Sitework

**CURRENT ACTIVITIES**

- DSL Structural (structural steel subcontractor) has completed the classroom wings. Topping out of gym steel will occur second week of May.
- Mid Valley Commercial Construction is continuing with metal stud framing at both interior and exterior walls on the classroom wings. They will also commence in the gym wing when steel installation is complete.
- Hammerquist Mechanical and EC Electric are continuing with rough-in throughout the finished structure.
- Fire sprinklers are ongoing throughout classroom wing.
- Exterior skin is progressing, with sheathing and waterproofing being installed as soon as exterior framing is complete.

**ACTIVITIES SCHEDULED FOR NEXT QUARTER**

- Metal stud framing to continue.
- Continue with Mechanical / Electrical / Fire Sprinkler rough-in.
- Complete install of concrete slab-on-grade.





## CORVALLIS SCHOOL DISTRICT BOND PROGRAM UPDATE May 6, 2021



- Continue with roofing / wall sheathing and waterproofing.
- Commence exterior skin (masonry / metal siding and windows).

### HIGHLIGHTS

- Continued progression of the building structure.
- Evolving construction sequence to maintain schedule for occupancy late this year.

### CHALLENGES AND SOLUTIONS

- Some steel delays have caused work to compress in order to maintain schedule.

### PROJECT PHOTO GALLERY



*Protecting historic oak tree behind Husky*



*Sector C Steel*



# CORVALLIS SCHOOL DISTRICT BOND PROGRAM UPDATE May 6, 2021



*Exterior Skin of Sector A&B*



**CORVALLIS SCHOOL DISTRICT  
BOND PROGRAM UPDATE  
May 6, 2021**



*Interior Framing and Rough In*



**CORVALLIS SCHOOL DISTRICT  
BOND PROGRAM UPDATE  
May 6, 2021**



**JAGUAR ELEMENTARY SCHOOL**  
MAJOR ADDITION AND REMODEL

**Project Manager: Wenaha Group**  
**Architect: DLR Group**  
**CM/GC Contractor: Fortis Construction**

**PROJECT DESCRIPTION**

Add four (4) permanent classrooms, create collaborative/small group learning areas, create dedicated PE space by adding multi-use cafeteria, renovate existing classroom space for student support services, add ADA accessible restrooms in Life Skills classrooms, improve ADA accessibility, install energy efficient lighting, replace covered play shelter, upgrade finishes in hallways and shared spaces including floors, paint, and ceilings, upgrade mechanical infrastructure including electrical, heating, and plumbing systems, improve emergency lighting, improve site circulation and parking, replace emergency communication systems, replace sidewalk, secure front entry, and office modifications.

**SCHEDULE**

Key Milestones	Start	Completion	% Complete	Comments
Pre-Design	Nov 2018	Oct 2019	100%	
Design & Permitting	Nov 2019	May 2021	97%	
Construction	April 2021	June 2022	7%	

**CURRENT ACTIVITIES**

- Land use hearing took place April 21<sup>st</sup>. Land Use approval was received with minor conditions.
- Public Improvements submittal and documents for building permit have been submitted to City for review. Waiting on first round of comments.
- All demolition and abatement scheduled to be completed early has been completed and Contractor is completing logistics plan in preparation of an approved building permit.

**ACTIVITIES SCHEDULED FOR NEXT QUARTER**

- Building permit process ongoing.
- Working on moving and storage needs
- Contractor to continue working on construction activities preparing for issuance of building permit.



# CORVALLIS SCHOOL DISTRICT BOND PROGRAM UPDATE May 6, 2021



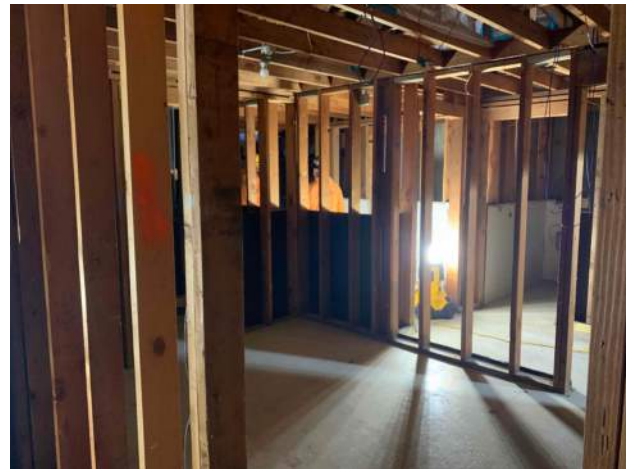
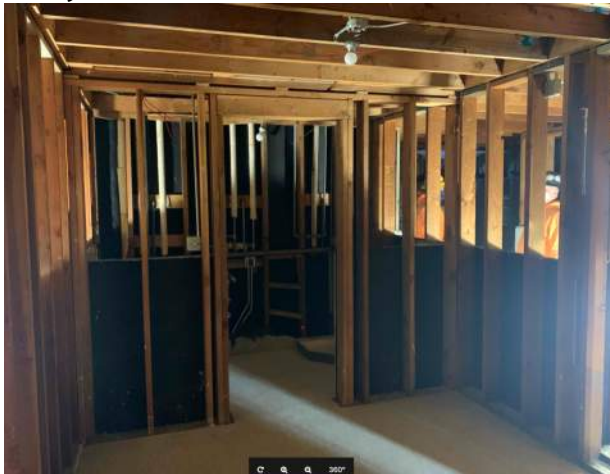
## HIGHLIGHTS

- N/A

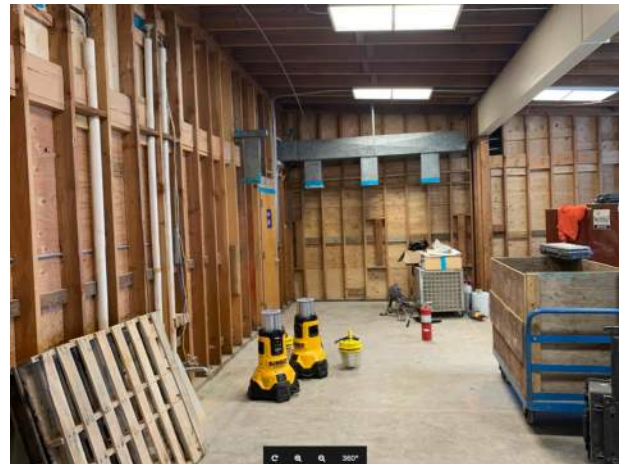
## CHALLENGES AND SOLUTIONS

- N/A

## PROJECT PHOTO GALLERY



*Abated Locker Rooms*



*Abated Staff Room and Classroom for Life Skills*



**CORVALLIS SCHOOL DISTRICT  
BOND PROGRAM UPDATE  
May 6, 2021**



**LINCOLN ELEMENTARY SCHOOL**  
REPLACEMENT SCHOOL

**Project Manager: Wenaha Group**  
**Architect: DLR Group**  
**CM/GC Contractor: Fortis Construction**

**PROJECT DESCRIPTION**

Construct new two-story 68,560 square foot elementary school and demolish existing school. Create new play areas and fields once demolition is complete.

**SCHEDULE**

Key Milestones	Start	Completion	% Complete	Comments
Pre-Design	Aug 2018	Dec 2018	100%	
Design & Permitting	Jan 2019	March 2020	100%	
Construction			50%	
Phase 1	Summer 2020	Summer 2020	100%	Staging/Sitework
Health Clinic to be relocated onsite. Temporary playground enhancement is being planned.				
Phase 2	Summer 2020	Summer 2021	75%	New Construction
Construction to be conducted during the school year with secure fencing separation from school.				
Phase 3	Summer 2021	Fall 2021	0%	Demolition/Sitework

**CURRENT ACTIVITIES**

- West classroom wing – All walls have been painted. Floors have been polished. Ceiling grid installed. Casework is in the process of being installed. Work continues in mechanical room.
- East classroom wing - MEP rough-in, painting and floor polishing are ongoing. Ceiling grid to follow.
- In the gym wing, mechanical and electrical rough-in is ongoing. Sheetrock to commence next week with taping and painting to follow. Exterior: Brick is approx. 65% complete. Roofing will be complete soon and windows to be installed shortly.
- Exterior: Metal siding is about 90% complete. Brick is complete and siding will be finished within next couple of weeks. Roofing 90% complete.
- Prep for hardscape (concrete and sidewalks) has started and will continue for the remainder of the summer.
- Lincoln Health Center has been actively pushing forward. Exterior complete except for metal roof panels which will be completed within next couple of weeks. On the interior, mechanical and electrical finishes are continuing. Casework has been installed and flooring is scheduled to commence shortly.
- The team has been working on move coordination and phasing required to get early access to the gym to commence demolition. This approach will allow the school to



## CORVALLIS SCHOOL DISTRICT BOND PROGRAM UPDATE May 6, 2021



obtain as much parking as possible on site for September, as well as providing some hardscape and playgrounds for student recess.

### ACTIVITIES SCHEDULED FOR NEXT QUARTER

- Abatement to commence in the gym wing of existing school May 17<sup>th</sup>.
- PIPC work and site hardscapes are to continue along Viewmont.
- Sheetrock, painting and finishes will continue.
- Electrical systems (Fire Alarm/ paging / AV) to be installed.

### HIGHLIGHTS

- Project remains on schedule and will be ready for furniture mid-July.

### CHALLENGES AND SOLUTIONS

- Some COVID-19 cases have caused sequence adjustments to account for some crews with employees quarantined.

### PROJECT PHOTO GALLERY



*Office and Classroom Casework*



**CORVALLIS SCHOOL DISTRICT  
BOND PROGRAM UPDATE  
May 6, 2021**



*Gymnasium*



*Media Center*



*Classrooms*





**CORVALLIS SCHOOL DISTRICT  
BOND PROGRAM UPDATE  
May 6, 2021**



*Exterior Views*



**CORVALLIS SCHOOL DISTRICT  
BOND PROGRAM UPDATE  
May 6, 2021**



**LINUS PAULING MIDDLE SCHOOL**

RESURFACE TRACK

**Project Manager: Wenaha Group**

**Architect: N.A.**

**Contractor: Field Turf USA**

**PROJECT DESCRIPTION**

Resurface existing track. Additional scope includes enlarging the high jump area to accommodate two jumping areas, improving drainage around the long jump area, removing the pole vault pad and adding track surface to the javelin runway.

**SCHEDULE**

Key Milestones	Start	Completion	% Complete	Comments
Pre-Design	N.A	N.A.	N.A.	
Design & Permitting	Jan 2019	March 2019	100%	
Construction	June 2019	Aug 2019	100%	

**CURRENT ACTIVITIES**

- Nothing new to report
- All improvements to the track are 100% complete

**ACTIVITIES SCHEDULED FOR NEXT QUARTER**

- N/A

**HIGHLIGHTS**

- This project came in on budget.

**CHALLENGES AND SOLUTIONS**

- N/A

**PROJECT PHOTO GALLERY**

- N/A



**CORVALLIS SCHOOL DISTRICT  
BOND PROGRAM UPDATE  
May 6, 2021**



**MOUNTAIN VIEW ELEMENTARY SCHOOL**  
MAJOR ADDITION AND REMODEL

**Project Manager: Wenaha Group**  
**Architect: DLR Group**  
**CM/GC Contractor: Fortis Construction**

**PROJECT DESCRIPTION**

Add three (3) permanent classrooms, convert existing office to classroom space, create collaborative/small group learning areas, improve ADA accessibility, install energy efficient lighting, replace kitchen flooring, upgrade finishes in hallways and shared spaces including floors, paint, and ceilings, upgrade mechanical infrastructure including electrical, heating, and plumbing systems, enhance emergency communication systems, improve emergency lighting, improve seismic safety, improve site circulation and parking.

**SCHEDULE**

Key Milestones	Start	Completion	% Complete	Comments
Pre-Design	Dec 2018	Dec 2020	100%	
Design & Permitting	Jan 2021	Dec 2021	30%	
Construction	Apr 2022	June 2023	0%	

**CURRENT ACTIVITIES**

- Design Core Team meeting on weekly basis.
- Completed two (2) Design Advisory Committee meetings
- Design proceeding – 100% Schematic Design and budget has been approved and Design Development phase of the design has started.

**ACTIVITIES SCHEDULED FOR NEXT QUARTER**

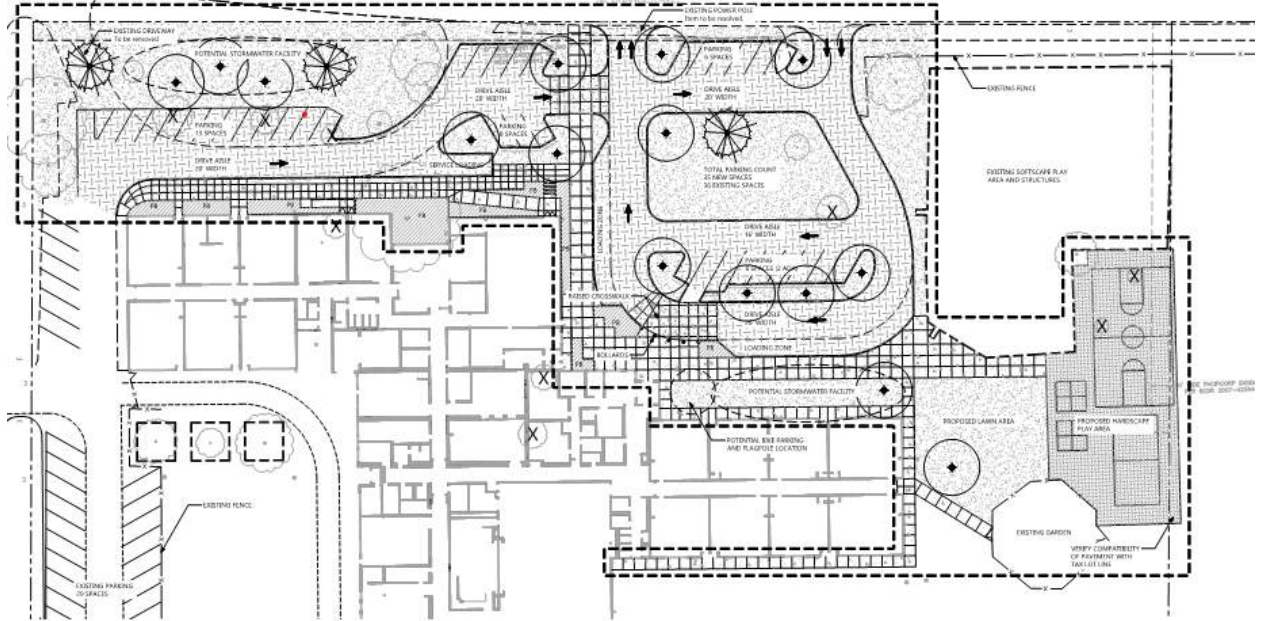
- Design Core Team to continue weekly meetings.
- Design Advisory Committee meeting is scheduled for May 19th.
- A good initial meeting with County occurred April 29<sup>th</sup>.

**PROJECT PHOTO GALLERY**

- Below are images from the Schematic Design package.



# CORVALLIS SCHOOL DISTRICT BOND PROGRAM UPDATE May 6, 2021



*Proposed Site Plan*



*Proposed Floor Plan*



**CORVALLIS SCHOOL DISTRICT  
BOND PROGRAM UPDATE  
May 6, 2021**



**WILDCAT ELEMENTARY SCHOOL  
MAJOR ADDITION AND REMODEL**

**Project Manager: Wenaha Group  
Architect: DLR Group  
CM/GC Contractor: Fortis Construction**

**PROJECT DESCRIPTION**

Add three (3) permanent classrooms, create collaborative/small group learning areas, create dedicated PE space by adding multi-use cafeteria, renovate existing classroom space for student support services, improve ADA accessibility, install energy efficient lighting, replace covered play shelter, upgrade finishes in hallways and shared spaces including floors, paint, and ceilings, upgrade mechanical infrastructure including electrical, heating, and plumbing systems, enhance emergency communication systems, improve emergency lighting secure front entry, and office modifications.

**SCHEDULE**

Key Milestones	Start	Completion	% Complete	Comments
Pre-Design	Nov 2018	Oct 2019	100%	
Design & Permitting	Nov 2019	May 2021	93%	
Construction	April 2021	June 2022	7%	

**CURRENT ACTIVITIES**

- The design team is working with David Dodson, the District’s Land Use Planner, on updating the site design and exploring impacts to the public elements that will be impacted by the new work, e.g., sidewalks and street trees. Land Use hearing is scheduled for May 5<sup>th</sup>.
- The team will submit for permits upon receipt of Land Use approval.
- Contractor has completed all demolition and abatement scheduled for early completion. Working on planning for construction upon receipt of permits.
- Contractor has constructed a temporary school office in an existing classroom for use during construction.

**ACTIVITIES SCHEDULED FOR NEXT QUARTER**

- Permitting will be on-going.
- Working on moving and storage needs.
- Contractor to continue working on construction activities preparing for issuance of building permit.



# CORVALLIS SCHOOL DISTRICT BOND PROGRAM UPDATE May 6, 2021



## HIGHLIGHTS

- N/A

## CHALLENGES AND SOLUTIONS

- N/A

## PROJECT PHOTO GALLERY



*Temporary School Office*

X. 2020-21 STATE SUMMATIVE ASSESSMENTS  
RECOMMENDATION (8:10 p.m.)



# Corvallis

## SCHOOL DISTRICT

Prepared for: Corvallis School Board  
Prepared by: Ryan Noss, Superintendent  
Meeting Date: May 6, 2021

### 2020-21 State Summative Assessments Recommendation

[ACTION REQUESTED](#)

#### BACKGROUND

The Oregon Department of Education (ODE) applied for a waiver with the United States Department of Education (USDOE) to not administer the Smarter Balanced assessments this spring. This would allow districts to focus on instruction for the remainder of this school year. The waiver was denied.

The chart below was recently released by ODE and outlines the assessments required to satisfy Division 22 standards.

- These modified assessments are shorter in length than the traditional Smarter Balanced Assessments, but still require a shift in focus from academic instruction to test administration.
- It is important to note that scores for these assessments are not available to districts for several weeks after they are administered.

<b>Required Administration (except for students opted out of ELA and/or Math per <a href="#">ORS 329.479</a> or exempted from Science per <a href="#">OAR 581-021-009</a>)</b>	<b>Grade Level</b>	<b>Additional Assessment Opportunity</b>
English Language Arts (ELA)	3	Mathematics
Mathematics	4	ELA
Science	5	ELA & Mathematics
ELA	6	Mathematics
ELA & Mathematics	7	N/A
Mathematics & Science	8	ELA
ELA & Mathematics	11	Science

The Corvallis School District is committed to providing exceptional academic instruction and recommends using the limited remaining in-class instruction time to focus on teaching in place of using instructional time for state summative assessments this spring.

For many years, District staff have used both structured and unstructured assessments to monitor student progress. These diagnostic tools allow teachers to obtain real-time feedback on student strengths, areas of improvement, understanding of core concepts, skills-based performance, and more.

This information is critical for teachers to collect, as they modify instruction to meet the individual needs of their students and address any interruptions in learning that have arisen due to disruptions in student learning throughout the COVID-19 pandemic.

Current assessments include:

### Grades K-5:

Classroom based assessments from adopted curricula and/or digital programs, examples include:

- Literacy: Being A Reader K-2 Beginning, Mid and End of Year Assessments, Collaborative Literacy Individualized Daily Reading (IDR) Conferences/Conferring, Benchmark and Adalante Learning End of Unity Assessments
- Math: Engage New York Module Assessments, Bridges Unit Assessments, Zearn Exit, Mid and End Mission Level Assessments

### Grades 6-8:

- Formative and Summative class-based assessments in core subject areas

### High School:

- Class-based assessments depending on subject
- SAT, ACT for some students
- Essential Skills requirement is waived for 2021 graduates and 2022 graduates

This spring our district will be administering the YouthTruth survey as an instructional planning tool for next fall. This student perception survey allows students to provide information related to engagement, academic rigor, relationships, belonging and peer collaboration, culture, college and career readiness, emotional/mental health, diversity, equity and inclusion, and project based learning.

Last week, we sought feedback from parents and guardians related to postponing state assessments until next year. A poll was emailed to all families and was available in English and Spanish. We received input from 1,322 parents and guardians<sup>1</sup>. 68-75% supported postponing until the 2021-22 school year.

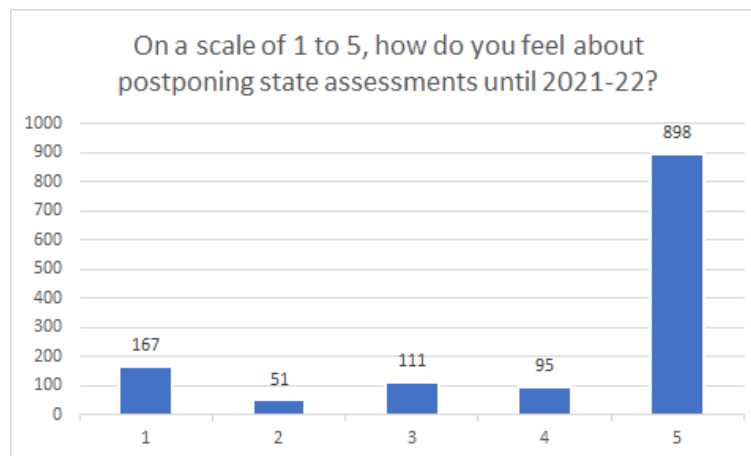


Figure 1

<sup>1</sup> Figure 1

Between the academic diagnostics already in use and the Youth Truth survey, the District would like to move forward with our focus on instruction and not administer state assessments this spring. This would put the district out of compliance with Division 22.

- Should the district become out of compliance with Division 22, it would then report to ODE as required that it was out of compliance and would create an action plan to meet the requirement.
- The action plan would be to administer the state-required SBA assessments during the 2021-22 school year when students are back to five days a week of in-person instruction.

**ACTION REQUESTED**

Authorize district staff to maximize instructional time by not administering state assessments for the 2020-21 school year.

**MOTION REQUESTED**

“I move to authorize district staff to maximize instructional time by not administering state assessments for the 2020-21 school year.”

XI. RACIAL EQUITY POLICY - FIRST READ (8:55 p.m.)



# Corvallis

## SCHOOL DISTRICT

Prepared for: Corvallis School Board

Prepared by: Marcianne Rivero-Koetje, Equity and Inclusion Coordinator

Meeting Date: May 6, 2021

### NO ACTION REQUIRED

Board Policy JBB—Racial Educational Equity (FKA: Educational Equity)—Revised—First Reading

#### Background

“Individual behaviors can shape the success of an individual. But policies determine the success of groups.” Ibram X. Kendi

#### Our Commitment

We are committed to becoming an **anti-racist** school district, with policies, practices, and procedures that promote racial equity and provide a culturally relevant, responsive, and inclusive environment for all students.

#### Vision

Corvallis School District acknowledges the historical, generational, and compounding reality of the systems and structures that have intentionally created opportunities for some groups and perpetuated racial inequities for others. This Racial Educational Equity Policy was written collectively with staff and the perspectives of our Black, Indigenous, and People of Color (BIPOC) community and students.

We will use the word ‘we’ when referring to the District as we believe we are all responsible and accountable for the academic growth and well-being of every student in our district. We are committed to the success of every student in each of our schools. For that success to occur, we are committed to recognizing and dismantling institutional barriers and creating access and opportunities that benefit each student. We recognize that the historic, persistent racial opportunity gap is unacceptable, and these disparities contradict the beliefs and values that the District articulates. We will achieve equity when students’ identities, including racial identities, will not predict or predetermine their success in school.

#### Policy Development Process

For the 2020-21 school year, the school board set two goals: racial equity and community engagement.

Over the course of the year and with support of the Promise Scholarship, we conducted multiple work sessions with the Corvallis School Board to engage in conversations about racial equity. We began with a School Board retreat in September 2020 and held our final meeting in February 2021.

Prior to the February meeting, we spent time reviewing equity policies from around the country. Board members engaged in conversations by reviewing the current Educational Equity policy and using the following equity lens questions:

- How does this align with the District mission/vision?
- Who does this decision affect positively?
- Who does this decision affect negatively?
- How might this decision ignore or worsen existing disparities?
- What are the unintended consequences of this decision?
- How will those being affected by the decision be included in the process?
- What other possibilities were explored?
- How will this decision/outcome be sustainable?

As a result of the review of policies, including the District's current Educational Equity policy, board members provided feedback on a draft policy. A critical second step was to reach out and engage the community in providing input and voice in the draft policy, with an emphasis on organizations and groups that have been historically underrepresented in policy development. Over the last two months, we convened six focus groups with the following representation:

- District staff, including Family Liaisons, Equity Coaches, school office staff, teachers and assistants, Health Navigators, and members of the District's Leadership Team
- District families, including DELTA members and BIPOC community members
- Students from Students Advocating For Equity (SAFE)
- Community members from Casa Latinos Unidos, Benton County Health and Hewlett Packard

In these focus groups, we received critical reflections, feedback, and language suggestions from the community that better represents their hopes for our students and our collective community.

Themes and feedback that emerged from the focus groups include:

- Importance of implementation and accountability.
- Emphasis on race and acknowledging the intersectionality of race, gender identity, sexual orientation, ethnicity, and socioeconomic status.
- Accessible language; language that is both strength based and is less hierarchical.

### Summary

This work is a form of collective consciousness and capacity building. As a result of these conversations with our community, we have a deeper understanding that this policy is an imperative next step for us to create more inclusive and equitable schools for students, staff, and the community. We recognize that this will require significant work and resources, as well as courageous action and boldness, to implement across all schools. As a follow up to this policy, we will create an action plan that includes our community feedback and strategies to advance this important work.

### Cost Impact

None.

### Function

Review of revisions.



Corvallis  
SCHOOL DISTRICT

Code: JBB  
Adopted: 9/12/16  
Revised/Readopted:

## Racial Educational Equity

Corvallis School District acknowledges the historical, generational, and compounding reality of the systems and structures that have intentionally created opportunities for some groups and perpetuated racial inequities for others. ~~The~~ This Racial Educational Equity Policy was written collectively with the voice and perspectives of our Black, Indigenous, and People of Color (BIPOC) community and students. We will use the word ‘we’ when referring to the district ~~is~~ as we believe we are all responsible and accountable for the academic growth and well-being of every student in our district. We are committed to the success of every student in each of our schools. For that success to occur, the district is we are committed to racial educational equity by recognizing and dismantling institutional barriers and creating access and opportunities that benefit each student. We recognize that the historic, persistent racial ~~achievement~~ opportunity gap is unacceptable, and these disparities contradict the beliefs and values that the district articulates. ~~“Achieving~~ We will achieve equity” ~~means students’ identities when student identity,~~ including racial ~~identities, will identity, does~~ not predict or predetermine ~~their~~ success in school.

~~Educational~~ Oregon’s history has impacted certain groups of people differently and the context of that treatment matters. In order to advance equity and racial justice, individuals and communities need a better understanding of the state’s historical treatment of certain groups, based on race, ethnicity, socioeconomic status, immigrant status, and gender. This policy is a vital step in raising awareness and understanding.

Racial educational equity is based on the principles of justice in allocating resources, opportunity, treatment, and ~~creating~~ success for each student.

~~Educational~~ Racial educational equity promotes the real possibility of racial equality of educational results for each student and between diverse groups of students. ~~Equity~~ Racial equity strategies are intentional, systemic, and applied across all district operations with an emphasis on teaching and learning processes. We acknowledge that current and historical systems and structures have perpetuated racial inequities in health, safety, nutrition, housing and ~~rather~~ environmental, as well as

<sup>4</sup>~~These are data categories that the Oregon Department of Education collects. Districts may choose to add to this list from data the district collects.~~

<sup>1</sup>Some data is suppressed to protect confidential student information.

<sup>2</sup>“Sexual orientation” is defined by Oregon Revised Statute (ORS) 174.100(7) to mean an individual’s actual or perceived heterosexuality, homosexuality, bisexuality or gender identity, regardless of whether the individual’s gender identity, appearance, expression or behavior differs from that traditionally associated with the individual’s sex at birth.

academic outcomes. Rather than perpetuate racism, we must take responsibility to dismantle it. ~~Results will be achieved when student outcomes cannot be predicted by race.~~

To achieve racial educational equity, ~~the district commits~~ we are committed to:

1. ~~Systematically~~ Narrowing the opportunity gap between student groups while raising the achievement of all students.
- ~~1.2.~~ Consistently using districtwide and individual school level ~~data~~ data<sup>1</sup>, disaggregated by race, ethnicity, ~~national origin~~, language, special education, ~~sex~~ gender, socioeconomic status, and ~~mobility~~ mobility to inform district decision making.
2. ~~Raising the achievement of all students while narrowing the gap between the lowest and the highest performing students.~~
3. ~~Eliminating disparity~~ Promoting opportunities in all aspects of education ~~and its administration~~, including ~~but not limited to~~ extracurricular activities, to ~~the disproportionate~~ ensure equitable representation of students by race, poverty, sex, sexual orientation<sup>2</sup>, and ~~national origin in discipline, advanced learning such as talented and gifted and advanced placement courses.~~ Eliminate disparate representation in special education; and in various advanced learning discipline referrals.
4. ~~Graduating~~ Preparing all students ~~ready to graduate and~~ succeed in a diverse local, national, and global community.
5. De-centering the dominant narratives that ~~problematize students of color, and recognizing the existing knowledge that students bring into the classroom.~~ stereotype people of color.
6. Honoring the culture, language, existing knowledge, and lived experiences that students bring to the classroom and using it to inform our teaching practice.

In order to achieve racial educational equity for each and every student, ~~the district shall make every effort to~~ we will:

1. ~~Provide~~ Ensure every student ~~with~~ has equitable access to high quality culturally responsive curriculum, support, facilities, that includes the multiple perspectives and contributions of other cultures and identities.
- ~~1.2.~~ Give every student equitable access to educational resources, ~~even when this means differentiating such as inclusive classroom libraries, academic support, and facilities. Ensure students are not limited by their level of English acquisition. Equitable resource allocation, as specialized programming will create opportunities for historically underserved~~ close the opportunity gap so that all students can thrive academically.
- ~~2.3.~~ Review and examine existing policies, programs, professional development, and procedures through an equity lens for the promotion of racial educational equity. Develop all applicable new

policies, programs, and procedures with racial educational equity as a priority.

- ~~3.4.~~ Remedy the practices—including assessment—that lead to over- and under-representation of students of color in specialized programs: including sports, clubs, performing arts and other school-sponsored activities.
- ~~4.5.~~ Actively work toward~~Recruit, retain and support a teacher and administrator~~racially conscious and culturally responsive workforce that ~~reflects the diversity of the student body. The district seeks to recruit, employ, support, and retain and empower a workforce that includes racial, sex~~includes racial, gender, and linguistic diversity, as well as culturally responsive and competent~~including administrative, instructional, and support personnel, coaches, counselors, and behavior staff.~~
- ~~5.6.~~ Ensure that every employee in the district is responsible and accountable for the learning and achievement of all students and for building a culture that reinforces this responsibility. The responsibility for dismantling racial disparities lies with adults, not students.
- ~~6.7.~~ Provide professional development to strengthen~~Strengthen~~ employees' knowledge and skills for eliminating opportunity gaps and other racial disparities ~~in achievement~~, as well as increase their capacity to understand the root causes of oppression.
- ~~7.8.~~ Create schools with a welcoming, inclusive culture and environment that reflects and supports diversity of the student and staff population, their families, and their community, and creates a deep sense of belonging. Create asset~~Asset~~ and strength based schools where students and families linguistic, cultural capital~~celebrate student and funds of knowledge are included~~family cultures, languages, and celebrated~~lived experiences.~~
- ~~8.9.~~ Include partners who have demonstrated culturally specific expertise, including but not limited to, Embrace multiple perspectives in learning and growing toward more racially equitable educational outcomes. These diverse voices should include students and may also include families, government agencies, institutions of higher learning, early childhood education organizations, other districts, community-based organizations, local businesses, and the community in general in meeting our high goals for educational outcomes. The district shall seek to involve, welcome and empower students, staff, families, and community members of color (including those whose first language may not be English) who reflect district demographics to inform decisions regarding the narrowing of the achievement and other opportunity gaps.
- ~~9.10.~~ Provide~~Create~~ multiple pathways to success, including college preparation and vocational training, in order to meet the needs of ~~the~~a racially diverse student body, and ~~shall~~ actively encourage, support, and expect high academic ~~achievement~~outcomes for each student.
- ~~10.11.~~ Provide~~Guarantee~~ culturally responsive materials ~~and~~, assessments and courses that reflect the diversity of ~~students and staff~~our nation and are geared toward the understanding and appreciation of race, ethnicity, gender identity, sexual orientation, culture, ~~class~~socioeconomic status, language, ethnicity, poverty, ability, and other ~~differences~~attributes that contribute to the uniqueness of each student and staff member individual.
- ~~11.~~ Allocate resources to support our work in this area, and engage the community in this work.

~~The superintendent shall include equity practices in the district's equity transformation plan to implement this policy. The superintendent will report to the Board the progress of the equity transformation plan.~~

Every Corvallis School District employee is responsible for the success and achievement of all students. The Board recognizes that these are long term goals that require significant work and resources, as well as courageous action and boldness, to implement across all schools. As such, the Board directs the Superintendent to develop an action plan with clear objectives and metrics, prioritizing staffing and budget allocations and making the action plan accessible to the community.

The Superintendent will report on the action plan and progress towards these goals at least annually.

END OF POLICY

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**Legal Reference(s):**

[ORS 174.100\(7\)](#) [ORS 332.075](#)

[ORS 332.107](#)  
[342.437 to -342.449](#)

[ORS](#)

XII. CORVALLIS ONLINE APPLICATION (9:20 p.m.)



# Corvallis

## SCHOOL DISTRICT

Prepared for: Corvallis School Board  
Prepared by: Melissa Harder  
Meeting Date: May 6, 2021

### **Application for a New Institution - Corvallis Online**      **ACTION REQUESTED**

#### Background

In response to the COVID-19 pandemic and in an effort to provide a fully-online option for families, the Corvallis School District implemented Corvallis Online as an option for students beginning in 2020-21. In a poll of families currently being served by Corvallis Online, we found that 64 of 314 respondents definitely would choose an online option in 2021-22 and that 128 of 314 respondents were still unsure. As a result of this information, and our desire to meet the needs of all students in uncertain times, the District would like to apply for an institutional ID for Corvallis Online for 2021-22.

#### Overview

Corvallis Online (CO) will be an independent school in which students will be enrolled separately from their neighborhood boundary school. Students graduating from CO will receive a diploma from Corvallis Online. Enrollment will be full-time with the opportunity for students to take secondary classes on a limited basis as space is available. Families choosing to enroll students in CO may do so during the annual enrollment process. Space in the school is not limited and any resident student may enroll. No space will be allocated for non-resident students.

CO will have two designated administrators, one for primary grades and one for secondary grades with shared office support. Teaching and support staff will be assigned based on projected enrollment using data from RegiStar enrollments received between April and September. Support services such as ELL, TAG, SpEd and counseling will be provided by designated staff assigned to CO. The school will not offer Dual Immersion courses. The curriculum currently being used is Florida Virtual in Kindergarten - 5th Grades and APEX for middle school and high school courses. The workgroup will continue to plan for CO during May and June including assessing the curriculum and making a recommendation for a new vendor if appropriate.

#### Involvement

District staff: Ryan Noss, Melissa Harder, Olivia Meyers Buch, Jennifer Schroeder, Mark Henderson, Byron Bethards, Brain Schaffeld, Mary Marshall and Erika Cook.

### Cost Impact

Budgeting for 2021-22 will include funding for Corvallis Online costs.

### Function

Review and discussion.

### Sample Motion

“I move to authorize the district to submit an application for a new institutional ID for Corvallis Online for the 2021-22 school year.”

XIII. **CONSOLIDATED ACTION (9:35 p.m.)\***

XIII.A. Appoint Budget Committee Member



# Corvallis

## SCHOOL DISTRICT

Prepared for: Corvallis School Board  
Prepared by: Olivia Meyers Buch, Finance and Operations Director  
Meeting Date: May 6, 2021

### **Budget Committee Appointment**

### **ACTION REQUESTED**

#### Background

The Budget Committee consists of seven members appointed by the School Board plus the seven elected School Board members. Budget Committee members are appointed by the School Board to review the District's proposed budget, listen to public comment, recommend needed changes, and then approve the budget total and tax rates to be forwarded to the School Board for adoption.

On February 4, 2021, the School Board formally recognized the resignation of Budget Committee member Peter Sabee-Paulson, creating an immediate vacancy on the Budget Committee. Since then, applicants have been solicited to complete this three-year term ending on June 30, 2021. Applicants must live and be registered to vote in the District, and not be an officer, agent or employee of the District. Positions are non-partisan, unpaid, and are not connected to any specific region within the district.

At this time, the district has received one application from Shauna Tominey, whose application materials are attached.

#### ACTIONS REQUESTED:

Appoint Shauna Tominey to the Budget Committee to complete the final year of a three-year term ending on June 30, 2021.

#### MOTION REQUESTED:

"I move that Shauna Tominey be appointed to the Budget Committee to complete the final year of a three-year term ending on June 30, 2021."

Shauna Tominey  
1125 NW Fernwood Circle  
Corvallis, OR 97330

April 29, 2021

Corvallis School Board Budget Committee  
Attention: Jennifer Schroeder  
1555 SW 35th Street  
Corvallis, OR 97333

Dear Ms. Schroeder,

Please accept my letter of interest to serve on the Corvallis School District Budget Committee for the remainder of the 2021 term. Over the last 20 years, my professional experiences have given me the opportunity to work within and in partnership with school systems – as an early childhood teacher, a parenting educator, and a researcher focused on developing and testing social and emotional learning programs in school settings. In my current position as an assistant professor of practice at Oregon State University, I oversee a statewide parenting education system (Oregon Parenting Education Collaborative). In this role, I manage numerous large-scale grants and contracts from state, federal, and foundation sources and work closely with state and local partners to leverage community resources effectively in support of student and family well-being.

Through my professional experiences, I have developed skills that would help me serve as an effective member of the Budget Committee, including skills associated with working with teams of practitioners, researchers, funders, policymakers, and families from diverse backgrounds; using data and research to inform practice and policy; managing multimillion dollar budgets; and making informed decisions based on identified community needs. Foundational to my work is a strong commitment to equity. I strive to embed an equity-focused perspective toward ensuring resources are used to effectively support thriving for all students.

Thank you for your consideration. I would be honored to serve on the Corvallis School District Budget Community to support the Corvallis community at an especially challenging time. If you have any questions about my letter of interest, please contact me via phone (541-829-3411) or email ([shauna.tominey@gmail.com](mailto:shauna.tominey@gmail.com)).

Sincerely,

A handwritten signature in cursive script that reads "Shauna Tominey". The signature is written in black ink and is positioned above the printed name.

Shauna Tominey

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**Shauna Tominey, Ph.D**  
Curriculum Vitae (Abbreviated)

1125 NW Fernwood Circle  
Corvallis, OR 97330

Phone: 541-829-3411  
Email: shauna.tominey@gmail.com

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**EDUCATION AND EMPLOYMENT INFORMATION**

DEGREE	YEAR	INSTITUTION	MAJOR FIELD
Ph.D	2010	Oregon State University	Human Development and Family Sciences
M.S.	2003	Kansas State University	Family Life Education/Consultation
B.S.	2001	University of Washington	Psychology
B.A.	2001	University of Washington	Music

**Personal Statement**

As an assistant professor of practice for Oregon State University's Extension Family and Community Health program, my work is translational in nature and blends research and practice to support the social and emotional well-being of children and families. My research focuses broadly on the development of social and emotional skills for children and adults (parents, caregivers, and teachers) and spans home and school settings. I am co-developer of two interventions aimed at promoting social-emotional skills for young children: 1) *Red Light, Purple Light*, an intervention focused on integrating self-regulation games in early childhood learning settings, and 2) *Preschool RULER*, an intervention that promotes emotional intelligence for young children and adults, including teachers and parents. In addition, I work closely with cross-sector partnerships to support system-building efforts that inform policy and practice and serve as the Principal Investigator for the Oregon Parenting Education Collaborative, a statewide system of support for universal parenting education and parenting education professionals.

**Positions and Employment**

2016-present	Assistant Professor of Practice, Oregon State University
2014-2016	Associate Research Scientist, Yale University
2011-2014	Postdoctoral Associate, Yale University
2010-2014	Instructor, Oregon State University
2006-2010	PhD Student/GTA, Oregon State University
2004-2005	Family Development Specialist, Early Head Start, Manhattan, Kansas
2002-2003	Masters Student/GTA, Kansas State University

**PUBLICATIONS (selected)**

1. **Tominey, S. L.** (2019). *Creating Compassionate Kids: Essential Conversations to Have With Young Child*. New York, NY: W.W. Norton.
2. **Tominey S. L.,** Olsen, S. G., & Bailey, C. S. (2019). Social and Emotional Development in Early Childhood. In David Whitebread's (Ed.) *SAGE Handbook on Developmental Psychology and Early Childhood Education*.

**PUBLICATIONS (selected, continued)**

3. McClelland, M., **Tominey, S. L.**, Schmitt, S. A., Hatfield, B., Purpura, D., Gonzales, C., & Tracy, A. (2019). Red Light, Purple Light! Results of an intervention to promote school readiness for children from low-income backgrounds. *Frontiers in Psychology, 10*, 2365.
4. **Tominey, S. L.** & O'Bryon E. C. (2017). 45 Strategies to Support Young Preschool Dual Language Learners. Baltimore, MD: Brookes Publishing.
5. McClelland, M. M., **Tominey, S. L.**, Schmitt, S., & Duncan, R. (2017). The State of the Science on SEL Interventions in Early Childhood/Preschool. *Future of Children, 27*(1), 33-48.
6. **Tominey, S. L.**, O'Bryon, E. C., Shapses, S., & Rivers, S. E. (2017). Teaching emotional intelligence in early childhood. *Young Children, 72*(1), 6-14.
7. McClelland, M. M. & **Tominey, S. L.** (2015). Stop, Think, Act: Integrating Self-Regulation in the Early Childhood Classroom. New York, NY: Routledge.
8. Schmitt, S. A., McClelland, M. M., **Tominey, S. L.**, & Acock, A. C. (2015). Strengthening school readiness for Head Start children: Evaluation of a self-regulation intervention. *Early Childhood Research Quarterly, 30*, 20-31.
9. **Tominey, S. L.**, Olsen, S. G., & McClelland, M. M. (2015). Supporting the Development of Emotion Regulation in Young Children: The Important Role of the Parent-Child Attachment Relationship. *International Journal of Birth and Parent Education, 2*(4), 23-26.
10. McClelland, M. M. & **Tominey, S. L.** (2014). The development of self-regulation and executive function in young children. *Zero to Three Journal, 35*(2), 2-8.
11. **Tominey, S.** & McClelland, M. M. (2013). Factors impacting the effectiveness of a prekindergarten pilot behavioral self-regulation intervention. *NHSA dialog: A Research-to-Practice Journal, 16*(3).
12. Rivers, S. E., **Tominey, S. L.**, O'Bryon, E., & Brackett, M. A. (2013). Developing emotion skills in early childhood settings using Preschool RULER. *Psychology of Education Review, 37*, 19-25.
13. Wanless, S. B., McClelland, M. M., & **Tominey, S.L.**, Acock, A.C. (2011). The influence of demographic risk factors on children's behavioral regulation in prekindergarten and kindergarten. *Early Education and Development, 22*(3), 461-488.
14. **Tominey, S. L.** & McClelland, M. M. (2011). Red light, purple light: Findings from a randomized trial using circle time games to improve behavioral self-regulation in preschool. *Early Education and Development, 22*(3), 489-519.
15. McClelland, M. M., Cameron Ponitz, C., Messersmith, E., & **Tominey, S.** (2010). Self-regulation: The integration of cognition and emotion. In B. Overton (Ed.), *Handbook of Lifespan Human Development*. John Wiley and Sons.

**GRANTS AND CONTRACTS (selected)**

1. McClelland, M., **Tominey, S. L.**, (2021-2026). Red Light, Purple Light! Evaluating a Self-Regulation Intervention for Children in Early Learning Settings. Institute of Education Sciences. \$3,300,000.
2. **Tominey, S. L.**, Sektan, M. (2021-2022). Parenting Education and Parent Leadership Expansion Project. Oregon's Early Learning Division (Role: PI). \$1,000,000.

**GRANTS AND CONTRACTS (selected, continued)**

3. **Tominey, S. L.**, Deck, K., & Sektnan, M. (2020-2024). Supporting a Statewide Infrastructure for Parenting Education Professionals. The Ford Family Foundation (Role: Principal Investigator). \$680,000.
4. **Tominey, S.** & Sektnan, M. (2019-2021). Strengthening Oregon Families with Parenting Education. Department of Human Services. (Role: Principal Investigator). \$3,000,000.
5. Brackett, M., Bailey, C., **Tominey, S.**, & Mashburn, A. (2018-2023). Promoting School Readiness through Emotional Intelligence: An Efficacy Trial of Preschool RULER. Institute of Education Sciences (Role: Co-Investigator/Principal Investigator for Subaward). \$3,263,909.
6. **Tominey, S. L.** & Sektnan, M. (2016-2020). Oregon Parenting Education Collaborative. The Oregon Community Foundation (Role: Principal Investigator). \$844,563.
7. McClelland, M. M., **Tominey, S. L.**, & Schmitt, S. A. (2015–2019). Red light, purple light! Developing a self-regulation intervention for low-income children. U.S. Department of Education, Institute of Education Sciences (Role: Co-Investigator). \$1,500,000.
8. McClelland, M.M. & **Tominey, S. L.** (2017-2018). Developing an App to Promote Executive Function and Academic Achievement in Young Children. Bezos Family Foundation. (Role: Co-Investigator). \$150,000.

**Teaching**

- **Undergraduate courses:** Applied Research Methods; Contemporary Families in the U.S.; Family Violence and Neglect; Happiness, Well-Being, and Emotional Intelligence; Infant and Child Development; Life Hacks for Emotional Intelligence and Well-Being; Music and Movement in Early Childhood Education; Parenting Research and Application; Professional Foundations in Early Childhood
- **Graduate courses:** Introduction to Biostatistics; Graduate Research Methods I; Graduate Research Methods II; Graduate Research Methods III

**Professional Service**

2017-present Oregon Parenting Educators Conference, Oregon State University, Coordinator  
 2017-present Tauck Family Foundation, Advisory Board Member  
 2016-present OSU Child Development Center Faculty Board  
 2016-present Connecticut PK-3 Expert Advisory Panel Member

**Honors**

2017 Vice Provost Award of Excellence for Outreach and Engagement Honorable Mention: Oregon Parenting Education Collaborative  
 2013 Service Award, Childcare Learning Centers, Stamford, CT  
 2009, 2008 Oregon Sports Lottery Award  
 2009 Betty E. Hawthorne Fellowship, Oregon State University  
 2009 Society for Research in Child Development Student Award  
 2009 Kappa Omicron Nu Honor Society, Oregon State University  
 2008 Woods/Foster Fellowship, Oregon State University  
 2007, 2006 Betty E. Hawthorne Fellowship, Oregon State University  
 2004 Order of St. Joan D'Arc, United States Army

XIII.B. Licensed Personnel Action



# Corvallis

## SCHOOL DISTRICT

Prepared for: Corvallis School Board  
Prepared by: Ryan Noss, Superintendent  
Meeting Date: May 6, 2021

### Licensed Personnel Action

### ACTION REQUESTED

1. Issue:
  - a. Recommendation to Hire

Name	Position	FTE	Building	Start Date	Contract Status
Bernard, Shawn	Asst Special Education Coordinator	1.00	District Office	7/1/2021	Probationary Year 1
Joseph-Hays, Germaine	Asst HS Principal	1.00	Corvallis High School	7/1/2021	Probationary Year 1
Whittaker, Emmet	Asst HS Principal	1.00	Corvallis High School	7/1/2021	Probationary Year 1

- b. Additional Information/Leaves/Reduction

Name	Position	FTE	Building	Effective	Reason
Behrens, Gerhard	PE Teacher	1.00	Adams Elementary School	6/30/2021	Retirement
Cornell, Peg	Science Teacher/CEA President	1.00	Crescent Valley High School	6/30/2021	Retirement
Hund, Mindy	Nurse	0.60	District Office	6/30/2021	Resignation
Joseph-Hays, Germaine	Science Teacher	1.00	Corvallis Online	6/30/2021	Resignation
Keim, Donna	Alt Ed Teacher/TOSA	1.00	Corvallis High School/Harding Center	6/30/2021	Retirement

### MOTION REQUESTED:

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

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

XIII.C.1. **Policy BF** - Policy Development - Second  
Read



# Corvallis

## SCHOOL DISTRICT

Prepared for: Corvallis School Board  
Prepared by: Erika Cook  
Meeting Date: May 6, 2021

**ACTION REQUESTED**

Board Policy BF—Policy Development—NEW—Second Reading

### Background

The Oregon School Boards Association (OSBA) provides model policies for school districts around the state. Board Policy BF – Policy Development is one such policy; however, Corvallis School District has yet to adopt it.

Superintendent Noss recommends that the Board review this model policy as a starting point in the development of policy that will serve not only the Board but the entire community in clarifying the pathway for recommending new policies or revisions to existing policies.

At its January 14, 2021 meeting, the Board discussed proposed language for this new policy, and suggested some revisions. Those revisions are noted in yellow on the attached revised draft. Also discussed at the January 14, 2021 meeting was the desire for all policies to be created/revised using an equity lens and reflecting anti-racist actions. Staff received confirmation from OSBA that all model policies provided to districts are vetted with those criteria.

### Involvement

District staff: Superintendent Noss.

### Cost Impact

None.

### Action Requested

Adoption of revised versions.



Code: BF  
Adopted:  
Revised/Readopted:

## Policy Development

The Board has the authority to establish policy. The Board accepts the definition of policy set forth by the National School Boards Association:

School Board policies are statements which set forth the purposes and prescribe in general terms the organization and program of a school system. They create a framework within which the superintendent and his/her staff can discharge their assigned duties with positive direction. They tell what is wanted.

The formulation and adoption of policies, recorded in writing, will constitute the basic method by which the Board will exercise its leadership in the operation of the school system.

The policies shall be consistent with Oregon Revised Statutes, Oregon Administrative Rules and all federal laws and regulations. Development of language for new and revised policies will be guided by an equity lens and anti-racist actions.

The basic responsibility for initiating, reviewing and recommending new policies or policy modification will rest with the superintendent. New policies or changes in existing policy may be proposed by any Board member, group or organization, staff member, parent, student or other member of the community to the superintendent for the Board to consider. The responsibility for the routine initiation, review, and recommendation of new policies or policy modification will rest with the superintendent. The superintendent, in developing these draft policies, may be guided by the recommendations of the staff and may seek parent and community input during the preparation and subsequent review of policy statements. Advice from legal counsel may be appropriate.

The superintendent will furnish necessary background information to the Board. The final authority and responsibility for Board policy lies with the Board.

END OF POLICY

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### Legal References:

[ORS 332.107](#)  
[ORS 332.505](#)  
[ORS 339.240](#)

[OAR 581-022-2305](#)

[OAR 581-022-2405](#)

XIII.D. NON-RESIDENT TRANSFER ALLOCATION 2021-22



# Corvallis

## SCHOOL DISTRICT

Prepared for: Corvallis School Board  
Prepared by: Erika Cook  
Meeting Date: May 6, 2021

### Nonresident Transfer Allocation 2021-22

### ACTION REQUESTED

#### Background

Annually, the Board shall establish the number of nonresident student transfer requests into the district, to which consent will be given for the upcoming school year. Board Policy [JECB - Admission of Nonresident Students](#) and Administrative Regulation [JECB-AR - Admission of Nonresident Students](#) serve as guidance for the process by which transfers may be approved by Interdistrict Transfer Agreement.

Resident transfer requests were accepted between April 19-30, 2021 for grades K-12 via an online process. Based on projected enrollments, the following announcement was made for resident transfers regarding space:

- **Adams Elementary** – Siblings only as space allows
- **Franklin K-8** – Open as space allows
- **Garfield Elementary** – Open as space allows (students entering grades 2-5 must meet language proficiency for their grade level)
- **Husky Elementary** – Siblings only as space allows
- **Jaguar Elementary** – Open as space allows
- **Lincoln Elementary** – Open as space allows (students entering grades 2-5 must meet language proficiency for their grade level)
- **Mt. View Elementary** – Open as space allows
- **Wildcat Elementary** – Open as space allows
- **Cheldelin Middle** – Open as space allows
- **Linus Pauling Middle** – Siblings only as space allows
- **Corvallis High** – Siblings only as space allows
- **Crescent Valley High** – Open as space allows

As of May 5, 2021, a total of 216 applications were received. Letters for approval, denial, or waitlist status will be sent to families no later than the week of May 10. Building administrators reviewed enrollments to estimate the number of nonresident spots that will be made available for nonresident transfers, taking into account resident transfer applications. Nonresident spots are to be announced on May 7 on the District website. The application window will open online from May 10-21, 2021. Should the number of applications exceed the number of approved spots, an equitable lottery process will be applied.

In addition to spots by grade level that are announced, nonresident siblings of current transfer students and students who have moved from the District may apply to continue at

their current school as space is available. Priority will be given to students requesting announced spots who have attended a public charter school located in the same district for which the student seeks admission for at least three consecutive years, completed the highest grade offered by the public charter school and did not enroll in and attend school in another district following completion of the highest grade offered by the public charter school.

For approved nonresident transfer students, an interdistrict transfer form (from the resident district) must be completed, submitted, and approved by the resident school district in order to be released to attend Corvallis schools. Students receiving consent for admission may remain in the district until they finish the highest grade level in their current school. A subsequent application will be required when students move from elementary to middle or middle to high school at which point approval will be determined by future enrollment projections for that school. Students approved for transfer into the Dual Language Immersion (DLI) Program may continue in the DLI Program without applying for subsequent transfer requests.

### Involvement

District staff: Melissa Harder, Erika Cook, and Building Administrators.

### Cost Impact

ADM for attending nonresident students.

### Action Requested

Approval of limited spots to be made available to nonresident students.

### Motion Requested

“I move to establish the following nonresident school openings for 2021-22 through the mutual agreement between districts’ process outlined in ORS 339.127, and that nonresident siblings of current transfer students and students who have moved from the District may apply to continue at their current school as space is available:

- **Adams:** Closed.
- **Franklin:** 3 spots at grade 2; 5 spots at grade 7; and 11 spots at grade 8
- **Garfield:** 3 spots at grade K; 7 spots at grade 2; 7 spots at grade 3; and 5 spots at grade 4 \*\*Students entering grades 2-5 must meet language proficiency for their grade level.\*\*
- **Husky:** Closed.
- **Jaguar:** Closed.
- **Lincoln:** Closed.
- **Mt. View:** 2 spots at grade K; 6 spots at grade 2; 2 spots at grade 3; and 2 spots at grade 4
- **Wildcat:** Closed.
- **Cheldelin Middle:** 24 spots at grade 6; 21 spots at grade 7; and 3 spots at grade 8.

- **Linus Pauling Middle:** Closed.
- **Corvallis High:** Closed.
- **Crescent Valley High:** 50 spots at grade 9; 50 spots at grade 10; 50 spots at grade 11; and 50 spots at grade 12.”

**XIV. CONSOLIDATED INFORMATION (9:40 p.m.)**

XIV.A. Non-Licensed Personnel Information



# Corvallis

## SCHOOL DISTRICT

Prepared for: Corvallis School Board  
Prepared by: Ryan Noss, Superintendent  
Meeting Date: May 6, 2021

### Non-licensed Personnel Information

### NO ACTION REQUIRED

#### Recommendation to Hire

Name	Position	Hours	Building	Start Date	Contract Status
Leach, Canton	Educational Assistant 2	5.5	Cheldelin Middle School	4/7/2021	Limited term
Mitchell, Nathan	Educational Assistant 2	5.5	Cheldelin Middle School	4/7/2021	Limited term
Laurion, Connor	Educational Assistant 2	5.5	Cheldelin Middle School	4/19/2021	Limited term
Jennison, Elliott	Maintenance 1	8	Facilities & Maintenance	4/12/2021	Regular/Probationary
Salmon, Kyle	Maintenance 1	8	Facilities & Maintenance	4/12/2021	Regular/Probationary
Uffelman, Lakotah	Maintenance 1	8	Facilities & Maintenance	4/19/2021	Regular/Probationary
Sanders, Jordan	Educational Assistant 2	5.5	Cheldelin Middle School	4/19/2021	Limited term
Bauer, Jason	Maintenance 1	8	Facilities & Maintenance	4/26/2021	Regular/Probationary
Anguiano, Bethany	Food Service Specialist	6	Lincoln Elementary	4/12/2021	Regular/Probationary
Senier, Noriko	Food Service Specialist	5.5	Jaguar Elementary	4/12/2021	Regular/Probationary
Olsen, Joni	Fiscal Clerk 2	1.75	Facilities & Maintenance	5/3/2021	Limited term
Rakes, Matthew	Information Services Technical Support 3 - Classroom Technology Administrator	8	Technology	4/26/2021	Regular/Probationary



# Corvallis

SCHOOL DISTRICT

## Termination/Resignation/Layoff/Retirement

<b>Name</b>	<b>Position</b>	<b>Hours</b>	<b>Building</b>	<b>Effective</b>	<b>Reason</b>
Michael Gardner-Brown	Fiscal Clerk 2	8	Facilities/Maintenance	4/28/2021	Resignation
Cohen-Rencountre, Elizabeth	Mental Health and Wellness Skills Trainer	8	District Office	4/12/2021	Resignation
Scholz, Brooklyn	Educational Assistant 2	4 hrs (2.5 EA, 1.5 on leave)	Cheldelin Middle School	4/30/2021	Resignation

XIV.B. Board Policies -- FOR INFORMATION

XIV.B.1. **Policy BFC** - Adoption and Revision of  
Policies - First Read



# Corvallis

## SCHOOL DISTRICT

Prepared for: Corvallis School Board

Prepared by: Parker Schulze

Meeting Date: May 6, 2021

**FIRST READ - NO ACTION REQUESTED**

[Board Policy BFC](#)—Adoption and Revision of Policies—First Reading

### Background

The Board discussed adding language to this policy regarding a mandatory length of time between first and second policy reads in order to have consistency in the adoption process and to allow for additional public input. Staff reached out to OSBA and the edits in red are suggested additions by OSBA staff members who reviewed the concerns. This proposed language includes both policy changes and resolution changes.

### Involvement

District Staff: Superintendent Noss, Parker Schulze, Melissa Harder, Erika Cook

### Cost Impact

None.

### Action Requested

None

## Adoption and Revision of Policies

Adopting new policies and changing or repealing existing policies is solely the Board's responsibility. Policy will be adopted and amended or repealed only by the affirmative vote of a majority of the Board members.

Proposed policies or policy changes and repeal of existing policies will be presented in writing for consideration by the Board.

To permit time for studying all new policies or amendments to policies and to provide an opportunity for interested parties to react, proposed policies or amendments will be presented as a Board agenda item in the following sequence:

1. First reading of a proposed policy or policies: This is information item and no action is required by the Board. A first reading announces that a new policy, a revision of an existing policy, or consideration to rescind a policy is being considered by the Board. Comments, questions, concerns, and recommended edits should be forwarded to the superintendent for consideration prior to the meeting in which the policy is recommended for a second reading and/or adoption.
2. Second reading/adoption of a proposed policy or policies: This is an action by the Board and may be placed on the consolidated action agenda. Any revisions to a policy from the first reading will not require the policy to go through an additional reading, except as the Board determines that the revision(s) need(s) further study and an additional reading would be advantageous.

The second reading/adoption will take place at least two weeks after the first reading unless the board determines that the situation requires more urgency.

### Resolutions

Resolutions adopted by the board will follow the same adoption procedures as policies.

When, in the best interests of the district, immediate adoption of a proposed policy is necessary, the Board may adopt such policy at the first meeting in which it is presented.

Policies and amendments adopted by the Board will be attached to, and made a part of, the minutes of the meeting at which they are adopted and also will be included in the district's online board policy manual.

END OF POLICY

**Legal Reference(s):**

[ORS 332.107](#)

[ORS 332.505](#)

[OAR 581-022-2305](#)

[OAR 581-022-2405](#)

**Cross Reference(s):**

CA/CAA - Administration Responsibilities and Goals

XIV.B.2. **Policy BC/BCA** - Board Organization -  
First Read



# Corvallis

## SCHOOL DISTRICT

Prepared for: Corvallis School Board

Prepared by: Parker Schulze

Meeting Date: May 6, 2021

**NO ACTION REQUIRED**

Board Policy BC/BCA—Student Transportation Services—Revised—First Reading

### Background

There was previously some discussion as to Board elections and whether or not we needed to add additional meeting time in order to facilitate Board elections and officers. This edit has been suggested by members of the Oregon School Boards Association (OSBA).

### Involvement

Staff members: Parker Schulze

### Cost Impact

None.

### Function

Review of revisions.

## Board Organization/Board Organizational 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 vice chair;
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.~~

[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.]

END OF POLICY

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**Legal Reference(s):**

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

XIV.B.3. **Policy EEA** - Student Transportation  
Services - Revised - First Reading



# Corvallis

## SCHOOL DISTRICT

Prepared for: Corvallis School Board  
Prepared by: Erika Cook  
Meeting Date: May 6, 2021

**NO ACTION REQUIRED**

Board Policy EEA—Student Transportation Services—Revised—First Reading

### Background

Senate Bill (SB) 905 (2019) clarifies and aligns with the Every Student Succeeds Act to say that the care for a student whose parent or guardian has voluntarily placed the student outside the student's home with a public or private agency and for whom the student's parent or guardian retains legal guardianship, does not meet the definition of "foster care". It establishes general rule that the student, whose parent or guardian voluntarily places the student in substitute care while retaining legal guardianship, is a resident of the district where the substitute care program is located. It also provides, under special circumstances outlined in SB 905, exceptions to allow the student (voluntarily placed by the parent or guardian) to attend school in the district where the parents or guardian resides.

Policy EEA is required. Edits provided by OSBA on 11/22/2019. Last adoption by CSD 4/11/2019.

### Involvement

Staff members: Melissa Harder, Kim Patten, Becky Weeks and Erika Cook.

### Cost Impact

None.

### Function

Review of revisions.



# Corvallis

## SCHOOL DISTRICT

Code: EEA  
Adopted: 8/18/93  
Revised/Readopted: 3/10/97, 1/11/99, 12/8/03, 5/5/08, 3/14/11, 4/11/19  
Orig. Code: 5800; EE/EEA

### **Student Transportation Services**

School transportation services will be provided for:

1. Transporting students to and from school;
2. Transporting students to and from curricular and extracurricular activities sponsored by the district;
3. Transporting students from one school or facility to another;
4. Transporting students on school-sponsored field trips that are extensions of classroom learning experiences; and
5. Transporting homeless students to and from the student's school of origin<sup>1</sup> as required by the Every Student Succeeds Act of 2015 (ESSA).

These services shall be provided throughout the regularly scheduled year and during the regular school day as determined by the District.

#### **Distance from School**

Elementary students in grades K-5 who live more than one mile from school will be transported. Secondary students in grades 6-12 who live more than one and one-half miles from school will be transported. Mileage exceptions for health, safety or disability will be made in accordance with the district's approved supplemental plan. Miles from school will be determined by the District in accordance with Oregon Administrative Rule (OAR) 581-023-0041(1)(e).

#### **Vehicle Types**

The district may use Type 10 School Activity Vehicles to transport students from home to school, school to home and from district-sponsored activities.

#### **Safe School Choice**

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<sup>1</sup>“School of origin” means the school that a student attended when permanently housed or the school in which the student was last enrolled.

When the student has completed the final grade served by the school of origin, the term “school of origin” shall include the designated receiving school at the next grade level for all feeder schools.

The district may also provide transportation using federal funds<sup>2</sup> or through cooperative agreements with local victims assistance units for a student to attend a safe district school<sup>3</sup> out of the student's attendance area for any student who is a victim of a violent criminal offense occurring in or on the grounds of the school the student attends or the student attends a school identified as persistently dangerous.

If there are no other schools within the district a student may transfer to, the district may establish a cooperative agreement with other districts in the area for a transfer. Transportation for students who transfer for such purposes will be provided in accordance with the agreement.

### **Other Approved Transportation**

Students attending any private, parochial or public charter school under the compulsory school attendance laws will, where the private, parochial or public charter school is along or near the bus route, be provided equally the riding privileges given to public school students.

Transportation will be provided for students whose parent or guardian voluntarily placed the child outside of the child's home with a public or private agency and who is living in a licensed, certified or approved substitute care program, and who residency is established pursuant to Oregon Revised Statute (ORS) 339.134.

Preschool students with disabilities who have transportation as a related service and children from birth to age three who are enrolled in an eligible program shall be provided home to school transportation.

### **Safe Transportation**

A seat that fully supports each person and meets the minimum standards and specifications of law will be provided at all times. A person who weighs 40 pounds or less must be properly secured with a child safety system that meets the minimum standards and specifications established by the Oregon Department of Transportation under Oregon Revised Statute (ORS) 815.055. A person over 40 pounds or who has reached the upper weight limit for the forward-facing car seat must use a booster seat until they are four feet nine inches tall or age eight and the adult belt properly fits.<sup>4</sup> A person who is taller than four feet nine inches or eight years of age or older must be properly secured with a safety belt or harness that meets the requirements under ORS 815.055. In accordance with ORS 811.210 and 811.215, vehicles in excess of 10,000 pounds that have been equipped with lap belts must meet child car seat requirements as set forth by law.

The building administrator principal or designee shall ensure transportation officials and drivers

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<sup>2</sup>"Federal funds" means funds available through Title IV, Part A, and Title V, Part A.

<sup>3</sup>If there is not another school in the district to which students can transfer, districts are encouraged, but not required to, explore other appropriate options, i.e., an agreement with a neighboring district.

<sup>4</sup>"Proper fit" means the lap belt of the safety belt or safety harness is positioned low across the thighs and the shoulder belt is positioned over the collarbone and away from the neck.

receive notification of students having special medical or behavioral protocols identified in student records.

Appropriate training related to specific protocols, including confidentiality requirements, will be provided to drivers.

Aides or assistants that ride a school bus shall receive training on emergency procedures and their role in the safe transportation of all students on the bus.

The school bus or vehicle drivers will be responsible for the school bus or vehicle at all times from departure until return. The driver will not participate in any activities that might impair their driving abilities.

The district will comply with all state and federal laws and regulations pertaining to school bus and vehicle transportation.

### **Student Conduct**

School buses carrying students will be considered extensions of the school experience. All students using school transportation will abide by the code of conduct posted in each school bus or school activity vehicle. Violations of such code, as well as other conduct which is improper or which jeopardizes the safety of self or others, will be reported by the school bus or vehicle driver to the supervisor and building administrator as soon as possible. Violators may be denied use of transportation for a period of time as deemed proper by the building administrator and/or transportation coordinator.

END OF POLICY

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### **Legal Reference(s):**

<a href="#">ORS 327.006</a>	<a href="#">OAR 581-021-0050 to-0075</a>	<a href="#">OAR 581-053-0240</a>
<a href="#">ORS 327.033</a>	<a href="#">OAR 581-022-1530</a>	<a href="#">OAR 735-102-0010</a>
<a href="#">ORS 327.043</a>	<a href="#">OAR 581-023-0040</a>	
<a href="#">ORS 332.405</a>	<a href="#">OAR 581-053-0002</a>	Senate Bill 905 (2019)
<a href="#">ORS 332.415</a>	<a href="#">OAR 581-053-0003</a>	
<a href="#">ORS 339.240 to 339.250</a>	<a href="#">OAR 581-053-0004</a>	
<a href="#">ORS 343.155 to 343.246</a>	<a href="#">OAR 581-053-0010</a>	
<a href="#">ORS 343.533</a>	<a href="#">OAR 581-053-0031</a>	
<a href="#">ORS 343.155 to 343.243</a>	<a href="#">OAR 581-053-0040</a>	
<a href="#">ORS 811.210</a>	<a href="#">OAR 581-053-0053</a>	
<a href="#">ORS 811.215</a>	<a href="#">OAR 581-053-0060</a>	
<a href="#">ORS 815.055</a>	<a href="#">OAR 581-053-0070</a>	
<a href="#">ORS 815.080</a>	<a href="#">OAR 581-053-0210</a>	
<a href="#">ORS 820.100 to 820.190</a>	<a href="#">OAR 581-053-0220</a>	
	<a href="#">OAR 581-053-0230</a>	

Every Student Succeeds Act of 2015, 20 U.S.C. §§ 6315, 7912 (2015~~8~~).  
McKinney-Vento Homeless Assistance Act, 42 U.S.C. §§ 11431-11435 (2015).

XIV.B.4. **Policy IKFB** - Graduation Exercises -  
Revised - First Reading



# Corvallis

## SCHOOL DISTRICT

Prepared for: Corvallis School Board

Prepared by: Erika Cook

Meeting Date: May 6, 2021

**NO ACTION REQUIRED**

Board Policy IKFB—Graduation Exercises—Revised—First Reading

### Background

New 2019 legislation, now published in Oregon Revised Statute (ORS) 329.451, allows an eligible student to wear a U.S. Armed Forces uniform at their high school graduation ceremonies. Additional bracketed, optional language has been added about students with disabilities and students participating in district-sponsored alternative education programs.

When updating policies, OSBA has added reviewing the policy via an equity lens. Where deemed appropriate, OSBA has added optional language for the district to consider; policy IKFB includes such language and is optional (referring to added language regarding items of cultural significance). See [Letter from ODE regarding Graduation Ceremonies](#).

Policy IKFB is optional. Edits provided by OSBA 10/06/2020. Last adoption by CSD 10/08/2020.

### Involvement

Staff members: Melissa Harder, Nikki McFarland and Erika Cook.

### Cost Impact

None.

### Function

Review of revisions.



Code: IKFB  
Adopted: 8/30/99  
Revised/Readopted: 2/7/00, 4/5/10, 5/4/15, 10/8/20

## Graduation Exercises

The Board believes that completion of the requirements for a diploma, a modified diploma, an extended diploma or an alternative certificate from public schools is an achievement that improves the community as well as the individual. The Board wishes to recognize this achievement in a publicly celebrated graduation exercise.

Accordingly, appropriate graduation programs may be planned by each high school on the date selected by the school.

Presenters may be permitted to speak as part of the district's school's planned graduation program. All speeches will be reviewed and approved in advance by the building administrator or designee.

All students in good standing who have successfully completed the requirements for a high school diploma, or qualifies to receive or receives a modified diploma, an extended diploma or an alternative certificate, including a student participating in a district-sponsored alternative education program and a student with disabilities receiving a document certifying successful completion of program requirements shall have an option to may participate in graduation exercises.

A student shall be allowed to wear a dress uniform issued to the student by a branch of the U.S. Armed Forces if the student:

1. Qualifies to receive a high school diploma, a modified diploma, an extended diploma or an alternative certificate; and
2. Has completed basic training for, and is an active member of, a branch of the U.S. Armed Forces.

Graduating students will be allowed to wear items of cultural significance honoring their unique and diverse cultures, in accordance with consistently-enforced rules established by the building administrator or designee.

In good standing means the student has not been suspended, expelled, or otherwise excluded from school programs at the time of the ceremony.

END OF POLICY

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### Legal References:

[ORS 329.451](#)

~~[ORS 332.105](#)~~

[ORS 332.107](#)

~~[ORS 332.114](#)~~

~~[ORS 339.115](#)~~

[ORS 339.505](#)

[ORS 343.295](#)

~~[OAR 581-021-0071](#)~~

[OAR 581-021-0050](#)

[OAR 581-021-0055](#)

[OAR 581-021-0060](#)

[OAR 581-022-2000](#)

[OAR 581-022-2010](#)

[OAR 581-022-2015](#)

[OAR 581-022-2020](#)

[OAR 581-022-2505](#)

31 OR. ATTY. GEN. OP. 428 (1964)

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2012~~8~~); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2017~~2020~~).

Kay v. David Douglas Sch. Dist. No. 40, 1987); cert. den., 484 U.S. 1032 (1988).

Doe v. Madison Sch. Dist. No. 321, 177 F.3d 789 (9th Cir. 1999).

Lee v. Weisman, 505 U.S. 577 (1992).

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

XIV.B.5. **Policy JB** - Equal Educational Opportunity  
- Revised - First Reading



# Corvallis

## SCHOOL DISTRICT

Prepared for: Corvallis School Board  
Prepared by: Erika Cook  
Meeting Date: May 6, 2021

**NO ACTION REQUIRED**

Board Policy JB—Equal Educational Opportunity\*\*—Revised—First Reading

### Background

Several changes in the presented model sample result from the recent comprehensive changes and updates to model policy GBN/JBA - Sexual Harassment, and an effort to remove duplicate language found in Sexual Harassment from policy JB - Equal Educational Opportunity. The addition of policy language that references an 'Equal Educational Opportunity Plan', while is new model policy language, is not new rule language and comes from OAR 581- 021-0046.

OAR 581- 021-0046 - (9) Equal Educational Opportunity Plans. Districts shall develop and implement a plan which assures that all students have equal opportunity to participate in the educational programs and activities and equal access to facilities in the district. Said plan shall include courses and components which provide students with an understanding of the pluralistic realities of their society, including multi-cultural/racial/ethnic education and equity in portraying all classes protected under ORS 659.150. Upon the request of the Superintendent of Public Instruction, districts shall submit copies of such plans and other assurances as are deemed necessary and proper.

Policy JB is required. Edits provided by OSBA on 11/06/2020. Last updated by CSD on 5/4/2009.

### Involvement

District staff: Melissa Harder and Erika Cook.

### Cost Impact

None.

### Function

Review of revisions.



# Corvallis SCHOOL DISTRICT

Code: JB  
Adopted: 6/28/99  
Revised/Readopted: 1/8/01, 10/8/01, 11/4/02, 8/15/05, 9/12/05, 12/10/07, 5/4/09

## Equal Educational Opportunity \*\*

Every student of the district will be given equal educational opportunities regardless of age, race, religion, color, national origin, citizenship, gender, sex, sexual orientation<sup>1</sup>, disability, marital status, familial status, parental status, linguistic background, culture, socioeconomic status, capability or geographic location.

~~Further, The district shall develop and implement an Equal Educational Opportunity Plan that assures that no student will be excluded from participating in, denied the benefits of, or subjected to discrimination under any educational program or activity conducted by the district or denied access to facilities in the district. The district will treat its students without discrimination on the basis of gender as this pertains to course offerings, athletics, counseling employment assistance, and extracurricular activities.~~

~~The superintendent will designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX. The Title IX coordinator will investigate complaints communicated to the district alleging noncompliance with Title IX. The name, address, and telephone number will be provided to all students.~~

~~The Board will adopt and the district will publish grievance procedures proving for prompt and equitable resolution of student and employee complaints under Title IX.~~

A student or parent may access and use the district's general complaint procedure through Board policy KL – Public Complaints. All reports, complaints or information will be investigated. The complaint procedure is available at the district's administrative office and on the home page of the district's website.

A student of the district may not be subjected to retaliation by the district for the reason that the student has in good faith reported information that the student believes is evidence of a violation of a state or federal law, rule or regulation.

END OF POLICY

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<sup>1</sup> Sexual orientation means an individual's actual or perceived heterosexuality, homosexuality, bisexuality or gender identity, regardless of whether the individual's gender identity, appearance, expression or behaviors differs from that traditionally associated with the individual's sex at birth.

**Legal Reference(s):**

[ORS 174.100](#)

[ORS 192.630](#)

[ORS 326.051](#)

[ORS 329.025](#)

[ORS 332.107](#)

~~ORS 336.067~~

~~ORS 336.082~~

[ORS 336.086](#)

~~ORS 342.123~~

[ORS 659.850](#)

[ORS 659.852](#)

~~ORS Chapter 659~~

~~ORS Chapter 659A~~

[ORS 659A.003](#)

[ORS 659A.006](#)

~~ORS 659A.030~~

[ORS 659A.103 - 659A.145](#)

[ORS 659A.400](#)

[ORS 659A.403](#)

[ORS 659A.406](#)

[OAR 581-021-0045](#)

[OAR 581-021-0046](#)

[OAR 581-022-2310](#)

[OAR 839-003-0000](#)

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2012~~28~~); 28 C.F.R. §§ 42.101-42.106 (2019).

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

Rehabilitation Act of 1973, 29 U.S.C. §§ 791, 793-794 (2012~~2018~~); 34 C.F.R. Part 104 (2019).

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683, 1701, 1703-1705 (2012~~2018~~); Nondiscrimination on the Basis of Sex in Education Programs or Activities

Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2017~~2020~~).

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (2012~~2018~~); 29 C.F.R. Part 1630 (2017~~2019~~); 28 C.F.R. Part 35 (2017~~2019~~).

Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12333 (2018).

XIV.B.6. **Policy JEBA** - Early Entrance - Revised -  
First Reading



# Corvallis

## SCHOOL DISTRICT

Prepared for: Corvallis School Board

Prepared by: Erika Cook

Meeting Date: May 6, 2021

**NO ACTION REQUIRED**

Board Policy JEBA—Early Entrance—Revised—First Reading

### Background

Senate Bill (SB) 321 (2015) lowered the compulsory attendance age for Oregon students from age 7 to age 6. A “child is considered to be age 6, if the child’s sixth birthday occurred on or before September 1 immediately preceding the beginning of the current school term.”

Policy JEBA is required. Edits provided by OSBA on 1/14/2016. The policy was last updated by CSD on 8/19/2013.

### Involvement

District staff: Melissa Harder, Amy Lesan and Erika Cook.

### Cost Impact

None.

### Function

Review of revisions.



# Corvallis

## SCHOOL DISTRICT

Code: JEBA  
Adopted: 6/28/99  
Revised/Readopted: 12/10/01, 8/19/13

### Early Entrance

A student will be admitted to kindergarten if their fifth birthday occurs on or before September 1 and no later than September 15 in the current school term for which they are registering, or is a kindergarten student transferring from a public school in another district.

A student is considered six years of age and will be admitted into a public school if their sixth birthday occurs on or before September 1 and no later than September 15 in the current school term. In compliance with state law, all students registering for the first grade must be six years of age on or before September 1 of the school year for which they are registering. ~~In addition, a student whose sixth birthday occurs after the date may be considered for admission in first grade if he/she:~~ A student whose sixth birthday occurs after that date may be admitted to the first grade if they have maintained regular attendance in any grade of a public full-time school during the entire school term.

- ~~1. Is a first grade student transferring from a public school in another district or from an accredited private school;~~
- ~~2. Has completed a successful year in a public or accredited private kindergarten and the student's sixth birthday occurs after September 1, but not later than October 15. Parents will provide the school a copy of the kindergarten report card and contact information.~~

~~All students registering for kindergarten must be five years of age on or before September 1 of the school year for which they are registering. Kindergarten students moving to Corvallis from a public or accredited private school in another district and who were not five years of age on or before September 1 may be considered for admission in kindergarten.~~

~~Students must show proof of age, as well as required immunizations, in order to be admitted to school.~~

END OF POLICY

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#### Legal Reference(s):

[ORS 327.006](#)  
[ORS 336.092](#)  
[ORS 336.095](#)  
[ORS 339.115](#)

[ORS 339.010](#)  
[ORS 343.395](#)  
SB 321 (2015)

XIV.B.7. **Policy JFCM** - Threats of Violence -  
Revised - First Reading



# Corvallis

## SCHOOL DISTRICT

Prepared for: Corvallis School Board

Prepared by: Erika Cook

Meeting Date: May 6, 2021

**NO ACTION REQUIRED**

Board Policy JFCM—Threats of Violence\*\*—Revised—First Reading

### Background

The updates to model sample policy JFCM - Threats of Violence\*\* are reflective of review of statute to better align with language and application of a new equity lens. Yellow highlights reflect additions made by district staff workgroup.

Policy JFCM is required. Edits provided by OSBA 11/06/2020. Last CSD adoption of policy on 5/4/2009.

### Involvement

District staff: Melissa Harder, Joe Leykam, Kela Lynn, Sabrina Wood, Chris Hawkins and Erika Cook.

### Cost Impact

None.

### Function

Review of revisions.



# Corvallis

## SCHOOL DISTRICT

Code: JFCM  
Adopted: 12/6/99  
Revised/Readopted: 11/4/02, 5/4/09

### **~~Violence and~~ Threats of Violence\*\***

The Board is committed to promoting healthy relationships and a safe learning environment. To this end, student threats of harm to self or others, threatening behavior or acts of violence, including threats to severely damaged school district property, shall not be tolerated on district property or at activities under the jurisdiction of the district. Students found in violation of this policy shall be subject to discipline up to and including expulsion.

Students shall be instructed about the responsibility to inform a teacher, counselor, or administrator regarding any information or knowledge relevant to conduct prohibited by this policy. Parents and others will be encouraged to report such information to the district. Staff shall immediately notify an administrator of any threat, threatening behavior, or act of violence he/she the staff member has knowledge of, has witnessed, or received. Definition of "threat" - To place another person in fear of imminent physical injury by word (written or verbal) or conduct. All reports will be promptly investigated.

Students found in violation of this policy shall be subject to discipline up to and including expulsion. A referral to law enforcement shall be made for any infraction involving a student bringing, possessing, concealing, or using a weapon or destructive device as prohibited by state and federal law and/or as appropriate according to Board policy. A referral to law enforcement may be made for any violent act not involving a weapon at the discretion of the administrator or designee.

The district shall enforce this policy consistently, fairly and without bias against any student, including a student from a protected class as defined in Oregon Revised Statute 659.850.

The building administrator principal or designee, shall, in determining appropriate disciplinary actions, consider and implement:

1. Immediately removing from the classroom setting any student who has threatened to injure another person or to severely damage school district property;
2. Placing the student in a setting where the behavior will receive immediate attention from a building administrator, counselor, licensed mental health professional or others;

3. A referral to law enforcement shall be made for any infraction involving a student bringing, possessing, concealing, or using a weapon or destructive device as prohibited by state and federal law and Board policy.
  4. The building administrator shall utilize the Student Threat Assessment Team Process to guide responses to student threats of violence.
  5. Obtain a student evaluation by a licensed mental health professional before allowing the student to return to the classroom setting.
- ~~3. Requiring the student to be evaluated by a licensed mental health professional before allowing the student to return to the classroom setting.~~

The district may enter into contracts with licensed mental health professionals to perform student evaluations. Funds for evaluations, other disciplinary options or other procedures as may be required by law and this policy shall be provided by the district.

The building administrator principal or designee shall attempt to notify ensure notification is provided to:

1. The parent of any student in violation of this policy and the disciplinary action imposed;
2. The parent or guardian of a student when the student's name appears on a targeted list at school that threatens violence or harm to the students on the list, or when threats of violence or harm to the student are made by another student at school; and
3. Any school district employee whose name appears on a targeted list at school threatening violence or harm to the district employee and when threats of violence or harm are made by a student or others at school.

The building administrator or design shall attempt to notify Notification of the above persons shall be attempted by telephone or in person promptly and within 12 hours of discovery of a targeted list or learning of a threat. Regardless, the building administrator or design shall issue a written follow-up notification shall be sent within 24 hours of discovery of a targeted list or learning of a threat.

The building administrator principal will provide necessary information regarding threats of violence to law enforcement, child protective services and health care professionals in connection with a health and safety emergency if knowledge of the information is necessary to protect the health and safety of the student or other individuals. Additionally, the building administrator he/she may provide such information to other school officials, including teachers, within the district or other districts who have a legitimate educational interest in the student(s) consistent with state and federal education records laws and district policies.

The district or person participating in good faith in making the notification required by ORS 339.327 is immune from any liability, civil or criminal, that might otherwise be incurred or imposed with respect to the making or content of the notification.

The district may enter into contracts with licensed mental health professionals to perform student evaluations. Funds for evaluations or other disciplinary options as may be required by law and this policy shall be provided by the district.

As part of the district's proactive safety efforts, the superintendent or designee will inform staff about early warning signs of possible violent behavior and appropriate action to take.

As a part of the district's proactive safety efforts, the superintendent or designee will plan staff development activities designed to alert staff to early warning signs of possible violent behavior. Students so identified shall be referred to a counselor, licensed mental health professional and/or multidisciplinary team for evaluation and follow-up as appropriate.

END OF POLICY

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**Legal Reference(s):**

[ORS 161.015](#)

[ORS 166.210 - 166.370](#)

[ORS 332.107](#)

[ORS 339.115](#)

[ORS 339.240](#)

[ORS 339.250](#)

[ORS 339.327](#)

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

[OAR 581-053-0010\(5\)](#)

[OAR 581-053-0230\(9\)\(k\)](#)

[OAR 581-053-0330\(1\)\(r\)](#)

[OAR 581-053-0430\(17\)](#)

[OAR 581-053-0531\(16\)](#)

[OAR 581-053-0630](#)

Gun-Free School Zones Act of 1990, 18 U.S.C. §§ 921(a)(25)-(26), 922(q) (20062018).

Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400 - 1427 (20062018).

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (20062018); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (20082019).

XIV.B.8. **Policy JHCD** - Non-Prescription Medication  
- **Rescind** - First Reading

### Nonprescription Medication\*\*/\*

The district recognizes that administering of nonprescription medication to students and/or self-medication may be necessary when the failure to take such medication during school hours would prevent the student from attending school. Consequently, students may be permitted to take nonprescription medication at school.

The district reserves the right to reject a request to administer or allow self-administration of a non-prescription medication when such medication is not necessary for the student to remain in school.

A request to the district to allow a student to self-medicate with a nonprescription medication shall include written permission and instruction from a parent or guardian, and shall include an assurance from the parent or guardian that the student has received appropriate instruction for its use.

A request to the district to administer a nonprescription medication shall include written permission and instruction from a parent or guardian. The district shall designate school staff authorized to administer medication to students. Training shall be provided as required by law.

Nonprescription medication will be handled, stored, monitored, disposed of, and records maintained in accordance with established district regulations governing administering noninjectable or injectable or prescription or nonprescription medicines to students, including procedures for the disposal of sharps and glass.

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

The superintendent/designee shall develop administrative regulations as needed to meet the requirements of law, Oregon Administrative Rules, and for the implementation of this policy.

END OF POLICY

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Legal Reference(s):

[ORS 109.640](#)

[ORS 339.866 to -339.871](#)

[ORS 433.800—433.830](#)

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

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

[OAR 581-021-0037](#)

[OAR 581-022-0705](#)

Cross Reference(s):

Policy JHCDA—Prescription Medication

XIV.B.9. **Policy JHCD/JHCDA** - Medications (FKA  
'Prescription Medications') - Revised - First  
Reading



# Corvallis

## SCHOOL DISTRICT

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

### Medications\*\*

The district recognizes that administering a medication to a student and/or permitting a student to administer the medication to themselves may be necessary when the failure to take such medication during school hours would prevent the student from attending school, and recognizes a need to ensure the health and well-being of a student who requires regular doses or injections of medication as a result of experiencing a life-threatening allergic reaction or adrenal crisis<sup>1</sup>, or a need to manage hypoglycemia, asthma, or diabetes. Accordingly, the district may administer or a student may be permitted to administer to themselves prescription (injectable and noninjectable) and/or nonprescription (noninjectable) medication at school.

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

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

When a licensed health care professional is not immediately available, personnel designated by the district may administer to a student, epinephrine, glucagon or other medication to a student as proscribed and/or allowed by Oregon law.

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

The superintendent and/or designee will require that an individualized health care plan and allergy plan is developed for every student with a known life-threatening allergy or a need to manage asthma, and an individualized health care plan for every student for whom the district has been given proper notice of a diagnoses of adrenal insufficiency. Such a plan will include provisions for administering medication and/or responding to emergency situations while the

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<sup>1</sup>Under proper notice given to the district.

student is in school, at a school-sponsored activity, under the supervision of school personnel, in a before-school or after-school care program on school-owned property and in transit to or from a school or school-sponsored activity.

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

A request to the district to administer or allow a student to self-administer prescription medication ~~or a nonprescription medication that is not approved by the Food and Drug Administration (FDA)~~ shall include a signed prescription and treatment plan from a prescriber<sup>2</sup> ~~or an Oregon licensed health care professional.~~

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

A written request and permission form signed by a student's parent or guardian, unless the student is allowed to access medical care without parental consent under state law<sup>3</sup>, is required and will be kept on file.

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

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

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

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

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

<sup>3</sup>Subject to ORS 109.610, 109.640 and 109.675.

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

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

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

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

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

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

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

END OF POLICY

**Legal Reference(s):**

[ORS 109.610](#)

[ORS 109.640](#)

[ORS 109.675](#)

[ORS 332.107](#)

[ORS 339.866 - 339.871](#)

[ORS 433.800 - 433.830](#)

[ORS 475.005 - 475.285](#)

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

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

[OAR 333-055-0000 -055-0035](#)0115

[OAR 581-021-0037](#)

[OAR 581-022-2220](#)

[OAR 851-047-0030](#)

[OAR 851-047-0040](#)

Senate Bill 665 (2019)

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2012~~8~~); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2017~~9~~).

OREGON HEALTH AUTHORITY AND OREGON DEPARTMENT OF EDUCATION, *Medication Administration in Oregon Schools: A Manual for School Personnel* (2016).

Code: JHCD  
Adopted: 1/27/92  
Revised/Readopted: 12/7/98, 6/28/99, 4/5/10  
9/13/10, 12/7/15  
Original Code: 5670

### Nonprescription Medication\*\*/\*

The district recognizes that administering of nonprescription medication to students and/or self-medication may be necessary when the failure to take such medication during school hours would prevent the student from attending school. Consequently, students may be permitted to take nonprescription medication at school.

The district reserves the right to reject a request to administer or allow self-administration of a non-prescription medication when such medication is not necessary for the student to remain in school.

A request to the district to allow a student to self-medicate with a nonprescription medication shall include written permission and instruction from a parent or guardian, and shall include an assurance from the parent or guardian that the student has received appropriate instruction for its use.

A request to the district to administer a nonprescription medication shall include written permission and instruction from a parent or guardian. The district shall designate school staff authorized to administer medication to students. Training shall be provided as required by law.

Nonprescription medication will be handled, stored, monitored, disposed of, and records maintained in accordance with established district regulations governing administering noninjectable or injectable or prescription or nonprescription medicines to students, including procedures for the disposal of sharps and glass.

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

The superintendent/designee shall develop administrative regulations as needed to meet the requirements of law, Oregon Administrative Rules, and for the implementation of this policy.

END OF POLICY

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Legal Reference(s):

[ORS 109.640](#)

[ORS 339.866 to -339.871](#)

[ORS 433.800—433.830](#)

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

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

[OAR 581-021-0037](#)

[OAR 581-022-0705](#)

Cross Reference(s):

Policy JHCDA—Prescription Medication

XIV.B.10. **Policy LBEA** - Resident Student Denial for  
Virtual Public Charter School Attendance - **NEW** -  
First Reading



# Corvallis

## SCHOOL DISTRICT

Prepared for: Corvallis School Board

Prepared by: Erika Cook

Meeting Date: May 6, 2021

**NO ACTION REQUIRED**

Board Policy LBEA— Resident Student Denial for Virtual Public Charter School Attendance\*\*  
—NEW—First Reading

### Background

Model policy LBEA - Resident Student Denial for Virtual Public Charter School Attendance\*\* is required for all school districts that may deny enrollment of a resident student to a virtual public charter school not sponsored by the district pursuant to OAR 581-026-0305.

### Involvement

District staff: Melissa Harder, Olivia Meyers Buch, Jennifer Schroeder and Erika Cook.

### Cost Impact

None.

### Function

Review of revisions.



Code: LBEA  
Adopted:  
Revised/Readopted:

## **Resident Student Denial for Virtual Public Charter School Attendance\*\***

The district will semiannually calculate the percentage of the number of students residing in the district, who are enrolled in a virtual public charter school not sponsored by the district. Calculations will be conducted utilizing data collected for state reporting purposes on or around October 1 and May 1 of each year.

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

The district may respond with an approval or disapproval to a parent within 14 days<sup>1</sup> of receipt of the notice from the parent subject to OAR 581-026-0305(3).

The district is only required to use data that is reasonably available to the district, including but not limited to the following for such calculation:

1. The number of students enrolled in the schools within the district;
2. The number of students enrolled in public charter schools located in the district;
3. The number of students residing in the district enrolled in virtual public charter schools not located within the district boundary;
4. The number of home-schooled students who reside in the district and who have registered with the educational service district; and/or
5. The number of students enrolled in private schools located within the school district.

A parent may appeal a decision of a district to not approve a student enrollment to a virtual public charter school to the State Board of Education under OAR 581-026-0310.

**END OF POLICY**

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<sup>1</sup> If a parent does not receive a notice of approval or disapproval from the district within 14 days of sending the notice of intent to enroll to the district, the student shall be deemed approved for enrollment by the district.

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**Legal Reference(s):**

[ORS 332.107](#)  
[ORS 338.125](#)

[OAR 581-026-0305](#)  
[OAR 581-026-0310](#)

XIV.B.11. **Administrative Regulation GCBDA/GDBDA-AR**  
- Federal Family and Medical Leave/Oregon Family  
Medical Leave - Revised - For Information



# Corvallis

## SCHOOL DISTRICT

Prepared for: Corvallis School Board  
Prepared by: Erika Cook  
Meeting Date: May 6, 2021

**NO ACTION REQUIRED**

Administrative Regulation GCBDA/GDBDA-AR— Federal Family and Medical Leave/Oregon Family Medical Leave —Revised—For Information

### Background

In September 2020, BOLI made permanent, BLI 7-2020, its temporary rule, BLI 4-2020, that provided sick child leave to include absence to care of an employee’s child whose school or child care provider has been closed in conjunction with a statewide public health emergency declared by a public health official. BOLI also adopted temporary rule BLI 8-2020 that identifies and defines the scope of what is a “child care provider”, defines “closure” for the purposes of school and child care providers, and allows this use of sick child leave for intermittent school or child care closures.

Administrative Regulation GCBDA/GDBDA-AR is conditionally required. Edits provided by OSBA 11/06/2021. Last adoption by CSD 4/12/2018.

### Involvement

District Staff: Melissa Harder, Jennifer Duvall and Erika Cook.

### Cost Impact

None.

### Function

Reading of revisions. This AR does not require board adoption.



# Corvallis SCHOOL DISTRICT

Code: GCBDA/GDBDA-AR(1)  
Adopted: 3/8/99, 12/8/08  
Revised/Readopted: 7/28/05, 11/5/07, 4/5/10, 8/19/13, 9/22/14, 1/9/17, 3/1/18

## **Federal Family and Medical Leave/Oregon Family Medical Leave**

### **Coverage**

The federal Family and Medical Leave Act (FMLA) applies to districts with 50 or more employees within 75 miles of the employee's work site, based on employment during each working day during any of the 20 or more workweeks in the calendar year in which the leave is to be taken, or in the calendar year preceding the year in which the leave is to be taken. The 50 employee test does not apply to educational institutions for determining employee eligibility.

The Oregon Family Leave Act (OFLA) and the Oregon Military Family Leave Act (OMFLA) applies to districts that employ 25 or more part-time or full-time employees in Oregon, based on employment during each working day during any of the 20 or more workweeks in the calendar year in which the leave is to be taken, or in the calendar year immediately preceding the year in which the leave is to be taken.

### **Employee Eligibility**

FMLA applies to employees who have worked for the district for at least 12 months (not necessarily consecutive) and worked for at least 1,250 hours during the 12-month period immediately preceding the start of the leave.

An employee who has previously qualified for and has taken some portion of FMLA leave may request additional FMLA leave within the same leave year. In such instances, the employee need not requalify as an eligible employee, if the additional leave applied for is in the same leave year and for the same condition.

OFLA applies to employees who work an average of 25 hours or more per week during the 180 calendar days or more immediately prior to the first day of the start of the requested leave.<sup>1</sup> For parental leave purposes, an employee becomes eligible upon completing at least 180 days immediately preceding the date on which the parental leave begins. There is no minimum average number of hours worked per week when determining employee eligibility for parental leave.

An employee who has previously qualified for and has taken some portion of OFLA leave, may request additional OFLA leave within the same leave year. In such instances, the employee must requalify as an

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<sup>1</sup> The requirements of OFLA do not apply to any employer offering eligible employees a nondiscriminatory cafeteria plan, as defined by section 125 of the Internal Revenue Code of 1986, which provides as one of its options employee leave at least as generous as the leave required by OFLA.

eligible employee for each additional leave requested unless one of the following exceptions apply:

1. A female employee who has taken 12 weeks of pregnancy disability leave need not requalify leave in the same leave year for any other purpose;
2. An employee who has taken 12 weeks of parental leave need not requalify to take an additional 12 weeks in the same leave year for sick child leave; and
3. An employee granted leave for a serious health condition for the employee or a family member need not requalify if additional leave is taken in the same leave year for the same reason.

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 employee eligibility for OMFLA.

In determining if an employee has been employed for the preceding 180 calendar days, when applicable, the employer must consider days, e.g., paid or unpaid, an employee is maintained on payroll for any part of a workweek. Full-time public school teachers who have been maintained on payroll by a district for 180 consecutive calendar days are thereafter deemed to have been employed for an average of at least 25 hours per week during the 180 days immediately preceding the start date of the OFLA leave. This provision is eligible for rebuttal if for example, the employee was on a nonpaid sabbatical.

In determining average workweek, the employer must count the actual hours worked using the Fair Labor Standards Act (FLSA) guidelines.

### **Qualifying Reason**

Eligible employees may access FMLA leave for the following reasons:

1. Serious health condition of the employee or the employee's covered family member:
  - a. Inpatient care;
  - b. Continuing treatment;
  - c. Chronic conditions;
  - d. Permanent, long-term or terminal conditions;
  - e. Multiple treatments;
  - f. Pregnancy and prenatal care.
2. Parental leave<sup>2</sup> (separate from eligible leave as a result of a child's serious health condition):
  - a. Bonding with and care for the employee's newborn (within 12 months following birth);
  - b. Bonding with and care for a newly adopted or newly placed foster child under the age of 18 (within 12 months of placement);
  - c. Care for a newly adopted or newly placed foster child over 18 years of age who is incapable of self-care because of a physical or mental impairment (within 12 months of placement);
  - d. Time to effectuate the legal process required for placement of a foster child or the adoption of a child.

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<sup>2</sup> Parental leave must be taken in one continuous block of time within 12 months of the triggering event.

3. Military Caregiver Leave: leave for the care for spouse, son, daughter or next-of-kin who is a covered servicemember/veteran with a serious injury or illness.
4. Qualifying Exigency Leave: leave arising from the foreign deployment of the employee's spouse, son, daughter or parent.

Eligible employees may access OFLA for the following reasons:

1. Serious health condition of the employee or the employee's covered family member:
  - a. Inpatient care;
  - b. Continuing treatment;
  - c. Chronic conditions;
  - d. Permanent, long-term, or terminal conditions;
  - e. Multiple treatments;
  - f. Pregnancy and prenatal care.
2. Parental leave (separate from eligible leave as a result of the child's serious health condition):
  - a. Bonding with and care for the employee's newborn (within 12 months following birth);
  - b. Bonding with and care for a newly adopted or newly placed foster child under the age of 18 (within 12 months of placement);
  - c. Care for a newly adopted or newly placed foster child over 18 years of age who is incapable of self-care because of a physical or mental impairment (within 12 months of placement);
  - d. Time to effectuate the legal process required for placement of a foster child or the adoption of a child.
3. Sick Child Leave: leave for non-serious health conditions of the employee's child. For OFLA, sick child leave includes absence to care for an employee's child whose school or child care provider has been closed<sup>3</sup> in conjunction with a statewide public health emergency declared by a public health official.<sup>4</sup>
4. Bereavement Leave: leave related to the death of a covered family member.<sup>5</sup>

Eligible employees may access OMFLA for the purpose of spending time with a spouse or same-gender domestic partner who is in the military and has been notified of an impending call or order to active duty, or who has been deployed during a period of military conflict.

The eligibility of an employee who takes multiple leaves for different qualified reasons during the same district designated leave period may be reconfirmed at the start of each qualified leave requested.

<sup>3</sup> "Closure" for the purpose of sick child leave during a statewide public health emergency declared by a public health official means a closure that is ongoing, intermittent, or recurring and restricts physical access to the child's school or child care provider. OAR 839-009-0210(4).

<sup>4</sup> The district may request verification of the need for sick child leave due to a closure during a statewide emergency. Verification may include:

1. The name of the child being cared for;
2. The name of the school or child care provider that has closed or become unavailable; and
3. A statement from the employee that no other family member of the child is willing and able to care for the child. With the care of a child older than 14, a statement that special circumstances exist requiring the employee to provide care to the child during daylight hours.

<sup>5</sup> Bereavement leave under OFLA must be completed within 60 days of when the employee received notice of the death.

## Definitions

1. Family member:
  - a. For the purposes of FMLA, “family member” means:
    - (1) Spouse<sup>6</sup>;
    - (2) Parent;
    - (3) Child; or
    - (4) Persons who are “in loco parentis”.
  - b. For the purposes of OFLA, “family member” means:
    - (1) Spouse;
    - (2) Registered, same-gender domestic partner;
    - (3) Parent;
    - (4) Parent-in-law;
    - (5) Parent of employee’s registered, same-gender domestic partner;
    - (6) Child;
    - (7) Child of employee’s registered, same-gender domestic partner;
    - (8) Grandchild;
    - (9) Grandparent; or
    - (10) Persons who are “in loco parentis”.
2. Child:
  - a. For the purposes of FMLA, “child” means a biological, adopted or foster child, a stepchild, a legal ward or a child of a person standing “in loco parentis”, who is either under the age of 18, or who is 18 years of age or older and who is incapable of self-care because of a physical or mental impairment.
  - b. For the purposes of Military Caregiver Leave and Qualifying Exigency Leave under FMLA, “child” means the employee’s son or daughter on covered active duty regardless of that child’s age.
  - c. For the purposes of OFLA, “child” means a biological, adopted, foster child or stepchild of the employee, the child of the employee’s same-gender domestic partner, or a child with whom the employee is or was in a relationship of “in loco parentis”.
  - d. For the purposes of parental and sick child leave under OFLA, the child must be under the age of 18 or an adult dependent child substantially limited by a physical or mental impairment.
3. In loco parentis:
  - a. For the purposes of FMLA, “in loco parentis” means persons with day-to-day responsibility to care for and financially support a child, or, in the case of an employee, who had such responsibility for the employee when the employee was a child. A biological or legal relationship is not necessary.

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<sup>6</sup> “Spouse” means individuals in a marriage, including “common law” marriage and same-sex marriage. For OFLA, spouse also includes same-sex individuals with a Certificate of Registered Domestic Partnership.

- b. For the purposes of OFLA, “in loco parentis” means person in the place of the parent having financial or day-to-day responsibility for the care of a child. A legal or biological relationship is not required.

4. Next of kin:

For the purposes of FMLA and Military Caregiver Leave under FMLA, “next of kin” means the nearest blood relative other than the servicemember’s spouse, parent, son or daughter in the following order of priority (unless otherwise designated in writing by the servicemember):

- a. Blood relatives who have been granted legal custody of the servicemember by court decree or statutory provisions;
- b. Brothers or sisters;
- c. Grandparents;
- d. Aunts and uncles; and
- e. First cousins.

5. Covered servicemembers:

For the purposes of Military Caregiver Leave under FMLA, “covered servicemember” means a current member of the Armed Forces, including a member of the National Guard or Reserves, who is receiving medical treatment, recuperation or therapy, or is in outpatient status, or is on the temporary disability retire list for a serious injury or illness.

6. Covered veteran:

For the purposes of Military Caregiver Leave under FMLA, “covered veteran” means a veteran who is undergoing medical treatment, recuperation or therapy for a serious injury or illness provided ~~they were~~ ~~he or she was~~:

- a. A member of the Armed Forces (including a member of the National Guard or Reserves);
- b. Discharged or released under conditions other than dishonorable; and
- c. Discharged within the five year period before the eligible employee first takes FMLA, Military Caregiver Leave.

### **Leave Period**

For the purposes of calculating an employee’s leave period, the district will use a “rolling” 12-month period measured backward from the date the employee uses any family and medical leave. The same method for calculating the 12-month period for FMLA and OFLA leave entitlement shall be used for all employees. However, in all instances, the leave period for the purposes of OMFLA and Military Caregiver Leave under FMLA shall be dependent on the start of any such leave regardless of the district’s designated 12-month leave period described above.

### **Leave Duration**

For the purposes of FMLA, an eligible employee is generally entitled to a total of 12 weeks of qualified

leave during the district's designated leave period.<sup>7</sup> Spouses who work for the district may be limited to a combined 12 weeks of FMLA leave during the district's designated leave period when the purpose of the leave is for the birth of a child or to care for a child after birth, placement of an adopted or foster child or the care for an adopted or foster child after placement, or to care for the employee's parent's serious medical condition. Except in specific and unique instances, all qualified leave under FMLA counts toward an employee's leave entitlement within the district's designated leave period.

For the purposes of OFLA, an eligible employee is generally entitled to a total of 12 weeks of qualified leave during the district's designated leave period. However, a woman is entitled to an additional full 12 weeks of parental leave during the district's designated leave period following the birth of a child regardless of how much OFLA qualified leave she has taken prior to the birth of such child during the district's designated leave period. Likewise, an employee who uses the full 12 weeks of parental leave during the district designated leave period, will be entitled to an additional 12 weeks of sick child leave under OFLA during the district's designated leave period for the purpose of caring for a child(ren) with a non-serious health condition requiring home care.<sup>8</sup> Unlike FMLA, OFLA does not combine the leave entitlement for spouses working for the district. However, under OFLA, family members who work for the district may be restricted from taking concurrent OFLA qualified leave.<sup>9</sup>

For the purposes of OMFLA, an eligible employee is entitled to 14 days of leave per call or order to active duty or notification of a leave from deployment. When an employee also meets the eligibility requirements of OFLA, the duration of the OMFLA leave counts toward that employee's leave entitlement during the district's designated leave period.

Except as otherwise noted above, qualified leave under FMLA and OFLA for an eligible employee will run concurrently during the district's designated leave period.

For the purpose of tracking the number of leave hours an eligible employee is entitled and/or has used during each week of the employee's leave, leave entitlement is calculated by multiplying the number of hours the eligible employee normally works per week by 12<sup>10</sup>. If an employee's schedule varies from week-to-week, a weekly average of the hours worked over the 12 weeks worked prior to the beginning of the leave period shall be used for calculating the employee's normal workweek<sup>11</sup>. If an employee takes intermittent or reduced work schedule leave, only the actual number of hours of leave taken may be counted toward the 12 weeks of leave to which the employee is entitled.

## **Intermittent Leave**

With the exception of parental leave which must be taken in one continuous block of time, an eligible

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<sup>7</sup> An eligible employee taking Military Caregiver Leave under FMLA is entitled to up to 26 weeks of leave in the 12-month period beginning with the first day of such leave and regardless of any FMLA leave taken previously during the district's leave period. However, once the 12-month period begins for the purposes of Military Caregiver Leave under FMLA, any subsequent FMLA qualified leave, regardless of reason for such leave, will count toward the employee's 26-week entitlement under Military Caregiver Leave under FMLA.

<sup>8</sup> Sick child leave under OFLA need not be provided if another family member, including a noncustodial biological parent, is willing and able to care for the child.

<sup>9</sup> Exceptions to the ability to require family members from taking OFLA qualified leave at different times are when 1) employee is caring for the other employee who has a serious medical condition; 2) one employee is caring for a child with a serious medical condition when the other employee is suffering a serious medical condition; 3) each family member is suffering a serious medical condition; 4) each family member wants to take Bereavement Leave under OFLA; and 5) the employer allows the family members to take concurrent leave.

<sup>10</sup> For example, an employee normally employed to work 30 hours per week is entitled to 12 times 30 hours, or a total of 360 hours of leave.

<sup>11</sup> For example, an employee working an average of 25 hours per week is entitled to 12 times 25 hours, or a total of 300 hours of leave.

employee is permitted under FMLA and OFLA to take intermittent leave for any qualifying reason.

Intermittent leave is taken in multiple blocks of time (i.e., hours, days, weeks, etc.) rather than in one continuous block of time and/or requires a modified or reduced work schedule. For OFLA this includes but not limited to sick child leave taken requiring an altered or reduced work schedule because the intermittent or recurring closure of a child's school or child care provider due to a statewide public health emergency declared by a public health official.

When OFLA leave is not covered by FMLA (e.g., the employer has 25 to 49 employees, the leave is taken for a sick child, for the serious health condition of a parent in law, for the serious health condition of a registered domestic partner, for the serious health condition of a registered domestic partner's parents, or for the death of a family member) When an employee is eligible for OFLA leave, but not FMLA leave, the employer:

1. May allow an exempt employee, as defined by state and federal law, with accrued paid time off to take OFLA leave in blocks of less than a full day; but
2. May not reduce the salary of an employee who is taking intermittent leave when they do not have accrued paid leave available. To do so would result in the loss of exemption under state law.

An employee's FMLA and/or OFLA intermittent leave time is determined by calculating the difference between the employee's normal work schedule and the number of hours the employee actually works during the leave period. The result of such calculation is credited against the eligible employee's leave entitlement.

Holidays or days in which the district is not in operation, are not counted against the eligible employee's intermittent OFLA leave period unless the employee was scheduled and expected to work on any such day.

### **Alternate Work Assignment**

The district may transfer an employee recovering from a serious health condition to an alternate position which accommodates the serious health condition provided:

1. The employee accepts the position voluntarily and without coercion;
2. The transfer is temporary, lasts no longer than necessary and has equivalent pay and benefits;
3. The transfer is compliant with any applicable collective bargaining agreement;
4. The transfer is compliant with state and federal law, including but not limited to the protections provided for in FMLA and/or OFLA; and
5. The transfer is not used to discourage the employee from taking FMLA and/or OFLA leave for a serious health condition or to create a hardship for the employee.

The district may transfer an eligible employee who is on a foreseeable intermittent FMLA and/or OFLA leave to another position with the same or different duties to accommodate the leave, provided:

1. The employee accepts the transfer position voluntarily and without coercion;

2. The transfer is temporary, lasts no longer than necessary and has equivalent pay and benefits;
3. The transfer is compliant with any applicable collective bargaining agreements;
4. The transfer is compliant with state and federal law, including but not limited to the protections provided in FMLA and/or OFLA;
5. The transfer to an alternate position is used only when there is no other reasonable option available that would allow the employee to use intermittent leave or reduced work schedule; and
6. The transfer is not used to discourage the employee from taking intermittent or reduced work schedule leave, or to create a hardship for the employee.

If an eligible employee is transferred to an alternative position, and as a result the employee works fewer hours than the employee was working in the original position, the employee's FMLA and/or OFLA leave time is determined by calculating the difference between the employee's normal work schedule and the number of hours the employee actually works during the leave period. The result of such calculation is credited against the eligible employee's leave entitlement.

When an employee is transferred to an alternate position as described above but such transfer does not result in a reduced schedule, time worked in any such alternate position shall not be considered for the purpose of FMLA and/or OFLA leave. An employee working in an alternate position retains the right to return to the employee's original position unless all FMLA and/or OFLA leave taken in that leave year plus the period of time worked in the alternate position exceeds 12 weeks.

### **Special Rules for School Employees**

For the purposes of FMLA, "school employee" means those whose principal function is to teach and instruct students in a class, a small group, or an individual settlement. Athletic coaches, driving instructors and special assistants, such as interpreters for the hearing impaired, are included in this definition. This definition does not apply to teacher assistants or aides, counselors, psychologists, curriculum specialists, cafeteria workers, maintenance workers or bus drivers.

For the purposes of OFLA, "school employee" means employees employed principally as instructors in public kindergartens, elementary schools, secondary schools, or education service districts.

FMLA and/or OFLA leave that is taken for a period that ends with the school year and begins with the next semester is considered consecutive rather than intermittent. In any such situation, the eligible school employee will receive any benefits during the break period that employees would normally receive if they had been working at the end of the school year.

#### **1. Foreseeable Intermittent Leave Exceeding 20 Percent of Working Days**

When the qualified leave is foreseeable, will encompass more than 20 percent of the eligible school employee's regular work schedule during the leave period, and the purpose of such leave is to care for a family member with a serious medical condition, for a servicemember with a serious medical condition, or because of the employee's own serious medical condition, the district may require the eligible school employee to:

Federal Family and Medical Leave/Oregon Family Medical Leave - GCBDA/GDBDA-AR

- a. Take leave for a period or periods of a particular duration, not greater than the duration of the planned treatment; or
- b. Temporarily transfer the eligible school employee to an alternate position for which the employee is qualified, which has equivalent pay and benefits and which better accommodates recurring periods of leave than the employee's original position.

2. Limitation on Leave Near the End of the School Year

When an eligible school employee requests leave near the end of the school year, the district may require the following:

- a. When the qualified leave begins more than five weeks before the end of the school year:
  - (1) For the purposes of FMLA leave, the eligible school employee may be required to continue taking leave until the end of the school year provided:
    - (a) The leave will last at least three weeks; and
    - (b) The employee would return to work during the three-week period before the end of the term.
  - (2) For the purposes of OFLA leave, if the reason for the leave is because of the eligible school employee's own serious health condition, the eligible school employee may be required to remain in leave until the end of the school year, provided:
    - (a) The leave will last at least three weeks; and
    - (b) The employee's return to work would occur within three weeks of the end of the school year.
- b. For the purposes of FMLA and/or OFLA leave, when the qualified leave begins within five weeks of the end of the school year and the purpose of such leave is parental leave, for the serious health condition of a family member or for the serious health condition of a servicemember, the eligible school employee may be required to remain on leave until the end of the school year provided:
  - (1) The leave will last more than two weeks; and
  - (2) The employee would return to work during the two-week period before the end of the school year.
- c. For the purposes of FMLA and/or OFLA leave, when the qualified leave begins within three weeks of the end of the school year and the purpose of such leave is parental leave, for the serious health condition of a family member or for the serious health condition of a servicemember, the eligible school employee may be required to remain on leave until the end of the school year provided the length of the leave will last more than five working days.

If the district requires an eligible school employee to remain on leave until the end of the school year as described above, additional leave required by the employer until the end of the school year shall not count against the eligible school employee's leave entitlement.

## **Paid/Unpaid Leave**

FMLA and OFLA do not require the district to pay an eligible employee who is on a qualified leave. Subject to any related provisions in any applicable collective bargaining agreement, the district requires the eligible employee to use any available accrued sick leave, vacation or personal leave days (or other available paid time established by Board policy(ies) and/or collective bargaining agreement) in the order specified by the district and before taking FMLA and/or OFLA leave without pay during the leave period.

The district will notify the eligible employee that the requested leave has been designated as FMLA and/or OFLA leave and, if required by the district, that available accrued paid leave shall be used during the leave period. In the event the district is aware of an OFLA or FMLA qualifying exigency, the district shall notify the eligible employee of its intent to designate the leave as such regardless of whether a request has been made by the eligible employee. Such notification will be given to the eligible employee prior to the commencement of the leave or within two working days of the employee's notice of an unanticipated or emergency leave, whichever is sooner.

When the district does not have sufficient information to make a determination of whether the leave qualifies as FMLA or OFLA leave, the district will provide the required notice promptly when the information is available but no later than two working days after the district has received the information. Oral notices will be confirmed in writing no later than the following payday. If the payday is less than one week after the oral notice is given, written notice will be provided no later than the subsequent payday.

Eligible employees who request OMFLA leave shall not be required to use any available accrued paid time off during the OMFLA leave period.

## **Benefits and Insurance**

When an eligible employee returns to work following a FMLA or OFLA qualified leave, the employee must be reinstated to the same position the employee held when the leave commenced, or to an equivalent position with equivalent benefits, pay and other terms and conditions of employment.

During an OFLA qualified leave an eligible employee does not accrue seniority or other benefits that would have accrued while the employee was working. The eligible employee is also subject to layoff to the same extent similarly situated employees not taking OFLA leave are subject unless the terms of an applicable collective bargaining agreement, other agreement or the district's policies provide otherwise.

For the purposes of FMLA and OFLA, the district will continue to pay the employer portion of the eligible employee's group health insurance contribution (if applicable) during the qualified leave period. The eligible employee is required to pay the employee portion of any such group health insurance contribution as a condition of continued coverage.

For the purposes of FMLA qualified leave, the district's obligation to maintain the employee's group health insurance coverage will cease if the employee's contribution is remitted more than 30 calendar days late. The district will provide written notice that the premium payment is more than 30 calendar days late. Such notice will be provided within 15 calendar days before coverage is to cease.

For the purposes of OMFLA, the eligible employee is entitled to a continuation of benefits.

## **Fitness-for-Duty Certification**

Prior to the reinstatement of an employee following a leave which was the result of the employee's own serious health condition, the district may require the employee to obtain and present a Fitness-for-Duty Certification. The certification will specifically address the employee's ability to perform the essential functions of the employee's job as they relate to the health condition that was the reason for the leave. If the district is going to require a fitness-for-duty certification upon return to work, the district must notify the employee of such requirement when the leave is designated as FMLA and/or OFLA leave. Failure to provide the certification may result in a delay or denial of reinstatement.

For the purposes of FMLA qualified leave, any costs associated with obtaining the fitness-for-duty certification shall be borne by the employee.

For the purposes of OFLA qualified leave, any out-of-pocket costs associated with obtaining the fitness-for-duty certification shall be borne by the district.

If the leave is qualified under both FMLA and OFLA, any out-of-pocket costs associated with obtaining the fitness-for-duty certification shall be borne by the district.

## **Application**

Under federal and state law, an eligible employee requesting FMLA and/or OFLA leave shall provide at least 30 days' notice prior to the leave date, if the leave is foreseeable. The notice shall be written and include the anticipated start date, duration, and reasons for the requested leave. When appropriate, the eligible employee must make a reasonable effort to schedule treatment, including intermittent leave and reduced leave, so as not to unduly disrupt the operation of the district.

The district may request additional information to determine that the requested leave qualifies as FMLA and/or OFLA leave. The district may designate the employee as provisionally on FMLA and/or OFLA leave until sufficient information is received to properly make a determination. An eligible employee able to give advance notice of the need to take FMLA and/or OFLA leave must follow the employer's known, reasonable and customary procedures for requesting any kind of leave.

For the purposes of FMLA, if advance notice is not possible, an employee eligible for FMLA leave must provide notice as soon as practicable. "As soon as practicable," for the purpose of FMLA leave, means the employee must comply with the employer's normal call-in procedures except in limited and under unique circumstances. Failure of an employee to provide the required notice for FMLA leave may result in the district delaying the employee's leave up to 30 days after the notice is ultimately given.

For the purposes of OFLA, an eligible employee is required to provide oral or written notice within 24 hours of commencement of the leave in unanticipated or emergency leave situations. The employee may designate a family member or friend to notify the district during that period. Failure of an employee to provide the required notice for leave covered by OFLA may result in the district deducting up to three weeks from the employee's unused OFLA leave in that one-year leave period. The employee may be subject to disciplinary action for not following the district's notice procedures.

When an employee fails to give advance notice for both the FMLA and OFLA above, the district must choose the remedy that is most advantageous to the employee.

In all cases, proper documentation must be submitted no later than three working days following the employee's return to work.

### **Medical Certification**

The district shall require an eligible employee to provide medical documentation, when appropriate, to support the stated reason for such leave. The district will provide written notification to an employee of this requirement within five working days of the employee's request for leave. If the employee provides less than 30 days' notice, the employee is required to submit such medical certification no later than 15 calendar days after receipt of the district's notification that medical certification is required.

The district may request re-certification of a condition when the minimum duration of a certification expires if the employee still needs leave. If the certification does not indicate duration or indicates that it is ongoing, the district may request re-certification at least every six months in connection with an absence.

Under federal law, a second medical opinion may be required whenever the district has reason to doubt the validity of the initial medical opinion. The health care provider may be selected by the district. The provider shall not be employed by the district on a regular basis. Should the first and second medical certifications differ, a third opinion may be required. The district and the employee will mutually agree on the selection of the health care provider for a third medical certification. The third opinion will be final. Second and third opinions and the actual travel expenses for an employee to obtain such opinions will be paid for by the district.

### **Second and Third Opinions**

For the purposes of FMLA, the district may designate a second health care provider, but that person cannot be utilized by the district on a regular basis except in rural areas where health care is extremely limited. If the opinions of the employee's and the district's designated health care provider(s) differ, the district may require a third opinion at the district's expense. The third health care provider must be designated or approved jointly by the employee and the district. This third opinion shall be final and binding.

For the purposes of OFLA, and except for leave related to sick child leave under OFLA, the district may require the employee to obtain a second opinion from a health care provider designated by the district. If the first and second verifications differ, the employer may require the two health care providers to jointly designate a third health care provider for the purpose of providing a verification. This third verification shall be final and binding.

### **Notification/Posted Notice**

Any notice required by federal and state laws explaining employee rights and responsibilities will be posted in all staff rooms and the district office. Additional information may be obtained by contacting the human resources office. Individual FMLA/OFLA eligibility notice to an employee will follow federal and state requirements.

### **Record Keeping**

The district will maintain all records as required by federal and state laws including dates leave is taken by employees, identified separately from other leave; hours/days of leave; copies of general and specific notices to employees, including Board policy(ies) and regulations; premium payments of employee health

benefits while on leave; and records of any disputes with employees regarding granting of leave.

Medical documentation will be maintained separately from personnel files as confidential medical records.

### **Federal vs. State Law**

Both federal and state laws contain provisions regarding leave for family illness. Federal regulations state an employer must comply with both laws; that the federal law does not supersede any provision of state law that provides greater family leave rights than those established pursuant to federal law; and that OFLA and FMLA leave entitlements run concurrently. State law requires that FMLA and OFLA leave run concurrently when possible. For example, due to differences in regulations, an employee who takes OFLA leave after 180 days of employment, but before becoming eligible for FMLA leave, is still eligible to take a full 12 workweeks of FMLA leave after meeting FMLA's eligibility requirements. Thereafter, any eligible leave period will run concurrently, when appropriate.

## EMPLOYEE RIGHTS AND RESPONSIBILITIES UNDER THE FAMILY AND MEDICAL LEAVE ACT

### Basic Leave Entitlement

FMLA requires covered employers to provide up to 12 weeks of unpaid, job-protected leave to eligible employees for the following reasons:

- For incapacity due to pregnancy, prenatal medical care or child birth;
- To care for the employee's child after birth, or placement for adoption or foster care;
- To care for the employee's spouse, son or daughter, or parent, who has a serious health condition; or
- For a serious health condition that makes the employee unable to perform the employee's job.

### Military Family Leave Entitlements

Eligible employees with a spouse, son, daughter, or parent on covered active duty or call to covered active duty status may use their 12-week leave entitlement to address certain qualifying exigencies. Qualifying exigencies may include attending certain military events, arranging for alternative childcare, addressing certain financial and legal arrangements, attending certain counseling sessions, and attending post-deployment reintegration briefings.

FMLA also includes a special leave entitlement that permits eligible employees to take up to 26 weeks of leave to care for a covered servicemember during a single 12-month period. A covered servicemember is: (1) a current member of the Armed Forces, including a member of the National Guard or Reserves, who is undergoing medical treatment, recuperation or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness\*; or (2) a veteran who was discharged or released under conditions other than dishonorable at any time during the five-year period prior to the first date the eligible employee takes FMLA leave to care for the covered veteran, and who is undergoing medical treatment, recuperation, or therapy for a serious injury or illness\*.

**\*The FMLA definition of "serious injury or illness" for current servicemembers and veterans are distinct from the FMLA definition of "serious health condition".**

### Benefits and Protections

During FMLA leave, the employer must maintain the employee's health coverage under any "group health plan" on the same terms as if the employee had continued to work. Upon return from FMLA leave, most employees must be restored to their original or equivalent positions with equivalent pay, benefits, and other employment terms.

Use of FMLA leave cannot result in the loss of any employment benefit that accrued prior to the start of an employee's leave.

### Eligibility Requirements

Employees are eligible if they have worked for a covered employer for at least 12 months, have 1,250 hours of service over the previous 12 months, and if at least 50 employees are employed by the employer within 75 miles.

### Definition of Serious Health Condition

A serious health condition is an illness, injury, impairment, or physical or mental condition that involves either an overnight stay in a medical care facility, or continuing treatment by a health care provider for a condition that either prevents the employee from performing the functions of the employee's job, or prevents the qualified family member from participating in school or other daily activities.

Subject to certain conditions, the continuing treatment requirement may be met by a period of incapacity of more than three consecutive calendar days combined with at least two visits to a health care provider or one visit and a regimen of continuing treatment, or incapacity due to pregnancy, or incapacity due to a

chronic condition. Other conditions may meet the definition of continuing treatment.

### Use of Leave

An employee does not need to use this leave entitlement in one block. Leave can be taken intermittently or on a reduced leave schedule when medically necessary. Employees must make reasonable efforts to schedule leave for planned medical treatment so as not to unduly disrupt the employer's operations. Leave due to qualifying exigencies may also be taken on an intermittent basis.

### Substitution of Paid Leave for Unpaid Leave

Employees may choose or employers may require use of accrued paid leave while taking FMLA leave. In order to use paid leave for FMLA leave, employees must comply with the employer's normal paid leave policies.

### Employee Responsibilities

Employees must provide 30 days advance notice of the need to take FMLA leave when the need is foreseeable. When 30 days' notice is not possible, the employee must provide notice as soon as practicable and generally must comply with an employer's normal call-in procedures.

Employees must provide sufficient information for the employer to determine if the leave may qualify for FMLA protection and the anticipated timing and duration of the leave. Sufficient information may include that the employee is unable to perform job functions, the family member is unable to perform daily activities, the need for hospitalization or continuing treatment by a health care provider, or circumstances supporting the need for military family leave. Employees also must inform the employer if the requested leave is for a reason for which FMLA leave was previously taken or certified. Employees also may be required to provide a certification and periodic recertification supporting the need for leave.

### Employer Responsibilities

Covered employers must inform employees requesting leave whether they are eligible under FMLA. If they are, the notice must specify any additional information required as well as the employees' rights and responsibilities. If they are not eligible, the employer must provide a reason for the ineligibility. Covered employers must inform employees if leave will be designated as FMLA-protected and the amount of leave counted against the employee's leave entitlement. If the employer determines that the leave is not FMLA-protected, the employer must notify the employee.

### Unlawful Acts by Employers

FMLA makes it unlawful for any employer to:

- Interfere with, restrain, or deny the exercise of any right provided under FMLA; and
- Discharge or discriminate against any person for opposing any practice made unlawful by FMLA or for involvement in any proceeding under or relating to FMLA.

### Enforcement

An employee may file a complaint with the U.S. Department of Labor or may bring a private lawsuit against an employer. FMLA does not affect any Federal or State law prohibiting discrimination, or supersede any State or local law or collective bargaining agreement which provides greater family or medical leave rights.

**FMLA section 109 (29 U.S.C. § 2619) requires FMLA covered employers to post the text of this notice. Regulations 29 C.F.R. § 825.300(a) may require additional disclosures.**

### For additional information:

1-866-4US-WAGE (1-866-487-9243) TTY: 1-877-889-5627

[WWW.WAGEHOUR.DOL.GOV](http://WWW.WAGEHOUR.DOL.GOV)

U.S. Department of Labor | Wage and Hour Division

XIV.B.12. **Administrative Regulation JHCD/JCDA-AR** -  
Medications (FKA 'Prescription Medications') -  
Revised - First Reading



# Corvallis

## SCHOOL DISTRICT

Prepared for: Corvallis School Board  
Prepared by: Erika Cook  
Meeting Date: May 6, 2021

**NO ACTION REQUIRED**

[Board Policy JHCD](#)—Nonprescription Medication\*\*—Rescind—First Reading  
[Board Policy JHCD/JHCDA](#)—Medications\*\*/\*(fka Prescription Medications)—Revised—  
First Reading  
[Administrative Regulation JHCD/JHCDA-AR](#)—Medications\*\*/\*(fka Prescription  
Medications)—Revised—First Reading

### Background

Senate Bill 665 (2019) gives a district the option to provide and administer naloxone or any similar medication that is designed to reverse an overdose of an opioid drug. If a district plans to provide (it is not required) and administer this medication the bracketed policy language is required.

Policy deletion of JHCD was recommended by OSBA on 2/26/2015. This policy was replaced by JHCD/JHCDA by OSBA to combine prescription and non-prescription medications. Last update to policy JHCD/JHCDA by CSD was 1/11/2019. Last update to administrative regulation by CSD was 12/13/2018.

### Involvement

District Staff: Melissa Harder, District Nurses and Erika Cook.

### Cost Impact

None.

### Function

Review of revisions.



# Corvallis

## SCHOOL DISTRICT

Code: JHCD/JHCDA-AR  
Adopted: 1/27/92  
Revised/Readopted: 6/28/99, 5/7/07, 3/8/10, 8/23/10, 10/13/14, 11/9/15, 12/13/18  
Orig. Code: 5670, Appendix X

### **Medications\*\***

A student may, subject to the provisions of this administrative regulation, have prescription or nonprescription medication administered by designated personnel, or may be permitted to administer prescription or nonprescription medication to themselves.

#### 1. Definitions

- a. “Medication” means any drug, chemical compound, suspension or preparation in suitable form for use as a curative or remedial substance taken internally or externally but not injected except for premeasured doses of epinephrine, medication to treat adrenal insufficiency and glucagon to treat severe hypoglycemia. Medication includes any prescription for bronchodilators or autoinjectable epinephrine prescribed by a student’s Oregon licensed health care professional for asthma or severe allergies. Medication also includes naloxone or any similar medication that is in any form available for the safe administration and that is designed to rapidly reverse an overdose of an opioid drug.
- b. "Prescription medication" means any medication that under federal or state law requires a prescription by a prescriber.
- c. "Nonprescription medication" means medication that under federal law does not require a prescription from a prescriber.
- d. “Adrenal crisis” means adrenal crisis as defined in Oregon Revised Statute (ORS) 433.800.
- e. “Adrenal insufficiency” means adrenal insufficiency as defined in ORS 433.800.
- f. “Notice of a diagnosis of adrenal insufficiency” means written notice to the district from a student or the parent or guardian of a student who has been diagnosed as adrenal insufficient with a copy of an order from the student’s primary care provider that includes the student’s diagnosis, description of symptoms indicating the student is in crisis, prescription for medication to treat adrenal insufficiency crisis and instructions for follow-up care after medication to treat adrenal insufficiency crisis has been administered.

- g. "Prescriber"<sup>1</sup> means a doctor of medicine or osteopathy, a physician assistant licensed to practice by the Board of Medical Examiners for the state of Oregon, an Oregon-licensed, advance practice registered nurse with prescriptive authority, a dentist licensed by the Board of Dentistry for the state of Oregon, an optometrist licensed by the Board of Optometry for the state of Oregon, a naturopathic physician licensed by the Board of Naturopathy for the state of Oregon or a pharmacist licensed by the Board of Pharmacy for the state of Oregon.
- h. "Qualified trainer" means a person who is familiar with the delivery of health services in a school setting and who is a registered nurse licensed by the Oregon State Board of Nursing, a doctor of medicine or osteopathy, a physician assistant licensed by the Board of Medical Examiners for the state of Oregon or a pharmacist licensed by the Board of Pharmacy for the state of Oregon.
- i. "Severe allergy" means a life-threatening hypersensitivity to a specific substance such as food, pollen, dust or insect sting.
- j. "Asthma" means a chronic inflammatory disorder of the airways that requires ongoing medical intervention.
- k. "Designated personnel" means the school personnel designated to administer medication pursuant to district policy and procedure.

## 2. Designated Staff/Personnel Training

- a. The building administrator will designate personnel authorized to administer prescription or nonprescription medication to a student while the student is in school, at a school-sponsored activity, under the supervision of school personnel, in a before-school or after-school care program on school-owned property and in transit to or from school or a school-sponsored activity as required by Oregon law. The building administrator will supervise and ensure building and activity practices and procedures are consistent with the requirements of law, rules, and this administrative regulation.
- b. The building administrator will ensure the training required by Oregon law is provided to designated personnel. Training must be conducted by a qualified trainer. Training will be provided annually to designated personnel authorized to administer medication to students. The first year and every third year of training requires in-person instruction; during the intervening years, designated personnel may complete an online training that has been approved by the Oregon Department of Education (ODE) so long as a trainer is available within a reasonable amount of time following the training to answer questions and provide clarification.
- c. Training will provide an overview of applicable provisions of Oregon law, administrative rules, district policy and administrative regulations and include, but not be limited to, the following: safe storage, handling, monitoring medication supplies, disposing of medications, record keeping, reporting of medication

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<sup>1</sup> A registered nurse who is employed by a public or private school, ESD, or local health authority to provide nursing services at a public or private school may accept an order from a physician licensed to practice medicine or osteopathy in another state or territory of the U.S. if the order is related to the care or treatment of a student who has been enrolled at the school for not more than 90 days.

administration and errors in administration, emergency medical response for life threatening side effects, allergic reactions or adrenal insufficiency and student confidentiality. Materials as recommended and/or approved by the ODE will be used.

- d. A copy of the district's policy and administrative regulation will be provided to all staff authorized to administer medication to students and others as appropriate.
- e. ~~A statement that the designated personnel has received the required training will be signed by the staff member and filed in the district office.~~

### 3. Administering Premeasured Doses of Epinephrine to a Student or Other Individual

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

### 4. Administering Naloxone or Other Similar Medication to a Student or Other Individual

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

### 4. Administering of Medication to a Student Experiencing Symptoms of Adrenal Crisis

A student experiencing symptoms of adrenal crisis while the student is in school, at a school-sponsored activity, while under the supervision of school personnel, in a before-school or after-school care program on school-owned property and in transit to or from a school or a school-sponsored activity, may be treated by designated personnel and shall be subject to the following:

- a. Upon notice of a diagnosis of adrenal insufficiency, as defined in Oregon Administrative Rule (OAR) 581-021-0037, the building administrator will designate one or more school personnel to be responsible for administering the medication to treat adrenal insufficiency;
- b. The designated personnel will successfully complete training to administer medication to treat a student who has adrenal insufficiency and is experiencing symptoms of adrenal crisis in accordance with the rules adopted by the Oregon Health authority;
- c. The student or the student's parent or guardian must provide adequate supply of the student's prescribed medication to the district;
- d. The district will require the development of an individualized health care plan for the student that includes protocols for preventing exposures to allergens, and establishes if or when a student may self-carry prescription medication when the student has not been approved to self-administer medication;

- e. In the event that a student experiences symptoms of adrenal crisis and the designated personnel determines the medication to treat adrenal insufficiency should be administered, any available staff member will immediately call 911 and the student's parent or guardian.

5. Administering Medications to a Student

- a. A request to permit designated personnel to administer medication to a student may be approved by the district and is subject to the following:
  - (1) A written request for designated personnel to administer prescription medication to a student, if because of the prescribed frequency or schedule, the medication must be given while the student is in school, at a school-sponsored activity, while under the supervision of school personnel, in before-school or after-school care programs on school-owned property, and in transit to or from school or a school-sponsored activity, must be submitted to the school office and shall include:
    - (a) The written permission of the student's parent or guardian or the student if the student is allowed to seek medical care without parental consent pursuant to ORS 109.610, 109.640, or 109.675; and
    - (b) The written instruction from the prescriber for the administration of the medication to the student that includes:
      - (i) Name of the student;
      - (ii) Name of the medication;
      - (iii) Method of administration;
      - (iv) Dosage;
      - (v) Frequency of administration;
      - (vi) Other special instructions from the prescriber, if any; and
      - (vii) Signature of the prescriber.

The prescription label prepared by a pharmacist at the direction of the prescriber will be considered to meet this requirement if it contains the information listed in (i)-(vi) above.

- (2) A written request for the designated personnel to administer nonprescription medication to a student must be submitted to the school office and is subject to the following:
  - (a) The nonprescription medication is necessary for the student to remain in school;
  - (b) The nonprescription medication is provided in the original manufacturer's container by the parent or guardian of the student;
  - (c) The written instruction from the student's parent or guardian for

the administration of the nonprescription medication includes:

- (i) Name of the student;
- (ii) Name of the medication;
- (iii) Method of administration;
- (iv) Dosage;
- (v) Frequency of administration;
- (vi) Other special instructions, if any; and
- (vii) Signature of the student's parent or guardian.

If the written instruction is not consistent with the manufacturer's guidelines for the nonprescription medication, the written instruction must also include a written order allowing the inconsistent administration signed by a prescriber.

- (d) If the nonprescription medication is not approved by the Food and Drug Administration (FDA), a written order from the student's prescriber is required and will include:

- (i) Name of the student;
- (ii) Name of the medication;
- (iii) Dosage;
- (iv) Method of administration;
- (v) Frequency of administration;
- (vi) A statement that the medication must be administered while the student is in school;
- (vii) Other special instructions, if any; and
- (viii) Signature of the prescriber.

- b. An individualized health care and allergy plan will be developed for a student with a known life-threatening allergy and will include protocols for preventing exposures to allergens and procedures for responding to life-threatening allergic reactions while the student is in school, at a school-sponsored activity, while under the supervision of school personnel, in a before-school or after-school care program on school-owned property and in transit to or from school or a school-sponsored activity, and will include a determination on if or when the student may self-carry prescription medication if the student has not been approved to self-administer medication;
- c. It is the student's parent or guardian's, or the student's if the student is allowed to seek medical care without parental consent, responsibility to ensure that an adequate amount of medication is on hand at the school for the duration of the student's need to take medication;
- d. It is the student's parent or guardian's, or the student's if the student is allowed to seek medical care without parental consent, responsibility to ensure that the school is informed in writing of any changes in medication instructions;
- e. In the event a student refuses medication, the parent or guardian will be notified

immediately, except where a student is allowed to seek medical care without parental consent, and documentation will be made on the district's Student Medication Incident Report. No attempt will be made to administer medication to a student who refuses a medication;

- f. Any error in administration of a medication will be reported to the parent or guardian immediately, except where a student is allowed to seek medical care without parental consent, and documentation will be made on the district's Student Medication Incident Report form. Errors include, but are not limited to: administering medication to the wrong student, administering the wrong medication, dose, frequency of administration, and method of administration;
- g. Medication shall not be administered until the necessary permission form and written instructions have been submitted as required by the district.

#### 6. Administration of Medication by a Student to Themselves

- a. A student, including a student in grade K through 12 with asthma or severe allergies, may be permitted to administer medication to themselves without assistance from designated personnel subject to the following:
  - (1) A student must demonstrate the ability, developmentally and behaviorally, to self-administer prescription medication and must have:
    - (a) A permission form from a parent or guardian, except when the student is allowed to seek medical care without parental consent pursuant to ORS 109.610, 109.640, or 109.675, and other documentation requested by the district must be submitted for self-medication of all prescription medications;
    - (b) If the student has asthma, diabetes and/or a severe allergy, a medication that is prescribed by a prescriber and a written treatment plan developed by a prescriber or other Oregon licensed health care professional for managing of the student's asthma, diabetes and/or severe allergy, and directs use by the student while the student is in school, at a school-sponsored activity, while under the supervision of school personnel, in a before-school or after-school care program on school-owned property, and in transit to or from school or a school-sponsored activity. The prescriber will include acknowledgment that the student has been instructed in the correct and responsible use of the prescribed medication;
    - (c) The permission to self-administer the medicine from a building administrator and a prescriber or registered nurse practicing in a school setting.
  - (2) A student must demonstrate the ability, developmentally and behaviorally, to self-administer nonprescription medication and must have:

- (a) The written permission of the student's parent or guardian, except when the student is allowed to seek medical care without parental consent pursuant to ORS 109.610, 109.640 or 109.675;
  - (b) The student's name affixed to the manufacturer's original container; and
  - (c) The permission to self-administer medication from a building administrator.
  
- (3) A student must demonstrate the ability, developmentally and behaviorally, to self-administer nonprescription medication that is not approved by the FDA and must have:
  - (a) The written permission of the student's parent or guardian, except when the student is allowed to seek medical care without parental consent pursuant to ORS 109.610, 109.640 or 109.675; and
  - (b) A written order from the student's prescriber that includes:
    - (i) Name of the student;
    - (ii) Name of the medication;
    - (iii) Dosage;
    - (iv) Method of administration;
    - (v) Frequency of administration;
    - (vi) A statement that the medication must be administered while the student is in school;
    - (vii) Other special instructions, if any; and
    - (viii) Signature of the prescriber.
  
- b. The student may have in their possession only the amount of medication needed for that school day, except for manufacturer's packaging that contains multiple dosages. The student may carry one package, such as but not limited to, autoinjectable epinephrine or bronchodilators/inhalers;
- c. Sharing and/or borrowing of any medication with another student is strictly prohibited;
- d. For a student who has been prescribed bronchodilators or epinephrine, the designated personnel will request that the parent or guardian provide backup medication for emergency use by that student. Backup medication, if provided, will be kept at the student's school in a location to which the student has immediate access in the event the student has an asthma and/or severe allergy emergency;
- e. Upon written request from a parent or guardian, and with a prescriber's written statement that the lack of immediate access to a backup autoinjectable epinephrine may be life threatening to a student, and the location the school stores backup medication is not located in the student's classroom, a process shall be established to allow the backup autoinjectable epinephrine to be kept in a reasonably secure location in the student's classroom;
- f. A student shall not administer medication to themselves until the necessary permission form and written instructions have been submitted as required by the

- district;
  - g. Permission for a student to administer medication to themselves may be revoked if the student violates the Board policy and/or this regulation;
  - h. A student may be subject to discipline, up to and including expulsion, as appropriate;
  - i. A student permitted to administer medication to themselves may be monitored by designated personnel to monitor the student's response to the medication.
7. Handling, Monitoring and Safe Storage of Medication Supplies for Administering Medication to Students
- a. Medication administered by designated personnel to a student or self-administered by a student must be delivered to the school in its original container, accompanied by the permission form and written instructions, as required above.
  - b. Medication in capsule or tablet form and categorized as a sedative, stimulant, anti-convulsant, narcotic analgesic, or psychotropic medication will be counted by designated personnel in the presence of another district employee upon receipt, documented in the student's medication log and routinely monitored during storage and administration. Discrepancies will be reported to the building administrator immediately and documented in the student's medication log. For such medication not in capsule or tablet form, standard measuring and monitoring procedures will apply.
  - c. Designated personnel will follow the written instructions of the prescriber and the student or the student's parent or guardian, and training guidelines as may be recommended by the ODE for administering all forms of prescription and/or nonprescription medications.
  - d. Medication will be secured as follows:
    - (1) Nonrefrigerated medications will be stored in a locked cabinet, drawer, or box used solely for the storage of medication;
    - (2) Medications requiring refrigeration will be stored in a locked box in a refrigerator or in a separate refrigerator used solely for the storage of medication;
    - (3) Access to medication storage keys will be limited to the building administrator and designated personnel.
  - e. Designated personnel will be responsible for monitoring all medication supplies and for ensuring medications are secure at all times, not left unattended after administering, and that the medication container is properly sealed and returned to storage.
  - f. In the event medication is running low or an inadequate dosage is on hand to administer the medication, the designated personnel will notify the student's parent or guardian or the student (in situations involving ORS 109.610, 109.640, and 109.675) immediately.
8. Emergency Response

- a. Designated personnel will notify 911 or other appropriate emergency medical response systems and administer first aid, as necessary, in the event of life-threatening side effects that result from district-administered medication or from student self-medication or allergic reactions. The parent or guardian, district nurse, and building administrator will be notified immediately.
- b. Minor adverse reactions that result from district administered medication or from student self-medication will be reported to the parent or guardian and district nurse immediately, except when the student is allowed to seek medical care without parental consent pursuant to ORS 109.610, 109.640, or 109.675.
- c. Any available district staff will immediately call 911 and the student's parent or guardian if the designated personnel believes the student is experiencing symptoms of adrenal crisis and plans to administer medication.

9. Disposal of Medications

- a. Medication not picked up by the student's parent or guardian or the student when allowed pursuant to ORS 109.610, 109.640, and 109.675, at the end of the school year, or within five school days of the end of the medication period, whichever is earlier, will be disposed of by designated personnel in a nonrecoverable fashion as follows:
  - (1) Medication will be removed from its original container and personal information will be destroyed;
  - (2) Solid medications will be crushed, mixed, or dissolved in water, liquid medications will be mixed or dissolved in water; and
  - (3) Mixed with an undesirable substance, e.g., kitty litter, dirt, or activated charcoal; and
  - (4) Placed in impermeable non-descriptive containers, e.g., empty cans or sealable bags, and placed in the trash; and
  - (5) Other medication will be disposed of in accordance with established training procedures including sharps and glass.

Prescriptions will be flushed down the toilet **only** if the accompanying patient information specifically instructs it is safe to do so.

Other medication will be disposed of in accordance with established training procedures including sharps and glass.

- b. All medication will be disposed of by designated personnel in the presence of another employee and documented as described in Section 10 below.

10. Transcribing, Recording and Record Keeping

- a. A medication log will be maintained for each student administered medication by the district. The medication log will include but not be limited to:

- (1) The name of the student, name of medication, dosage, method of administration, date and time of administration, frequency of administration and name of the person administering the medication;
  - (2) Student refusals of medication;
  - (3) Errors in administration of medication;
  - (4) Incidents of emergency and minor adverse reaction by a student to medication;
  - (5) Discrepancies in medication supply;
  - (6) Disposal of medication including date, quantity, manner in which the medication was destroyed and the signature of the staff involved.
- b. All records relating to administration of medications, including permissions and written instructions, will be maintained in a separate, medical file apart from the student's education record file unless otherwise related to the student's educational placement and/or individualized education program. Records will be retained in accordance with applicable provisions of OAR 166-414-0010(17) and OAR 166-400-0060(29).
- c. Student health information will be kept confidential. Access shall be limited to those designated personnel authorized to administer medication to students, the student, and their parent or guardian. Information may be shared with other staff with a legitimate educational interest in the student or others as may be authorized by the parent or guardian in writing or others as allowed under state and federal law.

XIV.C. Review 2021-22 Draft Board Calendar



# Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board  
Prepared by: Parker Schulze  
Meeting Date: May 6, 2021

## **Board Meeting Calendar**

## **NO ACTION REQUESTED**

Each year the Board is required to formally adopt a meeting schedule. Attached is a schedule of proposed business meetings and work sessions for the year 2001-2002. Other meetings may be called as deemed necessary by the Superintendent and Chair of the Board.

Due to discussion of policy BC/BCA this calendar is being presented for information only.



**Board of Directors  
2021-22 Meeting Schedule**

JUL	July 1, 2021 – Special Meeting (12:00 p.m.)
AUG	August 12, 2021 – Business Meeting
	August 19, 2021 – Retreat
SEP	September 9, 2021 – Business Meeting
	September 23, 2021 – Special Meeting
OCT	October 14, 2021 – Business Meeting
	October 21, 2021 – Special Meeting
NOV	November 11, 2021 – Special Meeting (School Improvement Plans)
DEC	December 9, 2021 – Special Meeting (School Improvement Plans)
	December 16, 2021 – Business Meeting
JAN	January 6, 2022 – Business Meeting
	January 13, 2022 – Special Meeting
FEB	February 3, 2022 – Business Meeting
	February 24, 2022 – Special Meeting
MAR	March 3, 2022 – Business Meeting
APR	April 14, 2022 – Business Meeting
	April 21, 2022 – Budget Committee Meeting
MAY	May 5, 2022 – Business Meeting
	May 19, 2022 – Budget Committee Meeting
	May 26, 2022 – Budget Committee Meeting
JUN	June 10, 2022 – Business Meeting

Meetings generally begin at 6:30 p.m. at the School District Office, 1555 SW 35<sup>th</sup> Street, Corvallis. 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 Parker Schulze at 541-757-5841 or at [parker.schulze@corvallis.k12.or.us](mailto:parker.schulze@corvallis.k12.or.us).

XIV.D. March 2021 Financial Statements  
(Unaudited)



# Corvallis

## SCHOOL DISTRICT

Prepared for: Corvallis School Board  
Prepared by: Olivia Meyers Buch, Finance and Operations Director  
Meeting Date: May 6, 2021

### **March Financial Statements (Unaudited)**

**NO ACTION REQUIRED**

#### Background

The Statement of Resources and Requirements for the General Fund for the period ending March 31, 2020 and March 31, 2021 follow this report. As March is the end of the third quarter of the fiscal year, you will also find statements on all other reportable funds in addition to the General Fund. General Fund highlights are included below while information on the other funds can be found on the individual fund statements.

Year-to-date operating revenues through the end of March 2021 total \$73.1 million or 90.7% of total budgeted operating revenues as compared to \$71.7 million or 89.3% through the end of March 2020. Total resources are projected to be \$291,000 more than budgeted.

Year-to-date operating expenditures through the end of March 2021 total \$48.2 million or 56.0% of total budgeted operating expenditures as compared to \$54.9 million or 62.8% through the end of March 2020. The district is currently experiencing savings in operational costs related to staffing vacancies, contracted student transportation services, contracted substitute services, and travel. Projected underspending in 2020-21 is expected to be much higher than normal at about 6.5% of budgeted expenditures.

Projected resources and requirements through June 30, 2021 result in an ending fund balance of \$12.7 million, or 15.7% of projected operating revenues. The projected ending fund balance reflects an increase in fund balance, or operating surplus, of \$50,000. All General Fund reserves are projected to be at the designations outlined in board policy on June 30, 2021.

Please contact me with questions or if you would like any additional information.

#### Supplementary Materials

1. Statements of Resources and Requirements as of March 31, 2020 and March 31, 2021
2. Schedule of Investments as of March 31, 2021
3. Schedule of Cash Disbursements greater than or equal to \$1,000 for the period of March 1 – March 31, 2021

Corvallis School District 509J  
Statement of Resources and Requirements  
Fiscal Year to Date as of March 31, 2020 and 2021 Respectively (Unaudited)

**General Fund**

	FY 2019-20					FY 2020-21				
	Amended	Actuals Thru	% of	Actuals Thru	% of	Adopted	Actuals Thru	% of	Projected Thru	% of
	Budget	3/31/2020	Budget	6/30/2020	Budget	Budget	3/31/2021	Budget	6/30/2021	Budget
<b>RESOURCES</b>										
State School Fund Formula Revenue										
State School Fund - General Support	\$ 38,905,151	\$ 33,069,453	85.0%	\$ 36,383,095	93.5%	\$ 38,680,046	\$ 33,088,989	85.5%	\$ 38,514,447	99.6%
Property Taxes Levied by District	29,762,663	29,054,818	97.6%	30,083,614	101.1%	30,973,627	29,933,382	96.6%	30,974,298	100.0%
Common School Fund	649,272	472,692	72.8%	945,382	145.6%	644,846	505,348	78.4%	1,010,696	156.7%
County School Funds	260,000	72,429	27.9%	255,094	98.1%	260,000	77,320	29.7%	260,000	100.0%
Local Option Taxes Levied by District	7,084,797	6,925,140	97.7%	7,166,192	101.1%	8,080,492	7,817,813	96.7%	8,080,638	100.0%
Earnings on Investments	613,000	410,167	66.9%	869,178	141.8%	413,000	301,503	73.0%	413,000	100.0%
Other	2,902,280	1,626,113	56.0%	4,916,227	169.4%	1,491,275	1,342,046	90.0%	1,581,136	106.0%
<b>Total Operating Revenues</b>	<b>\$ 80,177,163</b>	<b>\$ 71,630,812</b>	<b>89.3%</b>	<b>\$ 80,618,782</b>	<b>100.6%</b>	<b>\$ 80,543,286</b>	<b>\$ 73,066,401</b>	<b>90.7%</b>	<b>\$ 80,834,215</b>	<b>100.4%</b>
Beginning Fund Balance	\$ 15,429,889	\$ 16,373,874	106.1%	\$ 16,373,874	106.1%	\$ 12,679,136	\$ 12,679,136	100.0%	\$ 12,679,136	100.0%
<b>TOTAL RESOURCES</b>	<b>\$ 95,607,052</b>	<b>\$ 88,004,686</b>	<b>92.0%</b>	<b>\$ 96,992,656</b>	<b>101.4%</b>	<b>\$ 93,222,422</b>	<b>\$ 85,745,537</b>	<b>88.4%</b>	<b>\$ 93,513,351</b>	<b>100.3%</b>
<b>REQUIREMENTS</b>										
Salaries	\$ 41,476,992	\$ 25,876,238	62.4%	\$ 41,580,271	100.2%	\$ 41,671,984	\$ 24,883,435	59.7%	\$ 40,421,825	97.0%
Associated Payroll Costs	25,697,817	15,370,841	59.8%	25,185,238	98.0%	25,470,225	14,762,773	58.0%	24,706,118	97.0%
Purchased Services	12,813,811	7,898,873	61.6%	10,888,531	85.0%	12,425,872	4,760,641	38.3%	10,313,474	83.0%
Supplies and Materials	5,586,567	3,877,336	69.4%	4,632,084	82.9%	4,514,057	2,180,020	48.3%	3,592,630	79.6%
Capital Outlay	55,000	264,571	481.0%	267,299	486.0%	125,000	-	0.0%	-	0.0%
Other Objects	1,789,724	1,640,607	91.7%	1,760,098	98.3%	1,948,662	1,656,835	85.0%	1,753,796	90.0%
<b>Total Operating Expenditures</b>	<b>\$ 87,419,911</b>	<b>\$ 54,928,465</b>	<b>62.8%</b>	<b>\$ 84,313,520</b>	<b>96.4%</b>	<b>\$ 86,155,800</b>	<b>\$ 48,243,703</b>	<b>56.0%</b>	<b>\$ 80,787,842</b>	<b>93.8%</b>
Contingency	-	-	-	-	-	2,013,582	-	-	-	-
Rainy Day Reserves	3,210,137	-	0.0%	-	0.0%	1,987,321	-	0.0%	-	0.0%
Unappropriated Reserves	2,811,990	-	0.0%	-	0.0%	3,065,719	-	0.0%	-	0.0%
Unappropriated Reserve (PERS)	2,798,503	-	0.0%	-	0.0%	-	-	0.0%	-	0.0%
<b>TOTAL REQUIREMENTS</b>	<b>\$ 96,240,541</b>	<b>\$ 54,928,465</b>	<b>57.1%</b>	<b>\$ 84,313,520</b>	<b>87.6%</b>	<b>\$ 93,222,422</b>	<b>\$ 48,243,703</b>	<b>51.8%</b>	<b>\$ 80,787,842</b>	<b>86.7%</b>
<b>ENDING FUND BALANCE</b>		<b>\$ 33,076,222</b>		<b>\$ 12,679,136</b>			<b>\$ 37,501,833</b>		<b>\$ 12,725,509</b>	
Contingency				2,015,470	2.5% *				2,020,855	2.5% *
Rainy Day Reserves				4,030,939	5.0% *				4,041,711	5.0% *
Unappropriated Reserves				5,309,908	6.6% *				6,662,942	8.2% *
Unappropriated Reserve (PERS)				1,322,819	1.6%				-	0.0% *
<b>* Percent of Operating Revenue</b>				<b>12,679,136</b>	<b>15.7%</b>				<b>12,725,509</b>	<b>15.7%</b>

Corvallis School District 509J  
Statement of Resources and Requirements  
Fiscal Year to Date as of March 31, 2020 and 2021 Respectively (Unaudited)

**District Donation Fund**

	FY 2019-20					FY 2020-21				
	Amended	Actuals thru	% of	Actuals thru	% of	Adopted	Actuals thru	% of	Projected thru	% of
	Budget	3/31/2020	Budget	6/30/2020	Budget	Budget	3/31/2021	Budget	6/30/2021	Budget
<b>RESOURCES</b>										
Local Sources	\$ 600,000	\$ 275,000	45.8%	\$ 354,322	59.1%	\$ 607,727	\$ 230,000	37.8%	\$ 450,000	74.0%
<b>TOTAL RESOURCES</b>	<u>\$ 600,000</u>	<u>\$ 275,000</u>	<u>45.8%</u>	<u>\$ 354,322</u>	<u>59.1%</u>	<u>\$ 607,727</u>	<u>\$ 230,000</u>	<u>37.8%</u>	<u>\$ 450,000</u>	<u>74.0%</u>
<b>REQUIREMENTS</b>										
Salaries	\$ 14,500	\$ 69,376	478.5%	\$ 73,364	506.0%	\$ 45,000	\$ 64,001	142.2%	\$ 64,001	142.2%
Associated Payroll Costs	5,162	21,390	414.4%	21,781	422.0%	17,727	20,963	118.3%	20,963	118.3%
Purchased Services	95,000	42,188	44.4%	47,020	49.5%	90,000	19,850	22.1%	50,000	55.6%
Supplies and Materials	470,338	109,527	23.3%	209,481	44.5%	455,000	90,041	19.8%	315,037	69.2%
Capital Outlay	15,000	1,556	10.4%	2,676	17.8%	-	-	0.0%	-	0.0%
<b>TOTAL REQUIREMENTS</b>	<u>\$ 600,000</u>	<u>\$ 244,037</u>	<u>40.7%</u>	<u>\$ 354,322</u>	<u>59.1%</u>	<u>\$ 607,727</u>	<u>\$ 194,855</u>	<u>32.1%</u>	<u>\$ 450,000</u>	<u>74.0%</u>
<b>ENDING FUND BALANCE</b>	<u>\$ -</u>	<u>\$ 30,963</u>		<u>\$ -</u>		<u>\$ -</u>	<u>\$ 35,145</u>		<u>\$ -</u>	

**Notes:**

1. This fund is used to account for donations received from the Corvallis Public Schools Foundation, a separate 501(c)3 organization.
2. A monthly transfer is made from the Corvallis Public Schools Foundation to the District Donation Fund to account for the expenditures of donated funds.

Corvallis School District 509J  
Statement of Resources and Requirements  
Fiscal Year to Date as of March 31, 2020 and 2021 Respectively (Unaudited)

**Designated Facilities Fund**

	FY 2019-20					FY 2020-21				
	Amended	Actuals thru	% of	Actuals thru	% of	Adopted	Actuals thru	% of	Projected thru	% of
	Budget	3/31/2020	Budget	6/30/2020	Budget	Budget	3/31/2021	Budget	6/30/2021	Budget
<b>RESOURCES</b>										
Local Sources	\$ 490,000	\$ 146,612	29.9%	\$ 445,788	91.0%	\$ 455,000	\$ 229,558	50.5%	\$ 455,000	100.0%
<b>Total Operating Revenues</b>	<b>\$ 490,000</b>	<b>\$ 146,612</b>	<b>29.9%</b>	<b>\$ 445,788</b>	<b>91.0%</b>	<b>\$ 455,000</b>	<b>\$ 229,558</b>	<b>50.5%</b>	<b>\$ 455,000</b>	<b>100.0%</b>
Beginning Fund Balance	\$ 2,640,000	\$ 2,651,077	100.4%	\$ 2,651,077	100.4%	\$ 1,150,000	\$ 2,627,615	228.5%	\$ 2,627,615	228.5%
<b>TOTAL RESOURCES</b>	<b>\$ 3,130,000</b>	<b>\$ 2,797,689</b>	<b>89.4%</b>	<b>\$ 3,096,865</b>	<b>98.9%</b>	<b>\$ 1,605,000</b>	<b>\$ 2,857,172</b>	<b>178.0%</b>	<b>\$ 3,082,615</b>	<b>192.1%</b>
<b>REQUIREMENTS</b>										
Purchased Services	\$ 10,000	\$ 8,250	82.5%	\$ 8,250	82.5%	\$ -	\$ 5,920	0.0%	\$ 5,920	0.0%
Capital Outlay	3,120,000	68,701	2.2%	172,967	5.5%	1,605,000	188,798	11.8%	188,798	11.8%
<b>TOTAL REQUIREMENTS</b>	<b>\$ 3,130,000</b>	<b>\$ 76,951</b>	<b>2.5%</b>	<b>\$ 469,250</b>	<b>15.0%</b>	<b>\$ 1,605,000</b>	<b>\$ 194,718</b>	<b>12.1%</b>	<b>\$ 194,718</b>	<b>12.1%</b>
<b>ENDING FUND BALANCE</b>	<b>\$ -</b>	<b>\$ 2,720,738</b>		<b>\$ 2,627,615</b>		<b>\$ -</b>	<b>\$ 2,662,455</b>		<b>\$ 2,887,897</b>	

**Notes:**

This fund accounts for the revenues and expenditures related to the construction excise tax, land sales and purchases, and SB 1149 energy fees for projects undertaken with funds that are restricted or committed for facilities related purposes.

Corvallis School District 509J  
Statement of Resources and Requirements  
Fiscal Year to Date as of March 31, 2020 and 2021 Respectively (Unaudited)

**Grants Fund**

	FY 2019-20					FY 2020-21				
	Amended	Actuals thru	% of	Actuals thru	% of	Adopted	Actuals thru	% of	Projected thru	% of
	Budget	3/31/2020	Budget	6/30/2020	Budget	Budget	3/31/2021	Budget	6/30/2021	Budget
<b>RESOURCES</b>										
Local Sources	\$ 29,040	\$ -	0.0%	\$ -	0.0%	\$ -	\$ -	0.0%	\$ -	0.0%
Intermediate Sources	116,161	22,809	19.6%	31,906	27.5%	9,399	29,238	311.1%	58,475.86	622.1%
State Sources	9,515,316	2,265,622	23.8%	3,510,198	36.9%	6,381,918	8,085,083	126.7%	10,106,353	158.4%
Federal Sources	5,804,694	1,736,127	29.9%	2,799,147	48.2%	2,081,318	2,405,194	115.6%	3,121,977	150.0%
<b>Total Operating Revenues</b>	<b>\$ 15,465,211</b>	<b>\$ 4,024,558</b>	<b>26.0%</b>	<b>\$ 6,341,250</b>	<b>41.0%</b>	<b>\$ 8,472,635</b>	<b>\$ 10,519,515</b>	<b>124.2%</b>	<b>\$ 13,286,807</b>	<b>156.8%</b>
<b>TOTAL RESOURCES</b>	<b>\$ 15,465,211</b>	<b>\$ 4,024,558</b>	<b>26.0%</b>	<b>\$ 6,341,250</b>	<b>41.0%</b>	<b>\$ 8,472,635</b>	<b>\$ 10,519,515</b>	<b>124.2%</b>	<b>\$ 13,286,807</b>	<b>156.8%</b>
<b>REQUIREMENTS</b>										
Salaries	\$ 1,934,036	\$ 1,134,140	58.6%	\$ 1,896,164	98.0%	\$ 546,693	\$ 1,817,097	332.4%	2,050,099	375.0%
Associated Payroll Costs	1,399,434	753,879	53.9%	1,294,757	92.5%	300,534	1,073,315	357.1%	1,127,003	375.0%
Purchased Services	1,608,500	815,245	50.7%	976,232	60.7%	557,977	499,857	89.6%	1,115,954	200.0%
Supplies and Services	531,153	35,440	6.7%	100,625	18.9%	629,606	754,987	119.9%	1,574,014	250.0%
Capital Outlay	9,742,088	1,284,687	13.2%	1,887,826	19.4%	6,362,473	6,314,378	99.2%	7,231,356	113.7%
Other Objects	250,000	1,167	0.5%	185,646	74.3%	75,353	59,750	79.3%	188,381	250.0%
<b>TOTAL REQUIREMENTS</b>	<b>\$ 15,465,211</b>	<b>\$ 4,024,558</b>	<b>26.0%</b>	<b>\$ 6,341,250</b>	<b>41.0%</b>	<b>\$ 8,472,635</b>	<b>\$ 10,519,384</b>	<b>124.2%</b>	<b>\$ 13,286,807</b>	<b>156.8%</b>
<b>ENDING FUND BALANCE</b>	<b>\$ -</b>	<b>\$ -</b>		<b>\$ -</b>		<b>\$ -</b>	<b>\$ 131</b>		<b>\$ -</b>	

**Notes:**

1. The district has approximately 40 grant awards from federal, state, and private sources estimated at \$16.5 million. The larger awards typically span a multiple year time period.
2. Other objects include indirect costs such as audit, legal, business, human resources, and technology that are paid for by the General Fund but also utilized by the grant funds. Board policy calls for the district to recover indirect costs related to grants. This amount shows as a revenue in the General Fund and is used to offset General Fund operations. The district's indirect cost rate is approved by the State and varies from year to year. The rate for 2019-20 increased to 5.57% from 5.55% in the prior year.

Corvallis School District 509J  
Statement of Resources and Requirements  
Fiscal Year to Date as of March 31, 2020 and 2021 Respectively (Unaudited)

**Student Body Fund**

	FY 2019-20					FY 2020-21				
	Amended	Actuals thru	% of	Actuals thru	% of	Adopted	Actuals thru	% of	Projected thru	% of
	Budget	3/31/2020	Budget	6/30/2020	Budget	Budget	3/31/2021	Budget	6/30/2021	Budget
<b>RESOURCES</b>										
Local Sources	\$ 1,000,000	\$ 727,559	72.8%	\$ 791,331	79.1%	\$ 1,005,000	\$ 160,985	16.0%	\$ 502,500	50.0%
<b>Total Operating Revenues</b>	<b>\$ 1,000,000</b>	<b>\$ 727,559</b>	<b>72.8%</b>	<b>\$ 791,331</b>	<b>79.1%</b>	<b>\$ 1,005,000</b>	<b>\$ 160,985</b>	<b>16.0%</b>	<b>\$ 502,500</b>	<b>50.0%</b>
Beginning Fund Balance	\$ 400,000	\$ 463,889	116.0%	\$ 463,889	116.0%	\$ 396,452	\$ 473,465	119.4%	\$ 473,465	119.4%
<b>TOTAL RESOURCES</b>	<b>\$ 1,400,000</b>	<b>\$ 1,191,448</b>	<b>85.1%</b>	<b>\$ 1,255,220</b>	<b>89.7%</b>	<b>\$ 1,401,452</b>	<b>\$ 634,450</b>	<b>45.3%</b>	<b>\$ 975,965</b>	<b>69.6%</b>
<b>REQUIREMENTS</b>										
Salaries	\$ 90,000	\$ 69,462	77.2%	\$ 84,679	94.1%	\$ 90,959	\$ 17,004	18.7%	\$ 90,959	100.0%
Associated Payroll Costs	32,042	17,302	54.0%	22,812	71.2%	39,493	5,873	14.9%	39,493	100.0%
Purchased Services	586,000	285,077	48.6%	316,605	54.0%	586,000	75,554	12.9%	234,400	40.0%
Supplies and Materials	546,958	293,267	53.6%	350,870	64.1%	540,000	63,439	11.7%	270,000	50.0%
Other Objects	145,000	5,289	3.6%	6,789	4.7%	145,000	40,268	27.8%	40,268	27.8%
<b>TOTAL REQUIREMENTS</b>	<b>\$ 1,400,000</b>	<b>\$ 670,397</b>	<b>47.9%</b>	<b>\$ 781,755</b>	<b>55.8%</b>	<b>\$ 1,401,452</b>	<b>\$ 202,138</b>	<b>14.4%</b>	<b>\$ 675,120</b>	<b>48.2%</b>
<b>ENDING FUND BALANCE</b>	<b>\$ -</b>	<b>\$ 521,051</b>		<b>\$ 473,465</b>		<b>\$ -</b>	<b>\$ 432,312</b>		<b>\$ 300,845</b>	

**Notes:**

1. The district acts as an agent on behalf of student groups who have raised money for activities and participation fees.
2. These funds are for athletics and activities at Corvallis High School, Crescent Valley High School, Cheldelin Middle School, and Linus Pauling Middle School. For management purposes, these funds are in a central account where the District provides banking services and purchasing oversight.

Corvallis School District 509J  
Statement of Resources and Requirements  
Fiscal Year to Date as of March 31, 2020 and 2021 Respectively (Unaudited)

**Designated Revenue Fund**

	FY 2019-20					FY 2019-20				
	Amended	Actuals thru	% of	Actuals thru	% of	Adopted	Actuals thru	% of	Projected thru	% of
	Budget	3/31/2020	Budget	6/30/2020	Budget	Budget	3/31/2021	Budget	6/30/2021	Budget
<b>RESOURCES</b>										
Local Sources	\$ 840,000	\$ 839,216	99.9%	\$ 1,141,371	135.9%	\$ 960,000	\$ 1,858,532	193.6%	\$ 1,858,532	193.6%
Intermediate Sources	337,500	93,580	27.7%	177,099	52.5%	3,200,000	226,940	7.1%	\$ 2,560,000	80.0%
<b>Total Operating Revenues</b>	<b>\$ 1,177,500</b>	<b>\$ 932,797</b>	<b>79.2%</b>	<b>\$ 1,318,469</b>	<b>112.0%</b>	<b>\$ 4,160,000</b>	<b>\$ 2,085,471</b>	<b>50.1%</b>	<b>\$ 4,418,532</b>	<b>106.2%</b>
Beginning Fund Balance	\$ 745,835	\$ 916,684	122.9%	\$ 916,684	122.9%	\$ 626,982	\$ 587,559	93.7%	\$ 587,559	93.7%
<b>TOTAL RESOURCES</b>	<b>\$ 1,923,335</b>	<b>\$ 1,849,481</b>	<b>96.2%</b>	<b>\$ 2,235,154</b>	<b>116.2%</b>	<b>\$ 4,786,982</b>	<b>\$ 2,673,031</b>	<b>55.8%</b>	<b>\$ 5,006,091</b>	<b>104.6%</b>
<b>REQUIREMENTS</b>										
Salaries	\$ 450,275	\$ 328,184	72.9%	\$ 471,441	104.7%	\$ 466,202	\$ 279,304	59.9%	\$ 466,202	100.0%
Associated Payroll Costs	256,180	157,601	61.5%	226,265	88.3%	257,780	162,760	63.1%	257,780	100.0%
Purchased Services	534,408	204,470	38.3%	191,656	35.9%	537,000	48,323	9.0%	214,800	40.0%
Supplies and Materials	342,472	272,427	79.5%	371,030	108.3%	506,000	145,172	28.7%	379,500	75.0%
Capital Outlay	320,000	148,083	46.3%	376,093	117.5%	3,020,000	1,846,797	61.2%	3,020,000	100.0%
Other Objects	20,000	4,594	23.0%	11,109	55.5%	-	4,492	0.0%	4,492	0.0%
<b>TOTAL REQUIREMENTS</b>	<b>\$ 1,923,335</b>	<b>\$ 1,115,360</b>	<b>58.0%</b>	<b>\$ 1,647,594</b>	<b>85.7%</b>	<b>\$ 4,786,982</b>	<b>\$ 2,486,849</b>	<b>52.0%</b>	<b>\$ 4,342,774</b>	<b>90.7%</b>
<b>ENDING FUND BALANCE</b>	<b>\$ -</b>	<b>\$ 734,121</b>		<b>\$ 587,559</b>		<b>\$ -</b>	<b>\$ 186,182</b>		<b>\$ 663,317</b>	

**Notes:**

Revenue and expenditures in this fund are related to programs that are supported by special agreements, contracts, and reimbursements by outside groups or agencies.

Corvallis School District 509J  
Statement of Resources and Requirements  
Fiscal Year to Date as of March 31, 2020 and 2021 Respectively (Unaudited)

**Food Service Fund**

	FY 2019-20					FY 2020-21				
	Amended	Actuals thru	% of	Actuals thru	% of	Adopted	Actuals thru	% of	Projected thru	% of
	Budget	3/31/2020	Budget	6/30/2020	Budget	Budget	3/31/2021	Budget	6/30/2021	Budget
<b>RESOURCES</b>										
Local Sources	\$ 1,372,570	\$ 793,489	57.8%	\$ 941,487	68.6%	\$ 1,365,500	\$ 52,646	3.9%	\$ 68,275	5.0%
State Sources	48,550	10,634	21.9%	34,173	70.4%	48,550	13,379	27.6%	48,550	100.0%
Federal Sources	1,700,500	893,695	52.6%	1,592,293	93.6%	1,875,500	1,186,752	63.3%	2,063,050	110.0%
<b>Total Operating Revenues</b>	<b>\$ 3,121,620</b>	<b>\$ 1,697,817</b>	<b>54.4%</b>	<b>\$ 2,567,953</b>	<b>82.3%</b>	<b>\$ 3,289,550</b>	<b>\$ 1,252,777</b>	<b>38.1%</b>	<b>\$ 2,179,875</b>	<b>66.3%</b>
Beginning Fund Balance	359,860	417,930	116.1%	417,930	116.1%	-	140,128	0.0%	140,128	0.0%
<b>TOTAL RESOURCES</b>	<b>\$ 3,481,480</b>	<b>\$ 2,115,747</b>	<b>60.8%</b>	<b>\$ 2,985,883</b>	<b>85.8%</b>	<b>\$ 3,289,550</b>	<b>\$ 1,392,905</b>	<b>42.3%</b>	<b>\$ 2,320,003</b>	<b>70.5%</b>
<b>REQUIREMENTS</b>										
Salaries	\$ 1,116,371	\$ 629,643	56.4%	\$ 975,805	87.4%	\$ 1,050,556	\$ 564,143	53.7%	\$ 892,973	85.0%
Associated Payroll Costs	986,791	484,490	49.1%	802,550	81.3%	939,829	467,562	49.7%	798,855	85.0%
Purchased Services	43,225	37,950	87.8%	51,595	119.4%	60,350	14,534	24.1%	36,210	60.0%
Supplies and Materials	1,165,012	734,524	63.0%	947,226	81.3%	999,000	456,429	45.7%	567,150	56.8%
Capital Outlay	-	55,083	0.0%	55,083	0.0%	50,000	17,216	34.4%	17,216	34.4%
Other Objects	14,000	8,848	63.2%	13,496	96.4%	15,200	5,352	35.2%	7,600	50.0%
<b>Total Operating Expenditures</b>	<b>\$ 3,325,399</b>	<b>\$ 1,950,537</b>	<b>58.7%</b>	<b>\$ 2,845,755</b>	<b>85.6%</b>	<b>\$ 3,114,935</b>	<b>\$ 1,525,236</b>	<b>49.0%</b>	<b>\$ 2,320,003</b>	<b>74.5%</b>
Contingency	\$ 156,081	\$ -	0.0%	\$ -	0.0%	\$ 174,615	\$ -	0.0%	\$ -	0.0%
<b>TOTAL REQUIREMENTS</b>	<b>\$ 3,481,480</b>	<b>\$ 1,950,537</b>	<b>56.0%</b>	<b>\$ 2,845,755</b>	<b>81.7%</b>	<b>\$ 3,289,550</b>	<b>\$ 1,525,236</b>	<b>46.4%</b>	<b>\$ 2,320,003</b>	<b>70.5%</b>
<b>ENDING FUND BALANCE</b>	<b>\$ -</b>	<b>\$ 165,209</b>		<b>\$ 140,128</b>		<b>\$ -</b>	<b>\$ (132,331)</b>		<b>\$ -</b>	

**Notes:**

1. The Food Service Fund is a self-supporting fund.
2. Revenues to support the program are generated from student participation in food programs, federal and state programs, and a catering operation.
3. Operations are evaluated to see where costs can be reduced to align with revenues. Staff actively promote the federally subsidized free and reduced breakfast and lunch programs to increase participation and revenues received from the programs.
4. The district also provides food service programs to other districts and agencies such as Philomath School District, Alsea School District, and several local child care facilities.
5. ODE reimburses the district through a monthly claim submission process thereby creating a deficit cash position at times dependent on the timeliness of reimbursement. The Food Service Fund cash flow capacity has narrowed as participation has decreased.

Corvallis School District 509J  
Statement of Resources and Requirements  
Fiscal Year to Date as of March 31, 2020 and 2021 Respectively (Unaudited)

**Debt Service Fund**

	FY 2019-20					FY 2020-21				
	Amended	Actuals thru	% of	Actuals thru	% of	Adopted	Actuals thru	% of	Projected thru	% of
	Budget	3/31/2020	Budget	6/30/2020	Budget	Budget	3/31/2021	Budget	6/30/2021	Budget
<b>RESOURCES</b>										
Local Sources	\$ 12,667,566	\$ 12,241,498	96.6%	12,751,881	100.7%	\$ 12,727,619	\$ 12,303,025	96.7%	12,788,453	100.5%
<b>Total Operating Revenues</b>	<b>\$ 12,667,566</b>	<b>\$ 12,241,498</b>	<b>96.6%</b>	<b>\$ 12,751,881</b>	<b>100.7%</b>	<b>\$ 12,727,619</b>	<b>\$ 12,303,025</b>	<b>96.7%</b>	<b>\$ 12,788,453</b>	<b>100.5%</b>
Beginning Fund Balance	\$ 512,510	\$ 988,248	192.8%	\$ 988,248	192.8%	\$ 821,261	\$ 881,879	107.4%	\$ 881,879	107.4%
<b>TOTAL RESOURCES</b>	<b>\$ 13,180,076</b>	<b>\$ 13,229,746</b>	<b>100.4%</b>	<b>\$ 13,740,129</b>	<b>104.2%</b>	<b>\$ 13,548,880</b>	<b>\$ 13,184,903</b>	<b>97.3%</b>	<b>\$ 13,670,332</b>	<b>100.9%</b>
<b>REQUIREMENTS</b>										
Other Objects	\$ 12,858,250	\$ 3,081,625	24.0%	\$ 12,858,250	100.0%	\$ 13,224,750	\$ 4,092,375	30.9%	\$ 13,224,750	100.0%
<b>Total Operating Expenditures</b>	<b>\$ 12,858,250</b>	<b>\$ 3,081,625</b>	<b>24.0%</b>	<b>\$ 12,858,250</b>	<b>100.0%</b>	<b>\$ 13,224,750</b>	<b>\$ 4,092,375</b>	<b>30.9%</b>	<b>\$ 13,224,750</b>	<b>100.0%</b>
Contingency	\$ 321,826	\$ -	0.0%	\$ -	0.0%	\$ 324,130	\$ -	0.0%	\$ -	0.0%
<b>TOTAL REQUIREMENTS</b>	<b>\$ 13,180,076</b>	<b>\$ 3,081,625</b>	<b>23.4%</b>	<b>\$ 12,858,250</b>	<b>97.6%</b>	<b>\$ 13,548,880</b>	<b>\$ 4,092,375</b>	<b>30.2%</b>	<b>\$ 13,224,750</b>	<b>97.6%</b>
<b>ENDING FUND BALANCE</b>	<b>\$ -</b>	<b>\$ 10,148,121</b>		<b>\$ 881,879</b>		<b>\$ -</b>	<b>\$ 9,092,528</b>		<b>\$ 445,582</b>	

**Notes:**

The Debt Service Fund is used to account for the servicing of general obligation long-term debt. This fund is used for the collection of property taxes for voter approved bond levies to pay the associated scheduled debt service. Bonds issued in 2018 provided for the completion of two new elementary schools, and numerous renovations and upgrades throughout the district.

Corvallis School District 509J  
Statement of Resources and Requirements  
Fiscal Year to Date as of March 31, 2020 and 2021 Respectively (Unaudited)

**PERS Bond Debt Service Fund**

	FY 2019-20					FY 2020-21				
	Amended	Actuals thru	% of	Actuals thru	% of	Adopted	Actuals thru	% of	Projected thru	% of
	Budget	3/31/2020	Budget	6/30/2020	Budget	Budget	3/31/2021	Budget	6/30/2021	Budget
<b>RESOURCES</b>										
Local Sources	\$ 2,365,620	\$ 1,459,583	61.7%	\$ 2,395,773	101.3%	\$ 2,304,305	\$ 1,467,660	63.7%	\$ 2,327,988	101.0%
<b>Total Operating Revenues</b>	<b>\$ 2,365,620</b>	<b>\$ 1,459,583</b>	<b>61.7%</b>	<b>\$ 2,395,773</b>	<b>101.3%</b>	<b>\$ 2,304,305</b>	<b>\$ 1,467,660</b>	<b>63.7%</b>	<b>\$ 2,327,988</b>	<b>101.0%</b>
Beginning Fund Balance	\$ 118,743	\$ 89,096	75.0%	\$ 89,096	75.0%	\$ -	\$ 78,361	0.0%	\$ 78,361	0.0%
<b>TOTAL RESOURCES</b>	<b>\$ 2,484,363</b>	<b>\$ 1,548,678</b>	<b>62.3%</b>	<b>\$ 2,484,869</b>	<b>100.0%</b>	<b>\$ 2,304,305</b>	<b>\$ 1,546,021</b>	<b>67.1%</b>	<b>\$ 2,406,349</b>	<b>104.4%</b>
<b>REQUIREMENTS</b>										
Other Objects	\$ 2,406,833	\$ 455,591	18.9%	\$ 2,406,508	100.0%	\$ 956,383	\$ 455,917	47.7%	\$ 956,383	100.0%
<b>Total Operating Expenditures</b>	<b>\$ 2,406,833</b>	<b>\$ 455,591</b>	<b>18.9%</b>	<b>\$ 2,406,508</b>	<b>100.0%</b>	<b>\$ 956,383</b>	<b>\$ 455,917</b>	<b>47.7%</b>	<b>\$ 956,383</b>	<b>100.0%</b>
Contingency	\$ 77,530	\$ -	0.0%		0.0%	\$ 1,347,922	\$ -	0.0%	\$ -	0.0%
<b>TOTAL REQUIREMENTS</b>	<b>\$ 2,484,363</b>	<b>\$ 455,591</b>	<b>18.3%</b>	<b>\$ 2,406,508</b>	<b>96.9%</b>	<b>\$ 2,304,305</b>	<b>\$ 455,917</b>	<b>19.8%</b>	<b>\$ 956,383</b>	<b>41.5%</b>
<b>ENDING FUND BALANCE</b>	<b>\$ -</b>	<b>\$ 1,093,087</b>		<b>\$ 78,361</b>		<b>\$ -</b>	<b>\$ 1,090,104</b>		<b>\$ 1,449,966</b>	

**Notes:**

The PERS Bond Debt Service Fund is used to repay the debt service resulting from the issuance of bonds in 2002 and 2005 to reduce the district's PERS unfunded liability to aid in reducing long term costs. Revenue is provided by assessing a percentage against employee salaries from all district funds.

Corvallis School District 509J  
Statement of Resources and Requirements  
Fiscal Year to Date as of March 31, 2020 and 2021 Respectively (Unaudited)

**Capital Projects Fund**

	FY 2019-20					FY 2020-21				
	Amended	Actuals thru	% of	Actuals thru	% of	Adopted	Actuals thru	% of	Projected thru	% of
	Budget	3/31/2020	Budget	6/30/2020	Budget	Budget	3/31/2021	Budget	6/30/2021	Budget
<b>RESOURCES</b>										
Local Sources	\$ 2,200,000	\$ 2,710,072	123.2%	\$ 4,277,725	194.4%	\$ 1,000,000	\$ 2,215,836	221.6%	\$ 3,000,000	300.0%
Other Financing Sources	39,917,879	-	0.0%	-	0.0%	39,917,879	-	0.0%	50,420,389	126.3%
<b>Total Operating Revenues</b>	<b>\$ 42,117,879</b>	<b>\$ 2,710,072</b>	<b>6.4%</b>	<b>\$ 4,277,725</b>	<b>10.2%</b>	<b>\$ 40,917,879</b>	<b>\$ 2,215,836</b>	<b>5.4%</b>	<b>\$ 53,420,389</b>	<b>130.6%</b>
Beginning Fund Balance	\$150,000,000	\$187,262,946	124.8%	\$187,262,946	124.8%	\$150,000,000	\$165,325,450	110.2%	\$165,325,450	110.2%
<b>TOTAL RESOURCES</b>	<b>\$192,117,879</b>	<b>\$189,973,018</b>	<b>98.9%</b>	<b>\$191,540,671</b>	<b>99.7%</b>	<b>\$190,917,879</b>	<b>\$167,541,286</b>	<b>87.8%</b>	<b>\$218,745,839</b>	<b>114.6%</b>
<b>REQUIREMENTS</b>										
Salaries	\$ 172,414	\$ 180,963	0.0%	\$ 229,715	133.2%	\$ 217,695	\$ 165,401	76.0%	\$ 217,695	100.0%
Associated Payroll Costs	76,264	78,729	0.0%	104,837	137.5%	133,293	85,169	63.9%	133,293	100.0%
Purchased Services	7,000,000	5,762,890	0.0%	7,940,755	113.4%	10,614,000	3,730,450	35.1%	10,000,000	94.2%
Supplies and Services	10,000	4,682	0.0%	5,699	57.0%	10,000	2,807	28.1%	7,500	75.0%
Capital Outlay	154,859,201	8,545,508	0.0%	17,934,215	11.6%	149,942,891	30,484,444	20.3%	50,000,000	33.3%
<b>Total Operating Expenditures</b>	<b>\$162,117,879</b>	<b>\$ 14,572,771</b>	<b>9.0%</b>	<b>\$ 26,215,221</b>	<b>16.2%</b>	<b>\$160,917,879</b>	<b>\$ 34,468,270</b>	<b>21.4%</b>	<b>\$ 60,358,488</b>	<b>37.5%</b>
Contingency	\$ 30,000,000	\$ -	0.0%	\$ -	0.0%	\$ 30,000,000	\$ -	0.0%	\$ -	0.0%
<b>TOTAL REQUIREMENTS</b>	<b>\$192,117,879</b>	<b>\$ 14,572,771</b>	<b>7.6%</b>	<b>\$ 26,215,221</b>	<b>13.6%</b>	<b>\$190,917,879</b>	<b>\$ 34,468,270</b>	<b>18.05%</b>	<b>\$ 60,358,488</b>	<b>31.6%</b>
<b>ENDING FUND BALANCE</b>	<b>\$ -</b>	<b>\$175,400,247</b>		<b>\$165,325,450</b>		<b>\$ -</b>	<b>\$133,073,016</b>		<b>\$158,387,351</b>	

**Notes:**

The Capital Projects Fund accounts for activities related to acquisition, construction, and equipping of facilities. Principal revenue sources are proceeds from the sale of bonds and interest earnings. On May 15, 2018 voters approved a \$199.9 million bond measure to provide funds for repairs, constructions and improvement over a projected 20-year period.

Corvallis School District 509J  
Statement of Resources and Requirements  
Fiscal Year to Date as of March 31, 2020 and 2021 Respectively (Unaudited)

**Insurance Fund**

	FY 2019-20					FY 2020-21				
	Amended	Actuals thru	% of	Actuals thru	% of	Adopted	Actuals thru	% of	Projected thru	% of
	Budget	3/31/2020	Budget	6/30/2020	Budget	Budget	3/31/2021	Budget	6/30/2021	Budget
<b>RESOURCES</b>										
Local Sources	\$ 14,078,000	\$ 9,519,724	67.6%	\$ 15,037,834	106.8%	\$ 13,983,494	\$ 9,231,091	66.0%	\$ 13,983,494	100.0%
<b>Total Operating Revenues</b>	<b>\$ 14,078,000</b>	<b>\$ 9,519,724</b>	<b>67.6%</b>	<b>\$ 15,037,834</b>	<b>106.8%</b>	<b>\$ 13,983,494</b>	<b>\$ 9,231,091</b>	<b>66.0%</b>	<b>\$ 13,983,494</b>	<b>100.0%</b>
Beginning Fund Balance	\$ 5,765,000	\$ 6,635,130	115.1%	\$ 6,635,130	115.1%	\$ 5,700,000	\$ 7,485,268	131.3%	\$ 7,485,268	131.3%
<b>TOTAL RESOURCES</b>	<b>\$ 19,843,000</b>	<b>\$ 16,154,853</b>	<b>81.4%</b>	<b>\$ 21,672,964</b>	<b>109.2%</b>	<b>\$ 19,683,494</b>	<b>\$ 16,716,359</b>	<b>84.9%</b>	<b>\$ 21,468,762</b>	<b>109.1%</b>
<b>REQUIREMENTS</b>										
Salaries	\$ 262,558	\$ 179,092	68.2%	\$ 264,928	100.9%	\$ 303,538	\$ 174,374	57.4%	\$ 303,538	100.0%
Associated Payroll Costs	111,853	99,608	89.1%	150,380	134.4%	102,424	73,234	71.5%	102,424	100.0%
Purchased Services	247,100	172,962	70.0%	217,804	88.1%	281,000	183,702	65.4%	224,800	80.0%
Supplies and Materials	28,800	9,525	33.1%	19,055	66.2%	25,500	5,220	20.5%	19,125	75.0%
Capital Outlay	10,000	-	0.0%	-	0.0%	-	-	0.0%	-	0.0%
Other Objects	15,182,689	8,007,992	52.7%	13,535,528	89.2%	15,771,032	8,059,560	51.1%	14,193,929	90.0%
<b>Total Operating Expenditures</b>	<b>\$ 15,843,000</b>	<b>\$ 8,469,180</b>	<b>53.5%</b>	<b>\$ 14,187,695</b>	<b>89.6%</b>	<b>\$ 16,483,494</b>	<b>\$ 8,496,090</b>	<b>51.54%</b>	<b>\$ 14,843,816</b>	<b>90.1%</b>
Contingency	\$ -	\$ -	0.0%	\$ -	0.0%	\$ 3,200,000	\$ -	0.00%	\$ -	0.0%
<b>TOTAL REQUIREMENTS</b>	<b>\$ 15,843,000</b>	<b>\$ 8,469,180</b>	<b>53.5%</b>	<b>\$ 14,187,695</b>	<b>89.6%</b>	<b>\$ 19,683,494</b>	<b>\$ 8,496,090</b>	<b>43.2%</b>	<b>\$ 14,843,816</b>	<b>75.4%</b>
<b>ENDING FUND BALANCE</b>	<b>\$ 4,000,000</b>	<b>\$ 7,685,673</b>		<b>\$ 7,485,268</b>		<b>\$ -</b>	<b>\$ 8,220,269</b>		<b>\$ 6,624,947</b>	

Notes:

Corvallis School District 509J  
 Schedule of Investments  
 March 31, 2021

Type of Investment	Investment Date	Maturity/ Call Date	No. of Days	Bond		Par (Maturity) Value
				Equivalent Yield	Purchase Price	
U.S. Treasury Obligations:						
	05/29/20	04/15/21	321	0.080%	\$102.00	4,900,000
	08/07/18	05/15/21	1,012	2.605%	\$100.05	4,750,000
	11/24/20	05/20/21	177	0.045%	\$0.04	12,500,000
	11/16/20	06/15/21	211	0.043%	\$101.50	5,000,000
	01/15/20	06/30/21	532	1.501%	\$99.46	3,000,000
	08/07/18	07/15/21	1,073	2.624%	\$100.00	4,750,000
	01/15/20	07/31/21	563	1.508%	\$99.42	2,500,000
	12/17/18	08/15/21	972	2.670%	\$100.20	6,000,000
	01/15/20	08/31/21	594	1.515%	\$99.98	2,500,000
	12/22/20	09/15/21	267	0.045%	\$101.97	5,000,000
	01/06/21	09/15/21	252	0.040%	\$101.86	2,900,000
	01/15/20	09/30/21	624	1.517%	\$99.97	2,500,000
	08/18/20	10/15/21	423	0.098%	\$103.21	6,500,000
	05/28/20	10/15/21	505	0.085%	\$103.85	3,600,000
	01/06/21	10/15/21	282	0.042%	\$102.19	2,900,000
	01/06/21	11/15/21	313	0.043%	\$101.68	2,900,000
	11/16/20	12/15/21	394	0.061%	\$102.77	10,000,000
	11/16/20	01/15/22	425	0.060%	\$102.84	6,350,000
	01/06/21	01/15/22	374	0.044%	\$102.52	2,900,000
	01/06/21	02/15/22	405	0.043%	\$102.17	2,900,000
	01/15/21	02/15/22	396	0.051%	\$102.65	6,360,000
	01/06/21	04/15/22	464	0.043%	\$102.81	2,900,000
	01/06/21	05/15/22	494	0.046%	\$102.31	2,900,000
	01/06/21	06/15/22	525	0.050%	\$102.45	2,900,000
	01/06/21	08/15/22	586	0.052%	\$102.33	2,900,000
	01/06/21	09/15/22	617	0.058%	\$102.43	2,900,000
	01/06/21	10/15/22	647	0.064%	\$102.32	2,900,000
	01/06/21	11/15/22	678	0.063%	\$102.90	2,900,000
	01/06/21	12/15/22	708	0.063%	\$103.03	2,900,000
US Government-Sponsored Enterprises (Total):						
	05/15/20	04/13/21	333	0.076%	\$102.21	4,950,000
	08/07/18	04/19/21	987	2.682%	\$99.92	4,750,000
	05/29/20	05/06/21	342	0.091%	\$101.08	5,000,000
	05/15/20	05/12/21	362	0.082%	\$100.01	5,000,000
	08/07/18	06/11/21	1,039	2.665%	\$102.61	4,750,000
	11/30/20	06/21/21	203	0.057%	\$100.89	5,000,000
	03/30/20	06/22/21	449	0.425%	\$102.84	2,260,000
	03/30/20	07/07/21	464	0.424%	\$101.84	2,260,000
	03/30/20	08/12/21	500	0.412%	\$100.97	2,260,000
	01/15/19	09/10/21	974	2.500%	\$101.27	6,000,000

	10/15/20	10/08/21	358	0.096%	\$100.00	5,915,000
	05/28/20	11/19/21	540	0.100%	\$102.25	3,000,000
	12/28/20	12/14/21	351	0.050%	\$100.04	6,530,000
	01/06/21	12/16/21	344	0.050%	\$100.04	2,900,000
	01/06/21	03/11/22	429	0.050%	\$102.60	2,900,000
	01/06/21	07/13/22	553	0.055%	\$100.22	3,000,000
Commercial Paper						
	11/24/20	05/17/21	174	0.100%	\$0.10	2,500,000
Total Investments outside of Local Government Investment Pool:						<u>\$ 192,885,000</u>

<u>Local Government Investment Pool:</u>	Average Annualized Rate	
General Account	0.60%	\$ 25,903,749
Debt Service Account	0.60%	5,252
<u>Debt Service Account - GO 2018 Bond Series</u>	0.60%	<u>15,097,357</u>
<u>Debt Service Account - GO 2020 Bond Series</u>	0.60%	<u>2,428,288</u>
Subtotal LGIP <sup>1</sup>		<u>\$ 43,434,646</u>
Pension Bond Debt Service Account: <sup>2</sup>	0.60%	<u>\$ 419,257</u>
<u>Total Investments</u>		<u>\$ 236,738,904</u>

1. The maximum amount (in any combination of accounts) that the Local Government Investment Pool (LGIP) allows in an account is \$50,400,000
2. The Pension Bond Debt Service Account is outside of the LGIP limit, and collects the PERS intercept payments from the Basic School Fund for payment twice a year to the bond holders of the PERS bond debt.

#### Compliance with Investment Policy

<u>Type of Investment</u>	<u>Maximum % of Portfolio per Policy DFA</u>	<u>Current Percent</u>
U.S. Treasury Obligations	100.0%	52.3%
U.S. Government Agency Securities and Instrumentalities of Government-sponsored Corporations	90.0%	28.1%
State of Oregon Local Investment Pool	100.0%	18.5%
Bankers Acceptances	25.0%	0.0%
Repurchase Agreements	25.0%	0.0%
Certificates of Deposits	50.0%	0.0%
Commercial Paper	10.0%	1.1%
State of Oregon and Oregon Local Government Securities	25.0%	0.0%
<b>TOTAL</b>		<b>100.00%</b>

#### Benchmarks as of 3/31/21:

3 Month U.S. Treasury Yield Curve Rate	0.03%
3 Month Jumbo Certificate of Deposit Rate	0.71%

Corvallis School District 509J  
 Schedule of Cash Disbursements greater than or equal to \$1,000  
 For the period of March 1 to March 31, 2021

Vendor by Fund and Object	Check Total
<b>100 - General Fund</b>	
<b>Charter School Payments</b>	
INAVALE COMMUNITY PARTNERS, INC	79,097.00
<b>Computer Software</b>	
CVE TECHNOLOGIES	1,271.00
FRONTLINE TECHNOLOGIES GROUP LLC	59,089.38
LINN BENTON LINCOLN ESD	2,715.00
PLURALSIGHT LLC	2,374.05
<b>Consumable Supplies and Materials</b>	
ACCO BRANDS USA LLC	1,861.42
AMAZON.COM CREDIT SERVICES	26,480.50
GOPHER SPORT	2,328.88
GOVCONNECTION INC	1,071.78
HOME DEPOT CREDIT SERVICES	6,266.81
LIGHTSPEED TECHNOLOGIES, INC	1,550.06
OFFICE DEPOT, INC	16,547.74
SCHOOL SPECIALTY	2,594.94
TOTAL FILTRATION SERVICE INC	1,542.99
WAXIE SANITARY SUPPLY	2,464.09
<b>Dues and Fees</b>	
COGNIA INC	1,200.00
<b>Electricity</b>	
CONSUMERS POWER INC	23,504.03
PACIFIC POWER	39,647.03
<b>Equipment-like items \$1,000 - \$4,999</b>	
NUMBERALL STAMP AND TOOL COMPANY	4,388.97
<b>Garbage</b>	
REPUBLIC SERVICES	5,400.78
<b>Instructional, Professional and Technical Service</b>	
DOT COM THERAPY	23,198.00
INAVALE COMMUNITY PARTNERS, INC	2,087.96
LINN BENTON COMMUNITY COLLEGE	20,802.62
OREGON DEPARTMENT OF EDUCATION	2,886.19
YES HOUSE	21,649.97
<b>Legal Services</b>	
HUNGERFORD LAW FIRM LLP	21,518.74
<b>Library Books</b>	
INGRAM LIBRARY SERVICE	1,362.02
<b>Other Employee Benefits</b>	
Ehresman, Karen R	1,500.00
<b>Other Non-instructional Professional and Technical</b>	
BUCK, JAMES	2,166.00

Corvallis School District 509J  
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For the period of March 1 to March 31, 2021

Vendor by Fund and Object	Check Total
CORVALLIS CLINIC - OCCUPATIONAL MEDICINE	1,760.00
HARRIS, ANGEL	1,200.00
MAXIM STAFFING SOLUTIONS	45,090.75
<b>Other Professional Services - Certified Subs</b>	
EDUSTAFF	44,017.67
<b>Other Professional Services - Classified Subs</b>	
EDUSTAFF	8,235.67
<b>Postage</b>	
GARTEN SERVICES, INC	4,407.78
<b>Printing and Binding</b>	
CTX - XEROX	2,458.95
HERFF JONES - YEARBOOKS	2,000.00
<b>Reimbursable Student Transportation</b>	
STA WEST REGION	249,820.03
<b>Rentals</b>	
CORVALLIS RENTAL EQUIPMENT INC	1,615.70
<b>Repairs and Maintenance Services</b>	
CAMPBELL CONSTRUCTION NW	6,455.00
CCI	1,000.00
SNYDER ROOFING	1,909.12
<b>Technology Taggable Equip &lt;\$5,000</b>	
CTL CORPORATION	1,616.00
DELL MARKETING LP	1,605.65
OETC	2,133.25
<b>Telephone</b>	
CENTURYLINK.	3,362.99
<b>Water and Sewage</b>	
CITY OF CORVALLIS	32,115.27
<b>100 - General Fund Total</b>	<b>789,371.78</b>
<b>204 - District Donation Fund</b>	
<b>Consumable Supplies and Materials</b>	
AMAZON.COM CREDIT SERVICES	8,300.97
BSN SPORTS	1,568.49
FRED MEYER CUSTOMER CHARGES	1,357.94
INGRAM LIBRARY SERVICE	1,120.70
<b>204 - District Donation Fund Total</b>	<b>12,348.10</b>
<b>296 - Grants Fund</b>	
<b>Charter School Payments</b>	
INAVALE COMMUNITY PARTNERS, INC	28,305.85
<b>Cleaning Services</b>	
CINTAS	1,877.58
<b>Consumable Supplies and Materials</b>	

Corvallis School District 509J  
 Schedule of Cash Disbursements greater than or equal to \$1,000  
 For the period of March 1 to March 31, 2021

Vendor by Fund and Object	Check Total
AMAZON.COM CREDIT SERVICES	3,913.83
FORESTRY SUPPLIERS INC	5,069.67
ORION MEDICAL SUPPLY INC	5,068.75
REALLY GOOD STUFF	3,634.40
<b>Equipment-like items \$1,000 - \$4,999</b>	
SHEFFIELD POTTERY	2,918.00
<b>Other Non-instructional Professional and Technical</b>	
YES HOUSE	13,020.00
<b>Technology Taggable Equip &lt;\$5,000</b>	
APPLE INC	11,232.00
<b>Travel, Out of District</b>	
COSA	1,678.00
<b>Travel, Student Out of District</b>	
OMSI	2,535.00
<b>296 - Grants Fund Total</b>	<b>79,253.08</b>
<b>297 - Student Body Funds</b>	
<b>Consumable Supplies and Materials</b>	
NFINITY ATHLETIC CORP	1,070.82
SHIRT CIRCUIT	2,650.05
<b>Equipment-like items \$1,000 - \$4,999</b>	
BSN SPORTS	3,780.04
<b>Other Non-instructional Professional and Technical</b>	
MID-VALLEY SOCCER REFEREES ASSN	8,075.25
MID-VALLEY VOLLEYBALL OFFICIALS ASSN	3,742.00
MID-WESTERN FOOTBALL OFFICIALS ASSN	3,006.50
<b>Printing and Binding</b>	
HERFF JONES - YEARBOOKS	19,625.00
LIFETOUCH	2,192.85
<b>297 - Student Body Funds Total</b>	<b>44,142.51</b>
<b>298 - Designated Revenue Fund</b>	
<b>Consumable Supplies and Materials</b>	
MYBINDING.COM	2,400.00
<b>298 - Designated Revenue Fund</b>	<b>Total 2,400.00</b>
<b>299 - Food Service Fund</b>	
<b>Food - Food Service Only</b>	
LOCHMEAD DAIRY	8,956.22
UNITED SALAD CO	2,546.80
<b>Inventories</b>	
MCDONALD WHOLESale CO	9,629.66
NORTHWEST DISTRIBUTION SERVICES	1,366.22
US FOODS INC	9,441.25
<b>299 - Food Service Fund</b>	<b>Total 31,940.15</b>

Corvallis School District 509J  
Schedule of Cash Disbursements greater than or equal to \$1,000  
For the period of March 1 to March 31, 2021

Vendor by Fund and Object	Check Total
<b>405 - 2018 Series GO Bond Proceeds Fund</b>	
<b>Architect/Engineer Services</b>	
ARCHAEOLOGICAL INVESTIGATIONS NORTHWEST	4,845.42
DLR GROUP	21,938.61
FOUNDATION ENGINEERING	1,946.50
PIVOT ARCHITECTURE	95,703.76
WENAHA GROUP INC	300,741.12
<b>Buildings Acquisition</b>	
ALBANY BOX COMPANY	1,724.80
BENTON COUNTY COMMUNITY DEVELOPMENT DEPT	2,045.23
BENTON ELECTRIC INC	62,750.00
CITY OF CORVALLIS - DEVELOPMENT SERVICES	40,943.26
FORTIS CONSTRUCTION	2,357,309.42
GERDING BUILDERS, LLC	128,747.18
LILE INTERNATIONAL	1,406.50
PBS ENGINEERING & ENVIRONMENTAL INC	1,065.36
WILLAMETTE VALLEY PLANNING, LLC	19,981.45
<b>Improvements Other Than Buildings</b>	
GERDING BUILDERS, LLC	44,682.11
<b>405 - 2018 Series GO Bond Proceeds Fund Total</b>	<b>3,085,830.72</b>
<b>601 - Insurance Fund</b>	
<b>Other Non-instructional Professional and Technical</b>	
CPR WORKS, LLC	1,365.00
INTEGRATED BEHAVIORAL HEALTH	11,304.00
<b>601 - Insurance Fund</b>	<b>Total</b>
	<b>12,669.00</b>
<b>Grand Total</b>	<b>4,057,955.34</b>

XV. BOARD MEMBER COMMENTS (10:00 p.m.)\*

XVI. ADJOURNMENT (10:15 p.m.)\*