Business Meeting
Thursday, October 8, 2026 6:30 PM

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

Agenda

I. CALL TO ORDER AND ROLL CALL (6:30 PM)*
II. ACKNOWLEDGMENT OF INDIGENOUS PEOPLES' DAY

Corvallis School District 509J

Resolution Number 20-1002

ACKNOWLEDGEMENT OF INDIGENOUS PEOPLES' DAY

WHEREAS, Christopher Columbus, a man who is inaccurately described as having "discovered" the Americas, came upon land that was already inhabited by Indigenous Peoples; and

WHEREAS, Columbus' voyage to the Americas led to the introduction of transatlantic slavery, land dispossession, and genocidal acts against Indigenous Peoples; and

WHEREAS, The City of Corvallis and current day Benton County are on lands fully inhabited by the Kalapuya people before removal for settlers; and

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

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

WHEREAS, The Corvallis School District has an opportunity to uniquely reach and educate children as touchstone in the community; and

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

WHEREAS, The Corvallis School District recognizes and acknowledges the significant contributions made in our community by Indigenous People and commits to ensure greater understanding of these contributions by all students through Oregon SB-13 curriculum; and

WHEREAS, The idea of Indigenous Peoples' Day was first proposed in 1977 by a delegation of Native Nations to the United Nations; and

WHEREAS, The State of Oregon does not formally recognize Columbus Day; and

WHEREAS, The City of Corvallis has proclaimed the second day of October as Indigenous Peoples' Day in Corvallis since 2015; and

WHEREAS, The State of Oregon has proclaimed the second day of October as Indigenous Peoples' Day in Oregon since 2017;

WHEREAS, This day should be recognized for the Indigenous peoples of the Americas.

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

do hereby proclaim **Monday, October 12, 2020** as well as the second Monday of October annually, as **Indigenous Peoples' Day** in the District and strongly encourage families, staff, and community members to join in existing local Indigenous Peoples' Day celebrations;

and encourage all schools in the district to help highlight this day in grade appropriate ways as well as highlight the contributions of Indigenous peoples to the local community, nation, and beyond both historically and in current times.

Adopted this day October 8, 2020

Signed:

8 Oct, 2020

Sami Al-Abdrabbuh
Board Chair

Attested:

Ryan Noss
Superintendent

III. BOARD MEMBER REPORTS
IV. SUPERINTENDENT'S REPORT

Corvallis
SCHOOL DISTRICT

Superintendent's Report

Shared with the Corvallis School Board during the October 8, 2026, meeting.

October is National Principals Month
October is National Principals Month, celebrating all that our principals do to support students, staff, and families. We appreciate all the hard work you put in every day. Please join me in thanking them.

National School Lunch Week:
Next week is National School Lunch Week, a celebration of the benefits of healthy school meals. As a reminder, all students at all schools all students qualify for a free complete "reimbursable" breakfast and lunch, regardless of income.

To celebrate, I will be eating lunch at Adams on Monday, and I hope you can join me. Thank you for helping me emphasize the importance of healthy meals and their role in preparing our students to learn.

Travel Oregon Grant
Travel Oregon has awarded $500,000 to the Osborn Aquatic Center through the agency's 2026 Competitive Grants Program. These funds will help bridge the funding gap to complete improvements and reopen the Osborn Aquatic Center. The competitive grants program awards funds for projects that contribute to the development and improvement of communities throughout Oregon by enhancing, expanding, and promoting the visitor industry. In addition, donations from the Voices for Osborn have brought Phase One of the project to 90 percent funded.

Thanks to our grant partners from Corvallis Parks and Recreation, Visit Corvallis, the Corvallis Aquatic Team, and the Willamette Valley Visitors Association.

Native Family Back to School BBQ
Yesterday evening the district hosted the Native Family Back to School BBQ at Kathryn Jones Harrison Elementary. The event brought families and staff together from across the district to spend time with one another and hear stories shared by Esther and Shannin Stutzman. Esther, a leader, educator, and renowned storyteller, has been involved in Indian education and cultural heritage programming across the region for at least 50 years. Shannin, who grew up learning from her mother and her elders, now leads the Indian Education program for the Yoncalla School District. Thank you to Christy Jones the Indian Committee Chairperson for coordinating this event.

OSBA Fall Regional Meeting

The Oregon School Boards Association is meeting with board members across Oregon. These meetings focus on the current work of OSBA and school districts across Oregon. Our regional meeting will be held at the Linn Benton Lincoln ESD on Thursday, October 15th, from 6:00 to 8:00. I will be in attendance, and I hope board members can also attend.

Pathways to Multilingualism Grant

The district has been awarded a $50,000 Pathways to Multilingualism Grant. We will utilize the grant to train our teachers in SIOP (Sheltered Instruction Observation Protocol), an evidence-based framework that helps English and multilingual learners access academic content while building language proficiency.

While SIOP strategies benefit a wide range of learners, including students with literacy gaps and diverse learning needs, we plan to focus this initial training on our secondary staff and/or staff who have not been previously trained.

V. PUBLIC COMMENT (6:55 PM)*

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

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

Corvallis
SCHOOL DISTRICT

PROVIDING INPUT TO THE SCHOOL BOARD

(Revised 02-06-25)

The Corvallis School Board values the opinions and input of students, staff, parents, and community members. Comments may be provided during certain meetings, and via written correspondence, as outlined below.

Public Comment at School Board Meetings

This option is available when *Public Comment* is an item on the agenda. To offer comments:

A. Complete all of the requested information on a "Comment Request" card, which can be found on a table near the entrance to the meeting room, and give it to the Board Secretary at the head table **before** the meeting begins. Your testimony may be delayed until all of the information is provided.

B. When you provide public comment, your name, address, and comments are matters of public record; however, students and staff do not need to provide their addresses.

C. Keep your comments within the specified time allotted, usually three minutes, to allow time for others to comment. Please be respectful of those who wish to provide comments after you.

D. Direct your comments to the School Board. The Board Chair will refer questions or requests for action to staff for response at a later date.

E. If you read from a prepared statement, you may choose to leave your written comments with the Board Secretary to post online with the informational packet of the meeting and to file with the official minutes of the meeting. Handouts are not required but should you wish to provide them, please bring 13 copies and give them to the Board Secretary to distribute.

F. Speakers may offer objective criticism of District operations and programs but the Board will not hear complaints concerning individual District personnel.

- Complaints shall be handled following the steps outlined in Board Policy KL and Administrative Regulation KL-AR, copies of which are available at meetings and online at http://policy.osba.org/corvall/KL/index.asp.
- Complaints regarding budget, programs, or other District issues also should be handled by first following the steps outlined in policy KL.

G. Undue interruption or other interference with the orderly conduct of Board business cannot be allowed.

- Defamatory or abusive remarks are always out of order.
- The Board Chair may terminate a speaker's privilege of address if, after being called to order, the speaker persists in improper conduct or remarks.

Written Correspondence

Letters, emails, and other written materials submitted to the School Board are considered public record. They may be submitted via U.S. mail to: Corvallis School Board, 1555 SW 35th Street, Corvallis, OR 97333. Emails sent to: schoolboard@corvallis.k12.or.us, will reach all Board members as a group as well as the following District staff: Superintendent, Assistant Superintendent, Human Resources Director, Finance and Operations Director, Communications Coordinator, and Executive Assistant to the Superintendent and Board of Directors (also known as Board Secretary).

Telephone Calls

Luhui Whitebear	541-714-3305	Terese Jones	541-230-1673
Sami Al-Abdrabbuh	541-283-6611	Shauna Tominey	541-829-3411
Judah Largent	541-231-8415	Chris Hawkins	541-602-2045
Bernie Wang	541-704-7298		

District Administrative Office
1555 SW 35th Street | PO Box 3509J | Corvallis, Oregon 97339
541-757-5841 | www.csd509j.net

Corvallis SCHOOL DISTRICT

Presented to the Board at the 10/08/26 board meeting. kn

Nelson, Kimberly <kimberly.nelson@corvallis.k12.or.us>

10/8 Board Meeting Public Comment

1 message

Lauren McSherry <laurenmcsherry@gmail.com> Thu, Oct 8, 2026 at 2:46 PM
To: "schoolboard@corvallis.k12.or.us" <schoolboard@corvallis.k12.or.us>

Dear Corvallis School District Board and Administration,

My name is Lauren McSherry. I live at 8042 NW Oxbow Drive, Corvallis 97330.

I will be speaking tonight about the enhanced and accelerated math pathways curriculum for middle school students. I started the "Parents Concerned Foundations of Geometry FoG" Facebook group as a parent with two children in the district and as a professional who has worked for more than 15 years to advance equity, access and inclusion in academic pathways for under-resourced students. The group now has about 50 members.

I have been appalled by many aspects of the FoG course and assessment structure, which ignored numerous best practices and created barriers to success for students. I have submitted below a list of feedback regarding barriers and areas of improvement collected from parents and students.

This list reflects larger issues of poor to non-existent communication between the district and the public concerning curriculum and course sequencing. It also reflects a lack of competence in delivering appropriate education to students.

The course broke with numerous best practices and was designed in ways that were not developmentally appropriate for 13 to 14 year olds. For example:

- This was a self-study online summer course with no teacher supervision. (Teachers who were listed as assigned to the course were on summer break.)
- Students were expected to teach themselves high-level math concepts using YouTube videos.
- Private family accounts were required to access course and test prep material.
- Students received no feedback on assignments and were required to take an assessment test that was around 4 hours long.

Also, I don't believe the board formally adopted the curriculum and materials that were ultimately presented through the FoG online summer course.

While the district is taking steps to correct fallout from these missteps, I'm bringing this to your attention because it's important to note the failures along the way, so that they are not repeated.

I don't believe this course was in the spirit of public education, and I can't think of a more effective way to discourage students from pursuing math. Students who took the course were disheartened and demoralized. Most students initially failed the test administered in September. But so many barriers were thrown up that very few could actually succeed.

My question to the board is: What types of guardrails are in place to ensure course design and delivery are appropriate for students? And where is the accountability for this? Please note that the compiled feedback is pasted below.

Sincerely,
Lauren McSherry
8042 NW Oxbow Drive
Corvallis OR 97330

Accelerated and Enhanced Math Pathways: Foundations of Geometry (FoG) Parent Feedback

Compiled by Lauren McSherry, laurenmcsherry@gmail.com, 951-965-8672, 8042 NW Oxbow Drive, Corvallis OR 97330

Overview:

This document presents parent feedback identifying 29 barriers and/or areas of improvement in the Foundations of Geometry (FoG) course design, delivery, and assessment for current 7th and 8th graders. Much of what is highlighted in this document was also an issue with the accelerated pathways testing.

Pathways:

1. The "enhanced" path gets 8th graders exactly nowhere. 7th graders have been able to forecast for Algebra I with no additional hoops for a few years now. FoG is a hoop this cohort of 8th graders is being forced to jump through to benefit this year's 6th graders, who will have the option to take Geometry in 8th grade and Algebra 2/Honors Algebra 2 in 9th.
2. Teaching Foundations of Geometry is said to allow 9th grade Geometry/Honors Geometry to be taught in greater depth. The current issue as claimed is that 8th grade common core content covers Geometry to a degree while Algebra 1 does not, forcing that content to be retaught and thus reducing the overall content that is covered. But it is unclear what additional content is covered and what the content is in Geometry/Honors Geometry.

Communication:

1. Communication with parents and students has been severely inadequate regarding course requirements, curriculum, and course sequence in pathways. Communication is so siloed that very few people know what's going on: only 6th grade parents got the accelerated testing information; only 7th/8th grade parents received FoG instruction information. Everyone else has been in the dark completely minus the community reaching out to one another to share information.
2. There is no publicly available webpage summarizing math pathways, curriculum content, requirements for pathway progression, or assessment processes from the district.
3. There are no people listed as points of contact for parents or as providing oversight for pathways.
4. The measures for deciding how students will be placed into appropriate courses are not spelled out anywhere. Typically, these measures are based on grades, demonstrated preparedness, OSAS test scores, teacher recommendations, etc.

Course Delivery:

1. From the start, students had technology issues that prevented them from logging in, accessing, and completing course materials. How many students signed up to do the online course but did not complete it?
2. Students needed to have access to a printer to print out assignments. Linear equations and complex word problems cannot be solved in one's head on a computer.
3. It is unclear if anyone was available to assist students with sign-in issues and access to Khan Academy and IXL which required account memberships.
4. The numerous sign-ins required for students diverges from best practices in educational delivery for students.

Lack of Teacher Support:

1. The online course was designed to be entirely self-study by students, without any teacher oversight, but this was not communicated to students or parents.
2. Teachers were not available to offer assistance, answer questions, or reply to emails.
3. The videos posted were inadequate for teaching high-level math concepts.
4. Student assignments were not reviewed or graded.
5. There was little guidance on how to appropriately answer open-ended questions (non multiple choices type). Zero feedback was provided for reflection and discussion assignments.

Course Content:

1. Students were expected to figure out a summer schedule for themselves in order to complete the curriculum without knowledge of content time requirements.
2. Practice through assignments was insufficient. Questions with different difficulty levels were needed. Most of the quiz questions were too easy and gave students the false signal that they had mastered the concept.
3. Not enough course material was provided: one video is not enough for a unit. More supplement material should be presented, such as reading assignments, guided examples, self-practice problems with an answer check (more than the quiz questions).
4. Some of the math problems were incorrect. One unit was in Spanish only.

Assessment Test Preparation:

1. No practice tests were made available before the end of the summer for students to prepare for the assessment test held in September.
2. Pre-test practice problems were not accessible due to sign-in issues and required parents to create accounts. Students needed to have Khan Academy and IXL accounts created by their parents to access practice test problems.
3. Students (and their parents) were not aware that practice questions were available or how to access them.
4. Dozens of pre-practice problems were released right before the test, resembling an information dump. There were too many practice problems to complete before the test. Some students thought they needed to complete them all.

Assessment Test:

1. One parent reports that accommodations were not provided for a student with an IEP.
2. The testing requirements were opaque. No overview of test content was provided for students or parents.

3. There was a several week delay between taking the assessment test and completing the course materials. A lack of pre-test practice and time delays between curriculum completion and testing generally result in poor outcomes.
4. The test was unusually long, around 4 hours. Tests that are 4 hours or longer are inappropriate for students at this developmental stage. Assessment tests of this length do not appear to be common practice in other districts.
5. Students reported that test content was not aligned with course content.
6. Students did not receive copies of their September test after completion. For the written portion, in particular, they received no feedback on where they may have gone wrong. The written portion substantially knocked down scores for some students.

VI. WORK SESSION WITH OREGON SCHOOL BOARDS ASSOCIATION

Work Session with

Oregon School Boards Association

October 8, 2026

AGENDA

- Welcome and reflection
- Purpose of board meetings and information gathering
- Individual board member community interaction vs. full board interaction
- Transparency
- Public comment
- Board member accessibility
- Determining how information gets processed
- Closing and reflection

October 2026

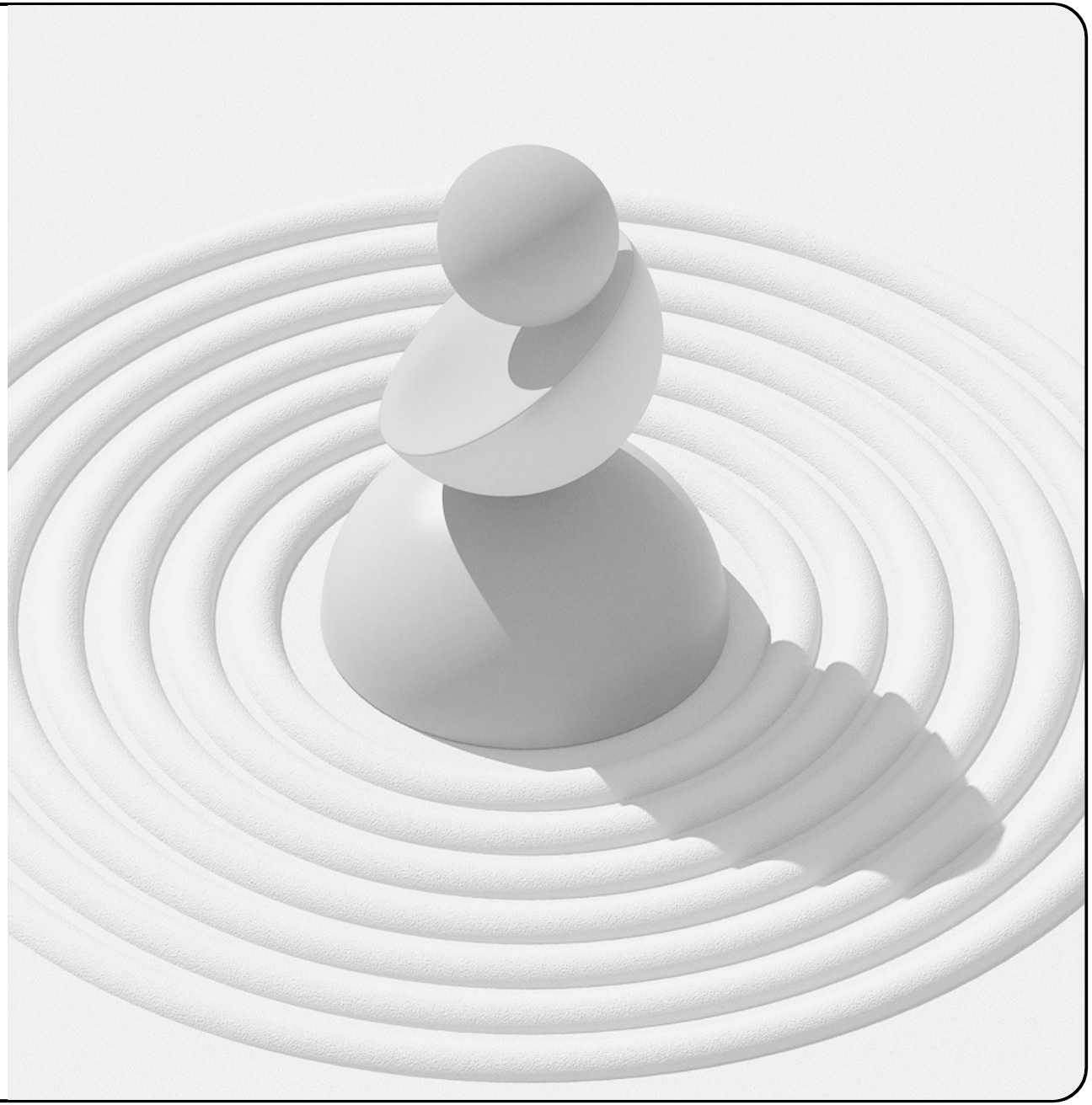
Kristen Miles, Ed.D.

Oregon School Boards Association

CORVALLIS SCHOOL BOARD COMMUNITY ENGAGEMENT WORKSHOP III

WELCOME

- What’s going well with the board/district?
- Is there anything that is different about the way the board interacts with the community since the last session?



Good governance creates meaningful ways for people to be heard and clarity about what happens with their input once it reaches the board.

WHAT IS A BOARD MEETING FOR?

1. Deliberating
2. Making decisions
3. Monitoring
4. Receiving information
5. Providing direction
6. Conducting business transparently

WHAT IS A BOARD MEETING **NOT** FOR?

1. Town hall or community forum
2. Resolving individual complaints
3. Responding in real time to every concern raised
4. Performative conversations
5. Seven individuals communicating individually with constituents

The community is an important audience for the board’s work, even when it is not a participant in that work.

WRITING ACTIVITY

What are all the ways you can learn about something that might influence a board decision?

- Superintendent/staff reports
- District data
- Community engagement
- Public comment
- Email
- Individual conversations
- Students
- School visits
- Other professional organizations (OSBA)
- Research
- Personal experience

An anecdote can tell us what is possible.

Data can help us understand how prevalent/common it is.

Neither automatically tells us what the board should do.

CONSIDER:

1. How do you know when you have enough information to make a decision responsibly?
2. How do you remain open to what you hear while recognizing the limitations of individual experience?
3. When does something you have heard become something the full board and/or superintendent need to know?

INDIVIDUAL BOARD MEMBER INTERACTION

What is it for?

- Building relationships
- Understanding individual experiences and perspectives
- Being visible and accessible
- Learning about the community
- Hearing things that may broaden your understanding

What is it NOT for?

- Conducting an individual investigation
- Resolving complaints
- Directing staff
- Gathering evidence to establish what "the community thinks"
- Making commitments on behalf of the board
- Becoming an alternative route around district processes

FULL BOARD ENGAGEMENT

What is it for?

- Seeking broader perspectives
- Hearing from multiple voices
- Exploring a defined question
- Creating shared information for the board
- Informing future board work or decisions

What is it NOT for?

- Promising that input will determine the outcome
- Seeking validation for a decision already made
- Replacing the board's responsibility to weigh other evidence and exercise judgment

The question isn't whether board members should talk to people.

The question is what happens to information once you receive it.

WHAT IS TRANSPARENCY?

The goal of transparency isn't that everyone agrees with the board.

It's that no one has to guess how the board got there.

Transparency IS	Transparency is NOT
Explaining the process	Sharing confidential information
Providing context	Sharing every conversation
Explaining the rationale	Seeking agreement
Communicating proactively	Defending every decision
Being honest about tradeoffs	Eliminating disagreement

PAIR ACTIVITY: WHAT IS PUBLIC COMMENT FOR AND **NOT** FOR?

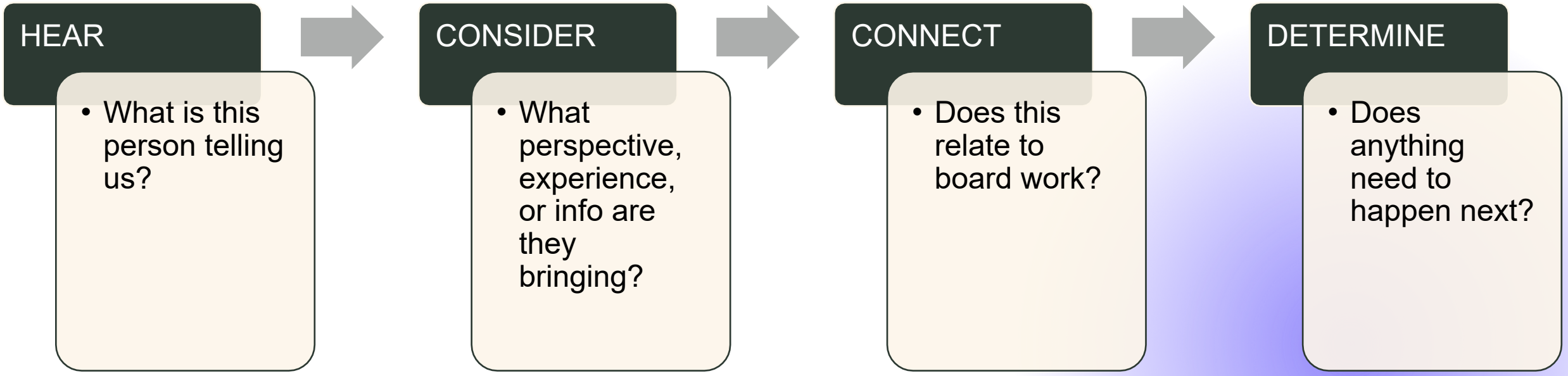
For:

- Giving community members direct access to the governing body
- Allowing people to raise perspectives, experiences, and concerns
- Helping the board hear information it might not otherwise encounter
- Providing a predictable public avenue for community voice

Not for:

- A back-and-forth conversation with the board
- Resolving individual concerns
- Immediate fact-finding
- Requiring the board to respond or act
- Determining community consensus

PUBLIC COMMENT CAN INFORM BOARD WORK WITHOUT REQUIRING THE BOARD TO PROCESS THAT INFORMATION IN REAL TIME



The answer to the last question can be yes, no, or not yet.

What are board reports for?

What are they NOT for?

A. Are they for…?

1. Bringing information relevant to the board's work back to the full board
2. Sharing relevant info from committees, liaison assignments, events, or other board responsibilities
3. Helping all seven members benefit from work done by individual directors

A. Are they not for...?

1. Seven individual speeches
2. Re-litigating board decisions
3. Responding to public comment
4. Introducing substantive matters that other board members have had no opportunity to prepare for
5. Using the dais primarily to communicate an individual message to the community

Question: what are board corner or 1:1 meetings for and how do they serve the board?

EFFECTIVE BOARD SERVICE MUST BE SUSTAINABLE

What does reasonable, meaningful accessibility look like for a volunteer board member?

- Accessible ≠ Immediately responsive
- Responsive ≠ Personally resolving every issue
- Engaged ≠ Always available
- Listening ≠ Agreeing
- Representing ≠ Acting individually
- Caring ≠ Taking responsibility for everything you hear

PAIR ACTIVITY: WHERE DOES THIS BELONG?

1. Three parents email about the same bus route.
2. A community member raises an issue during public comment that you've never heard about before.
3. A teacher tells you privately that everyone in their building is concerned about a new initiative.
4. You learn something significant during your 1:1 with the superintendent that relates to next month's decision.
5. A community member asks you how you intend to vote on an upcoming issue.
6. You receive 40 nearly identical emails opposing a proposed board action.

Individual board member

Superintendent/staff

Public comment

Future board agenda

Full-board engagement

No board action needed

REFLECTION:

Strong community engagement creates trustworthy, predictable ways for the community's voice to reach the governing process, and for the community to understand what happens when it gets there.

What is one practice we have discussed today that could strengthen both the board's governance and connection with the community?



Q & A AND DISCUSSION

VII. CONSOLIDATED ACTION (8:25 PM)*

VII.A. Resolution No. 26-1001: Declaration of Surplus Property for District Vehicle

Corvallis
SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Lauren Wolfe, Director of Finance
Meeting Date: October 8, 2026

ACTION REQUESTED

Resolution No. 26-1001: Declaration of Surplus Property for District Vehicle

Background

Pursuant to District Policy DN Disposal of District Property, items with an estimated value exceeding $10,000 require a formal Board resolution declaring the property surplus prior to disposal.

District staff have identified the following vehicle as no longer needed for district operations:

- Asset/Vehicle ID: #161
- Description: 2008 Utilimaster Step Van
- Estimated Market Value: $5,000.00 – $15,000.00

In accordance with Policy DN, which directs that property valued over $2,500 be sold via formal bidding or electronic auction services compliant with Public Contracting Code—staff intend to liquidate the vehicle using the GovDeals online auction platform.

ACTION REQUESTED:

Adopt Resolution No. 26-1001 declaring District Vehicle #161 (2008 Utilimaster) as surplus property.

ATTACHED:

Resolution No. 26-1001

MOTION REQUESTED:

"I move that Resolution No. 26-1001 be adopted to declare Vehicle #161 (2008 Utilimaster) as surplus property."

Corvallis School District 509J
Emergency Procurement Declaration and Documentation
for Crescent Valley High School Plumbing Services
Resolution No. 26-0902

Whereas,	District Policy DN requires a formal Board resolution to declare personal property as surplus when its estimated value exceeds $10,000; and
Whereas,	District staff have determined that Vehicle #161 (2008 Utilimaster Step Van), with an estimated value that exceeds $10,000, is no longer needed for district operations and should be declared surplus; and;
Be It Resolved,	Corvallis School District 509J Formally declares Vehicle #161 (2008 Utilimaster Step Van) as surplus district property and authorizes the sale of said property pursuant to Policy DN and applicable Oregon Public Contracting Code.

ADOPTED by the Board of Directors of Corvallis School District 509J in Benton and Linn Counties, Oregon, at its regular meeting this 8th day of October, 2026.

ATTEST:

_____
Luhui Whitebear, Board Chair

_____
Lauren Wolfe, Deputy Clerk

VII.B. Minutes

VII.B.1. September 10, 2026

Corvallis SCHOOL DISTRICT

Thursday, September 10, 2026

MINUTES

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

I. CALL TO ORDER AND ROLL CALL

The meeting was called to order at 6:30 p.m.in the Corvallis School District Board Room, 1555 SW 35th Street, Corvallis, OR 97333. The secretary recorded those present as listed below. A quorum was present, and due notice had been published.

BOARD MEMBERS PRESENT	EXECUTIVE STAFF PRESENT
Luhui Whitebear, Ph.D., Chair	Ryan Noss, Ed.D., Superintendent
Terese Jones, Ph.D., Co-Vice Chair	Melissa Harder, Assistant Superintendent
Shauna Tominey, Ph.D., Co-Vice Chair	Kim Patten, Operations Director
Sami Al-Abdrabbuh, Ph.D.	Lauren Wolfe, Finance Director
Chris Hawkins	Byron Bethards, Ed.D., SG&E Director
Bernie Wang	
Judah Largent	

II. ACKNOWLEDGMENT OF HISPANIC HERITAGE MONTH

Board members read aloud Resolution Number 21-0901, Acknowledgment of Hispanic Heritage Month, celebrated annually from September 15 through October 15. (The document is posted online with the information packet for this meeting and will be filed with the official 2026-27 board records.)

III. BOARD MEMBER REPORTS

Director Wang reported attending the district's staff back-to-school celebration and praised the high energy and excitement of returning educators as they prepare for the new school year.

Director Al-Abdrabbuh shared reflections on attending the back-to-school rally at the LaSells Stewart Center, hosted in partnership with the OSU College of Education and local businesses. He highlighted local business support for district staff, recognized the powerful joint presentation by union leadership on staff retention and upcoming levy priorities, and commended the district's team for its dedication.

DRAFT

Co-Vice Chair Hawkins thanked staff for organizing the community resource fair and thanked custodial and facilities crews for preparing district buildings for the school year. She commended the summer meal service and summer learning opportunities at College Hill and shared positive observations regarding teacher collaboration and student engagement in fifth- and sixth-grade classes.

Chair Whitebear provided an update on recent board engagement, including attendance at leadership and OSBA meetings, the Indian Parent Committee, the Corvallis Public Schools Foundation, a BIPOC education leader meeting through the Oregon Network for Educational Excellence, and ongoing constituent outreach.

IV. SUPERINTENDENT'S REPORT

Superintendent Noss provided an update highlighting positive staff engagement from the back-to-school kickoff, and a successful first week of school featuring garden visits, secondary music programs, and hands-on learning across grade levels. Superintendent Noss also provided an update on federal E-Rate funding advocacy to support district technology infrastructure and noted that the local option levy has been designated as Measure 2-160, which supports teachers, class sizes, electives, and student support services. (The document and slides are posted online with the information packet for this meeting and will be filed with the official 2026-27 board records.)

V. PUBLIC COMMENT

Chris Blacker, a CSD parent, spoke in support of renewing the local option levy (Measure 2-160), emphasizing its vital role in preventing severe impacts to classroom staffing, music, PE, art, and counseling programs. He urged the Board to restore line-item transparency and itemized FTE tracking in public budget reporting—similar to disclosures provided prior to the 2023–24 fiscal year—to address community questions, maintain public trust, and ensure voter support for the levy renewal.

Heather Louderback, a CSD parent, expressed strong support for the upcoming local option levy while highlighting the need to rebuild community trust following recent school consolidations. She asked the Board to establish a community oversight committee to review levy expenditures, provide regular public reporting, and strengthen accountability and voters' confidence.

VI. PIPER SANDLER & CO. BOND UPDATE

Brendan Watkins from Piper Sandler & Co. presented on pension obligation bonds (POBs), focusing on their strategic role in managing the district's retirement liabilities with the PERS system, and engaged the Board in discussion. (The slides are posted online with the

information packet for this meeting and will be filed with the official 2026-27 board records.)

The Board took a break and then resumed the meeting.

VII. INTEGRATED GUIDANCE

Student Growth and Experience Director Byron Bethards summarized the annual integrated guidance report and answered Board questions. The Board discussed bringing it back for review following an upcoming work session with the Oregon School Boards Association. (The report is posted online with the informational packet for this meeting and will be filed with the official 2026-27 Board records.)

VIII. REVIEW BOARD NORMS

The Board conducted its annual review of the Board Norms – a living document outlining guidelines for board operations, public engagement, and ongoing support for students and staff. (The document is posted online with the informational packet for this meeting and will be filed with the official 2026-27 Board records.)

IX. REVIEW BOARD AND SUPERINTENDENT WORKING AGREEMENTS

The Superintendent and Board conducted their annual review of their working agreements – a living document outlining the working relationship between the Superintendent and the Board. (The document is posted online with the informational packet for this meeting and will be filed with the official 2026-27 Board records.)

X. IMMIGRATION POLICY - FIRST READ

Assistant Superintendent Harder introduced Policy KNA and its accompanying administrative regulations in response to Senate Bill 1538 and House Bill 4079. The policy formally codifies the district's 2016 sanctuary-related resolution by prohibiting discrimination based on immigration or citizenship status, establishing mandatory protocol notifications regarding federal immigration enforcement on school property, and setting staff training requirements. Discussion ensued. (The documents are posted online with the informational packet for this meeting and will be filed with the official 2026-27 Board records.)

A. **Policy KNA - Immigration Enforcement on District Property**
B. **Policy KNA-AR (1) - Interactions with Immigration Enforcement**
C. **Policy KNA-AR (2) - Federal Immigration Enforcement Request Log**

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XI. CONSOLIDATED ACTION

The Board received the following information for review before the meeting. Chair Whitebear noted a correction to item XI.C, clarifying that there are three Budget Committee vacancies, rather than four. (The documents are available online as part of the informational packet for this meeting and will be archived in the official 2026-27 board records.)

Finance Director Lauren Wolfe and Operations Director Kim Patten answered questions regarding items XI. A. and B.

MOTION
Director Al-Abdrabbuh moved, and Director Jones seconded, to approve consolidated action as presented, with the amendment to approve the declaration of the budget committee vacancies as stated by Chair Whitebear.

Sami Al-Abdrabbuh:	Yea
Terese Jones:	Yea
Shauna Tominey:	Yea
Chris Hawkins:	Yea
Bernie Wang:	Yea
Judah Largent:	Yea
Luhui Whitebear:	Yea

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

A. Resolution No. 26-0901 - Supplemental Budget for Special Revenue Fund
B. Resolution No. 26-0902 - Emergency Procurement Declaration
C. Declare Budget Committee Vacancy
D. Minutes – June 18, 2026; July 1, 2026; August 12, 2026
E. Licensed Personnel Action

XII. CONSOLIDATED INFORMATION

The Board received the following information for review before the meeting. (The documents are available online as part of the informational packet for this meeting and will be archived in the official 2026-27 board records.)

A. Board Policies
1. **Policy CBG - Evaluation of the Superintendent**
2. **Policy GBA - Equal Employment Opportunity**
3. **Policy GBA-AR - Veteran and State Servicemember Preference**

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4. **Policy GBDA - Expression of Milk in the Workplace**
5. **Policy GBN/JBA and JBA/GBN - Sexual Harassment**
6. **Policy GCBD/GDBD - Sick Leave**
7. **Policy GCBDD/GDBDD - Sick Time***
8. **Policy GCBDE/GDBDE - Military Leave of Absence**

XIII. BOARD MEMBER COMMENTS

Co-Vice Chair Hawkins inquired about upcoming updates to district concussion and head injury protocols. Staff confirmed that the nursing staff is currently drafting a comprehensive concussion and health plan, which will be presented to the Board alongside a formal policy update.

Director Al-Abdrabbuh requested administrative clarification regarding public comment concerns about how local option levy expenditures are presented in the district budget compared to previous years. Superintendent Noss and board members noted that while the levy represents a tax renewal rather than a rate increase, rising payroll and personnel costs (such as PERS) mean the same revenue purchases fewer FTEs over time. Director Al-Abdrabbuh also shared positive constituent feedback praising Corvallis as an educational destination and encouraged expanded public outreach regarding the early learning opportunities planned for the Letitia Carson building.

Co-Vice Chair Tominey thanked members of the public for providing testimony on community transparency regarding the upcoming local option levy. She also thanked district staff for their dedication to fostering a warm, supportive, and caring back-to-school transition for all students and families.

Chair Whitebear shared observations of students returning to school and requested that district staff and parent groups continue sending invitations to school events so board members can stay actively engaged with school communities.

XIV. ADJOURNMENT

With no further business, the meeting was adjourned at 9:19 p.m.

_____ _____

Luhui Whitebear, Ph.D., Board Chair Ryan Noss, Ed.D., Superintendent

Prepared By: Kim Nelson

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VII.B.2. September 24, 2026

Corvallis SCHOOL DISTRICT

Thursday, September 24, 2026

MINUTES

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

I. CALL TO ORDER

The meeting was called to order at 6:31 p.m. in the Corvallis School District Board Room, 1555 SW 35th Street, Corvallis, OR 97333. The secretary recorded the following members as present. A quorum was present, and due notice had been published.

BOARD MEMBERS PRESENT	EXECUTIVE STAFF PRESENT
Luhui Whitebear, Ph.D., Chair	Ryan Noss, Superintendent
Shauna Tominey, Ph.D., Co-Vice Chair	Melissa Harder, Assistant Superintendent
Chris Hawkins, Co-Vice Chair	Lauren Wolfe, Finance Director
Terese Jones, Ph.D. (joined at 6:45 p.m.)	Byron Bethards, Ed.D., SG&E Director
Sami Al-Abdrabbuh, Ph.D.	
Bernie Wang	STUDENT REPRESENTATIVES PRESENT
	Elijah Jennings, CHHS
BOARD MEMBERS EXCUSED	Leo Schwartz, CVHS
Judah Largent	

II. ACKNOWLEDGMENT OF LGBTQI2S+ HISTORY MONTH

Board members and student representatives read aloud the Resolution Number 21-1001 Acknowledgement of LGBTQI2S+ History Month, celebrated annually each October. (The document is posted online with the information packet of this meeting and will be filed with the official 2026-27 board records.)

III. STUDENT REPRESENTATIVE INTRODUCTIONS

Superintendent Noss welcomed the new 2026-2027 student representatives; they introduced themselves and shared the schools they represent.

IV. DOWNTOWN VITALITY UPDATE

Steve Clark, Co-Chair of the Corvallis Downtown Vitality Strategy Task Force shared the final report and recommendations of the commission and engaged in discussion with the Board. (The document and slides are posted online with the information packet of this meeting and

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will be filed with the official 2026-27 board records.)

V. SUMMER PROGRAMS UPDATE

Student Growth and Development Director, Byron Bethards, detailed the 2026 summer programming redesign aligned with research on effective summer learning. He noted that the district scaled back summer programs due to organizational transitions and in response to efficacy research. (The document and slides are posted online with the information packet of this meeting and will be filed with the official 2026-27 board records.)

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

VI. WORK SESSION WITH CORVALLIS PUBLIC SCHOOLS FOUNDATION

The Board met in joint session with the Corvallis Public Schools Foundation (CPSF). CPSF Director Angela Hibbard was joined by trustees Gwenda Rice, Mamta Chowdhury, Wanda Arp, Jason Dorsette, Nina Erlich Williams, Mark Giordono, Alexander Brookes, Michele Mincinski, and Scott Elmshaeuser. (The work session agenda and a slide are posted online with the meeting information packet and will be filed with the official 2026-27 board records.)

Following highlights from each board's initiatives and ongoing work, the group discussed the book From Generosity to Justice as a framework for rethinking philanthropy through a justice lens rather than charity. Key themes from the discussion included:

- Importance of centered voices from marginalized communities rather than top-down giving.
- Recognizing power dynamics in engagement and avoiding tokenism.
- Emphasizing collaboration with communities rather than assuming what they need.

VII. CONSOLIDATED ACTION

The Board reviewed Policy KNA, KNA-AR(1) and KNA-AR(2). The Board expressed concern that Policy KNA should reflect that notices should be provided in all requested supported languages under Required Notice. (The documents are posted online with the information packet of this meeting and will be filed with the official 2026-27 board records.)

MOTION:

Director Al-Abdrabbuh moved, and Co-Vice Chair Tominey seconded, that Policy KNA be amended after section Required Notice 3C to read "the required notice will be provided as expeditiously as possible using existing methods used for providing electronic communication in all supported languages."

Sami Al-Abdrabbuh:	Yea
Chris Hawkins:	Yea
Terese Jones:	Yea
Judah Largent:	Absent
Shauna Tominey:	Yea
Bernie Wang:	Yea
Luhui Whitebear:	Yea

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

Concerns were raised regarding KNA-AR(1) language about facilitating arrests "in the manner least disruptive," which "may include bringing an arrestee to federal immigration authorities. The committee discussed potential conflicts with Oregon sanctuary laws and fears about trauma or disruption to school environments and requested legal guidance from the DOJ for clarification. It was noted that the policy administrative regulations are a guideline, allowing further district-level development of related procedures.

MOTION:
Director Al-Abdrabbuh moved, and Director Wang seconded, to approve Policy KNA as amended and further approve Policy KNA-AR(2) as presented.

Sami Al-Abdrabbuh:	Yea
Chris Hawkins:	Yea
Terese Jones:	Yea
Judah Largent:	Absent
Shauna Tominey:	Yea
Bernie Wang:	Yea
Luhui Whitebear:	Yea

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

A. **Policy KNA — Immigration Enforcement on School Grounds — Second Read**
B. **Policy KNA-AR (1) — Interactions with Immigration Enforcement — Second Read**
C. **Policy KNA-AR (2) — Federal Immigration Enforcement Request Log — Second Read**

VIII. ADJOURNMENT

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With no further business, the meeting was adjourned at 9:00 p.m.

_____ _____

Luhui Whitebear, Ph.D., Board Chair Ryan Noss, Ed.D., Superintendent

Prepared By: Kim Nelson

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VII.C. Licensed Personnel Action

Corvallis SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Melissa Harder, Human Resources Director
Meeting Date: October 8, 2026

Licensed Personnel Action

ACTION REQUESTED

Recommendation to Hire

Name	Position	FTE	Building	Start Date	Contract Status
Beckwith, Michelle	Occupational Therapist	1.0	District Office	10/05/2026	Probationary Non-Rep
Cole, Kathy	Sixth Grade Teacher	1.0	Bessie Coleman Elementary	9/14/26	Temporary Teacher
Lopez, Jesse	Sixth Grade Teacher	1.0	Mt. View School	9/14/26	Temporary Teacher
Perez, Jessica	School Counselor	.5	Bridges K-12	9/30/2026	Temporary Teacher
Watkins, Cody	PE Teacher	.6	Franklin School and Lincoln Elementary	9/14/26	Temporary Teacher
Wright, Cathy	School Counselor	.5	College Hill	10/1/2026	Temporary Teacher

Resignation/Retirement

Name	Position	FTE	Building	Effective	Notes
Gaehler, Logan	Occupational Therapist	1.0	District Office	9/25/2026	Resignation
Gerszewski, Michael	Layoff	1.0	District Office	9/30/2026	Layoff rights end
Hoke, Steven	Layoff	1.0	District Office	9/30/2026	Layoff rights end
Holman, Emma	Layoff	1.0	District Office	9/30/2026	Layoff rights end
Kittredge, Russa	Layoff	1.0	District Office	9/30/2026	Layoff rights end
Perdue, Kim	Fifth Grade Teacher	1.0	Bessie Coleman Elementary	12/31/2026	Retirement

Corvallis
SCHOOL DISTRICT

Wright, Cathy	School Counselor	.5	College Hill	9/30/2026	Retire/Rehire

MOTION REQUESTED:

"I move to approve the Licensed Personnel action as submitted."

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

VII.D.1. Policy GCBDE/GDBDE - Military Leave of Absence

Corvallis
SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Melissa Harder & Kristin Mahoney
Meeting Date: October 8, 2026

ACTION REQUESTED

Board Policy GCBDE/GDBDE—Military Leave of Absence—Revision—Second Read

Background
This is an optional policy revision. However, policy GCBDE/GDBDE has not been updated since 2012. A change in ORS 408.290 affecting employees using a military leave of absence has changed leave time from 15 days of absence to "up to 21 work days of absence in any one training year," and adds that such leave shall be in addition to any regular leave for which an employee may be entitled.

Additional edits to dates and legal references were made.

Involvement
Staff members: Melissa Harder & Kristin Mahoney

Cost Impact
None.

Function
Adoption of revisions.

Corvallis SCHOOL DISTRICT

Code: GCBDE/GDBDE
Adopted: 9/12/05
Revised/Readopted: 12/4/06, 4/2/12

Military Leave of Absence

The district will grant military leave of absence to an employee on duty[1] with a uniformed service[2] in accordance with applicable state and federal law. An employee requesting military leave is required to provide written notice as soon as practicable following notification of military call-up or reservist duty, unless precluded by military necessity

An employee may apply for military leave[3] of absence from duties for up to 21 work days in any one training year[4] or in accordance with ORS 408.290. An employee may use accrued vacation or similar leave during the period of service exceeding 21 days. Military leave shall be in addition to any other leave to which the employee is entitled.

While on military leave, the employee will receive the same benefits as other employees on leave, as well as the following:

1. The employee may continue enrollment in the district's health insurance. During the first 18 months of leave, the employee may be required to pay any employee contributions required of other employees on a leave of absence. If the leave extends beyond 18 months, the employee will be required to pay not more than 102 percent of the full premium;

2. Upon return from military service, the district will give retroactive employer contributions to the Public Employee Retirement System on the same basis as if the employee had not left, provided the employee was an enrolled member at the time of the leave. The employee may repay any required employee contributions over a period of three times the military service leave period or five years, whichever is less.

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[1] "Duty" means the performance of duty on a voluntary or involuntary basis in a uniformed service and includes active duty or inactive duty training, state active duty, National Guard duty, U.S. Armed Forces duty and absence to determine fitness for duty.

[2] "Uniformed service" means being a member of the National Guard, National Guard Reserve or of any reserve component of the U.S. Armed Forces, or of the commissioned corps of the U.S. Public Health Service and any other category of persons designated by the President in time of war or national emergency.

[3] The employee may use military leave without loss of time, pay or regular leave if the employee has been employed by the district for six months or more.

[4] "Training year" means the federal fiscal year for any particular unit of the National Guard or a reserve component.

An employee on duty with a uniformed service is entitled to reemployment for a maximum of five years, unless retained on active duty because of war or national emergency. An individual returning from military leave shall notify the district of their intent to return to the district as follows:

1. An employee who is a veteran or reservist returning from training must only inform the district of their training obligations and report back at the next regularly scheduled working period;

2. An employee returning from active duty must notify the district of their intent to return to their former job within 90 days after the employee is relieved from duty, or from hospitalization continuing after discharge for a period of not more than one year.

An individual reemployed under this policy is entitled to the seniority and other currently existing rights and benefits the individual had when service started, plus the additional seniority and similar rights and benefits that would have been accrued if employment had been continuous.

This policy does not apply if the employee has been separated from service with a dishonorable discharge or bad conduct discharge or under other than honorable conditions.

END OF POLICY

Legal Reference(s):

ORS 332.505
ORS 408.238
ORS 408.240
ORS 408.270
ORS 408.290
ORS 659A.082
ORS 659A.086

Consolidated Omnibus Budget Reconciliation Act of 1985, 42 U.S.C. §§ 300bb-1 - 300bb-8 (2024).
I.R.C. § 4980B(f)(4) (2024).
Employment and Reemployment Rights of Members of the Uniformed Services, 38 U.S.C. §§ 4301-4334 (2024).

VII.D.2. Policy GCBDD/GDBDD - Sick time

Corvallis SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Melissa Harder & Kristin Mahoney
Meeting Date: October 8, 2026

ACTION REQUESTED

Board Policy GCBDD/GDBDD—Sick Time*—Revision—Second Read

Background

This is a highly recommended policy revision. Oregon's Sick Time Law (ORS 653.601-653.661) requires employers to provide paid sick time to employees. Sick Time is differentiated from Sick Leave, which is addressed in district employees' collective bargaining agreements and the Non-Represented Employees Salary and Benefits Agreement. School districts are required to have practices and procedures to implement the requirements of this law.

Updates to Policy GCBDD/GDBDD include revised allowable reasons for the use of Sick Time, the addition of PFMLI (commonly known as Paid Leave Oregon), and new legal references. Because the Corvallis School District contracts with a substitute staffing agency and therefore does not maintain sick time balances for substitutes, references to substitute staff were removed from this policy.

Involvement

Staff members: Melissa Harder & Kristin Mahoney

Cost Impact

None.

Function

Adoption of the revisions.

Corvallis SCHOOL DISTRICT

Code: GCBDD/GDBDD
Adopted: 6/20/16
Revised/Readopted:

Sick Time*

Oregon's Sick Time Law (ORS 653.601- 653.661) requires employers to provide paid sick time to employees. School districts are required to have practices and procedures in place to implement this law's requirements.

Nothing in this policy impacts the district's sick leave obligation under Sick Leave for School Employees law (ORS 332.507), the district's collective bargaining agreements, or Non-Represented Employees Salary and Benefits Document, except where those agreements are silent or not in effect regarding sick time requirements. Licensed, classified, and non-represented employee groups should refer to their appropriate bargaining agreement for all applicable leave.

"Employee" means an individual who renders personal services at a fixed rate to the district if the district either pays or agrees to pay for personal services or permits the individual to perform personal services. The definition does not include volunteers, independent contractors, or others excluded by law.

Employees qualify to begin earning and accruing sick time on the first day of employment with the district.

Paid sick time of 40 hours shall be front-loaded to an employee who falls within the following groups at the beginning of each year: Licensed and non-represented staff who are 0.5 FTE or greater, coaches, and seasonal stipends.

Paid sick time shall accrue at the rate of one hour of paid sick time for every 30 hours worked for an employee who falls within the following groups: Licensed and non-represented staff who are 0.49 FTE or less, classified staff, student employees, and non-regular/timecarded employees.

If an individual falls into more than one group identified above, sick time will be accrued at the rate of the primary position. If an employee's bargaining agreement grants equal or greater sick leave benefits, then no additional sick time is accrued.

An employee may carry up to 40 hours of unused sick time from one year to the subsequent year. An employee is limited to using no more than 40 hours of sick time in a year.

Sick time shall be taken in hourly increments for all employee groups and may be used for the

employee's or a family member's[1] mental or physical illness, injury or health condition, need for medical diagnosis, care or treatment of a mental or physical illness, injury or health condition, or need for preventive care, or for reasons consistent with the Family and Medical Leave Act (FMLA), Paid Family and Medical Leave Insurance (PFMLI), or Oregon Family Leave (OFLA).

Sick time earned by an employee may also be used for the following reasons:

1. In the event of a public health emergency compliant with ORS 653.616;
2. To donate accrued sick time to another employee if the other employee uses the donated sick time for a purpose consistent with ORS 653.616;
3. To donate blood in connection with a voluntary program for the donation of blood that is approved or accredited by the American Association of Blood Banks or the American Red Cross; or
4. For leave to address domestic violence, harassment, sexual assault, bias, or stalking under ORS 659A.272 (safe leave).

The use of sick time may not lead to, or result in, an adverse employment action against the employee.

The district reserves the right, after five consecutive days of absence, to require verification or certification in accordance with law of the need for the sick time, including a medical verification or certification paid for by the district. If an employee fails to provide verification or certification or fails to provide other evidence as required by the district, the employee shall be subject to appropriate disciplinary action, up to and including dismissal.

When the reason for sick time is consistent with FMLA, PFMLI, or OFLA leave, the sick time and the FMLA, PFMLI, or OFLA leave may run concurrently.

When the reason for sick time is consistent with ORS 332.507, the sick time and leave pursuant to ORS 332.507 may run concurrently.

If the reason for sick time is a foreseeable absence, the district may require the employee to provide advance notice of his or her intention to use sick time within ten days of the requested sick time, or as soon as practicable. When an employee uses sick time for a foreseeable absence, they shall take reasonable effort to schedule the sick time in a manner that does not unduly disrupt the operations of the district (e.g., grading deadlines, in-service training, mandatory meetings).

If the reason for sick time is unforeseeable, such as an emergency, accident, or sudden illness, the employee shall notify the district as soon as practicable.

END OF POLICY

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[1]"Family member" is defined by the Oregon Family Leave Act (OFLA).

Legal Reference(s):

ORS 332.507
ORS 342.545
ORS 342.610
ORS 653.601 - 653.661

ORS 659A.150 to 659A.186
OAR 839-007-0020 – 007-0065

Americans with Disabilities Act/Americans with Disabilities Act Amendments Act, 42 U.S.C. §§ 12101-12213 (2024); 29 C.F.R. Part 1630 (2025); 28 C.F.R. Part 35 (2025).
Family and Medical Leave Act, 29 U.S.C. §§ 2601-2654 (2024); Family and Medical Leave Act, 29 C.F.R. Part 825 (2025).

VII.D.3. Policy GCBD/BDBD - Sick Leave - Personal Illness and Injury Leave

Corvallis
SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Melissa Harder & Kristin Mahoney
Meeting Date: October 8, 2026

ACTION REQUESTED

Board Policy GCBD/GDBD—Sick Leave - Personal Illness and Injury Leave *—Revision—Second Read

Background
This is an optional policy revision. However, policy GCBD/GDBD has not been updated since its adoption in 2012. Because of the updates to Policy GCBDE/GDBDE - Military Leave of Absence, an update to GCBD/GDBD has been made in connection with its review.

Involvement
Staff members: Melissa Harder & Kristin Mahoney

Cost Impact
None.

Function
Adoption of the revisions.

Corvallis SCHOOL DISTRICT

Code: GCBD/GDBD
Adopted: 1/9/12
Revised/Readopted:

Sick Leave - Personal Illness and Injury Leave *

Sick leave is allowed to accrue at the rate of 10 days each school year for each "school employee[1]" for personal illness or injury, or one day per month employed, whichever is greater, as provided by Oregon law. Twelve-month employees will accrue 1 day per month or 12 days each year.

In accordance with state law, this leave will accumulate without limit.

Sick leave in excess of five consecutive work days shall require a certificate from the employee's attending physician, naturopathic physician, or practitioner that the employee's illness or injury prevents the employee from working. Any employee refusing to submit to such an examination or to provide other evidence as required by the district shall be subject to appropriate disciplinary action, up to and including dismissal.

All medical information will be kept confidential, in a separate file from personnel records, and released only in accordance with the requirements of the Americans with Disabilities Act or other applicable law.

Other paid and unpaid leaves will be determined by the district's collective bargaining agreements.

Sickness or other unavoidable circumstances that prevent a teacher from teaching 20 school days immediately following exhaustion of sick leave accumulated under Oregon law, will result in the Board placing the teacher on unpaid leave for the remainder of the school year or until the teacher's disability is removed and they are able to return to work. If the teacher is still unable to return to work by their first contracted day of the next school year, the Board may terminate the teacher's employment, subject to state and federal laws regarding family and medical leave.

END OF POLICY

Legal Reference(s):

[1] "School employee" includes all employees of the district.

ORS 332.507
ORS 342.545
ORS 342.610
ORS 659A.043
ORS 659A.046
OAR 581-022-2405

Knapp v. North Bend, 304 Or. 34 (1987).
Consolidated Omnibus Budget Reconciliation Act of 1985, 29 U.S.C. §§ 1161-1169 (2024).
Employee Retirement Income Security Act of 1974, 29 U.S.C. §§ 1001-1461 (2024).
Americans with Disabilities Act/Americans with Disabilities Act Amendments Act,42 U.S.C. §§ 12101-12213(2024); 29 C.F.R. Part 1630 (2025); 28 C.F.R. Part 35 (2025).
Family and Medical Leave Act, 29 U.S.C. §§ 2601-2654 (2024); Family and Medical Leave Act, 29 C.F.R. Part 825 (2025).

Cross Reference(s):
ACA—Americans with Disabilities Act
GBDA—Expression of Milk in the Workplace

VII.D.4. Policy GBN/JBA - Sexual Harassment

Corvallis
SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Melissa Harder & Kristin Mahoney
Meeting Date: October 8, 2026

ACTION REQUESTED

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

Background

This is a required policy revision. Multiple laws address sexual harassment in Oregon schools. Oregon laws include requirements to provide notice to individuals involved in reports of sexual harassment. This update is to clarify these notice requirements.

This policy is double-coded for staff (GBA/JBN) and students (JBN/GBA).

Involvement

Staff members: Melissa Harder & Kristin Mahoney

Cost Impact

None.

Function

Adoption of the revisions.

Corvallis SCHOOL DISTRICT

Code: GBN/JBA
Adopted: 6/28/99
Revised/Readopted: 11/4/02, 5/7/12, 10/13/14, 2/7/19, 10/8/20, 3/20/25

Sexual Harassment

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

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

General Procedures

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

Oregon Definition and Procedures

Oregon Definition

Sexual harassment of students, staff members, or third parties[1] shall include:

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

1. A demand or request for sexual favors in exchange for benefits;

2. Unwelcome conduct of a sexual nature that is physical, verbal, or nonverbal and that:

    a. Interferes with a student's educational activity or program;
    b. Interferes with a school or district staff member's ability to perform their job; or
    c. Creates an intimidating, offensive, or hostile environment.

3. Assault when sexual contact occurs without consent[2].

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

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

Oregon Procedures

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

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

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

Response

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

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

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

2. Staff member is protected and to promote a nonhostile work environment; or

3. Third party who is subjected to the behavior is protected and to promote a nonhostile environment.

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

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

Investigation

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

1. Interviews with those involved;

2. Interviews with witnesses;

3. Review of video surveillance;

4. Review of written communications, including electronic communications;

5. Review of any physical evidence; and

6. Use of third-party investigator.

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

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

1. Discipline of staff and students engaging in sexual harassment;

2. Removal of third parties engaged in sexual harassment;

3. Additional supervision in activities;

4. Additional controls for district electronic systems;

5. Trainings and education for staff and students; and

6. Increased notifications regarding district procedures and resources.

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

1. Removing that third party's ability to contract or volunteer with the district, or be present on district property;

2. If the third party works for an entity that contracts with the district, communicating with the third party's employer;

3. If the third party is a student of another district or school, communicate information related to the incident to the other district or school;

4. Limiting attendance at district events; and

5. Providing for additional supervision, including law enforcement if necessary, at district events.

No Retaliation

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

1. Educational assignments or educational environment of a student or other person initiating the complaint, reporting the behavior, or participating in the investigation; or

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

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

Notices

When a person[3] who may have been affected by this policy files a complaint or otherwise reports behavior that may violate the policy, the district shall provide written notification to the following:

1. Each reporting person;

2. If appropriate, any impacted person who is not a reporting person;

3. Each reported person; and

4. Where applicable, a parent or legal guardian of a reporting person, impacted person, or reported person.

The written notification must include[4]:

1. Name and contact information for all persons designated by the district to receive complaints;

2. The rights of the person that the notification is going to;

3. Information about the internal complaint processes available through the school or district that the person who filed the complaint may pursue, including the person designated for the school or district for receiving complaints and any timelines.

4. Notice that civil and criminal remedies that are not provided by the school or district may be available to the person through the legal system and that those remedies may be subject to statutes of limitation;

5. Information about services available to the student or staff member through the school or district, including any counseling services, nursing services or peer advising;

6. Information about the privacy rights of the person and legally recognized exceptions to those rights for internal complaint processes and services available through the school or district;

7. Information about, and contact information for, services and resources that are available to the person, including but not limited to:

    a. For the reporting person, state and community-based resources for persons who have experienced sexual harassment; or
    b. For the reported persons, information about and contact information for state and community-based mental health services.

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

[4] Remember confidentiality laws when providing any information.

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

9. Prohibition of retaliation.

The notice must:

1. Be written in plain language that is easy to understand;

2. Use print that is of a color, size, and font that allows the notification to be easily read; and

3. Be made available to students, students' parents, staff members and members of the public at each office, at the district office and on the website of the school or district.

Additionally, notice must be provided to the person who initiated the complaint and, if applicable, the person's parents, when an investigation is initiated and when it is concluded. The notification at the conclusion of the investigation must include whether a violation of the policy was found to have occurred, to the extent allowable under state and federal student confidentiality laws.

Oregon Department of Education (ODE) Support

The ODE will provide technical assistance and training upon request.

FEDERAL DEFINITION AND PROCEDURES

Federal Definition

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

1. An employee of the district conditioning the provision of an aid, benefit, or service of the district on an individual's participation in unwelcome sexual conduct;

2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district's education program or activity[5];

3. "Sexual assault": an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation;

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

4. "Dating violence": violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim and where the existence of such a relationship shall be determined based on a consideration of the length of the relationship, the type of relationship and the frequency of interaction between the persons involved in the relationship;

5. "Domestic Violence": felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction; or

6. "Stalking": engaging in a course of conduct directed at a specific person that would cause a reasonable person fear for the person's own safety or the safety of others, or suffer substantial emotional distress.

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

Federal Procedures

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

Reporting

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

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

Response

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

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

measures[7] to the complainant and by following a grievance procedure[8] prior to imposing any disciplinary sanctions or other actions that are not supportive measures against a respondent. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

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

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

Notice

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

1. The name or title, office address, electronic mail address, and telephone number of the Title IX Coordinator(s);

2. That the district does not discriminate on the basis of sex in the education program or activity that it operates, as required by Title IX. This includes admissions and employment; and

3. The grievance procedure and process, how to file a formal complaint of sex discrimination or sexual harassment, and how the district will respond.

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

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

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

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

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

Inquiries about the application to Title IX and its requirements may be referred to the Title IX Coordinator or the Assistant Secretary[11], or both.

No Retaliation

Neither the district or any person may retaliate[12] against an individual for reporting, testifying, providing evidence, being a complainant, otherwise participating or refusing to participate in any investigation or process in accordance with this procedure. The district must keep confidential the identity of parties and participating persons, except as disclosure is allowed under Family Educational Rights and Privacy Act (FERPA), as required by law, or to carry out the proceedings herein. Complaints of retaliation may be filed using these procedures.

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

Publication

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

END OF POLICY

Legal References:

ORS 243.706
ORS 332.107
ORS 342.700
ORS 342.704
ORS 342.708
ORS 342.850
ORS 342.865
ORS 659A.029
ORS 659A.030
ORS 659.850
ORS 659A.006
OAR 584-020-0040
OAR 584-020-0041
OAR 581-021-0038

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018).
Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (2018).
Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020).
Bartsch v. Elkton School District, FDA-13-011 (March 27, 2014).
Davis v. Monroe County Bd. of Educ., 526 U.S. 629 (1999).
Gebser v. Lago Vista Indep. Sch. Dist., 524 U.S. 274 (1998).

[11] Of the United Stated Department of Education.
[12] Retaliation includes, but is not limited to, intimidation, threats, coercion, and discrimination.

VII.D.5. Policy JBA/GBN - Sexual Harassment

Corvallis
SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Melissa Harder & Kristin Mahoney
Meeting Date: October 8, 2026

ACTION REQUESTED

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

Background

This is a required policy revision. Multiple laws address sexual harassment in Oregon schools. Oregon laws include requirements to provide notice to individuals involved in reports of sexual harassment. This update is to clarify these notice requirements.

This policy is double-coded for staff (GBA/JBN) and students (JBN/GBA).

Involvement

Staff members: Melissa Harder & Kristin Mahoney

Cost Impact

None.

Function

Adoption of the revisions.

Corvallis SCHOOL DISTRICT

Code: JBA/GBN
Adopted: 6/28/99
Revised/Readopted: 11/4/02, 5/7/12, 10/13/14, 2/7/19, 10/8/20, 3/20/25

Sexual Harassment

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

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

General Procedures

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

Oregon Definition and Procedures

Oregon Definition

Sexual harassment of students, staff members or third parties[1] shall include:

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

1. A demand or request for sexual favors in exchange for benefits;

2. Unwelcome conduct of a sexual nature that is physical, verbal, or nonverbal and that:

    a. Interferes with a student's educational activity or program;
    b. Interferes with a school or district staff member's ability to perform their job; or
    c. Creates an intimidating, offensive, or hostile environment.

3. Assault when sexual contact occurs without consent[2].

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

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

Oregon Procedures

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

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

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

Response

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

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

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

2. Staff member is protected and to promote a nonhostile work environment; or

3. Third party who is subjected to the behavior is protected and to promote a nonhostile environment.

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

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

Investigation

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

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

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

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

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

5. Trainings and education for staff and students; and

6. Increased notifications regarding district procedures and resources.

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

1. Removing that third party's ability to contract or volunteer with the district, or be present on district property;

2. If the third party works for an entity that contracts with the district, communicating with the third party's employer;

3. If the third party is a student of another district or school, communicate information related to the incident to the other district or school;

4. Limiting attendance at district events; and

5. Providing for additional supervision, including law enforcement if necessary, at district events.

No Retaliation

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

1. Educational assignments or educational environment of a student or other person initiating the complaint, reporting the behavior, or participating in the investigation; or

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

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

Notices

When a person[3] who may have been affected by this policy files a complaint or otherwise reports behavior that may violate the policy, the district shall provide written notification to the following:

1. Each reporting person;

2. If appropriate, any impacted person who is not a reporting person;

3. Each reported person; and

4. Where applicable, a parent or legal guardian of a reporting person, impacted person, or reported person.

The written notification must include[4]:

1. Name and contact information for all persons designated by the district to receive complaints;

2. The rights of the person that the notification is going to;

3. Information about the internal complaint processes available through the school or district that the person who filed the complaint may pursue, including the person designated for the school or district for receiving complaints and any timelines.

4. Notice that civil and criminal remedies that are not provided by the school or district may be available to the person through the legal system and that those remedies may be subject to statutes of limitation;

5. Information about services available to the student or staff member through the school or district, including any counseling services, nursing services or peer advising;

6. Information about the privacy rights of the person and legally recognized exceptions to those rights for internal complaint processes and services available through the school or district;

7. Information about, and contact information for, services and resources that are available to the person, including but not limited to:

    a. For the reporting person, state and community-based resources for persons who have experienced sexual harassment; or
    b. For the reported persons, information about and contact information for state and community-based mental health services.

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

[4] Remember confidentiality laws when providing any information.

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

9. Prohibition of retaliation.

The notice must:

1. Be written in plain language that is easy to understand;

2. Use print that is of a color, size, and font that allows the notification to be easily read; and

3. Be made available to students, students' parents, staff members and members of the public at each office, at the district office and on the website of the school or district.

Additionally, notice must be provided to the person who initiated the complaint and, if applicable, the person's parents, when an investigation is initiated and when it is concluded. The notification at the conclusion of the investigation must include whether a violation of the policy was found to have occurred, to the extent allowable under state and federal student confidentiality laws.

Oregon Department of Education (ODE) Support

The ODE will provide technical assistance and training upon request.

FEDERAL DEFINITION AND PROCEDURES

Federal Definition

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

1. An employee of the district conditioning the provision of an aid, benefit, or service of the district on an individual's participation in unwelcome sexual conduct;

2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district's education program or activity[5];

3. "Sexual assault": an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation;

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

4. "Dating violence": violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim and where the existence of such a relationship shall be determined based on a consideration of the length of the relationship, the type of relationship and the frequency of interaction between the persons involved in the relationship;

5. "Domestic Violence": felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction; or

6. "Stalking": engaging in a course of conduct directed at a specific person that would cause a reasonable person fear for the person's own safety or the safety of others, or suffer substantial emotional distress.

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

Federal Procedures

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

Reporting

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

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

Response

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

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

measures[7] to the complainant and by following a grievance procedure[8] prior to imposing any disciplinary sanctions or other actions that are not supportive measures against a respondent. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

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

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

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

1. The name or title, office address, electronic mail address, and telephone number of the Title IX Coordinator(s);

2. That the district does not discriminate on the basis of sex in the education program or activity that it operates, as required by Title IX. This includes admissions and employment; and

3. The grievance procedure and process, how to file a formal complaint of sex discrimination or sexual harassment, and how the district will respond.

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

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

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

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

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

Inquiries about the application to Title IX and its requirements may be referred to the Title IX Coordinator or the Assistant Secretary[11], or both.

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Neither the district or any person may retaliate[12] against an individual for reporting, testifying, providing evidence, being a complainant, otherwise participating or refusing to participate in any investigation or process in accordance with this procedure. The district must keep confidential the identity of parties and participating persons, except as disclosure is allowed under Family Educational Rights and Privacy Act (FERPA), as required by law, or to carry out the proceedings herein. Complaints of retaliation may be filed using these procedures.

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Publication

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

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Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (2018).
Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020).
Bartsch v. Elkton School District, FDA-13-011 (March 27, 2014).
Davis v. Monroe County Bd. of Educ., 526 U.S. 629 (1999).
Gebser v. Lago Vista Indep. Sch. Dist., 524 U.S. 274 (1998).

[11] Of the United Stated Department of Education.
[12] Retaliation includes, but is not limited to, intimidation, threats, coercion, and discrimination.

VII.D.6. Policy GBDA - Expression of Milk in the Workplace

Corvallis
SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Melissa Harder & Kristin Mahoney
Meeting Date: October 8, 2026

ACTION REQUESTED

Board Policy GBDA—Expression of Milk in the Workplace—Revision—Second Read

Background
This is a required revision. Due to recent changes in the district, including the closure of Letitia Carson Elementary and Cheldelin Middle School, the renaming of Corvallis Junior High School, and the addition of the Bridges Program, Policy GBDA, last updated in 2020, needs updated locations for all buildings in the district.

Involvement
Staff members: Melissa Harder & Kristin Mahoney

Cost Impact
None.

Function
Adoption of the revisions.

Corvallis SCHOOL DISTRICT

Code: GBDA
Adopted: 12/10/07
Revised/Readopted: 9/13/10, 6/17/13, 1/9/20

Expression of Milk in the Workplace

When possible, an employee must give reasonable notice of the intent to express milk to their direct supervisor. The district shall provide the employee a reasonable rest period to express milk each time the employee has a need to express milk. If feasible, the employee will take the rest period at the same time as the rest periods or meal periods provided by the district.

The district will make a reasonable effort to provide a location, other than a public restroom or toilet stall, in close proximity to the employee's work area, where an employee can express milk in private, concealed from view and without intrusion by other employees or the public.

The following locations have been identified in each facility for milk expression:

1. District Office & Bridges;
   (a) District Office Main Building: Room across from the Nursing Department.
   (b) Bridges: Madrone (Family Advocate Room).

2. Elementary and K-8 Schools;
   (a) Adams Elementary: Wellness Room 8D.
   (b) Franklin K-8: Wellness Room in Staff Lounge.
   (c) Garfield Elementary: Room 76.
   (d) Bessie Coleman Elementary: Wellness Room 120.
   (e) Kathryn Jones Harrison Elementary: Wellness Room 8D.
   (f) Lincoln Elementary: Room 118.
   (g) Mountain View: Room 9H.

3. Junior High School
   Corvallis Junior High: Office Room 7.

4. High Schools;
   (a) College Hill/Harding Center Alternative Center: Conference Room 207.
   (b) Corvallis High School: Room 210.
   (c) Crescent Valley High School: Room C8, staff room in Wing C.

An employee who expresses milk during work hours may use the available refrigeration to store the expressed milk. The district must allow the employee to bring a cooler or other insulated food container to work for storing the expressed milk and ensure there is adequate space in the workplace to accommodate the employee's cooler or insulated food container.

This policy and the list of designated locations are published in the employee handbook. The list of designated locations is available upon request in the central office of each school facility and in the district's central office.

This policy only applies to employees who are expressing milk for children 18 months of age or younger.

END OF POLICY

Legal Reference(s):

ORS 243.650
ORS 653.077
ORS 653.256
OAR 839-020-0051

Cross Reference(s):
GCBD/GDBD - Leaves and Absences
GCBDD/GDBDD - Sick Time

VII.D.7. Policy GBA - Equal Employment Opportunity

Corvallis
SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Melissa Harder & Kristin Mahoney
Meeting Date: October 8, 2026

ACTION REQUESTED

Board Policy GBA—Equal Employment Opportunity—Revision—Second Read

Background
This is a required revision. Senate Bill 808 (2025) amended ORS 408.225, 408.230, and 408.235. These statutes describe issuing preference to veterans and disabled veterans during the hiring or promotion process.

As a result, board policy GBA – Equal Employment Opportunity and administrative regulation GBA-AR – Veteran and State Servicemember Preference have been updated to reflect SB 808 and to account for the four different employment preferences now allowed under Oregon law, effective January 1, 2026.

Additionally, OAR 581-022-2405 requires districts to have policies regarding equal employment opportunities and affirmative action. Language has been added to more clearly meet these requirements.

Involvement
Staff members: Melissa Harder & Kristin Mahoney

Cost Impact
None.

Function
Adoption of the revisions.

Corvallis
SCHOOL DISTRICT

Code: GBA
Adopted: 7/91
Revised/Readopted: 4/12/99, 8/15/05, 9/12/05, 12/10/07, 5/4/09, 12/13/10, 2/6/20, 2/3/22
Original Code: 3110

Equal Employment Opportunity

Equal employment opportunity and treatment shall be practiced by the district regardless of race[1], color, religion, sex, sexual orientation, gender identity, gender expression, national origin, marital status, pregnancy, childbirth or a related medical condition, age, veterans' status, service in a uniformed service, familial status, genetic information, an individual's juvenile record that has been expunged, and disability if the employee, with or without reasonable accommodation, is able to perform the essential functions of the position.

The district administers preference in hiring or promotion decisions in accordance with Oregon law for applicants claiming preference as a veteran, disabled veteran, state servicemember, or former state servicemember.

The superintendent will appoint an employee to serve as the officer in charge of compliance with the Americans with Disabilities Act, and the Americans with Disabilities Act Amendments Act (ADA), and Section 504 of the Rehabilitation Act. The superintendent will also designate a Title IX coordinator to comply with the requirements of Title IX of the Education Amendments. The Title IX coordinator will investigate complaints communicated to the district alleging noncompliance with Title IX. The name, address, and telephone number of the Title IX coordinator will be communicated to all students, parents of students, and employees through handbooks and will be published on the district website.

The superintendent will develop other specific recruitment, interview, and evaluation procedures necessary to implement this policy. These procedures will seek to provide an equal employment opportunity and eliminate the effects of past and present discrimination, intended or unintended, on the basis of race, religion, national origin, age, sex, marital status, or physical or mental disabilities.

END OF POLICY

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[1] Race also includes physical characteristics that are historically associated with race, including but not limited to natural hair, hair texture, hair type and protective hairstyles as defined by ORS 659A.001

Legal Reference(s):

ORS 174.100
ORS 326.051
ORS 332.505
ORS 408.225 – 408.237
ORS 652.210 - 652.220
ORS 659.850
ORS 659A.003
ORS 659A.006
ORS 659A.009
ORS 659A.029
ORS 659A.030
ORS 659A.082
ORS 659A.109
ORS 659A.112
ORS 659A.147
ORS 659A.820

OAR 581-021-0045
OAR 581-022-2405
OAR 839-006-0435 - 0480

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2024).
Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e, et. seq. (2024).
Age Discrimination in Employment Act of 1967, 29 U.S.C. §§ 621-634 (2024); 29 C.F.R Part 1626 (2025).
Age Discrimination Act of 1975, 42 U.S.C. §§ 6101-6107 (2024).
Equal Pay Act of 1963, 29 U.S.C. § 206(d) (2024).
Rehabilitation Act of 1973, 29 U.S.C. §§ 791, 794 (2024); 34 C.F.R. Part 104 (2025).
Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2024); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020).
Americans with Disabilities Act/Americans with Disabilities Act Amendments Act, 42 U.S.C. §§ 12101-12213 (2024); 29 C.F.R. Part 1630 (2025); 28 C.F.R. Part 35 (2025).
The Vietnam Era Veterans' Readjustment Assistance Act of 1974, 38 U.S.C. § 4212 (2024).
Genetic Information Nondiscrimination Act of 2008, 42 U.S.C. § 2000ff-1 (2024).
Uniformed Services Employment and Reemployment Rights Act of 1994, 38 U.S.C. §§ 4301-4303, 4311 (2024).

VII.D.8. Policy CBG - Evaluation of the Superintendent

Corvallis
SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Melissa Harder & Kristin Mahoney
Meeting Date: October 8, 2026

ACTION REQUESTED

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

Background
Revision of Policy CBG is required. There have been several changes to Oregon Public Meetings laws over the last few years. These include statutes from the Oregon Legislature and rules from the Oregon Government Ethics Commission. This policy is updated to include language that matches the new laws.

Involvement
Staff members: Melissa Harder & Kristin Mahoney

Cost Impact
None.

Function
Adoption of the revised version.

Corvallis SCHOOL DISTRICT

Code: CBG
Adopted: 11/5/24
Revised/Readopted:

Evaluation of the Superintendent

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

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

The Board's discussion and conferences with and about the superintendent and their performance will be conducted in an executive session unless the superintendent requests a session open to the public[1]. Such an executive session will not include a general evaluation of any district goal, objective, or of any directive to personnel concerning district goals, objectives, operations, or programs. Results of the evaluation will be written and placed in the superintendent's personnel file.

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

END OF POLICY

[1] Notice must be provided to the superintendent in accordance with OAR 199-0040-0030. The superintendent must receive written notice of the meeting no less than one business day or 24 hours, whichever is greater, in advance of the meeting. The notice must include:

a. Identification of the Board;
b. The time, date and location of the meeting;
c. The purpose for which the Board proposes to convene the executive session, including the citation to the applicable section of ORS 192.660 and the fact that the Board will be reviewing and evaluating the performance of the superintendent; and
d. Information on how the superintendent may make a request for an open hearing.

Legal Reference(s):

ORS 192.660 ~~(2), (8)~~
ORS 332.107
ORS 332.505
OAR 581-022-2405
OAR 199-040-0027
OAR 199-040-0030

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

VIII. CONSOLIDATED INFORMATION

VIII.A. Virtual Charter School Enrollment

Corvallis
SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Kristin Mahoney & Melissa Harder
Meeting Date: October 8, 2026

Virtual Charter School Enrollment

NO ACTION REQUIRED

Background

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

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

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

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

Data	Number	% of Total	Reference
Students enrolled within the district	5,537	85.07%	District Enrollment as of 9/30/26
Students enrolled in public charter schools located in the district	77	1.18%	MCCS Enrollment as of 9/30/26
Students residing in the district enrolled in virtual public charter schools not located in the boundary	184	2.83%	Most recent individual enrollment reports voluntarily shared by virtual charter schools (Sept 2026)
Home-schooled students who reside in the district who are registered with the educational service district	237	3.64%	Active Home School Enrollments with LBL ESD as of 9/3/26
Students enrolled in private schools located within the school district	473	7.27%	As surveyed- requested CSD students only (Spring 2026)
TOTAL	6,508		

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

VIII.B.1. Policy DID - Property Inventories

Corvallis
SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Maria McEldowney
Meeting Date: October 8, 2026

NO ACTION REQUIRED

Board Policy DID—Property Inventories—Revision—First Read

Background

District staff recommends this revision. Updates include increasing the equipment capitalization threshold from $5,000 to $10,000 to align directly with the federal capitalization threshold under OMB Uniform Guidance (2 CFR 200.1). Additional updates include the tracking of commodity foods under federal law and minor revisions to reflect the latest OSBA Model Sample Policy.

Involvement

Staff members: Maria McEldowney

Cost Impact

None.

Function

Review of revisions

Corvallis SCHOOL DISTRICT

Code: DID
Adopted: 2/10/97
Revised/Readopted: 1/1/99, 6/25/01, 4/11/16

Property Inventories

The district will maintain an inventory of all capital assets in accordance with governmental accounting standards. The district's inventory will be updated ~~as necessary~~ annually to include ~~equipment~~ property purchased, disposed of, and donated to the district. ~~The Board may authorize the employment of an appraisal company to assist with the inventory procedure.~~

Capital assets include all district-owned property such as land, buildings, improvements to property other than buildings (i.e., parking lots, athletic fields, playgrounds, etc.), vehicles, and equipment with a value greater than ~~$5,000 *(accounting industry standard)*~~ $10,000 as defined by the federal capitalization threshold for equipment under the *Office of Management and Budget (OMB) Uniform Guidance (2 CFR 200.1)*. ~~Capital assets with a value greater than $5,000 are depreciable.~~

Other district ~~assets~~ supplies with a value of less than $~~5~~10,000 that are important to control for management purposes, will be inventoried. ~~as Controllable assets. Controllable assets will not be depreciated.~~

Current records shall be maintained for the receipt, distribution/disposal, and inventory of commodity foods as required by federal law.

The Board may authorize the employment of an appraisal company to assist with the inventory procedure.

END OF POLICY

Legal References:
ORS 332.155

Office of Management and Budget (OMB) Uniform Guidance (2 CFR 200.1)

Cross Reference:
Policy DN—Disposal of District Property

VIII.B.2. Policy IICC-AR - Volunteering in District Buildings

Corvallis
SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Kristin Mahoney
Meeting Date: October 8, 2026

NO ACTION REQUIRED

Board Policy IICC-AR—Volunteer Guidelines—New Administrative Regulation—First Read

Background

District staff recommends this revision. This new administrative regulation will strengthen the district's current volunteer policy and provide guidelines for parents and community members interested in working with students in our schools.

This administrative regulation clarifies the difference between visitors and volunteers, between staff working as district employees and staff volunteering in a classroom, and limitations for current CSD students who want to volunteer.

Involvement

Staff members: Kristin Mahoney

Cost Impact

None.

Function

Review of new policy.

Corvallis SCHOOL DISTRICT

Code: IICC-AR
Adopted:

Volunteering in District Buildings

Volunteers are a vital part of the Corvallis School District community. When appropriate, every effort will be made to allow family, staff, and community members to volunteer in the schools. Volunteering is a privilege, not a right, and volunteers must follow the rules and guidelines set forth by the district. The district reserves the right to remove volunteer access at any point in time.

District Process
All volunteers must apply using the online application found on the district's website. Once approved, a volunteer is cleared for two school years. If a person applies near the end of a school year, their application is good for the remainder of that year and one additional year. School staff are responsible for ensuring that volunteers have been cleared before volunteering.

While there are no restrictions on non-custodial parents volunteering, they may not use volunteer time to visit with their child on days or times not otherwise authorized in a parenting plan or court order without prior written consent of the custodial parent.

Volunteers must be 21 years or older to chaperone a field trip.

Criminal Records Check & Sex Offender Registry
Any person who wishes to volunteer is required to undergo an Oregon criminal records check before volunteering and then every two years thereafter. Consent for the criminal records check is included in the online volunteer application. Results of the checks are confidential and seen only by the Human Resources department staff responsible for volunteers. School staff and school volunteer coordinators only have access to a list of approved volunteers.

Applications can take weeks to process. Potential volunteers are encouraged to apply to volunteer early in the school year. The district does not require a Social Security number to process a volunteer application or criminal records check. Immigration status is not part of the criminal records check and will not impact a volunteer's clearance.

Volunteer versus Visitor
Volunteers are individuals who assist in schools or with school activities. Examples of volunteering may include but are not limited to: field trips, classroom help, mock interviews, mentoring, office work, etc. Visitors are individuals whose participation is not ongoing or frequent. Examples may include but are not limited to: attending a school play, career fair, guest speaker/author, college recruiter, etc. Please note, school staff must be present in the area where visitors are located at all times. Visitors are not required to complete a background check to visit the school building.

District Employees Who Volunteer
District employees who wish to volunteer in schools must complete online volunteer applications and criminal background checks. When volunteering, employees will follow all the same procedures as all other volunteers, such as signing in and out of locations, sight/sound requirements, and following fire drills and evacuation procedures.

Student Volunteers
Students are encouraged to volunteer at other schools within the district. Students must also apply using the online application. Students may only volunteer at their school or a school at a lower grade level. For example, high school students can volunteer at an elementary school, the junior high, and at their own high school but not at another high school in the district. Junior high school students can volunteer at an elementary school and at their school only. Students are ineligible to chaperone any field trips.

Safety
The safety of students is paramount. Volunteers must operate under the direction of a staff member in an open space and be within sight or sound of a staff member while working with students. Volunteers must never be asked to supervise, manage a classroom, or supervise a student on a one-on-one basis. Corvallis School District staff working as volunteers, rather than in their paid staff role, must also adhere to these requirements.

For safety and liability reasons, volunteers are expected to sign in and out of schools and district facilities. This allows staff to track who is present in the building, especially in emergency situations. All visitors and volunteers are required to wear identifiable badges or markings. Visitors and volunteers not wearing proper identification will be redirected to the school's main office.

Volunteers are not allowed to have other children (including babies) with them when they are volunteering, including chaperoning off-site field trips. Caring for non-students can be distracting for volunteers and cause disruptions for students and staff.

All volunteers are required to review information regarding child abuse prevention and reporting as well as adult sexual misconduct on the district's website. Volunteers are required to report suspected incidents of child abuse. This can include physical abuse, sexual abuse, or neglect. Contact the school principal immediately for guidance on how to make a report.

Confidentiality
Volunteers must protect the right to privacy for students and staff. Volunteers may not disclose sensitive school or personal matters that have come to their attention while volunteering. They should only discuss student concerns with teachers or staff members at the school where they are volunteering.

VIII.B.3. Policy JECBB-AR - Resident Transfer Procedures

Corvallis
SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Melissa Harder & Kristin Mahoney
Meeting Date: October 8, 2026

NO ACTION REQUIRED

Board Policy JECBB-AR—Intradistrict/Resident Transfer Procedures—Revised—First Read

Background

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

Each year, the Corvallis School District opens a transfer window for students living within the district boundary. This process occurs each spring and provides an opportunity for families to choose to attend a school outside of their attendance area boundary.

The proposed revision in the Transfer Request Process section reverses priority language for students in schools that closed the previous year.

Involvement

Staff members: Melissa Harder & Kristin Mahoney

Cost Impact

None.

Function

Review of revisions.

Corvallis SCHOOL DISTRICT

Code: JECBB-AR
Adopted: 5/7/20
Revised/Readopted: 12/12/24, 1/15/26

Resident Transfer Procedures

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

Conditions of a Resident Transfer

1. Resident students and their parent/guardians will be notified on an annual basis of resident transfer options available.
2. Requests to transfer will be considered on a space-available basis.
3. Requests that a student attend a district school other than the student's assigned school within their regular attendance boundary must be made by the parent/guardian (or emancipated minor or student age 18 or older) and submitted online.
4. Designated district office staff will notify the parent/guardian in writing that the request has been granted or denied.
5. Students who apply for a resident transfer and are not accepted at the time of application because of space availability, or Every Student Succeeds Act (ESSA) transfers, will be placed on a waitlist. Such applications will be considered for approval at a later date as space becomes available. The waitlist will be maintained until January of each year.
6. Transportation will be the responsibility of the family. In certain circumstances, district transportation may be provided on a case-by-case basis. Existing bus routes and stops will not, however, be disrupted or altered to accommodate a resident transfer.
7. Once approved, a transfer remains in effect until the student completes the highest grade at that school. Students must apply for a transfer if they intend to transition to a junior high school or high school that is not within their attendance boundary.
8. Students participating in a Dual Immersion program are not required to apply for a transfer when transitioning to 7th or 9th grade.
9. An approved transfer granted to a student will not obligate the district to approve subsequent requests from another student in the same family.
10. Student violations of Board policy, administrative regulation or school rules may result in revocation of the transfer at any time at the discretion of the district, in addition to any discipline imposed.

Transfer Request Process

1. Online applications will be accessible via the district's website. If the parent/guardian does not have access to an internet-accessible computer, they may utilize such equipment at either individual school locations or the district office.

2. If there are more applications than space available, a lottery process will be applied. In a lottery process, each student applicant will be assigned a randomly generated number. Priority will be given to qualifying students in the following order:

    ~~a. Corvallis School District (CSD) students who attended Letitia Carson Elementary or Cheldelin Middle School in 2025 - 2026 and incoming kindergarten students living in the Letitia Carson boundary who will enroll for the 2026 - 2027 school year.~~

    ~~b.~~ CSD students with siblings currently attending a transfer school and who will attend with the student already enrolled.

    ~~c.~~ Other CSD students.

    ~~d.~~ Non-CSD students seeking nonresident transfer with siblings currently attending the CSD transfer school, and who will attend with the student already enrolled.

    ~~e.~~ Other non-CSD students seeking nonresident transfer.

3. Seats will be offered to applicants based on their priority randomized ranking up to the number of available spots at each grade level for each school. The remaining ranked list of applicants, if any, will serve as the waitlist should future seats become available.

4. In the event that an elementary school exceeds capacity because of growth in the number of attendance boundary students, or a secondary school exceeds the limit needed to balance student populations, the district may choose not to maintain a waitlist until such time when transfers will be accepted.

5. Multiple birth siblings (twins, triplets, etc.) are treated as individuals during the lottery process. If one sibling is offered a seat and the others are offered a position on the waitlist, the parent/guardian may choose to accept the seat offered to one while the siblings remain at the attendance boundary school. If the parent/guardian declines the one seat, the sibling would be placed on the waitlist at the position held by the next sibling not offered a position.

6. Designated district office staff will notify families of their acceptance, denial, or waitlist status in a timely manner as soon as the transfer request process has been completed.

7. Students applying for transfers outside of the online application window are placed at the bottom of the waitlist (if any) in the order their applications are received.

Exceptions to the Transfer Process

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

Transfer Requests Outside of the Official Window

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

Revocation Process

1. Minimum standards for behavior must be maintained for a student to remain enrolled in the transfer school. Before revoking a transfer, the receiving building administrator will notify the assistant superintendent or designee and the administrator of the attendance boundary school. If a transfer is revoked, a resident student attending on a transfer will be asked to return to their attendance boundary school.

    a. A student shall comply with the district's policies, administrative regulations, school, and classroom rules. Regular attendance is an expectation of all students. Chronic absenteeism is grounds for a transfer revocation.

    b. For purposes of this transfer policy, a transfer may be revoked if a determination is made that the student's conduct poses a threat to the health and safety of students or employees and the behavior poses a significant disruption to the learning environment of others.

2. Parent/guardian may request that a transfer be rescinded by submitting a written request to the assistant superintendent, or their designee, for final review and processing.

    a. Such requests will be processed immediately to limit any impact on the student's ability to attend school.

    b. To ensure continuity for a student's education, the district reserves the right to deny more than one transfer request at each school level within a two-year period.

3. Students who transfer high schools will be eligible to participate in interscholastic athletics in accordance with procedures established by the OSAA. The procedures are intended to prohibit recruiting of athletes without unjustly penalizing students. The procedures in no way are to be interpreted as condoning the recruitment of any athlete from one high school to another since recruitment is a clear violation of the intent of this administrative regulation. Students and their families are responsible for ensuring their students meet OSAA transfer regulations.

Students Who Move from their Attendance Boundary

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

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

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

1. Parent/guardian will notify the school in writing of their address change and their request for a continuation at the school.

2. Transportation will be the responsibility of the family.

Students on Extended Leave or Sabbatical from a Transfer School

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

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

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

- Should the extended leave last longer than a year, the parent/guardians will follow the process for requesting a transfer through the online transfer request process described within this document.

- Should the extended leave be less than a year, the student will be able to reclaim their transfer upon their return.

Siblings of Students Placed Into District Specialized Programs

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

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

Safe Public School Choice Transfer Requests

In the event a district school is identified by the Oregon Department of Education (ODE) as persistently dangerous, or a student has been a victim of a violent criminal offense while in or on the grounds of a school the student attends, a transfer to meet the safe public school choice requirements of ESSA will be provided, subject to the following:

1. The district will provide notification to parent/guardian of all students attending a school identified as persistently dangerous of their student’s right to transfer.

   The notice will:

a. Be in writing, provided within 10 school days from the time the district becomes aware that the school has been identified by ODE as persistently dangerous or from the time a parent/guardian or student has notified the district that the student has been the victim of a violent criminal offense as defined by ODE;

b. Inform parent/guardian that their student is eligible to attend another public school in the district due to the identification of the school as persistently dangerous, or inform the parent/guardian of a student who has been the victim of a violent criminal offense, as defined by ODE, while in or on the grounds of a school the student attends, that their student is eligible to attend another public school in the district;

c. Identify each public school in the district, including public charter schools, that the parent/guardian may select;

d. Explain why the choices made available may have been limited including, as applicable, that no choices are currently available; and

e. Describe the performance and quality of those schools of choice. Parent/guardian may request more detailed information and may ask to see a school's academic report card.

2. The transfer will be to a safe school in the district.

3. Requests to transfer must be in writing (standard mail, fax or email) and submitted to the school office for consideration, generally no later than 20 school days from the district notice. The district will confirm requests.

4. The district will consider the education needs and preferences of the student and parent/guardian. Parent/guardian may decline the assigned school.

5. Approved transfers will generally occur within 30 school days from the time the district learns that the school has been identified as persistently dangerous. A student who has been the victim of a violent criminal offense will be transferred as soon as practicable.

6. Transfers may be temporary or permanent but will minimally be in effect as long as the student's original school is identified as persistently dangerous. Transfers for a student who has been the victim of a violent criminal offense will remain in effect until such time as may be appropriate, based on the safety and welfare of the student. The district will consider the educational needs of all transfer students as well as other factors affecting the student's ability to succeed if returned to the transferring school.

7. The district may provide transportation using federal funds or through cooperative agreements with local victims assistance units.

In the event a district school is identified by ODE as persistently dangerous, or a student has been a victim of a violent criminal offense while in or on the grounds of a school the student attends and there is not another school in the district for the student to transfer to, the district may develop an agreement with a neighboring district to accept transfer students. The development of such agreements is at the discretion of the district. Transfer approval will be in accordance with established Board policy and administrative regulation.

Special Education and Public School Choice

The district will ensure that students with disabilities are provided a free appropriate public education (FAPE) in their school of choice, consistent with the Individuals with Disabilities in Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act. In offering choice to students with disabilities, the district may match the abilities and needs of a student with disabilities to the possible schools that have the ability to provide the student with FAPE.

Appeals Process

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

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

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

IX. BOARD MEMBER COMMENTS (8:55 PM)*
X. ADJOURNMENT (9:05 PM)*