



Corvallis
SCHOOL DISTRICT

NOTICE

NOTICE IS HEREBY GIVEN of a meeting of the Corvallis School District Board of Directors.

Date & Time	Meeting Type	Location	Agenda
Thursday, October 12, 2023 6:30 PM	Regular	Gymnasium at Lincoln Elementary School, 110 SE Alexander Avenue, Corvallis, OR 97333	See attached.

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

If you would like to watch live-streaming of the School Board meeting, please navigate to the District's YouTube channel: <https://www.youtube.com/channel/UC9Jtp5dmilZI9kySBJbVQ?>
A recording of the meeting will also be posted to that channel.

POSTED: Corvallis School District Administration Building
Hans Boyle, Education Editor, Gazette Times (Via Email)

For more information, please contact Kim Nelson at 541-757-5841 or at kimberly.nelson@corvallis.k12.or.us



Corvallis

SCHOOL DISTRICT

Thursday, October 12, 2023
6:30 PM

AGENDA
Business Meeting of the
BOARD OF DIRECTORS
Corvallis School District 509J

Meeting Details: Thursday, October 12, 2023, 6:30 PM in the Gymnasium at Lincoln Elementary School, 110 SE Alexander Avenue, Corvallis, OR 97333.

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

- I. CALL TO ORDER AND ROLL CALL (6:30 p.m.)*
- II. ACKNOWLEDGEMENT OF LGBTQI2S+ HISTORY MONTH

Corvallis School District 509J

ACKNOWLEDGEMENT OF LGBTQI2S+ HISTORY MONTH

Resolution Number 21-1001

WHEREAS, the Corvallis School District recognizes and pays tribute to the significant contributions made in our community by lesbian, gay, bisexual, transgender, queer, intersex, and Two-Spirit people as well as people from the multitude of other gender and sexual identities (LGBTQI2S+); and

WHEREAS the Corvallis School District affirms that LGBTQI2S+ students, families, staff, and community members should be valued for all aspects of their identities; and

WHEREAS, LGBTQI2S+ History Month grew out of the establishment of what was then called Gay and Lesbian History by Missouri high school history teacher Rodney Wilson in 1994; and

WHEREAS, National Coming Out Day occurs each October 11; and

WHEREAS, LGBTQI2S+ History Month was first celebrated in school districts within the United States in 2012; and

WHEREAS, LGBTQI2S+ History Month has yet to be proclaimed nationally; and

WHEREAS, LGBTQI2S+ history is not part of standard educational curricula; and

WHEREAS, LGBTQI2S+ History Month provides an opportunity to continue the District's growth in learning about the many contributions of LGBTQI2S+ people to the nation, world, and local community; and

WHEREAS, The State of Oregon has a documented history of anti-LGBTQI2S+ actions; and

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

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

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

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

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

does hereby proclaim **October 2021**, as well as each October annually, as **LGBTQI2S+ History Month** in the District and strongly encourages students, families, staff, and community members to join in existing local celebrations; and

encourages all schools in the District to help highlight this month in grade appropriate ways as well as highlight the contributions of LGBTQI2S+ peoples to the local community, nation, and beyond, both historically and in current times.

Adopted by the Board of Directors of School District No. 509J (Corvallis) of Benton and Linn Counties, Oregon, at its regular meeting this 14th day of October, 2021.

ATTEST:

A handwritten signature in blue ink, appearing to be 'Sami', written over a horizontal line.

Sami Al-Abdrabbuh, Board Chair

A handwritten signature in blue ink, appearing to be 'Ryan', written over a horizontal line.

Ryan Noss, Superintendent



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- III. BOARD MEMBER REPORTS (6:40 p.m.)*
- IV. OREGON SCHOOL BOARDS ASSOCIATION AND NATIONAL SCHOOL
BOARDS ASSOCIATION UPDATES
- V. SUPERINTENDENT'S REPORT



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Superintendent's Report

Shared with the Corvallis School Board during the October 12, 2023 meeting.

National School Lunch Week:

This week, schools nationwide will celebrate the benefits of healthy school meals during National School Lunch Week (NSLW), October 9-13, 2023. Yesterday, I was joined by board member Chris Hawkins to have lunch with 3rd, 4th, and 5th-grade students at Letitia Carson Elementary.

Community Eligibility Provision for School Lunch

Last week, the USDA published the Final Rule, [*Child Nutrition Programs: Community Eligibility Provision \(CEP\) - Increasing Options for Schools*](#). This final rule lowers the CEP minimum identified student percentage (ISP) from 40% to 25%.

Kathryn Jones Harrison, Lincoln, Mt View, and Linus Pauling will meet the expanded qualifications for the USDA Community Eligibility Provision (CEP). This means that later this year, all students at those schools will have access to meals at no cost without requiring families to apply for free and reduced-price meals. This is in addition to Garfield and Letitia Carson Elementary schools, which already meet the CEP.

Joint Meeting with the School Board and Corvallis Public Schools Foundation Board

Corvallis Public Schools Foundation members will join us at our next board meeting. CSD Board Leadership and I have met Executive Director Angela Hibbard and Chair Mindy Hamlin to plan our agenda. The meeting will provide an opportunity to hear from foundation members on their recent accomplishments and our drafted school board goals. The relationship between our boards is critical in aligning community support for our students.

21st Century Learning Grant

As I shared with the board prior to our retreat, the Corvallis School District received a 21st Century Learning Grant, which will provide academic enrichment opportunities during non-school hours at our Title I schools over the next five years.

We recently hired Emily Pedersen as the grant coordinator. We are currently working with principals from our Title I schools to fill the roles needed at our schools to begin the program early next month.



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VI. PUBLIC COMMENT (7:10 p.m.)*

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

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



PROVIDING INPUT TO THE SCHOOL BOARD

(Revised 08-15-23)

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
Sarah Finger McDonald	541-908-3756		

Thank you board members for your service to our schools and students. Good evening, my name is Leonne Bannister and I am the school counselor at Kathryn Jones Harrison Elementary. I would like to start with my favorite quote from Kathryn Jones Harrison. It is a prayer that she said every day. She held it deeply within her heart and it is evidenced in the legacy she left. "Help me do and say what will help my people today."

In recent weeks and days, our school has navigated transition and unexpected turns. When there is a disruption to a system, oftentimes a story is told to explain the disruption. That story can be true from one perspective and there is usually another perspective or story to be told. Like we tell our students, seek multiple perspectives. I would like to share my perspective of Dr. Johnson with the board.

When the school-based team met in August to start planning for the school year, Dr. Johnson asked us to share two words that describe us. She went first. Her words were that she was intense, yet relational. I thought to myself. "Wow, what a combo!" What has unfolded in her time at KJH is that she is intensely committed to building systems that work for kids and is deeply connected to students. She ensured that every student in our school gets what they need to learn.

One of the simplest yet profound lessons I have learned from Dr. Johnson is that there is no task beneath her. She supervises in the lunchroom, responds to behavior issues, interacts with students almost all day and many other small things. She will do the same work that other people are assigned to do. These are remarkable traits for a building administrator. One example of her humility is from the first day of school. We were preparing logistics for students, when a classroom teacher walked in slightly frazzled that their trash had not been emptied overnight. There was no admiration of the problem, Dr. Johnson immediately raised her hand and said "I will empty it!" We stood there kind of in shock to see our building administrator self-select to empty trash. We were scratching the surface of Dr. Johnson's humble and deep commitment to service of students and staff.

I have watched Dr. Johnson question systems and decisions that are made in our building. She questions to ensure that we are practicing evidence-based decision making and that we understand WHY we are doing things. She especially centers students historically oppressed by poverty, language and racism within the traditional school system. This is where her intensity shows up and, I have to be honest with you, it took me a minute to get used to. I have learned

so much from her clarity and conciseness. Her direct and clear language coupled with her transformational leadership made our systems more efficient and student-centered.

Dr. Johnson's communication style is direct, yet she has a relational and charitable way of being. In my opinion, she truly knows the art of leadership. She prioritizes the needs of a few while meeting the needs of all students. I have been trying to do this for 20 years and I can tell you, it is no easy task. Dr. Johnson does it with skill.

I return to Kathryn Jones Harrison's prayer. Kathryn Jones Harrison had a deep-seated connection to her people and community. I am here tonight to share my truth and my experience because I know that it aligns with many staff and students at our school. I am doing and saying what will help my people today.

Thank you for your time.

Post
10-12-23

Read aloud at the 10-12-23
board meeting. kn

School Board Testimony Regarding 2024-2029 Board Goals

John Swanson for 10/12/2023 Meeting

I'm John Swanson and I have a granddaughter attending Franklin Elementary. As a retired educator, I'm passionate about enhancing our children's education. As some of you may recall, I have been a citizen activist for incorporating sustainability into our school district for over a decade, including back in 2011 when it was first included in district policy.

As you know, I am not alone as an advocate for sustainability. For example, the Corvallis Sustainability Coalition now has hundreds of partner organizations.

I was disappointed to find out just this week that sustainability is not mentioned anywhere in the current draft of its Board Goals. Please raise your hand if you agree that preparing our children to make educated and constructive responses to our global climate crisis should be a goal for our school district. If we agree that it's important, shouldn't it be included under Goal 3: "Relevant and Engaging Learning"?

This could be remedied by adding just two words to Goal 3, Strategy 1 so that it reads: "Support multiliteracy **and ecoliteracy** in our students and staff.

I would like to point out that success in the area of multiliteracy is inextricably linked to success in advancing ecoliteracy. Adding ecoliteracy broadens the human centered framework of multiliteracy to include our planet's biological communities upon which all diverse human communities depend. Multiliteracy addresses global challenges of cultural diversity while ecoliteracy addresses global challenges of biodiversity.

You are to be commended for your good work in supporting diversity in our schools. Including "multiliteracy" in the district's goals will strengthen the district's commitment to our children in this regard. Since the United States has become increasingly diverse, understanding how the climate crisis impacts people of different racial and ethnic backgrounds is imperative. We know that climate change disproportionately affects those who suffer from socioeconomic inequalities, including many people of color, and women. A recent *Harvard Business Review* article by Jamie Gloor etc. al. (July 26, 2022) is entitled "We Can't Fight Climate Change without Fighting for Gender Equity." Multiliteracy and Ecoliteracy go together like siamese twins.

To conclude, I ask that you include sustainability in the district's 2024-2029 goals. How can you leave out sustainability

as a relevant goal when so much is at stake, including the future of our children?

Additional background information:

Multiliteracy is an approach to literacy theory and pedagogy coined in the mid-1990s by the New London Group. The new literacy pedagogy was developed to meet the learning needs of students to allow them to navigate within these altered technological, cultural, and linguistically diverse communities.

Ecoliteracy is the ability to understand the natural systems that make life on earth possible. To be ecoliterate means understanding the principles of organization of ecological communities (i.e. ecosystems) and using those principles for creating sustainable human communities. The term was coined by American educator David W. Orr and physicist Fritjof Capra in the 1990s^{[1][2]} – thereby a new value entered education; the "well-being of the earth".^[3]

Excerpt from *Harvard Business Review* article: "For example, natural disasters (which have become more common due to the climate crisis) often disproportionately affect women, children, the

poor, the elderly, and the disabled, whose perspectives often go unheard or ignored. Women and girls in many regions in the Global South are typically responsible for collecting water, which becomes a lot more taxing during droughts, and in Europe, women are more likely than men to live in flood zones, where the impact of climate change is felt most severely. Studies have also shown that gender-based violence, including physical, psychological, and reproductive violence against women, becomes more prevalent after natural disasters, with complex and far-reaching consequences on health and well-being.”



Corvallis
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VII. BOARD GOALS – FIRST READ (7:30 p.m.)*



Corvallis

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Prepared for: Corvallis School Board
Prepared by: Superintendent Noss
Meeting Date: October 12, 2023

Adopt 2024-2029 Board Goals and Strategies – First Read

NO ACTION REQUIRED

At the August 16, 2018, meeting, Board members adopted the 2018-2023 Board Goals and Strategies. Looking forward, the Board recognized the importance of creating space for community voice to inform and develop future Board goals. Over the course of the 2022-23 school year, the Board prioritized community engagement in their work on the 2024-2029 Board Goals and Strategies. Staff, students, and community members were involved through a community survey, 8 facilitated community engagement sessions, and the August 24, 2023 Board retreat.

At the October 12, 2023, meeting, Board members will be asked to make recommendations for edits, additions, and adjustments to prioritization to the 2024-2029 Board Goals and Strategies, which are attached.



2024-2029 Board Goals

(Draft - 10/03/23)

Goal 1: Excellent Learning Experience

We will create exceptional learning experiences where all students learn at high levels. Taking into account identity, history, accessibility, and ability, academic excellence will be achieved as students are challenged and supported to: think critically, solve problems creatively, communicate effectively, and engage positively with the broader world.

Strategies:

1. Adopt and implement culturally relevant curricula that integrate communication, critical thinking, collaboration, creativity, problem-solving, and adaptability into learning experiences.
2. Implementation of the 5 Dimensions of Teaching and Learning Framework.

Goal 2: Equitable Systems

We will transform educational systems to be diverse, equitable, and inclusionary in both our decisions and actions.

Strategies:

1. Elevate and center voices of institutionally underserved students in both decisions and actions.
2. Develop institutionally supported retention efforts of racially, culturally, linguistically, and gender-diverse staff.
3. Develop and implement equity plan to support staff.
4. Enhance family and community engagement in meaningful ways to inform district decision-making.

Goal 3: Relevant and Engaging Learning

Students will participate in relevant and engaging real-world learning experiences that prepare them for an evolving future.

Strategies:

1. Support multiliteracy in our students and staff.
2. Create varied, accessible, and adaptable learning pathways toward graduation that are connected to student interests and their post-secondary plan.
3. Create, sustain, and maintain community partnerships that integrate relevant experiential learning in the community in all grades.

(Continued on next page.)

Goal 4: Healthy Communities

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

Strategies:

1. Foster student belonging through the implementation of SEL standards.
2. Foster growth of families through education.
3. Student instruction in areas of health and wellbeing.
4. Foster student identity and agency.



Corvallis
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VIII. SCHOOL CALENDAR REVISIONS – 2024-25 (7:45 p.m.)*



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board

Prepared by: Amy Lesan, Kim Johnson and Nikki McFarland, Teaching and Learning Coordinators

Meeting Date: October 12, 2023

2024-25 Calendar Revision

ACTION REQUESTED

Background

School Board Policy IC/ICA—School Year/School Calendar directs the Superintendent to establish a school calendar giving due consideration to input from staff, parents, and the community. Providing calendars for upcoming school years allows parents, staff and the community to plan ahead with key calendar dates.

Based on lessons learned from the past two years, revisions to the 2024-25 calendar are recommended. Changes are highlighted in yellow.

The proposed changes:

- Support students transitioning to a new school
- Reduce disruptions to learning routines and family schedules

Key Dates 24-25 School Year	K-12
Orientation for all grades First Day (soft start) for K, 6, 9 and new students to CSD	Tuesday, September 3, 2024
First Day of School	Wednesday, September 4, 2023*
Holidays and Breaks	Veterans Day 11/11 Thanksgiving break 11/27-11/29 Winter break 12/23**-1/3 MLK Day 1/20 President's Day 2/17 Spring break 3/24-3/28 Memorial Day 5/26
Non-School days	10/14 1/30-31 10/24-25*** 3/14 12/2 4/14-15
Last Day of School	Friday, June 13, 2025****
Possible weather make-up days	6/16, 6/17, 6/18*****

*The Tuesday after Labor Day will be a soft start day for grades K, 6, and 9.

**Winter break will start on Monday, December 23, rather than Friday, December 20.

***Conferences were moved up one week, and the additional non-conference day was removed.

****Making 11/1 and 2/18 school days allows school to end two days earlier.

*****All snow make-up days are scheduled after the last day of school.



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ACTION REQUESTED

Approve the revised 2024-25 school calendar.

MOTION REQUESTED

"I move to adopt the revised 2024-25 school calendar, as submitted."



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IX. DIVISION 22 REPORT AND ACTION



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Melissa Harder
Meeting Date: October 12, 2023

Division 22 Standards for 2022-2023 School Year

ACTION REQUESTED

Background

School district superintendents are required to provide a Division 22 Report to their local school board regarding the district's standing with respect to all Standards for Public Elementary and Secondary Schools as set forth in Oregon Administrative Rules [581-022-2305](#).

By November 1, 2023, school district superintendents are to report to their local School Board on the district's compliance with all Division 22 Standards in effect for the 2022-2023 school year and to post the Division 22 Community Report for the 2022-2023 school year on their district website. ODE also recommends that superintendents inform School Boards if there have been any recent changes in policy or practice that may take the district out of compliance with any of the Division 22 Standards during the current school year (2023-2024).

The Division 22 Compliance Report is formatted into categories described in the infographic here.

After completing the local reporting process, districts will complete and submit to the Oregon Department of Education (ODE) the annual Elementary and Secondary Schools Assurance Form by November 15, 2023.

Teaching & Learning
Curriculum & Instruction
Assessment & Reporting
Program & Service Requirements
HS Diploma
Health & Safety
Policies & Practices
Plans & Reports
Athletics & Interscholastic Activities
District Performance & Accountability
Human Resources/Staffing

Division 22 Rule Waivers and Modifications for the 2022-2023 School Year

The following rules were waived in their entirety:

- **581-022-2115 Assessment of Essential Skills** - The assessment of Essential Skills graduation requirement for Oregon students continues to be suspended through the 2023-2024 school year. The Oregon State Board of Education has not yet taken action to extend this waiver into next school year. High school seniors still have to meet several

requirements to earn a diploma, including achieving a minimum number of credits and completing personalized learning, including a career-related experience.

Compliance Overview

Corvallis School District is out of compliance with Division 22 Standards for the 2022-2023 school year in the following areas.

Physical Education for Grades K-5

- In the past our district has added “physical activity” minutes to physical education minutes to ensure compliance for the Division 22 report. Recent communication from ODE has made clear the difference between the physical education and physical activity and that we can only count physical education minutes for this requirement. As a result we are not in compliance.
- Corrective Action would require K-5 students to participate in physical education class for 30 minutes each day. To qualify, physical education must be taught by a licensed teacher. So increasing physical education minutes per week would mean additional FTE at each elementary school and the loss of other specials including music and art.

Physical Education for Grades 6-8

- Even with the reduction of required physical education minutes passed in HB 3199, our students in middle school who only take the required one PE class per school year do not meet the physical education minutes requirement of 150 minutes per week, on average over the school year.
- Corrective Action could require a return to the combination PE/Health classes at middle school. However, a dedicated Health course for middle school students has been critical in addressing the mental health needs of our students. Another option could be requiring all students take two PE courses each year. However, with the trimester schedule, this requirement would reduce elective options for all students and especially DLI students.

Independent Adoptions of Instructional Materials

- During last year’s World Language Adoption for French materials, coordinators did not present the appropriate paperwork for an independent materials adoption. The board was presented with information on the materials adoption process, its connection to the racial educational equity policy, and its connection to the teacher evaluation framework. Although a choice was made that scored high on this rubric, a formal request to the board for adoption of independent materials was not presented. The board will receive this request by November 2, 2023.

Changes Coming for 2023-2024 Reporting

- **581-022-2263 Physical Education Requirements:** House Bill 3199 reduced the total number of physical education instructional minutes required in grades 6-8 effective July 1, 2023. Two significant changes result from the passage of this bill. (1) The weekly time requirement for grades 6-8 was reduced to 150 minutes. (2) The new weekly minimum is calculated as an average over the duration of the school year.

- **581-022-2220 Health Services** - On June 15, 2023, the State Board of Education adopted an updated OAR to recognize the importance of health in supporting equitable and well-rounded education for all Oregon students. The revised rule requires school districts, public charter schools, and education service districts to have a prevention-oriented health services plan for all students that outlines several components, including: Communicable Disease Prevention, Services for All Students, Assessment Process, and Supporting Students Throughout the Day.

ACTION REQUESTED

Approve the Division 22 report for submission to ODE and to be published on the District website. Authorize the district to include up to 30 hours of professional development time, up to 30 hours for parent-teacher conferences, and up to 60 hours of recess for students in grades kindergarten through grade 3 for calculation of instructional hours.

MOTION REQUESTED

"I move to approve the Division 22 report for submission to ODE and to be published on the District website and authorize the district to include up to 30 hours of professional development time, up to 30 hours for parent-teacher conferences, and up to 60 hours of recess for students in grades kindergarten through grade 3 for calculation of instructional hours."

Corvallis School District 509J

Report on Compliance with Public School Standards

2022-23 School Year

By November 1 of each year, school district superintendents are required by [OAR 581-022-2305: District Assurances of Compliance with Public School Standards](#) to report to their community on the district's status with respect to all of the Standards for Public Elementary and Secondary Schools. The Standards are adopted by the State Board of Education and set out in Oregon Administrative Rules Chapter 581, Division 22.

The table below contains a summary of **Corvallis School District's** compliance with each of the requirements of Oregon's administrative rules found in [DIVISION 22 - STANDARDS FOR PUBLIC ELEMENTARY AND SECONDARY SCHOOLS](#) during the 2022-23 school year. For each rule reported as out of compliance, **Corvallis School District** has provided an explanation of why the school district was out of compliance and the school district's proposed corrective action plan to come into compliance. The corrective action must be approved by ODE and completed by the district by the beginning of the 2024-25 school year.

What are the requirements of the standards? For a general overview of what each rule/standard requires, consult this high-level [Rules at a Glance summary](#). For specific, comprehensive requirements, use the links below for each individual rule.

Category: Teaching & Learning

Subcategory: Curriculum & Instruction

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2030 District Curriculum	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2045- Prevention Education in Drugs and Alcohol	In compliance	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2050 Human Sexuality Education	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2055 Career Education	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2060 Comprehensive School Counseling	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2263 Physical Education Requirements *Elementary Grades	Out of compliance	In the past our district has added “physical activity” minutes to physical education minutes to ensure compliance for the Division 22 report. Recent communication from ODE has made clear the difference between the two and that we can only count physical education minutes for this requirement.	150 physical education minutes per week would require all students be taught by a PE teacher 30 minutes per day. This would require an additional allocation of FTE to each elementary building. In a time of declining enrollment and reduced budgets, that would mean the reduction of other staff to pay for more than twice the current PE FTE in each building. We will utilize our equity lens as we engage in these conversations this school year.
581-022-2263 Physical Education Requirements *Middle Grades	Out of Compliance with 2022-23 requirements (225/week) and with revised requirements (150/week average)	Due to our trimester schedule at middle schools, we are out of compliance for last year and will be out of compliance this year for students who choose to only take the required one PE course per school year. Students who take two or more PE courses each year	Options for corrective action include a return to a combination of PE and Health at middle school or requiring all students take two PE courses each year. Both options are detrimental to students in middle school in different ways. We will utilize our equity lens as

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
		meet the 2023-2024 PE minutes requirement.	we engage in these discussions this school year.
581-022-2320 Required Instructional Time	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2340 Media Programs	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2500 Programs and Services for TAG Students	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2350 Independent Adoptions of Instructional Materials	Out of compliance	French World Language Curriculum approved by the school board in May was not presented with the appropriate documentation for an independent curriculum adoption.	At the November 2, 2023 board meeting, the board will be presented with the appropriate documentation regarding the independent adoption of French World Language curriculum.
581-022-2355 Instructional Materials Adoption	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2360 Postponement of Purchase of State-Adopted Instructional Materials	In compliance	The district has met all of the requirements for this rule.	Not applicable

Subcategory: Assessment & Reporting

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2100 Administration of State Assessments	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2110 Exception of Students with Disabilities from State Assessments	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2115 Assessment of Essential Skills: Diploma Requirements	Waived for 2022-23 school year	Not applicable	Not applicable
581-022-2115(2) Assessment of Essential Skills: Local Performance Assessment Requirement	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2120 Essential Skill Assessments for English Language Learners	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2270 Individual Student Assessment, Recordkeeping and Reporting	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2445 Universal Screenings for Risk Factors of Dyslexia	In compliance	The district has met all of the requirements for this rule.	Not applicable

Subcategory: Program & Service Requirements

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2315 Special Education for Children with Disabilities	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2325 Identification of Academically Talented and Intellectually Gifted Students	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2330 Rights of Parents of TAG Students	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2505 Alternative Education Programs	In compliance	The district has met all of the requirements for this rule.	Not applicable

Subcategory: High School Diploma

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2000 Diploma Requirements	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2005 Veterans Diploma	In compliance	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2010 Modified Diploma	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2015 Extended Diploma	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2020 Alternative Certificate	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2025 Credit Options	In compliance	The district has met all of the requirements for this rule.	Not applicable

Category: Health & Safety

Subcategory: Policies & Practices

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2205 Policies on Reporting of Child Abuse	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2220 Health Services	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2310 Equal Education Opportunities	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2312 Every Student Belongs	In compliance	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2345 Auxiliary Services	In compliance	The district has met all of the requirements for this rule.	Not applicable

Subcategory: Plans & Reports

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-0107 Operational Plans for the 2022-23 School Year	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2223 Healthy and Safe Schools Plan	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2225 Emergency Plans and Safety Programs	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2230 Asbestos Management Plans	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2267 Annual Report on Restraint and Seclusion	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2510 Suicide Prevention Plan	In compliance	The district has met all of the requirements for this rule.	Not applicable

Subcategory: Athletics & Interscholastic Activities

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2210 Anabolic Steroids and Performance Enhancing Substances	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2215 Safety of School Sports – Concussions	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2308 Agreements Entered Into with Voluntary Organizations	In compliance	The district has met all of the requirements for this rule.	Not applicable

Category: District Performance & Accountability

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2250 District Improvement Plan	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2255 School and District Performance Report Criteria	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2260- Records and Reports	In compliance	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2265 Report on PE Data	Waived for 2022-23 school year	Not applicable	Not applicable
581-022-2300 Standardization	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2305 District Assurances of Compliance with Public School Standards	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2370 Complaint Procedures	In compliance	The district has met all of the requirements for this rule.	Not applicable

Category: Human Resources/Staffing

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2335 Daily Class Size	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2400 Personnel	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2405 Personnel Policies	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2410 Teacher and Administrator Evaluation and Support	In compliance	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
<u>581-022-2415 Core Teaching Standards</u>	In compliance	The district has met all of the requirements for this rule.	Not applicable
<u>581-022-2420 Educational Leadership - Administrator Standards</u>	In compliance	The district has met all of the requirements for this rule.	Not applicable
<u>581-022-2430 Fingerprinting of Subject Individuals in Positions Not Requiring Licensure as Teachers, Administrators, Personnel Specialists, School Nurses</u>	In compliance	The district has met all of the requirements for this rule.	Not applicable
<u>581-022-2440 Teacher Training Related to Dyslexia</u>	In compliance	The district has met all of the requirements for this rule.	Not applicable



Corvallis

SCHOOL DISTRICT

- X. CONSOLIDATED ACTION (8:10 p.m.)*
 - X.A. School Construction Excise Tax Rates



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Olivia Meyers Buch, Finance and Operations Director
Meeting Date: October 12, 2023

Resolution No. 23-1001: Increase School Construction Excise Tax Rates

ACTION REQUESTED

Background

In 2007, the Oregon Legislature passed a law ([Senate Bill 1036](#)) that allows school boards, in cooperation with cities and counties, to tax new residential and non-residential construction to help school districts pay for a portion of the cost of new or expanded school facilities.

Construction taxes imposed by a school district must be collected by a local government, local service district, special government body, state agency or state official that issues a permit for structural improvements regulated by the state building code. An intergovernmental agreement with local governments collecting the tax is required and collection expenses are limited to 4.00% of tax revenue.

Senate Bill 1036 set tax rate limits of \$1.00 per square foot for residential use and \$0.50 for nonresidential use, along with a \$25,000 tax limit on nonresidential properties. Beginning in 2009, construction excise tax rates were indexed to inflation using the Engineering News-Record Construction Cost Index. As prescribed in statute ([ORS 320.170](#)), the Oregon Department of Revenue is responsible for updating tax rate limits and notifying affected school districts. [Per the Oregon Department of Revenue](#), tax rate limits for fiscal year 2023-24 and 2024-25 are as follows:

Fiscal Year	2023-24	2024-25
Residential*	\$1.56	\$1.63
Non-residential*	\$0.78	\$0.82
Non-residential Max	\$39,100	\$40,800
* Dollars per square foot		

In 2009, the school board adopted Resolution No. 08-1001 imposing construction excise taxes at the rate limits outlined in Senate Bill 1036 and entered into agreements with the City of Corvallis, Benton County and Linn County to collect construction excise taxes as imposed. Resolution No. 08-1001 states that the tax rates shall be adjusted for changes in construction costs as determined by the Oregon Department of Revenue; however, the

district's agreement with the City of Corvallis requires a resolution to be provided if the district increases the tax (the district's agreements with Benton County and Linn County do not include this requirement). Since 2009, no resolution has been proposed or adopted to adjust the rates as allowed.

The attached resolution increases the rate of construction excise taxes imposed by the district in alignment with the tax rates limits for 2023-24 and 2024-25 as published by the Oregon Department of Revenue. The rates proposed are as follows:

	Current Rates Effective 9-1-2009	Proposed Rates Effective 1-1-2024	Proposed Rates Effective 7-1-2024
Residential*	\$1.00	\$1.56	\$1.63
Non-residential*	\$0.50	\$0.78	\$0.82
Non-residential Max	\$25,000	\$39,100	\$40,800
<i>* Dollars per square foot</i>			

Financial Impact

Based on the proposed rate increases and average tax collections over the last three fiscal years, the district would receive approximately \$175,000 - \$200,000 in additional construction excise taxes in future years to be used for capital improvements.

Construction Excise Tax Collections

Fiscal Year	2018-19	2019-20	2020-21	2021-22	2022-23
City of Corvallis	\$ 895,033	\$ 79,500	\$ 225,881	\$ 339,483	\$ 254,494
Benton County	200,604	165,178	121,335	70,068	62,938
Linn County	380	2,711	1,691	3,734	-
Total	\$1,096,018	\$ 247,389	\$ 348,907	\$ 413,286	\$ 413,286

ATTACHED:

Resolution No. 23-1001

MOTION REQUESTED:

"I move that Resolution No. 23-1001 be adopted to increase school construction excise tax rates."

Corvallis School District 509J
Resolution No. 23-1001

INCREASE SCHOOL CONSTRUCTION EXCISE TAX RATES

WHEREAS, ORS 320.170 authorizes school districts, as defined in ORS 330.005, to impose a construction taxes to fund capital improvements to school facilities; and

WHEREAS, on October 6, 2008, the district adopted a resolution imposing a construction excise tax on improvements to real property that result in a new structure or additional square footage in an existing structure; and

WHEREAS, construction taxes imposed by a school district must be collected, subject to ORS 320.179, by a local government, local service district, special government body, state agency or state official that issues a permit for structural improvements regulated by the state building code; and

WHEREAS, the district has entered into intergovernmental agreements with Benton County, Linn County, and the City of Corvallis to collect construction taxes imposed by the district.

NOW, THEREFORE, BE IT RESOLVED, that the rates of tax imposed on improvements to real property that result in a new structure or additional square footage in an existing structure shall be increased as follows:

	Current Rates	New Rates Effective 1-1-2024	New Rates Effective 7-1-2024
Residential*	\$1.00	\$1.56	\$1.63
Non-residential*	\$0.50	\$0.78	\$0.82
Non-residential maximum	\$25,000	\$39,100	\$40,800
* <i>Dollars per square foot</i>			

Exemptions: *all improvements, structures and facilities listed in ORS 320.173 and the following improvements as determined by the district:*

- *Remodeling projects adding up to 200 square feet of additional space to an existing structure.*

NOW, THEREFORE, BE IT RESOLVED, that for years beginning on or after July 1, 2025, per ORS 320.176(3), the tax rates stated in this resolution shall be indexed to inflation as determined by the Department of Revenue and reported to the district.

ADOPTED by the Board of Directors of Corvallis School District 509J in Benton and Linn Counties, Oregon, at its regular meeting this 12th day of October, 2023.

ATTEST:

Luhui Whitebear, Board Chair

Olivia Meyers Buch, Deputy Clerk



Corvallis

SCHOOL DISTRICT

X.B. Minutes

X.B.1. September 7, 2023

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

I. CALL TO ORDER AND ROLL CALL

The meeting was called to order at 6:35 p.m. in the Gymnasium of Lincoln Elementary School, 110 SE Alexander Avenue, Corvallis, OR 97333. The secretary recorded those present as listed below.

<u>BOARD MEMBERS PRESENT</u>	<u>EXECUTIVE STAFF PRESENT</u>
Luhui Whitebear, Ph.D., Chair Shauna Tominey, Ph.D., Co-Vice Chair Terese Jones, Co-Vice Chair Sami Al-Abdrabbuh, Ph.D. Sarah Finger McDonald, Ph.D. Chris Hawkins Judah Largent	Ryan Noss, D.Ed., Superintendent Melissa Harder, Assistant Superintendent Jennifer Duvall, Human Resources Director Olivia Meyers Buch, Finance & Operations Director

A quorum was present, and due notice had been published.

Chair Whitebear shared that district staff had asked that the School Construction Excise Tax Rules item be removed from the agenda as the staff member to answer questions could not attend the meeting.

MOTION:

It was moved by Director Al-Abdrabbuh and seconded by Co-Vice Chair Tominey to remove item XIII. A. School Construction Excise Tax Rules under Consolidated Information from the agenda. The motion passed by acclamation.

II. ACKNOWLEDGEMENT OF HISPANIC HERITAGE MONTH

Board members read aloud Resolution 21-0901, Acknowledgment of Hispanic Heritage Month, celebrated annually during September. (The document is posted online with the information packet of this meeting and will be filed with the official 2023-24 board records.)

Director Finger McDonald joined the meeting at 6:40 p.m.
Co-Vice Chair Jones joined the meeting at 6:41 p.m.

III. BOARD MEMBER REPORTS

Chair Whitebear and Co-Vice Chair Jones attended the Corvallis Public Schools Foundation board meeting. They shared that Director Jones will attend the meetings and report to the Board.

IV. OREGON SCHOOL BOARDS ASSOCIATION AND NATIONAL SCHOOL BOARDS ASSOCIATION UPDATES

Director Al-Abdrabbuh shared highlights from a written report provided before the meeting. (The document is posted online with the information packet of this meeting and will be filed with the official 2023-24 board records.)

Discussion ensued around the possibility of submitting a proposal to present regarding the Facilities Improvement Bond and community engagement at the National School Boards Association annual conference.

V. SUPERINTENDENT'S REPORT

Superintendent Noss shared highlights from a written report and a slide presentation. (The report and slides are posted online with the informational packet of this meeting and will be filed with the official 2023-24 board records.)

VI. PUBLIC COMMENT

Mayra Valencia, Corvallis, spoke in support of adding a bus stop nearer to her neighborhood on the east side of Highway 99 on Circle Boulevard. She shared concerns regarding the safety of students crossing Highway 99 and railroad tracks to attend Linus Pauling Middle School because they fall inside the one-and-one-half-mile District transportation boundary. Additionally, she shared concerns regarding safety for the area students cross to get to the nearest transfer bus the District currently provides.

Maria Janeth Gonzalez, Corvallis, supported adding a bus stop near her neighborhood due to safety concerns for students crossing Highway 99 and railroad tracks to attend Linus Pauling Middle School.

Mireya Lopez Espinoza, Corvallis, supported adding a bus stop near her neighborhood due to safety concerns for students crossing Highway 99 and railroad tracks to attend Linus Pauling Middle School.

Diana Ortiz, Corvallis, supported adding a bus stop near her neighborhood due to safety concerns for students crossing Highway 99 and railroad tracks to attend Linus Pauling Middle School.

VII. BOND UPDATE

Dale Kuykendall, Senior Project Manager with Wenaha Group, referred to a written report provided to the Board before the meeting and shared a slide presentation. (The report and slides are posted online with the informational packet of this meeting and will be filed with the official 2023-24 Board records.)

VIII. SUMMER PROGRAM UPDATE

Sabrina Wood, Student Services Coordinator, and Shawn Bernard, Special Education Coordinator,

shared a slide presentation and engaged the Board in discussing summer programs. (The slide presentation is posted online with the information packet of this meeting and will be filed with the official 2023-24 Board records.)

Kelly Locey, Communications Coordinator, joined the presentation and shared information regarding the Linus Pauling Middle School community resource fair.

The Board took a 15-minute break and then resumed the meeting.

IX. BOARD MEMBER STIPENDS (HB 2753)

The Board discussed HB 2753 and asked for clarification regarding logistics for opting in or out and funding sources within the District budget. District staff will provide additional information at a later date.

X. REVIEW BOARD NORMS

The Board suggested changes to the existing Board Norms. Those revisions will be brought to the Board for action at a future date.

XI. REVIEW BOARD AND SUPERINTENDENT WORKING AGREEMENTS

The Board suggested changes to the existing Board and Superintendent Working Agreements. Those revisions will be brought to the Board for action at a future date.

XII. CONSOLIDATED ACTION

MOTION:

It was moved by Director Finger McDonald and seconded by Director Al-Abdrabbuh to approve the Consolidated Action items. The motion was voted on and passed unanimously.

- A. Budget Committee Vacancies** – (This document is posted online with the informational packet of this meeting and will be filed with the official 2023-24 Board records.)
- B. Minutes** – August 10, 2023, August 24, 2023 – (These documents are posted online with the informational packet of this meeting and will be filed with the official 2023-24 Board records.)
- C. Licensed Personnel Action** – (This document is posted online with the informational packet of this meeting and will be filed with the official 2023-24 Board records.)

XIII. CONSOLIDATED INFORMATION

- A. School Construction Excise Tax Rates** – (This document is posted online with the informational packet of this meeting and will be filed with the official 2023-24 Board records.)

The item was removed from the Consolidated Information agenda and was not discussed. It will be brought to the Board for consideration at a future date.

XIV. BOARD MEMBER COMMENTS

Director Finger McDonald shared concerns regarding using AI as a tool in education and issues with student honesty and integrity and encouraged looking at and possibly revising academic honesty policies.

Discussion ensued regarding accessibility at board meetings with the following comments:

- There could be a review of current technology accessibility in Board meetings to ensure meetings are as accessible as possible.
- The length of board meetings may be an obstacle for community members to attend.
- It is a significant time commitment for community members to provide public comment as the agenda timing fluctuates and times on the agenda are estimates.
- It may not be apparent to the public what accessibility services are available.
- Look at adding a button on the website for community members to request translators and other accommodations.
- Review the order of the agenda items to provide a firmer time for public comment.
- The length of board meetings impacts the community and staff.
- Screen reader descriptions for photos shown during board meetings would benefit the sight impaired.

Director Al-Abdrabbuh shared that the Linn/Benton/Lincoln region board representative to the Oregon School Boards Association has stepped down and that the Board may nominate a member of the Board to the position.

Director Hawkins expressed appreciation that the District provides school supplies for students; it is a hardship for families to purchase supplies.

XV. ADJOURNMENT

There being no further business before the Board, Chair Whitebear adjourned the meeting at 9:29 p.m.

Luhui Whitebear, Ph.D., Board Chair

Ryan Noss, D.Ed., Superintendent

Prepared By: Kim Nelson

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Corvallis

SCHOOL DISTRICT

X.B.2. September 21, 2023

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

I. CALL TO ORDER AND ROLL CALL

The meeting was called to order at 6:35 p.m. in the Gymnasium of Lincoln Elementary School, 110 SE Alexander Avenue, Corvallis, OR 97333. The secretary recorded those present as listed below.

<u>BOARD MEMBERS PRESENT</u> Luhui Whitebear, Ph.D., Chair Shauna Tominey, Ph.D., Co-Vice Chair Terese Jones, Co-Vice Chair Sarah Finger McDonald, Ph.D. Chris Hawkins	<u>EXECUTIVE STAFF PRESENT</u> Ryan Noss, D.Ed., Superintendent Melissa Harder, Assistant Superintendent
<u>BOARD MEMBERS EXCUSED</u> Judah Largent Sami Al-Abdrabbuh, Ph.D.	<u>STUDENT REPRESENTATIVES PRESENT</u> Rachel Dazey, CHS Ava Fries, CHS Zoe DeAmicis, CVHS Vibhav Javali, CVHS Eileen Lewis, CHHS

A quorum was present, and due notice had been published.

II. ACKNOWLEDGEMENT OF INDIGENOUS PEOPLE'S DAY

Board members and student representatives read aloud Resolution Number 20-1002 – Acknowledgement of Indigenous Peoples' Day, celebrated annually on the second Monday of October. (The document is posted online with the information packet of this meeting and will be filed with the official 2023-24 board records.)

Chris Hawkins joined the meeting at 6:38 p.m.

III. INTRODUCE STUDENT REPRESENTATIVES

Superintendent Noss introduced the 2023-24 student representatives to the Board: Rachel Dazey and Ava Fries from Corvallis High School, Zoe DeAmicis and Vibhav Javali from Crescent Valley High School, and Eileen Lewis from College Hill. Liam Gottlieb (Corvallis High School) and Celia Frazier (College Hill) could not attend the meeting. The student representatives receive notice of meetings, are provided a place at the Board table, and are encouraged to engage in discussion.

IV. OREGON SCHOOL BOARDS ASSOCIATION WORK SESSION: BOARD POLICY REVIEW PROCESS

Kristen Miles, Oregon School Board Association, facilitated the work session regarding the policy review process. (The slide is posted online with the information packet of this meeting and will be filed with the official 2023-24 board records.)

Discussion ensued regarding the different types of policies and the areas the Board would focus on for review. The Board discussed looking at policies through the lens of the new Board goals and waiting until new goals are adopted.

Additional work sessions will be scheduled with the Oregon School Boards Association to schedule for policy review.

V. BOARD NORMS – SECOND READ

MOTION:

It was moved by Director Finger McDonald and seconded by Director Hawkins to adopt the 2023-24 Board Norms as revised. The motion was voted on and unanimously approved.

VI. BOARD AND SUPERINTENDENT WORKING AGREEMENTS – SECOND READ

MOTION:

It was moved by Director Finger McDonald and seconded by Director Hawkins to adopt the 2023-24 Board and Superintendent Working Agreements as revised. The motion was voted on and unanimously approved.

VII. BOARD MEMBER STIPEND INFORMATION

Chair Whitebear shared that the Oregon School Boards Association recommended that the discussion regarding board member stipends be moved to a later date to allow board members to review the information released earlier in the day.

VIII. NOMINATIONS FOR OREGON SCHOOL BOARDS ASSOCIATION (OSBA) BOARD OF DIRECTORS AND LEGISLATIVE POLICY COMMITTEE POSITIONS

MOTION:

It was moved by Director Finger McDonald and seconded by Director Jones to nominate Sarah Finger McDonald for the Oregon School Boards Association Legislative Policy Committee position # 10. The motion was voted on and unanimously approved.

MOTION:

It was moved by Director Finger McDonald and seconded by Director Hawkins to nominate Luhui Whitebear for the Oregon School Boards Association Board of

Directors position #10. The motion was voted on and unanimously approved.**IX. BOARD MEMBER COMMENTS**

Director Finger McDonald appreciated those responsible for Mt. View Elementary School's social media; they do a great job highlighting art and activities.

Director Hawkins shared appreciation for the welcome to students at schools during the first two weeks of the year; it has been great seeing staff out front greeting students.

Co-Vice Chair Tominey appreciated school staff for their work preparing for and welcoming families at curriculum nights.

Chair Whitebear offered comments, including:

- Appreciates the engagement of the community through email and at board meetings.
- I serve on the American Indian and Alaska Native Advisory Committee for the Oregon Department of Education and recently heard an alarming presentation on discipline for this demographic across the state; I am curious to see our district data and reflect on how things happen in Corvallis.

X. ADJOURNMENT

There being no further business before the Board, Chair Whitebear adjourned the meeting at 7:41 p.m.

Luhui Whitebear, Ph.D., Board Chair

Ryan Noss, D.Ed., Superintendent

Prepared By: Kim Nelson

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Corvallis
SCHOOL DISTRICT

X.C. Licensed Personnel Action



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board

Prepared by: Jennifer Duvall, Human Resources Director

Meeting Date: October 12th, 2023

Licensed Personnel Action

ACTION REQUESTED

Recommendation to Hire

Name	Position	FTE	Building	Start Date	Contract Status
Keim, Jefferson J	Mechanical Trades	1.0	Corvallis High	8/29/2023	Probationary Teacher, 3rd Year
Luco, Joseph	Health Teacher	.4	Cheldelin Middle	8/29/2023	Temporary Teacher Contract
Pederson-Pastor, Sue	Special Education Teacher	.5	District Office/Private Schools	9/18/2023	Temporary Teacher Contract
Rice, Shannon	Elementary Teacher	1.0	Adams Elementary	9/25/2023	Temporary Teacher Contract
Spicuzza, Madison	Third Grade Teacher	1.0	Bessie Coleman Elementary	8/29/2023	Probationary Teacher, 1 st Year
Wright, Cathy	Assistant High School Principal	1.0	Crescent Valley High	10/17/2023	Temporary Admin Contract

Termination/Resignation/Layoff/Retirement

Name	Position	FTE	Building	Effective	Notes
Anderson, Joyce	District Nurse	1.0	District Office	9/15/2023	Resignation
Bell, Rachelle	Special Education Teacher	1.0	Bessie Coleman Elementary	11/6/2023	Resignation
Medina, Jorge	Counselor	1.0	Lincoln Elementary	10/13/2023	Resignation

MOTION REQUESTED:

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



Corvallis

SCHOOL DISTRICT

XI. CONSOLIDATED INFORMATION (8:20 p.m.)*

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

XI.A.1. Policy AC-AR — Discrimination Complaint Procedure



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Melissa Harder & Kristin Mahoney
Meeting Date: October 12, 2023

NO ACTION REQUIRED

Board Policy AC-AR—Discrimination Complaint Procedure—Revised—First Read

Background

This policy outlines the complaint procedure and timeline for anyone making a formal discrimination complaint against a staff member or school. Once filed, the complainant will receive an official written response in 10 school days. If the complainant wishes to appeal the decision they must submit a written appeal through the Assistant Superintendent's Office within 10 working days from the initial written response by the building administrator. The Assistant Superintendent or designee will have 10 working days to get the complainant a written response. If the complainant is still not satisfied with the decision they must submit a written appeal to the Board within 10 working days of receipt of the Assistant Superintendent's decision letter. The Board will then decide to hear or deny the request to appeal at their next Board Meeting or Executive Session. The Board's decision is final.

One major change made to this policy is the switch from 10 days to 30 days for the Board to send the complainant a final written response. Additionally, a line was added to the top of the policy stating that "Any person, including students, staff, visitors and third parties may file a complaint".

Small revisions include formatting changes and the addition of the CSD letterhead.

Involvement

Staff members: Melissa Harder & Kristin Mahoney

Cost Impact

None.

Function

Review of revisions.



Code: AC-AR

Revised/Reviewed: 9/12/05; 3/10/14; 12/07/17; 12/19/19

Discrimination Complaint Procedure

Any person, including students, staff, visitors and third parties may file a complaint.

Complaints regarding discrimination or harassment, on any basis protected by law, shall be processed in accordance with the following procedures:

- Step 1:** Complaints may be oral or in writing and must be filed with the building administrator or district department director (if applicable). Any staff member who receives a written or oral complaint shall report the complaint to the district official. The district official shall investigate, determine the action to be taken, if any, and reply in writing to the complainant within 10 school days of receipt of the complaint.
- Step 2:** If the complainant wishes to appeal the decision of the district official, they may submit a written appeal to the superintendent or designee through the assistant superintendent's office within 10 working days from the date of the district official's written decision. The superintendent or designee shall review the district official's decision and may meet with all parties involved. The superintendent or designee will review the merits of the complaint and the district official's decision, and respond in writing to the complainant within 10 working days.
- Step 3:** If the complainant is not satisfied with the decision of the superintendent or designee, a written appeal may be filed with the Board within 10 working days of receipt of the superintendent's or designee's response to Step 2. The Board may decide to hear or deny the request for appeal at a Board meeting. The Board may meet with the concerned parties and their representative(s) at a regular or special Board meeting or in Executive Session. The Board's decision will be final and will address each allegation in the complaint and contain reasons for the Board's decision. A copy of the Board's final decision shall be sent to the complainant in writing or electronic form within 10 30 days of this meeting receipt of the appeal by the Board.

If the building administrator is the subject of the complaint, the individual may start at Step 2 and should file a complaint directly with the superintendent or designee.

If the superintendent is the subject of the complaint, the individual may start at Step 3 and should be referred to the Board chair. The Board may refer the investigation to a third party.

Complaints against the Board as a whole or against an individual Board member may start at Step 3 and should be submitted to the Board chair and may be referred to district counsel.

Complaints against the Board chair may start at Step 3 and should be referred to the Board vice chair.

The timelines established in each step of this procedure may be extended upon mutual consent of the district and the complainant in writing. The overall timeline of this complaint procedure may be extended beyond 90 days from the initial filing of the complaint upon written mutual consent of the district and the complainant. The complainant, if a person who resides in the district, a parent or guardian of a student who attends school in the district or a student, is not satisfied after exhausting local complaint procedures, the district fails to render a written decision within 30 days of submission of the complaint at any step or fails to resolve the complaint within 90 days of the initialing filing of the complaint, may appeal the district's final decision to the Deputy Superintendent of Public Instruction under Oregon Administrative Rules (OAR) 581-002-0001 to 002-0023.

DISCRIMINATION COMPLAINT FORM

Any person, including students, staff, visitors and third parties, may file a complaint.

Name of Person Filing Complaint

Date

School or Activity

☐ Student/Parent ☐ Employee ☐ Job Applicant ☐ Other

Type of Discrimination:

☐ Race

☐ Gender Identity

☐ Age

☐ Color

☐ Mental or physical
disability

☐ Sexual orientation

☐ Religion

☐ Marital/Partnership
status

☐ Pregnancy

☐ Sex

☐ Familial status

☐ Discriminatory use of a
National or ethnic origin

☐ Economic status

☐ Native American mascot

☐ Veteran's status

☐ Other _____

Specify complaint: (Please provide detailed information including names, dates, places, activities, and results of the discussion.)

Who should we talk to and what evidence should we consider?

Suggested solution/resolution/outcome:

The complaint form should be mailed or submitted to the building administrator or district department director (if applicable). Direct complaints related to educational programs and services may be made to the U.S. Department of Education, Office for Civil Rights. Direct complaints related to employment may be filed with the Oregon Bureau of Labor and Industries, Civil Rights Division, or the U.S. Department of Labor, Equal Employment Opportunities Commission.



Corvallis

SCHOOL DISTRICT

XI.A.2. Policy JFCF-AR —
Hazing/Harassment/Intimidation/Menacing/Bullying/Cyberbullying/Teen
Dating Violence Complaint Procedures - Student



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Melissa Harder & Kristin Mahoney
Meeting Date: October 12, 2023

NO ACTION REQUIRED

Board Policy JFCF-AR— Hazing/Harassment/Intimidation/Menacing/Bullying/
Cyberbullying/Teen Dating Violence Complaint Procedures (Student) —Revised—First
Read

Background

This policy outlines the procedures for filing a formal complaint regarding hazing, harassment, intimidation, menacing, bullying, cyberbullying, and/or teen dating violence. The district is committed to the continued safety and security of our students and understands the strain bullying and harassment can cause a student, not just in their academic life but in their personal life as well. Any reports or information regarding these acts should be presented to the building administrators or district administrators and recorded in writing. The investigator(s) assigned the case will be a neutral party having no involvement in the report presented. The investigator shall notify the person making the report within 10 school days. If the person making the report is not satisfied they can appeal the decision to the Assistant Superintendent's Office, within 10 working days, who will investigate and provide a written decision within 10 working days. If the person making the report is still not satisfied with the decision they can file an appeal to the Board within 10 working days of receiving the appeal decision from the Assistant Superintendent. The Board shall, within 20 working days, conduct a hearing. The Board will then provide a written decision within 30 working days.

Updates include a change from 10 working days for the Board to get a written response to 30 working days. This applies when a person is making a complaint against a student. Complaints against a staff member, superintendent, or Board member are changed from 20 working days to 30 working days.

Small revisions include formatting changes, addition of ORS 339.356, and the addition of the CSD letterhead.

Involvement

Staff members: Melissa Harder & Kristin Mahoney

Cost Impact

None.

Function

Review of revisions.

S:\DO\Super\Kim\BOARD\ACTION\2023\10-12-23\Policy\JFCF-AR Cover Letter (10.12.23).docx



Code: JFCF-AR

Revised/Reviewed: 3/14/11; 10/07/13; 3/10/14; 4/11/19

Hazing/Harassment/Intimidation/Menacing/Bullying/Cyberbullying/Teen Dating Violence Complaint Procedures – Student

The building administrator¹ or district department director has responsibility for investigations concerning acts of hazing, harassment, intimidation, bullying, menacing, acts of cyberbullying, and incidents of teen dating violence. The investigator(s) shall be a neutral party having no involvement in the report presented.

All reports will be investigated promptly in accordance with the following procedures:

- Step 1:** Any reports or information on acts of hazing, harassment, intimidation, bullying, menacing, acts of cyberbullying, or incidents of teen dating violence (e.g. complaints, rumors) shall be presented to the building administrator or district department director. Reports against the building administrator or district department director shall be filed with the superintendent. Reports against the superintendent shall be filed in writing with the Board chair. All such information will be recorded in writing and will include the specific nature of the offense and corresponding dates.
- Step 2:** The building administrator or district department director receiving the report shall promptly investigate. Parents/guardians will be notified of the nature of any report involving their student. The building administrator or district department director will arrange such meetings as may be necessary with all concerned parties after receipt of the information or report. The parties will have an opportunity to submit evidence and a list of witnesses. All findings related to the report will be reduced to writing. The building administrator or district department director conducting the investigation shall notify the person making the report within 10 school days of receipt of the information or report, and parents/guardians as appropriate when the investigation is concluded and a decision regarding disciplinary action, as warranted, is determined. A copy of the notification letter or the date and details of notification to the person making the report, together with any other documentation related to the incident, including disciplinary action taken or recommended, shall be forwarded to the superintendent or designee.
- Step 3:** If the person making the report is not satisfied with the decision at Step 2, they may submit a written appeal to the superintendent or designee. Such appeal must be filed within 10 working days after receipt of the Step 2 decision. The

¹ Required by ORS 339.356(2)(g).

superintendent or designee will arrange such meetings with the person making the report and other affected parties as deemed necessary to discuss the appeal. The superintendent or designee shall provide a written decision to the appeal within 10 working days.

Step 4: If the person making the report is not satisfied with the decision at Step 3, a written appeal may be filed with the Board. Such appeal must be filed within 10 working days after receipt of the Step 3 decision. The Board shall within 20 working days, conduct a hearing at which time the person making the report shall be given an opportunity to present the report. The Board shall provide a written decision to the person making the report within 10 30 working days of receipt of the appeal by the Board following completion of the hearing.

Reports against the superintendent should be referred to the Board chair on behalf of the Board. The Board chair shall present the report to the Board. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. After receiving the results of the investigation, the Board shall decide, within 20 working days, in open session what action, if any, is warranted. A final decision will be made within 30 days of receipt of the report.

Reports against the Board as a whole or against an individual Board member should be made to the Board chair on behalf of the Board. The Board chair shall present the report to the Board. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. After receiving the results of the investigation, the Board shall decide, within 20 working days, in open session what action, if any, is warranted. A final decision will be made within 30 days of receipt of the report.

Reports against the Board chair may be made directly to the Board vice chair on behalf of the Board. The Board vice chair shall present the report to the Board. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. After receiving the results of the investigation, the Board shall decide, within 20 working days, in open session what action, if any, is warranted. A final decision will be made within 30 days of receipt of the report.

Timelines may be extended upon written agreement between both parties. This also applies to reports filed against the superintendent or any Board member.

Direct complaints of discriminatory harassment related to educational programs and services may be made to the Regional Civil Rights Director, U.S. Department of Education, Office for Civil Rights, Region X, 915 Second Ave., Room 3310, Seattle, WA 98174-1099.

Documentation related to the incident may be maintained as a part of the student's education records.

Hazing, Harassment, Intimidation, Bullying, Menacing, Cyberbullying, or Teen Dating Violence COMPLAINT FORM

Name of complainant _____

Position of complainant _____

Date of complaint _____

Name of alleged harasser _____

Date and place of incident or incidents _____

Description of misconduct _____

Name of witnesses (if any) _____

Evidence of harassment, i.e., letters, photos, etc. (attach evidence if possible) _____

Any other information _____

I agree that all of the information on this form is accurate and true to the best of my knowledge.

Signature _____ Date _____

The Corvallis School District does not discriminate on the basis of age, citizenship, color, disability, gender expression, gender identity, national origin, parental or marital status, race, religion, sex, or sexual orientation in its programs and activities, and provides equal access to designated youth groups. ~~The following person has been designated to handle inquiries regarding discrimination: Jennifer Duvall, Human Resources Director and Title IX coordinator, 541-757-5840 | 1555 SW 35th Street, Corvallis, OR 97333~~

Hazing, Harassment, Intimidation, Bullying, Menacing, Cyberbullying, or Teen Dating Violence WITNESS DISCLOSURE FORM

Name of witness _____

Position of witness _____

Date of testimony/interview _____

Description of instance witnessed _____

Any other information _____

I agree that all the information on this form is accurate and true to the best of my knowledge.

Signature _____ Date _____

The Corvallis School District does not discriminate on the basis of age, citizenship, color, disability, gender expression, gender identity, national origin, parental or marital status, race, religion, sex, or sexual orientation in its programs and activities, and provides equal access to designated youth groups. ~~The following person has been designated to handle inquiries regarding discrimination: Jennifer Duvall, Human Resources Director and Title IX coordinator, 541-757-5840 | 1555 SW 35th Street, Corvallis, OR 97333~~



Corvallis
SCHOOL DISTRICT

XI.A.3. Policy JGE — Expulsion



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Melissa Harder & Kristin Mahoney
Meeting Date: October 12, 2023

NO ACTION REQUIRED

Board Policy JGE—Expulsion** —Revised—First Read

Background

This policy covers the procedure in which a student is expelled from the Corvallis School District. A student may only be expelled if they pose a threat to the health and safety of students/staff, other strategies to change the student's conduct have been ineffective, and when required by law. The use of expulsion for grades 5 and below must be limited to nonaccidental conduct causing serious physical harm, when they pose a direct threat to the health and safety of students/staff, and when required by law. The age of the student must be taken into consideration when determining whether expulsion from school is the best course of action.

Major changes clarify the board's role and gives the board the option of delegating the hearings officer role. Additionally, should the role be delegated and if the decision of the hearings officer is appealed to the Board for review, the findings and decision letter will be submitted to the Board in the identical manner as to which it was presented to the family. The board still retains authority on appeal.

Minor changes to formatting, addition of the CSD letterhead, removal of the House Bill as well as minor wording changes to align with evolving terminology and roles (i.e. behavior to conduct and translator to interpreter).

Involvement

Staff members: Melissa Harder & Kristin Mahoney

Cost Impact

None.

Function

Review of revisions.



Corvallis

SCHOOL DISTRICT

Code: JGE

Adopted: 6/28/99

Revised/Readopted: 8/15/16; 5/07/20

Orig. Code: 5200(8); 5630

Expulsion**

A building administrator, after reviewing available information, may recommend to the superintendent that a student be expelled. Expulsion of a student shall not extend beyond one calendar year.

A student may **only** be expelled for any of the following circumstances:

1. When a student's conduct poses a threat to the health or safety of students or employees;
2. When other strategies to change the student's **conduct** ~~behavior~~ have been ineffective, except that expulsion may not be used to address truancy; or
3. When required by law.

The use of expulsion for discipline of a student in the fifth grade or below, is limited to:

1. Nonaccidental conduct causing serious physical harm to a student or employee;
2. When a school administrator determines, based on the administrator's observation or upon a report from an employee, the student's conduct poses a **direct** threat to the health or safety of students or employees; or
3. When the expulsion is required by law.

The age of the student and the past pattern of behavior will be considered prior to imposing the expulsion.

No student may be expelled without a hearing unless the student's parents, or the student if 18 years of age, waive the right to a hearing, either in writing or by failure to appear at a scheduled hearing. ~~By waiving the right to a hearing, the student and parent agree to abide by the findings of a hearings officer.~~

The Board delegates the authority to decide on an expulsion to the superintendent¹. The superintendent may designate another person to handle the potential expulsion, and the superintendent, a designee or another individual may act as the hearings officer. The district may contract with an individual who is not employed by the district to serve as the hearings officer. The hearings officer will not be associated with the initial actions of the building administrators. The hearings officer will conduct the hearing and make a final decision regarding the expulsion. A decision of the hearings officer may be appealed by the parent or the student if age 18 or over to the Board for review.

¹ The Board can retain authority for all expulsions. If the Board chooses not to delegate this authority, any recommendations for expulsion from administration would come to the Board for resolution. The Board would have to meet and determine next steps for all expulsions.

If the decision of the hearings officer is appealed to the Board for review, the findings as to the facts and the hearings officer's decision will be submitted to the Board, and will be available in identical form to the Board, the student and the student's parents at the same time. At a future meeting, the Board will review the hearings officer's decision and will affirm, modify or reverse the decision.

When a recommendation for an expulsion is made and an expulsion hearing is not waived, the following procedure is required:

1. Notice will be given to the student and the parent by personal service² or by certified mail³ at least five days prior to the scheduled hearing. Notice shall include:
 - a. The specific charge or charges and the specific facts that support the charge or charges;
 - b. ~~The conduct constituting the alleged violation, including the nature of the evidence of the violation and reason for expulsion;~~
 - c. ~~A recommendation for expulsion statement of intent to consider the charges as reason for expulsion;~~
 - d. The student's right to a hearing;
 - e. When and where the hearing will take place; and
 - f. ~~The student may be represented by counsel or other persons right to representation.~~
2. ~~The Board may expel, or may delegate the authority to decide on an expulsion to the superintendent or the superintendent's designee who will act as the hearings officer. The district may contract with an individual who is not employed by the district to serve as the hearings officer. The hearings officer designated by the Board will conduct the hearing and will not be associated with the initial actions of the building administrators.~~
3. ~~Expulsion hearings will be conducted in private and will not be open to the general public unless the student or the student's parents request an open session.~~
4. ~~In case the parent or student has difficulty understanding~~ If the parent or student does not understand the English language or has other serious communication disabilities, the district will provide a translator an interpreter during the hearing. All communications will be in a manner that is understandable to the parents and student;
5. The student shall be permitted to have representation present at the hearing to advise and to present arguments. The representation may be an attorney, and/or parent, or other person. The district's attorney may be present.
6. The student shall be afforded the right to present their version of the events underlying the expulsion recommendation and to introduce evidence by testimony, writings or other

² The person serving the notice shall file a return of service. (OAR 581-021-0070)

³ When certified mail is given to a parent of a suspended student, the notice shall be placed in the mail at least five days before the date of the hearing. (OAR 581-021-0070)

exhibits.

7. The student shall be permitted to be present and to hear the evidence presented by the district.
8. The hearings officer or the student may record the hearing.
9. Strict rules of evidence shall not apply to the proceedings. However, this shall not limit the hearings officer's control of the hearing.
10. ~~If the Board is conducting the expulsion hearing, the Board may designate the Board chair or a third party as the hearings officer. The hearings officer will determine the facts of each case on the evidence presented at the hearing. Evidence may include the relevant past history and student education records. The hearings officer will provide to the Board findings as to the facts, the recommended decision, and whether or not the student has committed the alleged conduct. This will include the hearings officer's recommended decision on disciplinary action, if any, including the duration of any expulsion. This material will be available in identical form to the Board, the student if age 18 and over, and the student's parents at the same time. Following the review by the Board of the hearings officer's recommendations, the Board will make the final decision regarding the expulsion.~~
11. ~~If the Board has delegated authority to the superintendent or designee to act as the hearings officer, the superintendent may designate himself, or a third party, as the hearings officer. The hearings officer's decision is final; however, a decision of the hearings officer may be appealed by the parent or the student, if age 18 or over to the Board for review. If the decision of the hearings officer is appealed to the Board for review, the findings as to the facts and the hearings officer's decision will be submitted to the Board and will be available in identical form to the Board, the student, and the student's parents at the same time. At its next regular or special meeting the Board will review the hearings officer's decision and will affirm, modify, or reverse the decision.~~
12. A Board-conducted hearing or a Board review of the hearings officer's decision will be conducted in executive session unless the student or the student's parent requests a public hearing. If an executive session is held by the Board or a private hearing held by the hearings officer, the following will not be made public:
 - a. a. The name of the minor student;
 - b. b. The issues involved, including a student's confidential records;
 - c. c. The discussion; and
 - d. d. The vote of Board members, which may be taken in executive session when considering an expulsion.

~~Prior to expulsion, the district must propose alternative programs of instruction or instruction combined with counseling to a student subject to expulsion for reasons other than a weapons policy violation, the district must notify the student and parents of alternative programs of instruction or instruction combined with counseling and document this notification. The district~~

must document to the parent of the student that proposals of alternative programs have been made.

END OF POLICY

Legal Reference(s):

[ORS 192.660](#)

[ORS 332.061](#)

[ORS 336.615 - 336.665](#)

[ORS 339.115](#)

[ORS 339.240](#)

[ORS 339.250](#)

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

~~House Bill 2514 (2019)~~



Corvallis
SCHOOL DISTRICT

XI.A.4. Policy JBC — Gender Expansive Students - Nondiscrimination on
the Basis of Gender Identity



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Melissa Harder & Kristin Mahoney
Meeting Date: October 12, 2023

NO ACTION REQUIRED

Board Policy JBC—Gender Expansive Students - Nondiscrimination on the Basis of Gender Identity—First Reading

Background

In December 2018, the Corvallis School Board adopted Policy JCB Transgender and Gender Nonconforming Students - Nondiscrimination on the Basis of Gender Identity. This was a transformative board policy and provided a clear message to CSD students that they belong in our schools and provided guidance to CSD staff about how to ensure nondiscrimination on the basis of gender identity.

In January of 2023, the Oregon Department of Education (ODE) published Supporting Gender Expansive Students: Guidance for Schools. "This guidance is grounded in the recognition, respect, affirmation, friendship, joy, belonging, and safety every human deserves - including the students, staff, and families that make-up our school communities."

Following its publication, a small group of staff, mainly school counselors, began work to revise Board Policy JBC to better align with the affirming language found in the ODE guidance. That work is brought before the board for first read.

Involvement

Staff members: CSD Counseling Subcommittee, Melissa Harder, Sabrina Wood, Kristin Mahoney

Cost Impact

None.

Function

Review of revisions



Code: JBC

Adopted: 12/13/18

~~Transgender and Gender Nonconforming~~ Gender Expansive Students - Nondiscrimination on the Basis of Gender Identity

In accordance with Oregon law, the Board requires that all classrooms, programs, activities, and employment practices be free from bias and unlawful discrimination on the basis of gender identity or gender expression. This policy for the District and its schools is designed to ensure a culture where transgender and gender nonconforming students feel safe, supported, fully included, and to meet each school's obligation to provide educational opportunities for all students without discrimination.

The district is committed to full compliance of this policy, within the capacity of current facilities, technology, and equipment. In certain environments and situations, full compliance may not be possible at time of adoption of the policy. Database systems from outside agencies may not yet accommodate the requirements of this policy. The district shall adopt and utilize new database systems as they become available. In courses and activities incorporating world languages, pronouns and modifiers in accepted use may not allow for full compliance with this policy. Instructors will make every effort to make accommodations as practicable while maintaining the accepted standard of language requirements. The district shall prioritize the addition of gender-neutral and single-stall bathroom, shower and changing facilities in future renovations and new construction.

Gender Expansive

An umbrella term used to describe people whose gender expression and identity expand beyond perceived or expected societal gender norms. Some gender-expansive individuals identify as multiple genders, some identify along the binary a man or a woman, and some identify as no gender. Gender-expansive people might feel that they exist among genders, as on a spectrum, or beyond the notion of the man/woman binary entirely. This term is meant to represent the myriad of system-impacted gender identities, expressions, and assignments, including but not limited to transgender, nonbinary, Two Spirit, intersex, agender, genderqueer, and genderfluid identities, whose definitions are outlined below.

Definitions referenced in this policy are provided at the end.

~~Bias-Based Conduct, Discrimination, and Harassment~~ Student Safety

It is the policy of this District to maintain a safe and supportive learning and educational environment for all students. It is the responsibility of each employee, each school, and the District to ensure that all students have a school environment free from bias, discrimination, and harassment on the basis of gender identity or gender expression.

Reports of discrimination or harassment based on actual or perceived gender identity or gender ~~nonconformity~~ expression are to be handled in the same manner as other reports of bias-based conduct. For more information, see related policies:

- **ACB: All Student Belong**
- **JFC/JG, Student Conduct and Discipline;**

- JFCF, Hazing/Harassment/Intimidation/Menacing/Bullying/Cyberbullying/Teen Dating Violence – Student;
- GBNA, Hazing/Harassment/Intimidation/Menacing/Bullying/Cyberbullying – Staff; and
- GBN/JBA, Sexual Harassment.

School staff members must take all reasonable steps to ensure safety and access for students at their school and support students' rights to assert their gender identity and expression.

Names and Pronouns Student Identity and Expression

The ability to determine a student's gender identity rests with that student. As soon as a student asserts their gender identity, the school should begin treating that student in alignment with their gender identity.

A student may adopt a name that is different from their legal name. When the District or a school receives a request for a name change or gender change, schools should accurately record the student's chosen name and self-identified gender on all school-based records. This policy is not intended to restrict parental rights under state or federal law. A court-ordered name or gender change is not required for a student to declare a chosen name and gender designation.

Unless legally required to use a legal name or sex assigned at birth on school records and other documents, the District and its schools will use the student's chosen name and self-identified gender, including using the student's chosen name in class and for attendance reports, classroom rosters, identification badges, announcements, certificates, newspapers, newsletters, and yearbooks.

Every student has the right to be addressed by the chosen name or pronouns that correspond to the student's gender identity. Some ~~transgender and gender nonconforming~~ gender expansive youth may feel most comfortable being addressed by gender-neutral pronouns or being referred to by their names (without pronouns). It is recommended that school staff routinely ask all students how they prefer to be addressed and what name and pronouns should be used in class, during extra-curricular activities, and in the school's communications with the student's parents or guardians. These inquiries should be made in a way that does not single out any student. Information on how students prefer to be addressed in class should be routinely and easily made available to substitute personnel.

After the District enters a change in name or gender identity in a student's record, school personnel shall not intentionally refuse to refer to the student by the student's chosen name and pronouns. School personnel should be vigilant in the use of the student's chosen name and pronouns maintained in the record.

Although a student may establish a chosen name and self-identified gender for daily school operations, the District shall maintain the full legal name of the student in the student record in accordance with applicable law. A student's permanent record shall be changed to reflect a change in the student's legal name upon receipt of documentation that such legal name has been changed pursuant to a court order, new birth certificate, or through state or federally issued identification.

To the extent that the school is not legally required to use a student's legal name and sex assigned at birth on school records or documents, every effort should be made to update and maintain student records impacting daily school operations to reflect the student's chosen name and self-identified gender, and to restrict other names from dissemination as allowed by law. To the extent practicable, records with the student's legal name should be kept in a separate, confidential file.

When appropriate, the district will provide a transcript and/or diploma reflecting the student's or former student's chosen name and/or gender identity.

~~Privacy, Confidentiality, and Student Records~~ Student Privacy

All documentation and disclosure of information related to gender identity, including health care information, legal name, and sex assigned at birth, shall be appropriately maintained by authorized personnel in accordance with applicable state, local, and federal privacy laws.

Authorized school personnel with access to a ~~transgender or gender nonconforming~~ gender expansive student's identity shall not disclose any information that may reveal a student's transgender status to others – including the student's parents or guardians and other school staff – unless legally authorized to do so or unless the student has authorized such disclosure in writing. If a school is legally authorized to disclose a student's transgender status, the school should provide the student a reasonable opportunity to make that disclosure, where practicable. This would include making support services available to the student for making the disclosure in a safe and supportive environment. Recordkeeping systems should support staff efforts to avoid disclosure of status without specific student consent. General staff communication should therefore be as gender-neutral as possible. District will adopt recordkeeping systems that allow students to record their chosen name and gender as they are made available.

All students have the right to discuss and express their gender identity and expression openly and to decide when, with whom, and what private information to share. The fact that a student chooses to use a different name, to transition socially at school, or to disclose their transgender status to staff or other students does not authorize school staff to disclose the student's confidential or medical information to others. All students should be given the power to choose what name and pronouns are used to address them when their parent or guardian is present and in school communications with their parent or guardian. (See “Student Transitions” below.)

~~Restrooms, Locker Rooms, and Changing Facilities~~ Gender Affirming Facilities

All students are entitled access to restrooms, locker rooms, showers, and changing facilities consistent with their gender identity¹. A student shall not be required to use a restroom, locker room, shower, or changing facility which is inconsistent with the student's gender identity. Where available, a single-stall bathroom or curtained area may be used by any student as a matter of the student's choice. The school cannot require a student to use single-stall bathrooms or curtained areas if the student prefers to use gender-specific facilities.

Some students may feel uncomfortable sharing gender-specific facilities with a ~~transgender or gender nonconforming~~ gender expansive student. This discomfort is not a reason to deny access to the ~~transgender or gender nonconforming~~ gender expansive student. Rather, where available, students experiencing discomfort may opt to use a single stall bathroom or curtained area. School administrators and counseling staff should work with all students to address any reported discomfort, to foster understanding of gender identity, and to create a school culture that respects and values all students.

Long-term plans for facilities renovations and construction shall include consideration of the addition of gender-neutral single-stall bathrooms, locker rooms with private changing spaces, and private showers.

~~Physical Education Classes, Intramural Sports, and Interscholastic Athletic Activities~~ Physical Education: Gender-Specific Participation and Athletics

Oregon law that prohibits discrimination in education applies to physical education, intramural sports, and

¹ Parents for Privacy, et al v. Sessions, et al, No. 3:17-cv-01813-HZ, 24 July 2018.

interschool activities.

All students shall be permitted to participate in physical education classes and intramural sports in a manner consistent with their gender identity. Furthermore, all students shall be permitted to participate in interscholastic athletics in a manner consistent with their gender identity, under guidelines established by the Oregon School Activities Association (OSAA)².

~~Outdoor Education/Overnight Field Trips~~ School Activities and Travel

District will facilitate all students' ability to participate in outdoor education and field trips conducted by the District, including overnight excursions, in a manner consistent with their asserted gender identity.

A student's asserted ~~transgender or gender-nonconforming~~ gender expansive status is confidential information and school staff members may not disclose or require disclosure of a student's status to other students or their parents/guardians in connection with a field trip without the consent of the student or the student's parent/guardian.

~~Dress Codes~~

~~Schools will enforce dress codes within limitations of District policy, but dress code enforcement shall not be based on gender. School staff must not enforce a dress code more or less strictly against transgender and gender-nonconforming students than other students.~~

~~All students shall have the right to dress in any manner within the constraints of the gender-neutral dress code adopted by the school.~~

~~Gender-Based Activities, Rules, Policies, and Practices~~ Gender-Based Activities and Single-Sex Programs

Schools should evaluate all gender-based activities, policies, rules, and practices – including classroom activities, school ceremonies, and school photos – and maintain ~~only those with an appropriate educational purpose to avoid marginalizing, stigmatizing, or excluding any student.~~ single-sex programs on a limited basis if they are linked to an important educational objective of the school, are voluntary, and if a substantially equal program is available for any excluded students.

Whenever students are separated by gender in school activities or are subject to an otherwise lawful gender-specific rule, policy, or practice, students must be permitted to participate in any such activities or conform to such rule, policy, or practice consistent with their gender identity or be given the option to opt out of the activity if they are not comfortable in that setting.

~~Student Transitions~~ Student Identity and Expression

When a student requests a change of chosen name or gender identity, the school shall record the name and gender identity that the student requests subject to applicable law. Students ready to socially transition may initiate a process to change their name, pronouns, attire, and access to preferred programs, activities, and facilities consistent with their gender identity. Each student has a unique process for transitioning. The school may customize support to ensure each student's equitable access to the District's educational programs and activities.

² <https://www.osaa.org/docs/handbooks/osaahandbook.pdf>

Transitions are private, and personal information about a transition shall not be discussed unless the conversation is initiated and led by the transitioning student. The principal or designee, in collaboration with the student and the student's family (if the student consents to disclosure of the transition), may develop a ~~Transition Plan~~ Gender Expansive Student Support and Safety Plan to ensure that the student has equal access and equal opportunity to participate in all programs and activities at school and is otherwise protected from gender-based discrimination at school.

Each student's needs should be evaluated on a case-by-case basis, and each ~~Transition Plan~~ Gender Expansive Student Support and Safety Plan should be evaluated on an ongoing basis and revised as needed. Components of the ~~Transition Plan~~ Gender Expansive Student Support and Safety Plan may include designated staff members as key contact(s) for the student; chosen name, pronouns, and safety supports; how support will be provided; how and to whom information will be disseminated; and how and to whom violations of this policy shall be reported. Safety supports may include allowing a ~~transgender or gender nonconforming~~ gender expansive student to identify a safe space (e.g., main office, counselor's office) that they may go to at any time they encounter a situation that feels unsafe or uncomfortable.

Prior to contacting a student's parent/guardian, the principal or designee must speak with the student to ascertain the level of support the student either receives or anticipates receiving from home. In some cases, ~~transgender or gender nonconforming~~ gender expansive students may not openly express their gender identity at home because of the student's readiness, safety concerns, or lack of acceptance. Matters of gender identity can be complex and may involve familial conflict; the District office may offer additional support, as required and acceptable to the student.

Training and Professional Development

The District shall conduct training for all staff members on their responsibilities under applicable laws and this policy, including teachers, administrators, counselors, social workers, and health staff. Information regarding this policy shall be incorporated into training for new district employees.

The Superintendent shall implement ongoing professional development to build the skills of all staff members to instill and support a safe school environment free from bias, harassment, or discrimination based upon gender identity or gender nonconformity. The content of such professional development shall include, but not be limited to:

1. Terms, concepts, and current developmental understandings of gender identity, gender expression, and gender diversity in children and adolescents;
2. Developmentally appropriate strategies for communication with students and parents about issues related to gender identity and gender expression that protect student privacy;
3. Developmentally appropriate strategies for preventing and intervening in bullying incidents, including cyberbullying;
4. Classroom-management practices, curriculum, and resources that educators can integrate into their classrooms to help foster a more gender-inclusive environment for all students; and
5. School and District policies regarding bullying, harassment, discrimination, and suicide prevention and responsibilities of staff.

Publication

The requirements of this policy will be included with annual distributions of student codes of conduct, disciplinary policies, student handbooks, and publication on school websites. The full policy will be included on the District website.

Additional Definitions

Understanding the terminology associated with gender identity and gender expression is important to providing a safe and supportive school environment for all students. The definitions provided below are not intended to label or limit students' individual identities or experiences, but rather to assist in understanding this policy and the district's obligations. These are commonly used terms, although not an exhaustive list, and students may or may not choose to use them to describe their gender identity, appearance, or behavior.

- **Agender:** Without a gender (also nongendered, genderless).
- **Cisgender:** An adjective describing a person whose gender identity and gender expression align with the person's sex assigned at birth; a person who is not transgender.
- **Gender expression:** The manner in which a person represents or expresses gender to others, often through behavior, clothing, hairstyles, activities, voice, speech and word choices, or mannerisms.
- **Gender identity:** All people have a gender identity, which is separate and distinct from sexual orientation. Gender identity is an individual's deeply held internalized sense or psychological knowledge of their own gender. Gender identity may or may not match an individual's sex assigned at birth. For the purposes of this policy, a student's gender identity is that which is self asserted at school.
- **Gender nonconforming:** A person whose gender expression does not align with traditional or stereotypical expectations or norms. Gender nonconforming persons include "feminine" boys, "masculine" girls, and those whose gender expression is androgynous. This includes people who identify outside traditional gender categories, identify as two or more genders, or as none. Some gender nonconforming people identify as different genders at different times. Other terms that can have similar meanings include "gender diverse," "gender expansive," "gender fluid" (gender varying across time); and "two-spirit."
- **Nonbinary:** The term generally used for any gender identity that is not exclusively masculine or feminine. Nonbinary people may express a combination of masculinity and femininity, or neither, in their gender expression. Sometimes referred to as "genderqueer." This gender status is recognized by the State of Oregon.
- **Queer:** A term for people of marginalized gender identities and sexual orientations who are not cisgender and/or heterosexual. This term should only be used when a person self-identifies as Queer and grants permission for others to use this term in reference to them. In some contexts, this term is used as a slur and can be considered hate speech.
- **Sex assigned at birth:** The sex designation recorded on an infant's birth certificate.
- **Transgender:** An adjective describing a person whose gender identity is different from that traditionally associated with the person's sex assigned at birth. A transgender girl is a girl who was assigned male at birth. A transgender boy is a boy who was assigned female at birth.
- **Transition:** The process by which a person goes from being identified as one gender to being identified as another or neither. Transitions may include physical, social, and/or medical processes. Not all transgender or gender nonconforming people transition or desire to transition in the same way. In order to feel comfortable and express their gender identity to other people, transgender people may take a variety of steps (e.g., adopting a new name or changing their names and/or gender designation on legal documents; choosing clothing and hairstyles that reflect their gender identity; and generally living and presenting themselves to others in a way that is

consistent with their gender identity).

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

[ORS 659.850](#)

[ORS 174.100](#)

[OAR 581-021-0045](#)



Corvallis

SCHOOL DISTRICT

XII. BOARD MEMBER COMMENTS (8:30 p.m.)*

XIII. ADJOURNMENT (8:50 p.m.)*

*All times are approximate.

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



Corvallis

SCHOOL DISTRICT

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

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

Consolidated Action Agenda – The purpose of the consolidated action agenda is to expedite action on routine agenda items. All agenda items that are not held for discussion at the request of a Board member or staff member will be approved/accepted as written as part of the consolidated motion. Items designated or held for discussion will be acted upon individually.

Public Comment –

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

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

Grievance Process - ORS 192.705

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

SCHOOL BOARD MEMBERS			
Judah Largent	541-231-8415	Terese Jones, Co-Vice Chair	541-230-1673
Sami Al-Abdrabbuh	541-283-6611	Shauna Tominey, Co-Vice Chair	541-829-8411
Chris Hawkins	541-602-2045	Luhui Whitebear, Chair	541-714.3305
Bernie Wang	541-704-7298		

EXECUTIVE STAFF MEMBERS	
Ryan Noss, Superintendent	541-757-5841
Melissa Harder, Assistant Superintendent / Human Resources Director	541-766-4857
Lauren Wolfe, Finance Director	541-757-5874
Byron Bethards, Student Growth & Experience Director	541-757-5470
Kim Patten, Operations Director	541-757-3849
Kim Nelson, Executive Assistant to the Superintendent; Board Secretary	541-757-5841