



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, February 22, 2024 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, February 22, 2024
6:30 PM

AGENDA

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

Meeting Details: Thursday, February 22, 2024, 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. EXECUTIVE SESSION (5:15-6:15 p.m.)* Note: this is not part of the public meeting. The Board will meet in Executive (closed) Session under ORS 192.660(2)(i) regarding the superintendent's performance evaluation.
- III. ACKNOWLEDGEMENT OF WOMEN'S HISTORY MONTH

ACKNOWLEDGEMENT OF WOMEN'S HISTORY MONTH

Resolution Number 22-0204

WHEREAS, the Corvallis School District recognizes and pays tribute to the significant contributions made in our community by all people who identify as women and girls, which includes trans women and girls; and

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

WHEREAS, Women's History Month grew out of local efforts in Santa Rosa, CA began by the Education Task Force of the Sonoma County Commission on the Status of Women by establishing Women's History Week in 1978 for the Sonoma School District and community; and

WHEREAS, International Women's day has occurred globally since 1911 in an effort to celebrate the social, economic, cultural, and political achievements of women; and

WHEREAS, women historically have been denied rights to vote, own property, and serve in political offices and other leadership positions until the twentieth century; and

WHEREAS, trans women's identities have historically been criminalized and continue to be targeted by violence; and

WHEREAS, National Women's History Week was first proclaimed the Week of March 8, 1980; and

WHEREAS, Women's History Month has been proclaimed nationally since 1995; and

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

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

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

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

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

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

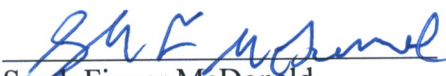
Therefore, let it be resolved by the Board of Education of the Corvallis School District:

does hereby proclaim **March 2022** as well as each March annually, as **Women's History Month** in the District and strongly encourage students, families, staff, and community members to join in existing local celebrations;

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


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

Signed:



Sarah Finger McDonald
Board Chair

Attested:



Ryan Noss
Superintendent



Corvallis

SCHOOL DISTRICT

- IV. STUDENT REPRESENTATIVE REPORTS (6:40 p.m.)*
- V. PUBLIC COMMENT REGARDING MUDDY CREEK CHARTER RENEWAL (6:50 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 the attached guidelines for providing input to the School Board.

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



PROVIDING INPUT TO THE SCHOOL BOARD

(Revised 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 | | |



Corvallis

SCHOOL DISTRICT

VI. 2025-2026 SCHOOL CALENDAR - FIRST READING



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board

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

Meeting Date: February 22, 2024

2025-2026 School Year Calendar (for families) – First Reading

NO ACTION REQUIRED

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 with key calendar dates.

The 25-26 school year calendar was built based on feedback from staff and families, including requests that we:

- Align k-12 school and non-school days
- Spread non-school days throughout the year (rather than cluster in 1 month)
- Have full non-school days (v. partial school days) for professional development & collaboration
- Align the calendar to OSU and surrounding district calendars

Recommended key dates for the 2025-2026 school year are in the table below.

| | Key Date |
|--|---|
| Orientation for k, 6, 9, and new students | September 2, 2025 |
| First Day of School | September 3, 2025 |
| Holidays and Breaks | Veterans Day 11/11 Thanksgiving break 11/26-11/28 Winter break 12/22-1/2 MLK Day 1/19 President's Day 2/16 Spring break 3/23-3/27 Memorial Day 5/25 |
| Non-School days | 10/30-31 12/1 1/26-27 3/9 4/16-17 |
| Last Day of School | June 11, 2026 |
| Weather make-up days | 2/16, 4/16, 4/17, 6/12, 6/15, 6/16 |



Corvallis
SCHOOL DISTRICT

VII. BOARD GOALS UPDATE (7:15 p.m.)*



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Superintendent Noss
Meeting Date: February 22, 2024

2024-2029 Board Goals and Strategies – Update

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 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, eight facilitated community engagement sessions, and the August 24, 2023, board retreat. At the October 12, 2023, meeting, board members recommended edits and additions to the 2024-2029 Board Goals and Strategies.

At the November 2, 2023, meeting, Board members reviewed an updated draft of the 2024-2029 Board goals and determined more community feedback would be collected. At the February 22, 2024, board meeting, Superintendent Noss will provide a Board Goals update. The packet includes the revised draft document based on the survey feedback.



2024-2029 Board Goals

(Draft – 11/2/23)

Student voice is a core tenant of the Corvallis School Board. Student identity (race, culture, socioeconomic status, language, ability, gender, gender identity, gender expression, or sexual orientation) should not predict or predetermine success in school.

Goal 1: Excellent Learning Experience

Vision: We will create exceptional learning experiences where all students learn at high levels¹. Taking into account identity, history, accessibility, and ability, academic rigor will be achieved as students are challenged and supported to: **List the attributes of our profile of a graduate here.**

Strategies:

1. Adopt and implement culturally relevant curricula that integrate **(List the attributes of our profile of a graduate here.)**
2. Implementation of the 5 Dimensions of Teaching and Learning Framework².
3. Track key academic indicators and growth targets from the Oregon Department of Education.

Goal 2: Equitable Systems

Vision: We will transform educational systems to be diverse, equitable, and inclusionary in our decisions and actions, and create belonging for all students, staff, and families.

Strategies:

1. Elevate and center voices of institutionally underserved³ students in both decisions and actions.
2. Enhance student, family, and community engagement in meaningful ways to inform district decision-making.
3. Develop and implement an equity plan to support students and staff.
4. Develop institutionally supported retention efforts of racially, culturally, linguistically, and gender-diverse staff.

¹ Expectations for students are set at a level that challenges them to reach their full potential.

² A shared language for instruction that grounds teaching and learning in classroom environment and culture, student engagement, curriculum, assessment for student learning and purpose.

³ A situation in which a specific group of individuals or communities is not adequately or equitably served or supported by an institution or a system.

Goal 3: Relevant and Engaging Learning

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

Strategies:

1. Create and sustain strong career-technical, music, and art education.
2. Support learning that focuses on ecoliteracy⁴, stewardship, and sustainability.
3. Support multilingualism⁵ across our school system.
4. Create varied, accessible, and adaptable learning pathways toward graduation that are connected to student interests and their post-secondary plan.
5. Create and sustain community partnerships that integrate relevant experiential learning in the community in all grades.

Goal 4: Healthy Communities

Vision: We will cultivate schools and a district that promote wellness through the social, emotional, mental, and physical health and well-being of students, families, and staff by fostering personal growth, community care, and equitable systems that honor the rightful presence of identities and lived experiences, recognizing some students live independently of a family structure, so that every student belongs and feels safe and supported to thrive socially and academically.

Strategies:

1. Foster student and staff belonging through the implementation of SEL standards⁶.
2. Foster student education in areas of health and wellbeing.
3. Foster student identity and agency.
4. Foster collaboration with families in the learning process.

⁴ A deep comprehension of ecological systems, sustainability, and the ability to apply understanding in practical ways.

⁵ Being able to read, write, and speak in more than one language.

⁶ A set of guidelines or benchmarks that outline the social and emotional skills and competencies that students are expected to develop and demonstrate as part of their education.



**2024-2029 Board Goals Survey
February 22, 2024**

The report includes:

- A summary of the 41 written responses received for each goal area.
- The average numerical rating for each goal which is based on a scale of 1 to 5, with 1 being Strongly Dissatisfied and 5 being Very Satisfied.

Goal 1

3.93 average score

1. Develop and implement the CSD Profile of Graduate, emphasizing the need for tangible actions to go beyond mere rhetoric.
2. Acknowledge the need for a positive culture and climate in learning environments, especially for students with limited resources to learn social and behavioral norms.
3. Question the rationale behind implementing and training on 5D without clear evidence of its significant impact and seek clarification on academic indicators beyond graduation rates.
4. Call for a precise definition of "implementation," emphasizing the importance of granular details for effective monitoring beyond board goals.
5. Integration of the latest research and in-depth professional development to ensure the implementation of culturally relevant curricula and best practices as outlined in the 5D model.
6. Propose the inclusion of measures for continuous growth for all students in strategies to foster a sustainable learning process.

Goal 2

3.73 average score

1. The Corvallis School District is commended for supporting cultural awareness and equity programs and fostering a safe environment for students.
2. Concerns have been raised about the lack of perceived safe spaces for BIPOC individuals in district/school environments, with emphasis on the need for ongoing, embedded equity discussions and support for staff.
3. Implementation of the equity goals feels like a top-down approach.
4. The goal related to student, family, and community engagement requires more specific strategies, particularly family resource nights focusing on behavioral support in light of mental health challenges in Benton County.
5. The omission of the Disability community from equity plans and retention efforts is a concern.

6. Various questions are raised, including how the district plans to measure the impact of equity goals, address student groups, and elevate awareness of economic inequity compared to other forms of equity.

Goal 3

3.98 average score

1. The bilingual programs in Corvallis provide an excellent opportunity for students to explore other cultures and become bilingual. The addition of more world language options, such as Arabic at the high school level, is viewed positively. However, there is a need for increased emphasis on social studies, especially year-round social studies in middle school, to enhance students' global and historical connections.
2. Efficiency and workload related to the organization and execution of field trips, considered vital for experiential learning and community connection, require streamlining to encourage greater teacher participation.
3. Arts education is recognized for its ability to engage students, reduce stress, develop social-emotional skills, and enrich their experiences.
4. Concerns are raised about the necessity for real funding and concrete plans to implement educational strategies, emphasizing the importance of tangible actions.
5. The need to prioritize reading is emphasized, with a focus on ensuring students achieve proficiency in reading before implementing broader strategies in areas like eco-literacy and sustainability.
6. Concerns are expressed about Strategy 3, emphasizing the importance of not considering a strong CTE program alone as fulfilling the strategy. The wording should ensure a balanced approach that includes music, art, and other essential aspects of education.

Goal 4

3.76 average score

1. Emphasize mental health support within the goal of fostering agency, identity, and belonging, acknowledging the need for the Mental Health (MH) team's presence to be valued and integrated.
2. Acknowledge progress in adding counselors, therapists, and behavior support, but emphasize the ongoing need, especially post-pandemic, for additional support to address students' anxiety and mental health challenges.
3. Highlight the importance of incorporating the "L" for Learning in the SEL component of the goal, expressing concern about large class sizes, meeting state guidelines, and undervaluing Physical Education and Health classes in relation to student education in Health and Wellbeing.
4. Question the funding strategies to support the implementation of the goal.
5. Highlight the need for an emphasis on "social, emotional, mental, and physical health" for staff in addition to students and families, recognizing the potential

burnout and stress experienced by staff and advocating for meaningful support changes.

6. Call for concrete steps to truly welcome and support low-income students and families, expressing concern that current efforts may be performative.
7. Emphasizing the importance of equal opportunities for success.
8. Identify existing hindrances to wellness and retaining staff within the district, emphasizing the importance of questioning and evaluating current practices and systems.
9. Advocate for a focus on funding special education, providing appropriate training and support for new staff, acknowledging challenges faced by new staff, and expressing the need for preventative measures.



Corvallis

SCHOOL DISTRICT

VIII. REVIEW POLICY JFCF - HAZING, HARASSMENT, INTIMIDATION, BULLYING, MENACING, CYBERBULLYING, TEEN DATING VIOLENCE, OR DOMESTIC VIOLENCE - STUDENTS (7:45 p.m.)*



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Ryan Noss, Superintendent
Meeting Date: June 15, 2023

Review Policy JFCF – Hazing, Harassment, Intimidation, Bullying, Menacing, Cyberbullying, Teen Dating Violence, or Domestic Violence - Students

NO ACTION REQUESTED

Background

The Board adopted Policy JFCF – Hazing, Harassment, Intimidation, Bullying, Menacing, Cyberbullying, Teen Dating Violence, or Domestic Violence – Students at its June 28, 1999 meeting. It was last reviewed and amended on May 5, 2022.

At its January 18, 2024 meeting, the Board requested an opportunity to review Policy JFCF. On February 22, 2024, the agenda will include time for Board members to reflect on and discuss the current policy.



Code: JFCF
Adopted: 6/28/99
Revised/Readopted: 12/09/02; 12/10/07; 3/14/11;
11/04/13; 12/05/16; 5/09/19;
2/06/20; 5/05/22

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

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

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

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

Hazing, harassment, intimidation, bullying, menacing, or acts of cyberbullying by students, staff, or third parties toward students is strictly prohibited in the district. Teen dating violence is unacceptable behavior and prohibited. Each student has the right to a learning environment that is safe both physically and emotionally.

Retaliation against any person who is a victim of, who reports, is thought to have reported, or files a complaint about an act of hazing, harassment, intimidation, bullying, menacing, an act of cyberbullying, or teen dating violence, or otherwise participates in an investigation or inquiry is strictly prohibited. A person who engages in retaliatory behavior will be subject to consequences and appropriate remedial action. False charges shall also be regarded as a serious offense and will result in consequences and appropriate remedial action.

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

Staff whose behavior is found to be in violation of this policy will be subject to consequences and appropriate remedial action which may include discipline, up to and including dismissal. Third parties whose behavior is found to be in violation of this policy shall be subject to appropriate sanctions as determined and imposed by the superintendent or the Board.

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

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

Definitions

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

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

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

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

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

“Teen dating violence” means:

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

Hazing, Harassment, Intimidation, Bullying, Menacing, Cyberbullying,
Teen Dating Violence, or Domestic Violence - Students** – JFCF

2. Behavior by which a person uses or threatens to use sexual violence against another person who is in a dating relationship with the person, where one or both persons are 13 to 19 years of age.

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

“Cyberbullying” is the use of any electronic communication device to harass, intimidate, or bully.

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

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

Reporting

The building administrator or district department director will take reports and conduct a prompt investigation of any reported acts of hazing, harassment, intimidation, bullying, menacing, cyberbullying, or teen dating violence.

Any employee who has knowledge of conduct in violation of this policy shall immediately report concerns to the building administrator or district department director who has overall responsibility for investigations. Any employee who has knowledge of incidents of teen dating violence that took place on district property, at a district-sponsored activity, or in a vehicle used for district-provided transportation shall immediately report the incident to the building administrator or district department director who has overall responsibility for investigations. Failure of an employee to report any act of hazing, harassment, intimidation, bullying, menacing, cyberbullying, or teen dating violence to the building administrator or district department director may be subject to remedial action, up to and including dismissal. Remedial action may not be based solely on an anonymous report.

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

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

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

The person who makes the report shall be notified when the investigation has been completed and, as appropriate, the findings of the investigation and any remedial action that has been taken. The person who makes the report may request that the superintendent or designee review the actions taken in the initial investigation, in accordance with administrative regulations.

Notification to Parents or Guardians

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

The notification must occur with involvement and consideration of the needs and concerns of the student who was the subject to an act of harassment, intimidation, bullying or cyberbullying. The notification is not required if the administrator reasonably believes notification could endanger the student who was subjected to an act of harassment, intimidation, bullying or cyberbullying or if all of the following occur:

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

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

When notification is provided, the notification must occur:

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

Training and Education

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

The district shall incorporate age-appropriate education about teen dating violence and domestic violence into new or existing training programs for students in grades 7 through 12.

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

Notice

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

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

END OF POLICY

Legal Reference(s):

| | | |
|---------------------------------------|---------------------------------------|----------------------------------|
| ORS 163.190 | ORS 332.072 | OAR 581-021-0046 |
| ORS 163.197 | ORS 332.107 | OAR 581-021-0055 |
| ORS 107.705 | ORS 339.240 | OAR 581-022-2310 |
| ORS 166.065 | ORS 339.250 | OAR 581-022-2370 |
| ORS 166.155 - 166.165 | ORS 339.351 - 339.368 | House Bill 2631 (2021) |
| ORS 174.100 | OAR 581-021-0045 | House Bill 3041 (2021) |

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

Cross Reference(s):

ACB - Every Student Belongs
GBN/JBA - Sexual Harassment
GBNAA/JHFF - Suspected Sexual Conduct with Students and Reporting Requirements
JBA/GBN - Sexual Harassment
JFCM - Violence and Threats of Violence
JHFF/GBNAA - Suspected Sexual Conduct with Students and Reporting Requirements



Corvallis

SCHOOL DISTRICT

IX. 2024-2025 BOARD MEETING SCHEDULE - FIRST READING (8:15)*



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Kim Nelson, Board Secretary
Meeting Date: February 22, 2024

NO ACTION REQUESTED

2024-2025 Board of Directors Meeting Schedule – First Read

Background

Attached is the proposed 2024-2025 Board of Directors meeting schedule, which takes into account a variety of factors, including religious holidays, school district breaks, and professional obligations for district management staff. It is similar to the schedule of the 2023-2024 meetings.



| | |
|---|---|
| A | August 8, 2024 – Business Meeting |
| | August 22, 2024 – Retreat |
| S | September 5, 2024 – Business Meeting |
| | September 17, 2024 – Special Meeting |
| O | October 10, 2024 – Business Meeting |
| | October 24, 2024 – Special Meeting |
| N | November 7, 2024 – Business Meeting |
| | November 21, 2024 – Special Meeting (SIP) |
| D | December 12, 2024 – Business Meeting |
| | December 19, 2024 – Special Meeting (SIP) |
| J | January 9, 2025 – Business Meeting |
| | January 16, 2025 – Special Meeting |
| F | February 6, 2025 – Business Meeting |
| | February 20, 2025 – Special Meeting |
| M | March 6, 2025 – Business Meeting |
| | March 20, 2025 – Special Meeting |
| A | April 10, 2025 – Business Meeting |
| | April 24, 2025 – Budget Committee Meeting |
| M | May 8, 2025 – Business Meeting |
| | May 15, 2025 – Budget Committee Meeting |
| | May 22, 2025 – Budget Committee Meeting |
| J | June 5, 2025 – Business Meeting |

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



Corvallis

SCHOOL DISTRICT

X. ADJOURNMENT (8:25 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 | 541-766-4857 |
| Lauren Wolfe, Finance Director | 541-757-5874 |
| Jennifer Duvall, Human Resources Director | 541-757-5840 |
| Kim Patten, Operations Director | 541-757-3849 |
| Kim Nelson, Executive Assistant to the Superintendent; Board Secretary | 541-757-5841 |