



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, September 27, 2018 6:30 PM	Special	District Office Board Room, 1555 SW 35th Street, 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/UC9Jtpte5dmilZI9kySBJbVQ?>
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, September 27, 2018
6:30 PM

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

Meeting Details: Thursday, September 27, 2018, 6:30 PM in the District Office Board Room, 1555 SW 35th Street, 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 – 5:00-6:15 p.m. The Board will meet in Executive (closed) Session under ORS 192.660(2)(i) - Superintendent's Evaluation: Beginning of Year Check-in and Goal-Setting. **Note: this is not part of the public meeting.**
- III. PLEDGE OF ALLEGIANCE
- IV. PUBLIC/STAFF COMMENT (6:30 p.m. approx.)

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.



Corvallis

SCHOOL DISTRICT

Providing Input to the School Board

(Revised 03-03-18)

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

I. Public Comment at School Board Meetings

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

- A. Complete 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.
- B. Keep your comments within the specified time allotted, usually three minutes, to allow time for others to comment.
- C. 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.
- D. 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/or to file with the official minutes of the meeting.
- E. 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. When you testify, your name, address and comments are matters of public record; however, students and staff do not need to provide their addresses.

II. 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 may be sent to: schoolboard@corvallis.k12.or.us, and will reach all Board members as a group.

Others who also will receive emails sent to this address are: Superintendent, Assistant Superintendent, Human Resources Director, Finance and Operations Director, and Executive Assistant to the Superintendent and Board of Directors (also known as the Board Secretary).

III. Telephone Communication

Vincent Adams	541-738-4324	541-240-4055	Sarah Finger McDonald	541-908-3756
Sami Al-AbdRabbuh	541-283-6611		Terese Jones	541-230-1673
Judy Ball	541-758-1671	240-997-1222	Ed Junkins	801-706-1892
Jay Conroy	541-912-4380			

Distributed at Board Mtg on 9/27/18



The Reynolds Law Firm, PC

Post Office Box 1183
225 SW Fourth Street
Corvallis, OR 97333
PHONE 541-738-1800
FAX 541-738-1801
www.ReynoldsLaw.us

Lorena Reynolds, Mediator & Attorney at Law
Erin Duncan, Attorney at Law
Liz Carle, Attorney at Law

Justin Wirth, Attorney at Law
Rance Shaw, Attorney at Law
Amy R. Spangler, Attorney at Law

September 27, 2018

Corvallis School Board
1555 SW 35th St.
Corvallis, OR 97333
schoolboard@corvallis.k12.or.us

Via USPS and Email

Re: Transgender and Gender Nonconforming Students Policy

I am writing to provide comments on the second draft of the Transgender and Gender Nonconforming Students Nondiscrimination on the Basis of Gender Identity Policy, posted on the District's website this week for review. I appreciate the amount of work that went into this re-drafting and write to provide additional comments based on these changes.

1. In the first paragraph in each of the first two sections, the terms "sexual orientation" is included, however, it is not referenced again anywhere else in the policy and, in fact, the policy makes clear that sexual orientation is distinct from gender identity. Assuming there is another policy that addresses discrimination based on sexual orientation, I suggest that all reference to sexual orientation be removed from this policy in order to avoid confusion. If the term is included, however, I think it should be included in the definition section of the document. The definition I would suggest is, "A person's romantic and/or physical attraction to people of the same and/or another gender, such as being straight, gay, bisexual/pansexual, or asexual. Transgender and gender nonconforming people may have any sexual orientation."

2. The last sentence of the Bias-Based Conduct, Discrimination, and Harassment section does not appear to be a complete sentence. I would suggest ending the sentence after, "a situation that feels unsafe or uncomfortable." The reference to safe zones continues to raise additional questions. Since safe zones are addressed in the section on individual Transition Plans, it seems that they can be dealt with on an individual basis instead of standard ones that apply to everyone. If there are going to be standard "safe zones," some thought needs to be given to making sure these zones are actually safe, who is staffing them, and how students find out about them.

3. In the first paragraph on page 2, on the last line, "preferred" should be changed to "chosen." Throughout the document, these terms appear to be used interchangeably. It would be clearer if one word is selected. After speaking to a number of other people, it appears that the term "preferred" is falling out of favor and "chosen" is more appropriate.

4. In the second paragraph on page 2, the first clause could be removed to start the paragraph with The District.

The word "preferred" should be changed to "chosen" in the first sentence.

5. In the third paragraph on page 2, change "the preferred" to "their chosen."

Change "or" to "and the."

In the last sentence, add "and easily be" after "routinely" and before "made available."

6. Also in the third paragraph on page 2, I continue to have concerns about this language. In the previous draft, I was concerned about asking transgender and gender nonconforming students in private how they preferred to be addressed in class and in the school's communication with the student's parents or guardians. This draft requires all teachers to routinely ask all students how they want to be addressed in class. The modifier "in class" is confusing. Are teachers being asked to routinely ask students to publically announce their chosen name and pronouns in front of the class? If so, this is as problematic as the prohibition against doing this in the first draft.

Whether to ask students to announce their pronouns in class is complex and controversial issue. In some environments, such as a QSA meeting, asking everyone to introduce themselves and announce their pronouns would likely be considered appropriate, but in a classroom in which there is only one transgender or gender nonconforming student, that student may feel awkward or singled out by having to announce their pronouns to the class. Different teachers may take different approaches, such as asking students to tell them in writing what pronouns they want to use while other may ask the students individually and privately. I am not sure a policy should be one or the other and certainly not without input from teachers and advisors who will be implementing the policy in the classroom setting.

7. In paragraph 4 on page 2, change "preferred" to "chosen" twice. In paragraph 5 on page 2, change "preferred" to "chosen."

8. Also in paragraph 4, who is the District providing support to: the student, the family, or the school personnel? What does it mean for them to provide support?

9. In paragraph 5 on page 2, there is no legal authority, nor is there any reason to think that a healthcare professional is in the position to authorize a legal name change. This can only be done with a court order, a new birth certificate, or a new identification card. Changing a name on a student's permanent record without a legal name change may cause significant difficulties for the student in the future if the name change is never legalized. If the District insists on having a healthcare professional letter as the basis of a name change on the students official record, policies must be in place to be sure that HIPAA is complied with. I raised additional issues in paragraph 22 of my September 13, 2018, letter that continue to be relevant to this conversation.

10. Paragraph 6 on page 2 could be rewritten for clarity as follows; "Every effort should be made to update records impacting daily school operations to reflect the student's chosen name and self-identified gender and to omit other names from dissemination. To the extent practical, records with the student's legal name should be kept in a separate and confidential file. For students who have completed their transition and a legal name change, the prior name and gender information should be protected in the same manner as protected health care information under HIPPA. "

11. Paragraph 1 on page 3 is written in such a way that it only protects information that is already considered confidential or medical. Rewriting the paragraph as follows makes it clear that information is made confidential by this policy:

All information relating to a transgender or gender nonconforming student's identity, including health care information, legal names, and sex assigned at birth, shall be kept confidential and shall be appropriately maintained by authorized personnel in accordance with applicable state, local, and federal privacy laws.

12. In paragraph 2 on page 3, change "authorized" to "required," so as to protect information a student wants kept confidential.

13. At the end of paragraph 2 on page 3, make sure it is clear that the support services are available if the student requests.

14. At the end of paragraph 3 on page 3 it is unclear what is supposed to happen if there is a conflict between the parent/guardian and the student regarding what name and pronouns to use for a student. I suggest that the student be given the power to choose how they want to be addressed when their parent/guardian is there, as well as when they are not.

15. Change "sex assigned at birth" to "legal gender designation unless the student has specified otherwise."

16. In the section of Restrooms, Locker Rooms, and Changing Facilities, including non-binary students in the first sentence is problematic since it would restrict them to only using "non-binary" bathrooms, of which there are none. Even if it meant that they were relegated to single-stall bathrooms, there are many areas on school property where there are no single-stall bathrooms accessible quickly for students in all areas of the school. Unless and until there are single-stall, gender neutral bathrooms widely available, non-binary students should be able to use any gender they want to.

17. There is no mention about showers in the Restrooms, Locker Rooms, and Changing Facilities section of the policy.

18. At the end of the first paragraph, consider adding, "but the school cannot require a student to use single stall bathrooms or curtained areas if the student prefers to use gender-specific facilities."

19. In Outdoor Education/Overnight Field Trips, Remove the term, "assert" and just leave it as the student's status.

20. Also in respect to the outdoor Education/Overnight Field Trip section, this section does nothing to explain how a teacher is supposed to handle sleeping arrangements for transgender and gender nonconforming students, nor how they are supposed to explain the need for privacy when facing questions about where students will be sleeping.

21. In the Gender-Based Activities, Rules, Policies, and Practices section, in the last line before "gender nonconforming students," add "transgender and" to make it clear that transgender students whose gender expression conforms to their gender identity are also covered by this policy. For example, if students are divided by gender for reproductive health class and sex education, students who are transgender may feel uncomfortable in a classroom which discusses anatomy that they do not share. The District should review whether it is educationally necessary to segregate classes by gender and should review the curriculum so that it is relevant to all students in the class. One example of helpful material is the LGBTQ-Inclusive Curriculum Guide for Educators, <https://www.glsen.org/educate/resources/creating-lgbt-inclusive-lessons>.

21. It would be helpful if the definition section were alphabetized.

22. Gender Identity: In the first sentence, consider adding "separate and distinct" instead of "separate."

23. Cisgender: Remove "or gender nonconforming" from the end of this definition. Cisgender is the opposite of transgender, but a person can be cisgender and gender nonconforming. In fact, this is quite common.

24. Transgender: Add, "A transgender girl is a girl who was assigned male at birth. A transgender boy is a boy who was assigned female at birth."

25. Gender Nonconforming: Remove "gender identity or," leaving in "gender expression." Reinsert the deleted line that says, "gender nonconforming persons include "feminine boys, masculine girls, and those whose gender expression is androgynous." For people unversed in this topic, these examples will be helpful for situating the policy in the context of real world situations.

On page 7, I would remove the "gender varying across time" clause, since that is not a term that is commonly used and replace it with a sentence inserted before the last sentence, "some gender nonconforming people identify as different genders at different times."

26. Nonbinary: I suggest the following definition, "Nonbinary is 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 also referred to as "genderqueer."

Although both are commonly seen, I generally see Two-Spirit capitalized and I would suggest that it be capitalized here, although if the Board is making a deliberate choice not to after reflection on the topic, it can be left as is.

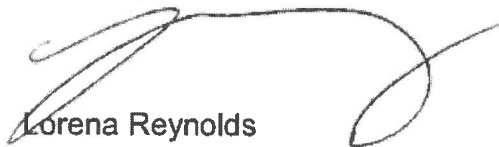
27. Queer: In the last sentence, I would remove the first three words and replace the sentence with, "in some contexts, it continues to be hate speech."

28. Transition: I would remove "medical" and replace it with "legal." There is a fixation on surgical and hormonal processes that is inappropriate, particularly in the school setting. Removing reference to medical interventions leaves the focus on social transition, which is the only piece that is relevant in the school setting. Similarly, I would remove the last sentence in its entirety.

29. Perhaps the most important omission in this document is the lack of reference to facilities. This policy should include a long-term plan to provide single-stall bathrooms, locker rooms with private changing spaces, and private showers in all future renovations or building that have these facilities. The inability to find a safe, close bathroom negatively impacts transgender and gender nonconforming students regularly, particularly as they are transitioning. Similarly, their ability to participate in physical education and sports should not be limited based on where they will change and shower. Even if the District is unable or unwilling to commit to incorporating these changes into every facility upgrade, including a policy which requires the District to consider the feasibility of doing so is a step in the right direction and sends the message to transgender and gender nonconforming students that the District is committed to improving their access to education.

I want to again thank this Board and the District staff for this work on this important and complex issue.

Sincerely,



Lorena Reynolds
Attorney at Law



Corvallis

SCHOOL DISTRICT

- V. BOARD POLICY JFG: TRANSGENDER AND GENDER NONCONFORMING STUDENTS – NONDISCRIMINATION ON THE BASIS OF GENDER IDENTITY – NEW – FIRST READING (6:40 p.m. approx.)



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Judy Ball, School Board Member
Meeting Date: September 27, 2018

Board Policy JFG: Transgender and Gender Nonconforming Students – Nondiscrimination on the Basis of Gender Identity – New – First Reading

NO ACTION REQUIRED

Background

Recommendation to review. This is a new policy that is needed for the following reasons:

- It is consistent with CSD equity policy and goals, which do not address particular issues of importance for transgender and gender nonconforming students.
- It is relevant. Virtually all District schools at all levels – elementary to high school – are already supporting transgender students that they know about without a formal policy foundation.
- The District needs to have some formal protections in place, and this Board has a responsibility to provide such protection through formal policy. Last year, the Dallas, OR, school district was sued by a group calling themselves “Parents for Privacy” who objected to practices (not formal policy) in Dallas schools regarding transgender students’ access to restrooms and locker rooms. Formal policy might help prevent such action in Corvallis.
- Student voices have revealed a deep well of gratitude that the Board would institutionalize support for transgender and gender nonconforming students. In particular, students pointed out a dire need for professional development to educate faculty and staff.

Involvement

Staff: Jennifer Schroeder, Matt Boring, Aaron McKee, Alicia Ward-Satey, Darren Bland, Eric Wright

Board Members: Judy Ball (drafter), discussion by full Board at the September 13, 2018 public board meeting.

Other Entities: Eric DeFreest (CSD attorney), Reynolds Law Firm, CVHS and CHS students (comments submitted via Matt Boring and Aaron McKee), other public commenters at the September 13, 2018 board meeting.

Cost Impact

Professional development for faculty and staff.

TRANSGENDER AND GENDER NONCONFORMING STUDENTS – NONDISCRIMINATION ON THE BASIS OF GENDER IDENTITY

Commented [JB1]: 1) Incorporating comments from 509J students.
2) Incorporating comments from Reynolds Law.

In accordance with Oregon law, the Board requires that all classrooms, programs, activities, and employment practices be free from bias and discrimination on the basis of sex assigned at birth, gender identity, gender expression, and/or sexual orientation, ~~and gender identity~~.¹ This policy for the District and its schools is designed to ensure a culture where transgender and gender nonconforming students feel safe, supported, and fully included, and to meet each school's obligation to provide educational opportunities for all students without discrimination.

Definitions referenced in this policy are provided at the end.

BIAS-BASED CONDUCT, DISCRIMINATION, AND HARASSMENT

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 transgender and gender nonconforming students have a school environment free from bias, discrimination, and harassment on the basis of sex assigned at birth, gender identity, gender expression, and/or sexual orientation ~~sex, sexual orientation, and/or gender identity or expression~~.

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

- 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,
- GBN/JBA, Sexual Harassment.

School staff members should take all reasonable steps to ensure safety and access for transgender and gender nonconforming students at their school and support students' rights to assert their gender identity and expression. Reasonable steps may include allowing a transgender or gender nonconforming student to go to a safe space (e.g., main office, counselor's office) at any time the student encounters a situation that feels unsafe or uncomfortable, or designating certain classrooms, offices or locations in a school intended to provide a safe zone where any student, may go to be free from judgment and to feel comfortable and safe.

NAMES AND PRONOUNS

¹ Oregon Department of Education, *Guidance to School Districts: Creating a Safe and Supportive School Environment for Transgender Students*, 5 May 2016.

A student may adopt a name that is different from their legal name, ~~provided the change of name does not effect a misrepresentation~~. 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. A court-ordered name or gender change is **not** required for a student to declare a preferred 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 preferred name and self-identified gender ~~preferred by the student~~, including using the student's preferred 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 preferred name or pronouns that correspond to the student's gender identity. Some transgender and gender nonconforming youth may feel most comfortable being addressed by gender-neutral pronouns or just referred to by their names (without pronouns). It is recommended that school staff ~~privately routinely~~ ask ~~transgender or gender nonconforming~~ all students how they prefer to be addressed in class and also in the school's communications with the student's parents or guardians. Information on how students prefer to be addressed in class should be routinely made available to substitute personnel.

After the District ~~acknowledges receives~~ a change in name or gender identity, school personnel shall not intentionally refuse to refer to the student by the student's ~~chosen preferred~~ name and pronouns. For a student who has previously been known at school by a different name, school personnel should be vigilant to use the student's preferred name and ~~appropriate~~ pronouns. The district office will be available to provide additional support in the transition process.

Although a student may establish a preferred name and self-identified gender ~~designation~~ 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 or gender upon receipt of documentation that such legal name and/or gender have been changed pursuant to a court order, new birth certificate, through state or federally issued identification, or with documentation from a licensed healthcare practitioner.

To the extent that the school is not legally required to use a student's birth name and gender on school records or documents, every effort should be made to update student records with the student's chosen name and not circulate records with the student's birth or legal name. To the extent practicable, records with the student's birth 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

All confidential and medical information relating to a transgender or gender nonconforming student's identity 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 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.

Transgender and gender nonconforming 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. When contacting the parent or guardian of a transgender or gender nonconforming student, school staff should use the student's legal name and the pronoun corresponding to the student's gender-sex assigned at birth unless the student, parent, or guardian has specified otherwise. (See "Student Transitions" below.)

Evidence of a medical diagnosis, treatment, or other documentation is **not** required for a school to accommodate requests regarding gender identity.

RESTROOMS, LOCKER ROOMS, AND CHANGING FACILITIES

All students, including non-binary students, are entitled to access to restrooms, locker rooms, and changing facilities consistent with their gender identity.² A student shall not be required to use a restroom, locker room, 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.

Commented [JB2]: Discussion: Isn't this inconsistent with Judge Hernandez decision?

Some students may feel uncomfortable sharing ~~sex~~gender-specific facilities with a transgender or gender nonconforming student. This discomfort is not a reason to deny access to the transgender or gender nonconforming student. Rather, students experiencing discomfort may opt for single-stall bathrooms or curtained areas. 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.

PHYSICAL EDUCATION CLASSES, INTRAMURAL SPORTS, AND INTERSCHOLASTIC ATHLETIC ACTIVITIES

² Parents for Privacy, et al v. Sessions, et al, No. 3:17-cv-01813-HZ, 24 July 2018.

Oregon law that prohibits discrimination in education applies to physical education, intramural sports, and 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).³

OUTDOOR EDUCATION/OVERNIGHT FIELD TRIPS

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 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 and/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.

~~Transgender and gender nonconforming~~All students shall have the right to dress in a manner consistent with their gender identity or expression, including maintaining a gender-neutral appearance within the constraints of the gender-neutral dress code adopted by the school.

GENDER-BASED ACTIVITIES, RULES, POLICIES, AND PRACTICES

Schools should evaluate all gender-based activities, policies, rules, and practices – including classroom activities, school ceremonies, school photos – and maintain only those with a clear and sound educational purpose. Gender-based policies, rules, and practices can have the effect of marginalizing, stigmatizing, and excluding students, including gender nonconforming students.

Whenever students are separated by gender in school activities or are subject to an otherwise lawful gender-specific rule, policy, or practice, students shall be permitted to participate in any such activities or conform to such rule, policy, or practice consistent with their gender identity.

STUDENT TRANSITIONS

³ <http://www.osaa.org/governance/handbooks>

Commented [JB3]: Previously deleted on advice of counsel. Replaced in response to comments. Effectively a directive to Superintendent for Schools.

School leaders, especially principals and counselors, are the first point of contact for students who wish to assert a change of name or gender identity. However, students may be more comfortable confiding initially in a teacher or staff member. The school shall accept the gender identity that each student ~~consistently~~ asserts. Transitions are private, and personal information about a transition should not be discussed unless the conversation is initiated and led by the transgender or gender nonconforming student. There is no medical or mental health diagnosis or treatment threshold that students must meet in order to have their gender identity recognized and respected. Students ready to socially transition may initiate a process to change their name, pronoun, 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 optimize each student's equal access to the District's educational programs and activities.

The school leader (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 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 should be evaluated on an ongoing basis and revised as needed. Components of the Transition Plan may include designated staff members as key contact(s) for the student; preferred name, pronouns, zones, and other 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.

Prior to contacting a student's parent/guardian, the principal or designee should speak with the student to ascertain the level of support the student either receives or anticipates receiving from home. In some cases, transgender and gender-nonconforming 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~~ District office may provide 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 school employees.

~~Subject to available funding,~~ 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;
5. school and District policies regarding bullying, harassment, discrimination, and suicide prevention and responsibilities of staff.

PUBLICATION

This policy will be included with annual distributions of student codes of conduct, disciplinary policies, student handbooks, and publication on school websites.

ADDITIONAL DEFINITIONS

Understanding the terminology associated with gender identity 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.

- **Gender identity:** All people have gender identity, ~~regardless of which is separate from~~ sexual orientation. ~~It-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 consistently self-asserted at school. ~~It includes gender-related identity, appearance, or behavior, whether or not that gender-related identity, appearance, or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth.~~
- **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.
- **Cisgender:** A person whose gender identity and gender expression align with the person's sex assigned at birth; a person who is not transgender or gender nonconforming.
- **Transgender:** An adjective describing a person whose gender identity or expression is different from that traditionally associated with the person's sex assigned at birth. ~~Other terms that can have similar meanings are "transsexual" and "trans."~~
- **Gender nonconforming:** A person whose gender identity or 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 or

identify as two or more genders or as none. Other terms that can have similar meanings include “gender diverse,” “gender expansive,” “gender fluid,” (gender varying across time), and “two-spirit.”

- **Nonbinary:** Neither male nor female. A gender status recognized by the State of Oregon.
- **Agender:** Without a gender (also nongendered, genderless).
- **Sex assigned at birth:** The sex designation recorded on an infant’s birth certificate.
- **Queer:** A term for people of marginalized gender identities and sexual orientations who are not cisgender and/or heterosexual. The term generally refers to a member of the LGBT (or LGBTQ) and/or gender nonconforming community. This term may be used by someone who identifies as a member of the LGBTQ community, but who does not specifically consider themselves to be lesbian, gay, bisexual, or transgender. Use of the term is generally suggested only when individual students identify themselves as queer and give permission for others to use that term to describe them. Historically used as a slur, this term has been re-appropriated by the Queer community where it is not pejorative. Regardless, in other contexts, it continues to be hate speech.
- **Transition:** The process by which a person goes from living and identifying as one gender to living and identifying 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 sex-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). Some, but not all, transgender people take hormones or undergo surgical procedures to change their bodies to align with their gender identity.



The Reynolds Law Firm, PC

Post Office Box 1183
225 SW Fourth Street
Corvallis, OR 97333
PHONE 541-738-1800
FAX 541-738-1801
www.ReynoldsLaw.us

Lorena Reynolds, Mediator & Attorney at Law
Erin Duncan, Attorney at Law
Liz Carle, Attorney at Law

Justin Wirth, Attorney at Law
Rance Shaw, Attorney at Law
Amy R. Spangler, Attorney at Law

September 13, 2018

Corvallis School Board
1555 SW 35th St.
Corvallis, OR 97333
schoolboard@corvallis.k12.or.us

Via USPS and Email

Re: Transgender and Gender Nonconforming Students Policy

We first want to commend district personnel and school board members who have brought forth this policy for consideration. It is a good first draft and although we have suggestions for refinement, we are grateful that this is a priority for the district. With that said, there are a number of changes that we request be made prior to the adoption of this policy.

1. On page 1, under the section *Names and Pronouns*, the term "misrepresentation" is concerning. In many high-profile cases, the argument is made that using a gendered name that is not consistent with a student's physical anatomy or legal gender marker is inherently misrepresentation and should be prohibited. In reviewing the rest of this policy, it seems that it is the intent to allow students, whenever possible, to be identified by their preferred name and gender marker, as well as by their preferred pronouns. As with children who want to be called by a nickname or use the last name of a step-parent or another name that is not their legal name, the school should honor the request of transgender and gender non-conforming students to be called by their preferred name. Requiring that the name not be a "misrepresentation," sets up a system in which someone at the district (and this policy does not tell us who that person would be), would need to make a determination about what is "misrepresentation." This policy does not provide any guidance about how that determination is to be made.
2. While the idea of "Safe zones" may seem appealing on the surface, we have concerns about the practical implications of this. Who is making sure those are actually safe? What's safe about them? Are the people in those spaces trained? How? How do students find out about these "safe zones"? Doesn't this imply that other places/spaces aren't safe? While it may be true that some spaces are safer on campuses than other spaces, the policy of the district should clearly be to ensure that transgender and gender non-conforming students are safe everywhere on campus.
3. Frequently, court orders are issued in child custody cases which include provisions that restrict a parent's right to use a name other than the name on the child's birth certificate. Although the Standard Benton County Parenting Plan lists only the child's last name, individually drafted parenting plans often prohibit the use of any alternate name. However, even when language prohibiting the use of an alternative name is included in



a signed court order, this court order is not binding on the school district since the school district was not a party to the custody case. It is also not legally binding on the child whose parents are subject to the order. The District's policy language should be clear that the school can allow a child to choose their own name and gender marker unless there is a binding court order against the District requiring that a different name and gender marker be required. This is consistent with the wide-spread practice of allowing children to request to be known by a preferred name, including last name. This often comes up for children who are being raised by step-parents or guardians who do not share their last name. The policy for transgender and gender non-conforming students should mirror this practice so that a student's asserted preferred name is always used.

4. On page 2, we have concerns about the language that recommends that school staff privately ask transgender or gender nonconforming students how they prefer to be addressed in class and also in the school's communication with the student's parents or guardians. First, it should be made clear that these may be different and that a student can opt to be addressed by one name and pronouns at school and by another name and pronouns with parents and guardians. Second, there is controversy about whether it is appropriate to ask students in this environment to introduce themselves with their preferred name and pronoun at the beginning of the term. This is a complex and nuanced issue that should be considered with the input of transgender and non-conforming students and teachers and advisors who work with them. Does this policy preclude a teacher from asking for introductions that include preferred name and pronouns in the classroom setting? If that is the policy, then would it also apply to clubs like GSA and the Equality Club where it may be appropriate for this type of introduction?
5. The policy should make it clear that diploma and academic records should be issued to former students, in addition to current students, using names and gender markers that are consistent with their gender identity.
6. The policy should clearly state that students should use the bathroom, locker room, or shower facilities consistent with their gender identity and that any student uncomfortable with using that facility should be permitted to use a single stall bathroom, a curtained area, or shower privately when facilities are available to do so. It should be clear that the student who is uncomfortable should opt for the single stall or curtained area. This may be the transgender or gender non-conforming student who is uncomfortable in gendered facilities or it may be a cisgender student who is uncomfortable with a transgender or gender non-conforming student in gendered facilities. If the transgender student is comfortable, then the cisgender student should be the one to use the separate facility.
7. The district policy should include a long-term plan to provide single stall bathrooms, locker rooms with private changing spaces, and private showers in all future renovations or buildings that have these facilities.
8. What does "consistently assert" mean? What about questioning kids who are exploring? How long do they need to assert? How often? "consistently assert" language is outdated and introduces diagnostic language into the school setting that is inappropriate. If a student asserts they are transgender or gender non-conforming, the school should honor a request to use the student's preferred name and gender marker.
9. The term "transsexual" should not be used as it is generally out of favor and in any event generally is not accurate for trans youth.



10. Include definition of non-binary. We suggest the following: Non-binary is the term generally used for any gender identity that is not exclusively masculine or feminine. Non-binary people may express a combination of masculinity and femininity, or neither, in their gender expression.
11. The definition of "gender non-conforming" should also include those who present as masculine or feminine at different times.
12. The definition of Queer, while possibly technically accurate, is outdated. We suggest the following definition: "A term for people of marginalized gender identities and sexual orientations who are not cisgender and/or heterosexual." While this term has historically been used as a slur, in some contexts it has been re-appropriated by the Queer community and is no longer consider pejorative. Nevertheless, in other contexts it continues to be used as inappropriate hate speech. As with other issues addressed in this letter, this is not an issue that can be easily summed up in a definition section of a school policy such as this.
13. There needs to be a clear path for the transgender and gender non-conforming students to inform the school of their choice. Who are they supposed to tell? Is it the principal, their counselor, a classroom teacher, or a designated person? How is the student supposed to know who they are supposed to tell?
14. For students who have completed their transition, prior name and gender information should be protected in the same manner as protected health care information under the Health Insurance Portability and Accountability Act (HIPAA).
15. The policy should provide clear information to students, parents, and district staff about who they should contact if there is a violation of this policy they wish to report and that there will not be any retaliation for doing so.
16. Training should not be subject to available funding. The district policy should be that every new and returning employee receives training about the policy when they are hired and each year. Transgender and gender non-confirming youth are particularly vulnerable. Untrained teachers regularly do and say things that make transgender and gender non-conforming youth feel unwelcome and unvalued. This is often done unintentionally, but regardless of intention, it can send a message that there is something wrong with the student. If the district wants to support transgender and gender non-conforming students, then training is essential.
17. On page 1 of the proposed policy, it states that bias and discrimination is "on the basis of sex, sexual orientation, and gender identity," however, later on page 1, it says "on the basis of sex, sexual orientation, and/or gender identity or expression." These should be the same, and we would suggest "sex assigned at birth, gender identity, gender expression, and/or sexual orientation."
18. Throughout the policy, "sex, gender assigned at birth, and sex assigned at birth" appear to be used interchangeably. If the policy is intended to distinguish between these terms, then they should be included in the definitions. If not, then one term should be used and it should be defined. We suggest that "sex assigned at birth" be used throughout as, in our collective experience, this is the most commonly used term to describe what the policy is addressing.
19. Because many of the terms in this policy are not commonly known, we suggest moving the definition section to the top of the policy.

20. We suggest that the first line in the definition of gender identity be changed to, "The District recognizes that all people have a gender identity and that gender identity is separate and distinct from sexual orientation."
21. Throughout the policy, there should be more clarity on the distinction between gender identity and gender expression. For example, in the gender identity definition it says, "It includes gender-related identity, appearance, or behavior." In the gender nonconforming definition it says, "A person whose gender identity does not align with traditional or stereotypical expectations or norms." In our opinion, it should say gender identity or gender expression in the gender definition and it should include the sentence, "This is a form of gender identity."
22. The policy regarding a permanent change of name and gender marker on a student's record needs additional fine tuning and the standard may be different for name changes and gender markers. With respect to name changes, a student's permanent record should only be changed based on a legal name change, which could be verified by a court order or a new birth certificate. There is no legal authority, nor is there any reason to think that a healthcare professional is in the position to authorize a name change for a student. Moreover, even if the District were to require this, who would review the document? Would the District maintain a copy? Is there a process in place to make sure that this protected health care information would be protected under HIPAA? Changing a student's name on a permanent record without a legal name change may cause difficulties for the student in the future if the name change is never legalized. There may be a different standard appropriate for a permanent change to the gender marker for a student, but, again, this is a complex issue that needs more careful wording and consideration.
23. The term "to transition at school" should be changed to "to socially transition at school."
24. The term "sex-specific facilities" should be "gender-specific facilities."
25. Instead of stating, "Transgender and gender nonconforming students shall have the right to dress in a manner consistent with their gender identity or expression," shouldn't this say that all students have the right to dress with whatever expression they want so long as they conform to gender-neutral dress code requirements?
26. It appears that the following sentence was deleted from a previous draft: "Schools should evaluate all gender-based activities, policies, rules, and practices – including classroom activities, school ceremonies, school photos – and maintain only those with a clear and sound educational purpose. Gender-based policies, rules, and practices can have the effect of marginalizing, stigmatizing, and excluding students, including gender nonconforming students." We would like to see that policy remain in the policy. For example, there is no educational validity to an in-class activity that requires "all boys" to be on one team and "all girls" to be on another and this policy excludes non-binary students from either team.
27. The policy which allows the district office to provide additional support as required should be expanded to include a clause which makes it clear that this should be provided if it is wanted by the student.

Again, we want to thank the District for its commitment to all students and for their work on this complex and nuanced issue.

Sincerely,

Lorena Reynolds, Attorney at Law



Ryan Moreno, CHS Class of 2016



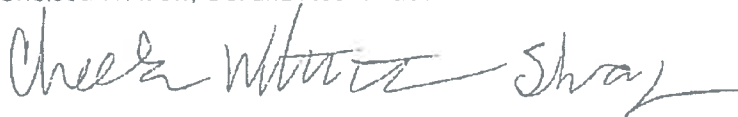
Nora Broker, CHS Class of 2003



Rebecca Wood, CV Parent



Chelsea Whitlow, Out and About Facilitator

 9/13/18

Judah Largent, Attorney at Law



TRANSGENDER AND GENDER NONCONFORMING 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 sex assigned at birth, gender identity, gender expression, and/or sexual orientation, and gender identity.¹ This policy for the District and its schools is designed to ensure a culture where transgender and gender nonconforming students feel safe, supported, and fully included, and to meet each school's obligation to provide educational opportunities for all students without discrimination.

Definitions referenced in this policy are provided at the end.

BIAS-BASED CONDUCT, DISCRIMINATION, AND HARASSMENT

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 transgender and gender nonconforming students have a school environment free from bias, discrimination, and harassment on the basis of sex assigned at birth, gender identity, gender expression, and/or sexual orientation~~sex, sexual orientation, and/or gender identity or expression~~.

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

- 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,
- GBN/JBA, Sexual Harassment.

School staff members should take all reasonable steps to ensure safety and access for transgender and gender nonconforming students at their school and support students' rights to assert their gender identity and expression. Reasonable steps may include allowing a transgender or gender nonconforming student to go to a safe space (e.g., main office, counselor's office) at any time the student encounters a situation that feels unsafe or uncomfortable, or designating certain classrooms, offices or locations in a school intended to provide a safe zone where any student, may go to be free from judgment and to feel comfortable and safe.

NAMES AND PRONOUNS

Commented [JB1]: 1) Incorporating comments from 509J students.
2) Incorporating comments from Reynolds Law.

Commented [ESD2]: I would suggest to remove this clause for two reasons. (1) this policy is directed at gender identity and expression, not physiological sex designation, and (2) I am wary that the language could be interpreted to suggest that the school district may not appropriately distinguish facilities or programs for boys or girls. My impression is that the District may properly retain a boys and girls distinction, but should honor a student's gender identity.

Commented [ESD3]: I would suggest removal of this clause, as stated above. Sexual harassment is addressed by other policies and need not be re-tread in this transgender policy. The sexual harassment is considered in the context of the student's self-identified gender.

Commented [ESD4]: Consider removal of sentence. My impression from the comments at the last meeting was that the concept of a "safe space" was problematic. Rather, the intent was to maintain a safe school environment. The examples of reasonable steps may be better reserved for subsequent development and Admin Rule.

¹ Oregon Department of Education, *Guidance to School Districts: Creating a Safe and Supportive School Environment for Transgender Students*, 5 May 2016.

A student may adopt a name that is different from their legal name, ~~provided the change of name does not effect a misrepresentation~~. 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. A court-ordered name or gender change is **not** required for a student to declare a preferred name and gender designation.

Commented [ESD5]: The policy does not propose distinction between a request by student and a request by parent. FERPA (34 CFR 99.7) provides a legal right to the parent to ask to amend records that a "parent believes is inaccurate, misleading or otherwise in violation of student privacy rights." The District is not in position to negate parental rights under FERPA by policy.

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 preferred name and self-identified gender ~~preferred by the student~~, including using the student's preferred name in class and for attendance reports, classroom rosters, identification badges, announcements, certificates, newspapers, newsletters, and yearbooks.

Commented [ESD6]: There should be a distinction between "registration and student information system" records versus other records involving daily operations, classroom references, id badges, student announcements and publications.

Every student has the right to be addressed by the preferred name or pronouns that correspond to the student's gender identity. Some transgender and gender nonconforming youth may feel most comfortable being addressed by gender-neutral pronouns or just referred to by their names (without pronouns). It is recommended that school staff ~~privately routinely~~ ask ~~transgender or gender nonconforming~~ all students how they prefer to be addressed in class and also in the school's communications with the student's parents or guardians. Information on how students prefer to be addressed in class should be routinely made available to substitute personnel.

Commented [ESD7]: Could consider inserting concept that "this policy is not intended to restrict parental rights under state or federal law" or "if the student has chosen to keep their transgender status confidential from their parents, the school will not change the official information located in the student registration form or student information system, but may otherwise use the preferred name and gender identity preferred by the student in school operations."

After the District ~~acknowledges receives~~ 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 preferred~~ name and pronouns. ~~For a student who has previously been known at school by a different name,~~ School personnel should be vigilant to use the student's preferred name and ~~appropriate~~ pronouns maintained in the record. The district office will be available to provide additional support in the transition process.

Commented [ESD8]: I am simply trying to capture when the change is effective. Once the school enters the change in the record, then all personnel with access to that student record would be apprised and should act in accordance with this policy.

Commented [ESD9]: Seems to be surplusage

Although a student may establish a preferred name and self-identified gender ~~designation~~ 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 or gender upon receipt of documentation that such legal name and/or gender have been changed pursuant to a court order, new birth certificate, through state or federally issued identification, or with documentation from a licensed healthcare practitioner.

To the extent that the school is not legally required to use a student's birth name and gender on school records or documents, every effort should be made to update student records with the student's ~~chosen preferred~~ name and not circulate records with the student's birth or legal name. To the extent practicable, records with the student's birth 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 preferred~~ name and/or gender identity.

PRIVACY, CONFIDENTIALITY, AND STUDENT RECORDS

All confidential and medical information relating to a transgender or gender nonconforming student's identity 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 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.

Commented [ESD10]: This may be a difficult concept to clearly define and be maintained effectively. Is this only referring to information beyond the preferred name and preferred gender designation which has been declared by the student? Does it include preferred name and/or gender identity? For instance, when the student has not come out to parents?

Commented [ESD11]: Will the student be required to submit a change in preferred name and/or gender in writing to the school? If so, will that form designate who the student has authorized to receive disclosure?

Transgender and gender nonconforming 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. When contacting the parent or guardian of a transgender or gender nonconforming student, school staff should use the student's legal name and the pronoun corresponding to the student's gender-sex assigned at birth unless the student, parent, or guardian has specified otherwise. (See "Student Transitions" below.)

Evidence of a medical diagnosis, treatment, or other documentation is **not** required for a school to accommodate requests regarding gender identity.

RESTROOMS, LOCKER ROOMS, AND CHANGING FACILITIES

All students, including non-binary students, are entitled to access to restrooms, locker rooms, and changing facilities consistent with their gender identity.² A student shall not be required to use a restroom, locker room, 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.

Commented [ESD12]: Consider removal of the citation to the District Court opinion. Judge Hernandez' decision was appealed to the 9th Circuit Court of Appeals on August 23, 2018, and is thereby not settled law.

Commented [JB13]: Discussion: Isn't this inconsistent with Judge Hernandez decision?

Some students may feel uncomfortable sharing ~~sex~~gender-specific facilities with a transgender or gender nonconforming student. This discomfort is not a reason to deny access to the transgender or gender nonconforming student. Rather, students experiencing discomfort may opt for single-stall bathrooms or curtained areas. 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.

Commented [ESD14]: This appears duplicative of the last line in the prior paragraph.

PHYSICAL EDUCATION CLASSES, INTRAMURAL SPORTS, AND INTERSCHOLASTIC ATHLETIC ACTIVITIES

² Parents for Privacy, et al v. Sessions, et al, No. 3:17-cv-01813-HZ, 24 July 2018.

Oregon law that prohibits discrimination in education applies to physical education, intramural sports, and 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).³

OUTDOOR EDUCATION/OVERNIGHT FIELD TRIPS

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 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 and/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.

~~Transgender and gender nonconforming~~All students shall have the right to dress in any manner consistent with their gender identity or expression, including maintaining a gender-neutral appearance within the constraints of the gender-neutral dress code adopted by the school.

GENDER-BASED ACTIVITIES, RULES, POLICIES, AND PRACTICES

Schools should evaluate all gender-based activities, policies, rules, and practices – including classroom activities, school ceremonies, school photos – and maintain only those with a clear and sound educational purpose. Gender-based policies, rules, and practices can have the effect of marginalizing, stigmatizing, and excluding students, including gender nonconforming students.

Whenever students are separated by gender in school activities or are subject to an otherwise lawful gender-specific rule, policy, or practice, students shall be permitted to participate in any such activities or conform to such rule, policy, or practice consistent with their gender identity.

STUDENT TRANSITIONS

Commented [ESD15]: This could be confusing to staff. Does the District wish to have this as conjunctive or disjunctive? If the student is not "out" to their parents, but wishes to be on the field trip as their preferred identity, then may need to be disjunctive? If so, when would the parent ever have the unilateral right to consent?

Commented [JB16]: Previously deleted on advice of counsel. Replaced in response to comments. Effectively a directive to Superintendent for Schools.

Commented [ESD17]: Acknowledged. I do remain concerned however that this "directive" to "maintain only those with a clear and sound" educational purpose may raise differing opinions and put the District in a defensive position to establish "clear and sound" in order to maintain past activity, policy, rule or practice. From a policy perspective, it broadens the inquiry transcending beyond prohibiting transgender discrimination as subject of the policy.

³ <http://www.osaa.org/governance/handbooks>

School leaders, especially principals and counselors, are the first point of contact for students who wish to assert a change of name or gender identity. However, students may be more comfortable confiding initially in a teacher or staff member. The school shall ~~accept~~ record the gender identity that each student ~~consistently~~ asserts subject to applicable law. Transitions are private, and personal information about a transition should not be discussed unless the conversation is initiated and led by the transgender or gender nonconforming student. There is no medical or mental health diagnosis or treatment threshold that students must meet in order to have their gender identity recognized and respected. Students ready to socially transition may initiate a process to change their name, pronoun, 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 optimize each student's equal access to the District's educational programs and activities.

Commented [ESD18]: Respectfully, this does not provide me with clarity for public comments' requested "clear path to inform". What if the student informs a staff member of questioning name or gender identity? Clear path of assertion is not well-defined. Seemingly, the proposal is that the District does not limit the student's first point of contact, but that District personnel shall inform a specially designated record-keeper to record the assertion?

Commented [ESD19]: This clause is respecting the limitation that the parent has rights under FERPA to seek amendment of the student record.

The school leader (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 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 should be evaluated on an ongoing basis and revised as needed. Components of the Transition Plan may include designated staff members as key contact(s) for the student; preferred name, pronouns, zones, and other 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.

Commented [ESD20]: Shouldn't the report of any violation be consistent across the District? Could be administratively difficult to track if there are variations on reporting process unique to each transition plan. Furthermore, violations may be reported by those who are not privy to the transition plan?

Prior to contacting a student's parent/guardian, the principal or designee should speak with the student to ascertain the level of support the student either receives or anticipates receiving from home. In some cases, transgender and gender-nonconforming 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~~ District office may provide ~~offer~~ additional support, as required and acceptable to the student.

Commented [ESD21]: Changing to "offer" incorporates a choice of student to accept. However, I am concerned with the addition of the final clause. The student should not be position to dictate what is an acceptable accommodation offered by the school. By way of metaphorical example under the Americans with Disabilities Act, an employee does not have the ability to dictate what reasonable accommodation an Employer will offer.

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 school employees.

~~Subject to available funding,~~ 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;
5. school and District policies regarding bullying, harassment, discrimination, and suicide prevention and responsibilities of staff.

PUBLICATION

This policy will be included with annual distributions of student codes of conduct, disciplinary policies, student handbooks, and publication on school websites.

ADDITIONAL DEFINITIONS

Understanding the terminology associated with gender identity 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.

- **Gender identity:** All people have gender identity, ~~regardless of which is separate from~~ sexual orientation. ~~It~~ 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 consistently self-asserted at school. ~~It includes gender-related identity, appearance, or behavior, whether or not that gender-related identity, appearance, or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth.~~
- **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.
- **Cisgender:** A person whose gender identity and gender expression align with the person's sex assigned at birth; a person who is not transgender or gender nonconforming.
- **Transgender:** An adjective describing a person whose gender identity or expression is different from that traditionally associated with the person's sex assigned at birth. ~~Other terms that can have similar meanings are "transsexual" and "trans."~~
- **Gender nonconforming:** A person whose gender identity or 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 or identify as two or more genders or as none. Other terms that can have similar meanings include “gender diverse,” “gender expansive,” “gender fluid,” (gender varying across time), and “two-spirit.”

- **Nonbinary:** Neither male nor female. A gender status recognized by the State of Oregon.
- **Agender:** Without a gender (also nongendered, genderless).
- **Sex assigned at birth:** The sex designation recorded on an infant’s birth certificate.
- **Queer:** A term for people of marginalized gender identities and sexual orientations who are not cisgender and/or heterosexual. The term generally refers to a member of the LGBT (or LGBTQ) and/or gender nonconforming community. This term may be used by someone who identifies as a member of the LGBTQ community, but who does not specifically consider themselves to be lesbian, gay, bisexual, or transgender. Use of the term is generally suggested only when individual students identify themselves as queer and give permission for others to use that term to describe them. Historically used as a slur, this term has been re-appropriated by the Queer community where it is not pejorative. Regardless, in other contexts, it continues to be hate speech.
- **Transition:** The process by which a person goes from living and identifying as one gender to living and identifying 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 sex-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). Some, but not all, transgender people take hormones or undergo surgical procedures to change their bodies to align with their gender identity.

Commented [ESD22]: Not requested by the public comment. The policy need not address historical use or characterization of potential use as hate speech.



Corvallis

SCHOOL DISTRICT

VI. BOARD POLICY DA: FISCAL POLICIES – REVISED – FIRST READING
(7:00 p.m. approx.)



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Olivia Meyers Buch, Finance and Operations Director
Meeting Date: September 27, 2018

Fiscal Policies

NO ACTION REQUIRED

Board Policy

Board Policy DA -- Fiscal Policies -- Revised -- First Reading

Background

Fiscal policies clarify and crystalize the intent behind how a district will manage its financial resources. While districts should always comply with relevant laws and regulations promulgated by federal and state government, laws and regulations alone do not provide sufficient guidance for the board and staff to work together, optimally, towards the district's goals. Policies go further by establishing local standards for acceptable and unacceptable courses of financial action, parameters in which the district can operate, and a standard against which the district's fiscal performance can be judged.

Board policy DA was originally adopted by the board in December 2007, and then readopted in February 2011 and June 2013. The current policy covers a wide array of fiscal policy topics including general fund ending fund balance, one-time nonrecurring revenues, budget accountability, financial reports, revenue estimations, equipment replacement, capital improvements, early retirement benefits, and cash carryover.

A review and analysis of the current policy was recently completed by the finance work group using the following resources:

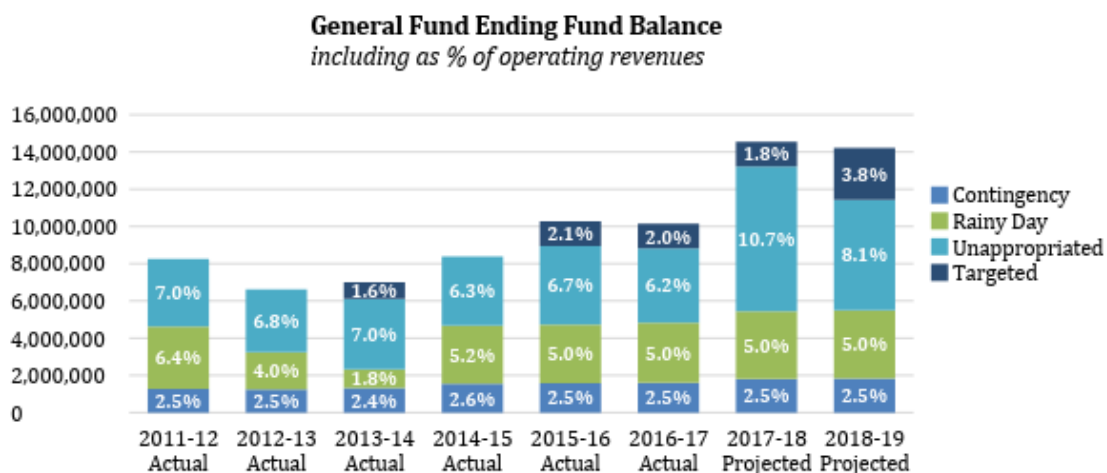
- *Oregon School Boards Association (OSBA) Policy Services*
OSBA highly recommends a [Policy DBDB](#) to establish and designative level of fund balance.
- *Government Finance Officers Association (GFOA) Best Practices in School Budgeting*
[Step 1B - Develop Principles and Policies to Guide the Budget Process](#)
- *Other Oregon School District Policies*
[Portland \(8.10.025-P\)](#), [Beaverton \(DBDB\)](#), [Tigard-Tualatin \(DBDB\)](#), [Lake Oswego \(DBDB\)](#), [Ashland \(DBDB\)](#), [McMinnville \(DA\)](#)
- [Minutes from the May 16, 2016 budget committee meeting](#)
- [Minutes from the June 15, 2015 board meeting](#)
- [Minutes from the June 23, 2014 board meeting](#)

With specific regard to the level of general fund ending fund balance, the GFOA recommends, at a minimum, that governments maintain an unreserved (not earmarked for a specific purpose) ending fund balance of no less than five to fifteen percent of its general

fund operating revenues, or of no less than one to two months of regular general fund operating expenditures.

In general practice, levels of fund balance, typically, are less for larger governments than for smaller governments because of the magnitude of the amounts involved and because the diversification of their revenues and expenditures often results in lower degrees of volatility. Higher levels of unreserved fund balance may be needed if significant revenue sources are subject to unpredictable fluctuations or if operating expenditures are highly volatile. Due to the volatility of state revenues and PERS employer contribution rates, devoid of any significant changes concerning state taxation or PERS, the finance work group believes that the district's current policy designations and targets are set at an appropriate level.

The level of general fund reserves has varied over the last several years; in fiscal years 2012-13 and 2013-14 reserves were used to offset budget deficits, and in 2015-16 a new targeted reserve was established to offset future increases in PERS employer contribution rates.



Recommendation

The finance work group recommends the retention of Policy DA, preservation of the existing ending fund balance designations and targets, removal of all “goal-like” language, incorporation of language from OSBA’s template for Policy DBDB, and inclusion of the policy topics recommended in GFOA’s best practice.

Involvement

Staff members: Olivia Meyers Buch and Finance Team

Cost Impact

None.

Code: DA
Adopted: 7/12/99
Readopted: 12/10/07; 2/07/11; 6/17/13

Fiscal Policies

1. General Fund Ending Fund Balance

The Corvallis School District 509J School Board works to ensure that the district delivers the best educational program available within the constraint of well-managed resources. To offer such a program the Board recognizes the importance of a budget that delivers sustainable levels of instruction, staffing, number of instructional days and maintenance of facilities.

The State of Oregon has a volatile tax structure which results in unstable levels of school funding. This instability can cause a significant variance in the level of programs school districts are able to financially support. Until such time that the state creates a stable ~~tax system or a funding mechanism such as a Rainy Day Fund~~ funding system that will see Oregon schools through recessionary periods, the Board directs the superintendent to propose a budget that will allow for sustainability over a ~~two~~five-year period.

~~The proposed budget will create fund balances~~ Board recognizes its responsibility to establish an ending fund balance in an amount sufficient to:

- a. Allow the district to deliver a sustainable level of programs through anticipated recessionary periods;
- b. Protect the district from unnecessary borrowing in order to meet cash-flow needs;
- c. Provide prudent reserves to meet unexpected emergencies and protect against catastrophic events;
- d. Meet the uncertainties of state and federal funding; and
- e. Help ensure a district credit rating that would qualify the district for lower interest costs and greater marketability of bonds that may be necessary in the construction and renovation of school facilities.

~~Consequently, The the Board believes these guidelines support prudent fiscal planning. Reserves and ending fund balance designations included~~ directs the Superintendent to include in the annual proposed budget designations to ensure an ending fund balance as follows:

- a. Appropriated Contingency Reserve of ~~two and a half percent (2.5% percent)~~ of the General Fund total resources net of the beginning fund balance. The Contingency may be used for unanticipated expenditures or for emergencies as approved by formal Board resolution;
- b. Appropriated Rainy Day Reserve of five percent ~~(5.0%)~~ of the General Fund total resources net of beginning fund balance. These funds may be released for use in any year by an affirmative vote of a majority of the School Board members. Access to the fund will be triggered when the State School Fund Formula, based on per ADMw estimates

~~from the state for k-12 education fail to increase above prior school years or when the Board declares a financial emergency;~~

- c. Unappropriated Ending Fund Balance of five percent (5.0%) of the General Fund total resources net of the beginning fund balance ~~(unavailable for expenditures as not appropriated);~~ and
- d. Targeted Reserves Ending Fund Balance as may be allocated and designated for special specified purposes such as a reserve to offset future PERS employer contribution rate increases, a reserve to offset a 50/50 biennial State School Fund allocation, or a reserve for equipment replacements.

~~The superintendent shall develop a budget plan to establish the reserves and ending fund balance designations; or as directed by the Board.~~

2. Use and Replenishment of Reserves

- a. Appropriated Contingency Reserve may be used for unanticipated expenditures or for emergencies.
- b. Appropriated Rainy Day Reserve funds may be used to address adverse economic conditions which negatively affect the district's revenues and ability to meet the needs of students
- c. Unappropriated Ending Fund Balance is unavailable for expenditures as not appropriated.
- d. Targeted Reserves Ending Fund Balance may be used for specified purposes as designated.

In the event the Board authorizes use of reserves, the superintendent shall propose a plan to restore budget sustainability and replenish reserves within three years of use. At least fifty percent (50%) of unanticipated revenues, exclusive of State School Fund grant or other non-General Fund revenue, shall be dedicated to replenish reserves to target levels.

3. Notice of Shortfall

Should the projected ending fund balance for the current and ensuing fiscal year fall below target levels, the superintendent will notify the Board and propose a corrective plan of action to prevent or limit any further erosion of the fund balance, including measures to increase balances to target levels if possible. The plan will be submitted to the Board for consideration and action.

4. Definition of a Balanced Budget

The budget should be structurally balanced, where recurring revenues equal or exceed recurring expenditures. The annual proposed budget presentation will identify how recurring revenues are aligned with or not aligned with recurring expenditures.

2.5. One-time Time Nonrecurring Revenues

~~The budget should match ongoing expenditures to ongoing revenues.~~ One-time resources should be used for one-time expenditures that will not create a continuing obligation for the district or an unsustainable level of expenditures, and should not be expended before revenues are received.

~~3. Budget Accountability~~

~~Accountability to the public to demonstrate the effective use of public funds is a district goal. The district provides information to the public in a variety of methods to accomplish this goal. Budget accountability is a key component of this goal.~~

~~The district will incorporate budget accountability as part of performance management for administrators and holds individual managers accountable for ensuring program expenditures stay within budgeted limitations. Budget performance will be a criteria for evaluating management effectiveness. The superintendent will require managers to report discrepancies in their plans versus what was budgeted. Managers will report on the status of their budgets and actions that they have taken to stay within limits at regular intervals to the business manager and superintendent. The business manager is accountable to the superintendent whom is ultimately responsible for the budget.~~

~~9.6.~~ Financial Reports

The Board will receive regular financial reports that include estimates of expenditures for the district's various funds in comparison to budget appropriations, actual receipts in comparison to budget estimates and provide an update on the district's overall financial condition. Reports will keep the Board informed of significant changes impacting the district's overall financial condition due to changes such as state funding, demographics or other key factors. Supplementary reports will be furnished as needed or upon request by the Board or superintendent.

~~10.7.~~ Revenue ~~Estimation Policy~~Forecasting

All revenue forecasts shall be based on conservative assumptions, though reflective of the latest, best information available. Revenue estimates shall be made through an objective, analytical process. The district will not include revenue in budget preparation that cannot be verified with documentation of its source and amount. Key assumptions will be presented in the budget document.

~~11.~~ Equipment Replacement Reserves

~~The district recognizes the need for ongoing equipment replacement to effectively deliver educational services. Equipment includes technology, maintenance, major software or other equipment like items deemed critical to operations.~~

~~This district may establish a separate fund to manage these funds. Replacement funding cycles and designated funds will be identified by major equipment type and noted in the annual budget document.~~

~~18. Capital Improvements~~

~~Major facility and ground improvements will be funded through the most viable and economical method appropriate for the improvements. To assist in funding projects that are more significant in nature but not eligible for bond funding due to the scope or timing, the district may elect to budget an amount each year designated for this purpose. A reserve may be built to carry over from year to year to assist in funding stability.~~

~~Capital Improvements are defined within the following guidelines:~~

- ~~x. Cost \$20,000 or more, and~~
- ~~y. Be a permanent addition to the fixed assets of the district, and~~
- ~~z. Purchase land, and~~
- ~~aa. Construct a new facility, or~~
- ~~bb. Remodel or add to an existing facility, or~~
- ~~cc. Construct/install public infrastructure, or~~
- ~~dd. Replace existing infrastructure including facility HVAC systems.~~

~~Any debt instruments proposed for capital improvements will be approved by the board.~~

~~34. Early Retirement Benefits~~

~~Early retirement benefits will be funded on a pay-as-you-go basis. The program will be valued by an actuary at least every other year for planning purposes.~~

~~38.8. Cash Carryover Year End Budget Surplus~~

To encourage responsible expenditure of budgets, 50-fifty percent (50%) of unused budget appropriations for the General Fund will be made available to managers schools or departments in the following year, or an alternative rate as recommended by the superintendent in the proposed budget document and as adopted by the Board. The Board believes that the current budget allocations should benefit primarily current year students.

END OF POLICY

Legal Reference(s):
ORS 332.107



Corvallis
SCHOOL DISTRICT

VII. FACILITIES BOND REPORT: ELEMENTARY EDUCATIONAL
SPECIFICATIONS FOR DESIGN (7:20 p.m. approx.)



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Kim Patten, Facilities and Transportation Director
Meeting Date: September 27, 2018

Elementary Education Specifications

NO ACTION REQUIRED

Purpose:

The purpose of this Educational Specification is to provide design guidance for facility planners, architects and engineers to plan, develop, and design new schools and to modernize existing ones by maximizing space to support educational programs.

Objective:

The overall objective of this Educational Specification is to support the Districts Core Values for Educational Design. Additional objectives include:

- Establishing planning considerations and space types that can be applied to all elementary school projects.
- Supporting the 2017 Long-Range Facilities Master Plan.
- Development of a numeric program that can be applied to the design of the replacement elementary schools.
- Development of desired space requirements and program adjacencies that can be applied to both new
- construction as well as renovations.

History:

The foundation of this work began in the Spring of 2016 with the creation of "The Road Ahead" document. This process kicked off with the Future of Learning Summit, involving community members, civic leaders, the Innovation Team, board members and district staff. Emerging themes were developed into draft guiding principles that focused on real-world hands-on learning, the importance of fostering positive relationships and an atmosphere of respect, the strength of building community for learning success, the critical need for flexibility and adaptability, and the absolute that learning environments must be culturally relevant and inclusive. From this and subsequent school tours and workshops, Core Values were articulated for educational design.

In the fall of 2016, the Innovation Team began working on what implementation of the Core Values could look like in Corvallis Schools. From this process, a set of criteria was developed from which all school buildings were assessed for their ability to support learning. This Educational Adequacy Assessment provided data on the deficiencies of each school and what would be needed in facility improvements to best implement the Core Values.

The Facilities Master Planning Committee comprised of more than 30 community members commenced in January 2017. Through an eight-workshop process spanning the entire year, the Committee worked diligently to review the lists of needs generated from the district-

wide physical needs assessment and the educational adequacy assessments, as well as enrollment projections and student capacity analyses of all schools. This work was conducted through the lens of how the Core Values can best be implemented to create optimal learning experiences for Corvallis students and resulted in the Long-Range Facilities Master Plan. It was adopted by the school board and supported by the Corvallis community through a successful bond election in May 2018.

The plan called for the replacement of two elementary schools and renovations and/or additions at all other elementary schools. All of this work became the foundation upon which this District-wide Elementary Educational Specifications has been built.

DLR Group compiled all phases of our planning and synthesized the data into a one document representing our elementary education specifications. Several feedback sessions were held including meetings with the bond leadership team, school administrators, professional development sessions available to all staff, board work session, and the innovation team. Feedback was processed and finalized into our elementary education specifications report.

CORVALLIS SCHOOL DISTRICT

DISTRICT-WIDE ELEMENTARY EDUCATION SPECIFICATION

2018





DLR Group

421 SW SIXTH AVENUE, SUITE 1212
PORTLAND, OREGON 97204

503/274.2675
WWW.DLRGROUP.COM

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INTRODUCTION



PURPOSE

The purpose of this Educational Specification is to provide design guidance for facility planners, architects and engineers to plan, develop, and design new schools and to modernize existing ones by maximizing space to support educational programs.

OBJECTIVE

The overall objective of this Educational Specification is to support the Districts Core Values for Educational Design.

Additional objectives include:

- Establishing planning considerations and space types that can be applied to all elementary school projects.
- Supporting the 2017 Long-Range Facilities Master Plan.
- Development of a numeric program that can be applied to the design of the replacement elementary schools.
- Development of desired space requirements and program adjacencies that can be applied to both new construction as well as renovations.

HISTORY

The foundation of this work began in the Spring of 2016 with the creation of “The Road Ahead” document. This process was kicked off with the Future of Learning Summit, involving community members, civic leaders, the Innovation Team, board members and district staff. Emerging themes were developed into draft guiding principles that focused on real-world hands-on learning, the importance of fostering positive relationships and an atmosphere of respect, the strength of building community for learning success, the critical need for flexibility and adaptability, and the absolute that learning environments must be culturally relevant and inclusive. From this and subsequent school tours and workshops, Core Values were articulated for educational design.

In the fall of 2016, the Innovation Team began working on what implementation of the Core Values could look like in Corvallis Schools. From this process, a set of criteria was developed from which all school buildings were assessed for their ability to support learning. This Educational Adequacy Assessment provided data on the deficiencies of each school and what would be needed in facility improvements to best implement the Core Values.

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The plan called for the replacement of two elementary schools and renovations and/or additions at all other elementary schools. All of this work became the foundation upon which this District-wide Elementary Educational Specifications has been built.

EDUCATION SPECIFICATION PROCESS

The following meetings and workshops were conducted to gather information and feedback in the development of these Education Specifications.

June 27-28	Interviews (sustainability, facilities & maintenance, transportation, food & nutrition services, technology services, teaching & learning)
July 26	Core team review meeting
July 31	Administrator workshop
August 23	School Board workshop
August 29	All staff workshops
September 12	Innovation team meeting
September 27	Presentation to School Board



CONTRIBUTORS

Corvallis School District:

Ryan Noss, Superintendent
Kevin Bogatin, Assistant Superintendent
Olivia Meyers Buch, Director - Finance and Operations
Kim Patten, Director - Facilities And Transportation
Jennifer Duvall, Director - Human Resources
Brenda Downum, Communications Coordinator
Byron Bethards, Principal
Aaron Hale, Principal
Beth Martin, Principal
Leigh Santy, Principal
Melissa Harder, Principal
Lisa Krause, Principal
Anna Marie Gosser, Principal
Eric Beasley, Principal
Craig Harlow, Principal
Amy Lesan, Teaching and Learning Coordinator
Rynda Gregory, Teaching and Learning Coordinator
Marcianne Rivero Koetje, ELL, DLI Coordinator
Sabrina Alexander, Special Education Coordinator
Sharon Gibson, Director - Food and Nutrition Services
Gil Anspacher, Director - Technology Services

Corvallis School Board:

Vincent Adams, Chair
Sami Al-Abdrabbuh, Vice Chair
Judy Ball
Jay Conroy
Sarah Finger McDonald
Terese Jones
Ed Junkins

DLR Group:

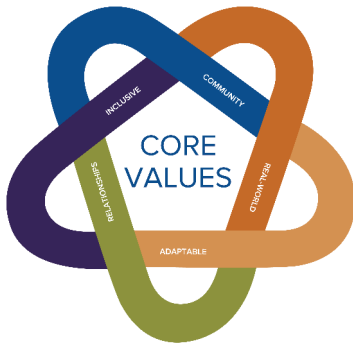
Karen Montovino, AIA, Principal
Todd Ferking, AIA, Principal
Robert Esau, Ph.D., AIA, Principal
Ty Koellmann, AIA, Architect

Wenaha Group:

Dave Fishel, Vice-President
Melanie Strey, Ed.D, Director of Educational Planning

CORE VALUES





Corvallis School District, through the work of the Innovation Team, has developed a set of Core Values for Educational Design. Together, the Core Values provide the direction and guidance to the facility planning process required to attain the learning environment goals of the District. These goals include providing safety and accessibility, inspiring innovative, accommodating evolving instructional practices and promoting collaboration between students, staff and the community.



RELATIONSHIPS

Relationships Build Communities of Trust and Respect

With collaborative relationships, all feel known, valued and encouraged to take risks. Each individual is inspired to perform at their highest potential.



INCLUSIVE

Inclusive Learning Environments are Culturally Relevant

Nurturing and inclusive schools exhibit vibrant learning cultures that celebrate diversity. Equitable access and support enhance learning for students of all backgrounds and abilities to pursue their passions. We are dedicated to meeting each student's needs.



REAL-WORLD

Real-World, Experiential Learning is Meaningful and Applied

Relevant activities ignite learner passion and imagination. Cross-curricular learning helps students pursue their curiosities, solve real-world problems and make learning visible through exhibition. With high expectation, our programs and spaces nurture creativity and a sense of accomplishment and joy.



COMMUNITY

Community Connections Support Learning

Our schools foster a diverse array of partnerships to maximize opportunities for student success. We leverage community assets and offer a rich range of opportunities and supports for students and families.



ADAPTABILITY

Adaptability is Critical to Our Success

Together, programs and facilities are designed to adapt as necessary to support student success in a rapidly changing world. Access to indoor and outdoor spaces reflect and stimulate curiosity, imagination and learning.

PLANNING CONSIDERATIONS



LEARNING

Create learning environments that allow and support learning to take place anywhere and everywhere.

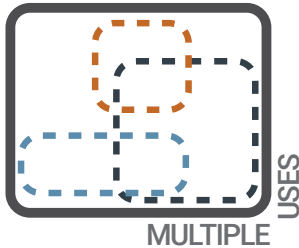
Learning is a process that can take many forms. Consider the ability to create different sized spaces to comfortably accommodate individual learning, small and medium collaborative groups as well as school wide assembly events.

Student work is an important part of the educational process and should be celebrated. Consider how a variety of two and three dimensional student work can be easily displayed throughout the building.



Conway School | Mt Vernon, WA | DLR Group

ADAPTABILITY



Create learning environments that can anticipate and adapt to changing modes of use by providing flexibility and choice at all scales.

All spaces should have more than one type of use or function and care should be taken not to make any room or space too program specific.

Consider the relationship between the efficient use of individual spaces and the feeling of being one continuous space when connected.

Consider the ability to quickly rearrange spaces to accommodate different types of learning modalities.

Consider the location of fixed components, infrastructure and teaching tools that would be difficult or impractical to relocate.

Learning takes many forms and the ability to create different size and shaped learning environments contributes and supports a variety of learning strategies.



A.G. Bell Elementary School | Kirkland, WA | DLR Group

EQUITY



Create diverse learning environments that support equity by being accessible to students of all backgrounds and abilities.

Consider the age appropriateness of room scale, configuration and furnishings.

Spaces should have the flexibility to support students with a wide range of educational, physical and social needs.



Wainwright Intermediate School | Kirkland, WA | DLR Group

WARM AND WELCOMING

Create learning environments that support inclusive learning by feeling warm and welcoming.

Consider how the school responds to its context to provide occupants with an experience that is highly connected to its place within the community.

Spaces should feel comfortable and not institutional.

Balance planning concepts with building security to provide safe and secure spaces.

Consider the impacts of daylighting, acoustics, air quality and thermal comfort on the functionality of each space.



Panther Lake Elementary School | Federal Way, WA | DLR Group

TRANSPARENCY

Create learning environments that support a strong sense of community and collaboration through the use of transparency to create a total leaning environment.

Consider how transparency can provide a visual and experiential connection to a larger group.

Explore how transparency can improve supervision and security and the perception of safety.



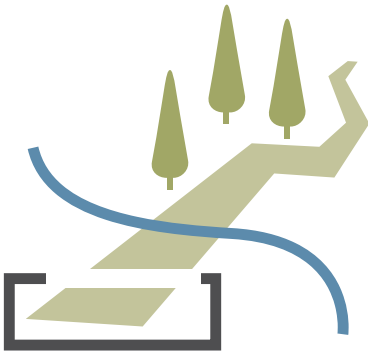
Wainwright Intermediate School | Tacoma, WA | DLR Group

CONNECTION TO NATURE

Create learning environments that have a strong connection with nature to stimulate curiosity, imagination and learning.

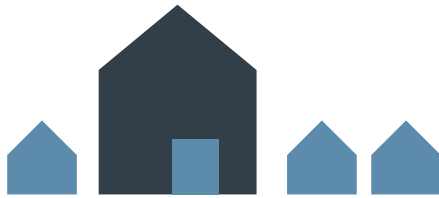
Consider how nature can be brought into interior learning spaces and how the interior learning spaces can extend out into nature.

Consider how the natural characteristics of the site and surrounding environment can enhance the experience of the building users .



Panther Lake Elementary School | Federal Way, WA | DLR Group

COMMUNITY



Create learning environments that are a shared public resource that welcome the participation and support of the community and promote life long learning.

Community amenities need to be welcoming to the public while remaining safe and secure for students and staff.

Consider how to zone the building to physically separate off-hour community use from other areas of the building.



McCarver Elementary School | Tacoma, WA | DLR Group

SPACE TYPES / PROGRAMMING



ELEMENTARY SCHOOL RENOVATIONS, ADDITIONS AND REPLACEMENTS

The space descriptions in the following pages are meant to be applied to all elementary school projects. This includes existing building renovations, new additions to existing buildings as well as full school replacements. The matrix below indicates the space types applicable to each school as outlined in the bond program documentation.

Every effort, within reason given existing site and building constraints, should be made to bring the renovated school spaces up to the standards set for the new schools.

	Adams	Garfield	Jefferson	Mt. View	Wilson	Franklin	Hoover	Lincoln
LEARNING SUITES	X	X	X	X	X	X	X	X
STUDENT SUPPORT SERVICES	X	X	X		X		X	X
SPECIALIZED LEARNING							X	X
MEDIA CENTER		X					X	X
PHYSICAL EDUCATION							X	X
FOOD SERVICE / COMMONS	X		X		X		X	X
ADMINISTRATION	X	X	X	X	X	X	X	X
OUTDOOR LEARNING	X	X	X		X		X	X

LEARNING SUITES - CLASSROOMS

Space:	Area:	Design Capacity:
Classroom - Pre-K / Early-Learning	960 sf	20
Pre-k toilet	65 sf	
Classroom - Kindergarten	960 sf	27 average, 31 maximum
Kindergarten Toilet	65 sf	
Classroom - Grades 1-5	960 sf	27 average, 31 maximum

General Notes:

- Classrooms shall support and maximize the ability to provide instruction on various subjects including core curriculum classes, small art and science activities and the use of technology devices.
- Provide the ability support dual immersion programs where applicable.
- Classroom design shall be standardized with a measure of flexibility that can be customized.
- The balance between content display, windows and storage shall be explored.
- Provide maximize flexibility in where and how content can be displayed.

Access and Adjacencies:

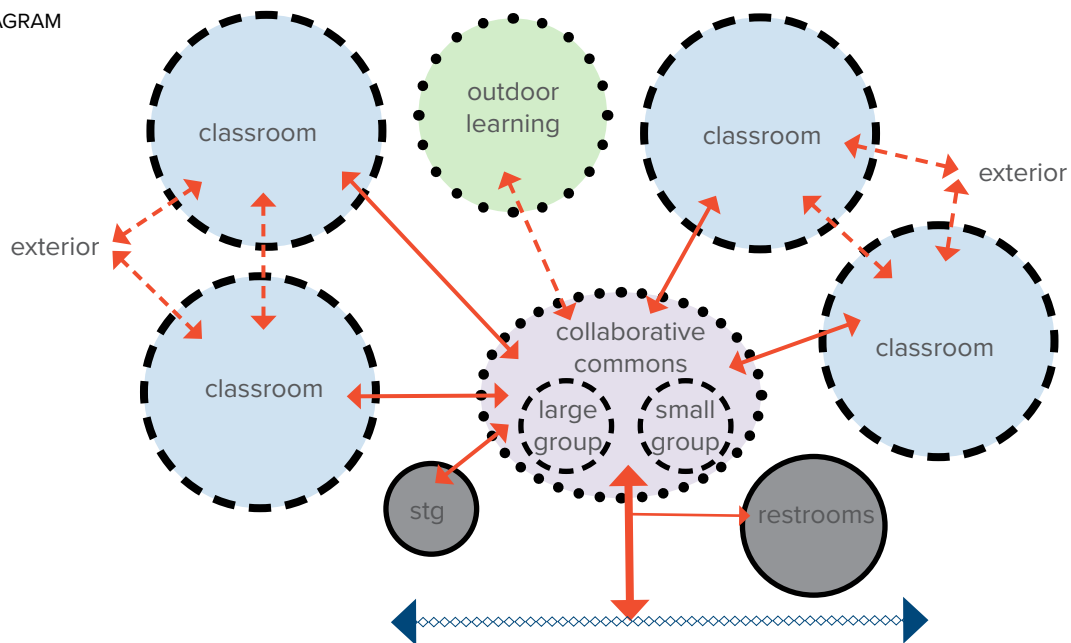
- Visibility and acoustic separation into adjacent collaborative common spaces shall be provided.
- Explore the ability to interconnected classroom for both team teaching and dual immersion programs.
- Movements between classrooms and other areas of the school shall not disrupt adjacent classes.
- Direct exterior access from classrooms to secured outdoor spaces is preferred.
- Minimize the travel distance to restroom facilities.
- Travel distances for pre-k and kindergarten students shall be minimized.

Finishes / Furniture, Fixtures and Equipment / Services:

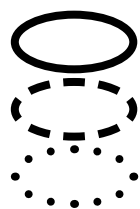
- Classrooms shall have the ability for dual teaching stations to support dual immersion and team teaching.
- Provide for LCD short throw projection.
- Provide for 1:1 technology usage and the ability to charge carts at different locations within the classroom to allow for room layout flexibility.
- Provide water, hand washing sink, drinking water and each classroom.
- Provide flexible furniture and fixtures to allow various room configurations.



ADJACENCY DIAGRAM



KEY



visually & physically contained space
physically contained space with optional transparency
physically uncontained space

primary connection
secondary connection
main building circulation
ability to open to adjacent space



New Meadow Park Elementary School | North Little Rock, AR | DLR Group

LEARNING SUITES - COLLABORATIVE SPACES

Space:	Area:	Design Capacity:
Collaborative Commons	960 sf	60
Small Group Gathering	20 sf	2-4
Large Group Gathering	180 sf	408
Commons Storage	100 sf	

General Notes:

- The collaborative commons support the instructional classrooms by fostering student-student, student-teacher, and teacher-teacher interactions.
- Provide flexible spaces to accommodate a range of uses, including informal learning, group work, collaboration, mentoring and tutoring, classroom expansion and combined classroom activities.
- Provide the ability display a wide variety and type of student work.
- Visibility and acoustic separation into adjacent classrooms shall be provided.
- Group gathering areas shall have direct supervision.

Access and Adjacencies:

- Minimize the disruptive impact of circulation on the open gathering spaces.
- Direct exterior access to secured outdoor spaces is preferred.
- Minimize the distance to restroom facilities.

Finishes / Furniture, Fixtures and Equipment / Services:

- Provide flexible furniture and fixtures to allow various room configurations.
- Provide for LCD short throw projection.
- Provide surfaces suitable for exhibiting a wide range of student work.





Lakeland Elementary School | Auburn, WA | DLR Group



Laird K-8 | Tempe, AZ | DLR Group

STUDENT SUPPORT SERVICES

Space:	Area:	Design Capacity:
Learning Resource Center/ Classroom	960 sf	20
Special Education Toilet / Shower	220 sf	
Special Education Storage	120 sf	
Specialist Instruction - Small	120 sf	4
Specialist Instruction - Large	180 sf	8
Speech Pathologist Office	120 sf	4
Community / Flex Classroom	960 sf	25
Wellness Room / Area	200 sf	1

General Notes:

- Student support services provide learning and life skills to students with a variety of learning and behavioral impairments.
- The wellness room or area shall be designed to be a student deescalation space.
- Spaces shall be comfortable and welcoming and provide a relaxing and therapeutic environment.

Access and Adjacencies:

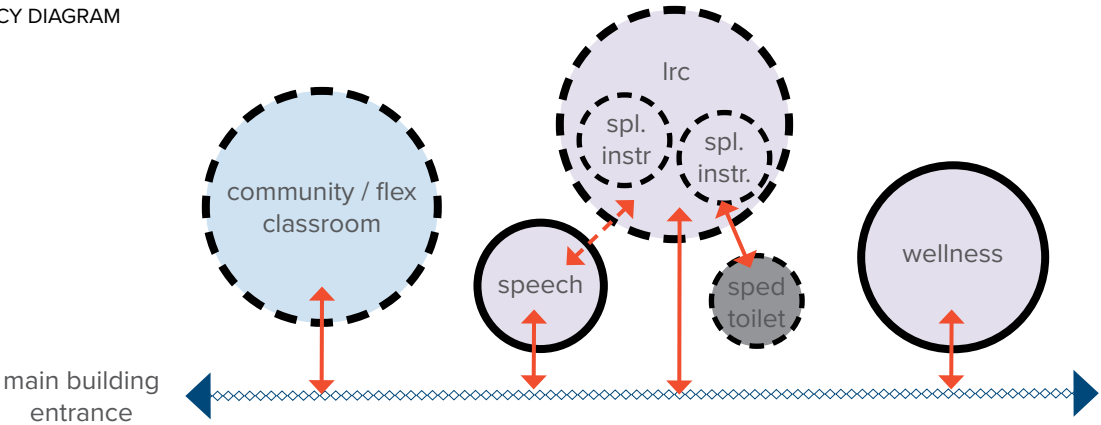
- Student support services should be located adjacent to administration, but needs to be accessible without going through administration.

Finishes / Furniture, Fixtures and Equipment / Services:

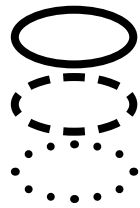
- The wellness room or area shall offer a place where students can have control of their environment including sound and light control.



ADJACENCY DIAGRAM



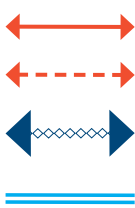
KEY



visually & physically
contained space

physically contained space
with optional transparency

physically uncontained
space



primary connection

secondary connection

main building circulation

ability to open to
adjacent space



Bessie Carmichael Elementary School | San Francisco, CA | DLR Group

SPECIALIZED LEARNING

Space:	Area:	Design Capacity:
Music Classroom	1,100 sf	35
Instrument Storage	200 sf	

General Notes:

- The music classroom is a specialized learning space for music instruction that exposes students to a variety of musical experiences, including vocals as well as a wide variety of musical instruments.
- Music classroom layout shall provide for a quick transition between classes.

Access and Adjacencies:

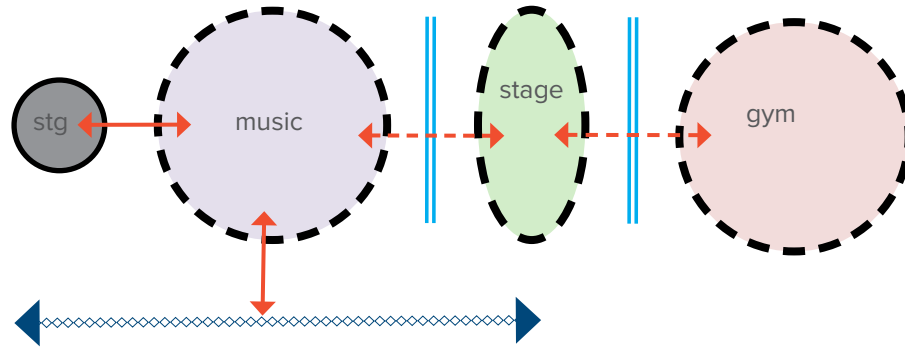
- Music classroom shall be located near the stage.
- The ability for the music classroom to open up and become a part of the stage should be explored.

Finishes / Furniture, Fixtures and Equipment / Services:

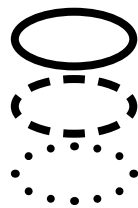
- Careful attention to proper acoustics and lighting shall be provided.
- Provide for LCD short throw projection.
- Provide for the storage of bulky instruments and equipment.



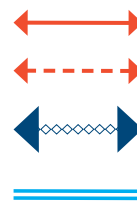
ADJACENCY DIAGRAM



KEY



visually & physically contained space
physically contained space with optional transparency
physically uncontained space



primary connection
secondary connection
main building circulation
ability to open to adjacent space



Petersen Elementary School | Scapoose, OR | DLR Group

SPECIALIZED LEARNING

Space:	Area:	Design Capacity:
Art + Science Lab	1,400 sf	35
Art Materials Storage	100 sf	
Science Materials Storage	100 sf	
Kiln Room	120 sf	

General Notes:

- The art + science lab is intended to be a shared space to support teacher led art and science instruction.
- Flexibility is important to support a wide range activities.
- The space and components within shall be accessible to students with a wide range of abilities.
- As a shared space, the lab will need the ability to quickly reconfigured between multiple classes each day.

Access and Adjacencies:

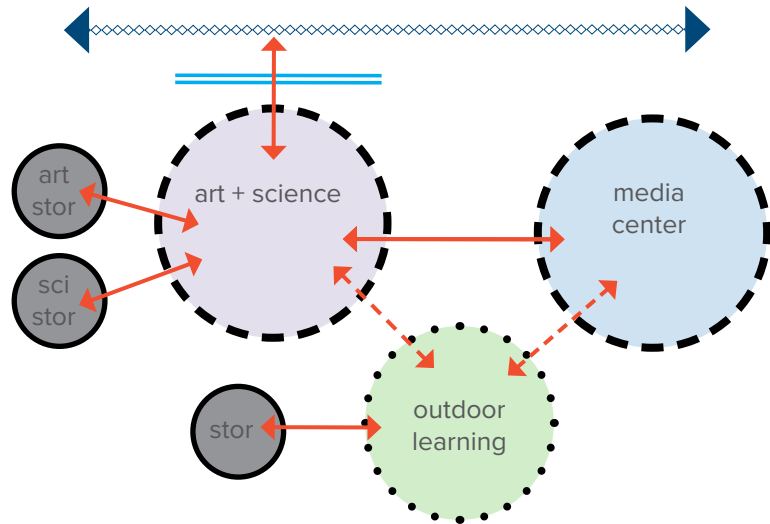
- Provide a high level of visibility to the school common areas.
- Provide direct access to secured outdoor learning areas and the covered play area.
- Locate and provide a direct connection to the media center.

Finishes / Furniture, Fixtures and Equipment / Services:

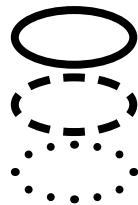
- Provide durable and cleanable finishes to withstand wet and messy activities.
- Provide for LCD short throw projection.
- Provide movable furniture suitable for art and science.
- Allow for the introduction of specialized infrastructure and equipment such as 3-d printers.
- Provide for a variety of surfaces suitable for exhibiting student work.



ADJACENCY DIAGRAM



KEY



visually & physically
contained space

physically contained space
with optional transparency

physically uncontained
space

primary connection

secondary connection

main building circulation

ability to open to
adjacent space



Wainwright Intermediate School | Tacoma, WA | DLR Group

MEDIA CENTER

Space:	Area:	Design Capacity:
Library / Learning Commons	1,800 sf	35
Testing Center	960 sf	35
Library Work & Storage	200 sf	

General Notes:

- The media center is intended to be a multimedia resource and information center to support formal and informal learning opportunities.
- The testing center area is intended to be open to, and a part of, the media center, but shall have the ability to be closed-off and separated when necessary to allow for standardized testing.
- The media center center as a whole shall have the ability to be configured and reconfigured into use zones as necessary to create spaces that facilitate reading, creating, playing and the use of technology devices.
- Spaces should be student focused.

Access and Adjacencies:

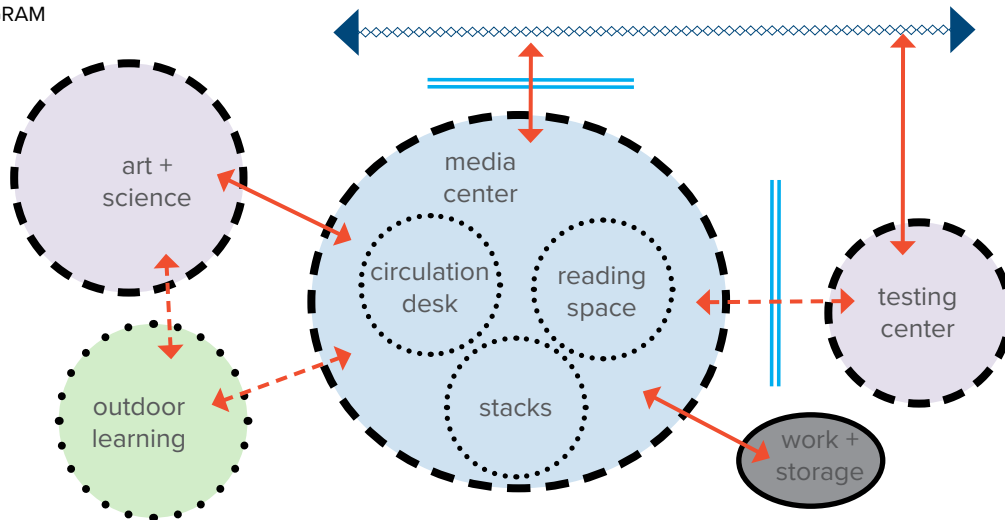
- Centrally locate within the school and provide easy visual and physical access for all students and staff.
- Provide for the direct access to secured outdoor spaces.
- Locate media center adjacent to the art + science lab.

Finishes / Furniture, Fixtures and Equipment / Services:

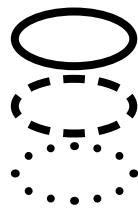
- Provide for LCD short throw projection.
- Provide infrastructure for media center technology such as printers.
- Locate a Circulation Desk that allows for proper supervision of the entire media center.
- Utilize book cases on wheels with limited height for all-student access.
- Provide re-configurable tables and chairs.



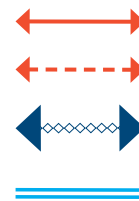
ADJACENCY DIAGRAM



KEY



visually & physically
contained space
physically contained space
with optional transparency
physically uncontained
space



primary connection
secondary connection
main building circulation
ability to open to
adjacent space



Sato Elementary School | Beaverton, OR | DLR Group

PHYSICAL EDUCATION

Space:	Area:	Design Capacity:
Gym / Multipurpose	5,640 sf	500
Stage	200 sf	
PE Office	120 sf	
PE Storage	250 sf	
Community Storage	250 sf	

General Notes:

- The gymnasium supports the districts physical education program, as well as community events.
- Provide a fun and safe space for physical education instruction for a variety of sports and movement activities for all grades and special needs students as well as a multipurpose space that can be used for school assemblies, school fairs and other school-wide events.
- Provide for community use for various meetings and events outside regular school hours.
- The gym shall be dividable to accommodate two separate teaching areas.
- Sound absorption and acoustical separation from adjacent spaces shall be considered.
- Provide a ceiling and structure height that does not interfere with sport play.

Access and Adjacencies:

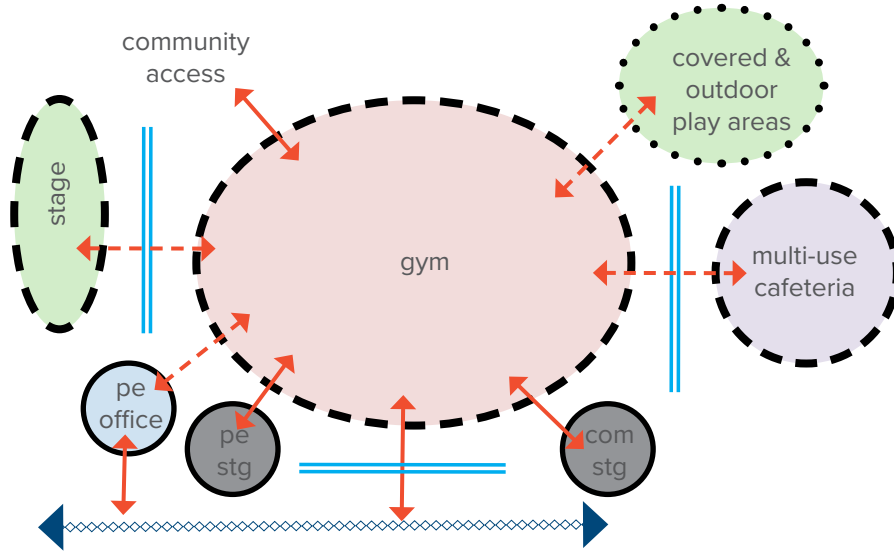
- Provide direct access from the gym to secure outdoor play areas and the covered play area.
- Provide for community access to the gym outside of regular school hours.
- Provide the ability to zone off the gym from other areas of the building.
- Consider the ability to open the gym up to the multi-purpose commons as well as the main circulation areas to allow for large school and community events.

Finishes / Furniture, Fixtures and Equipment / Services:

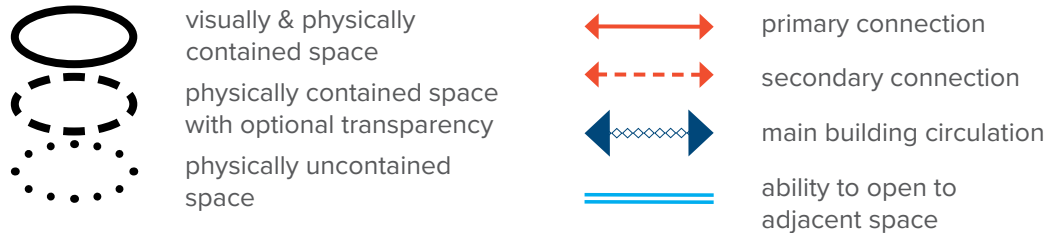
- Provide digital projection and video for teaching and assembly purposes.
- Retractable basketball hoops for two small courts and one full court; provide adjustable height hoops for flexibility to serve elementary school students as well as standard regulation.
- Provide volleyball standards for both small courts.
- Climbing rope, one per side.
- Low height chin-up bar.
- Marker board and tackable surfaces.
- Flooring shall be durable, easily maintained and offer some give.
- Provide lockable storage to accommodate various physical education equipment.



ADJACENCY DIAGRAM



KEY



Lakewood Elementary School | North Little Rock, AR | DLR Group

MULTI-USE CAFETERIA COMMONS / FOOD SERVICE

Space:	Area:	Design Capacity:
Multi-Use Cafeteria Commons	2,500 sf	165 - 3 lunch shifts
Table / Chair Storage	450 sf	

General Notes:

- The multi-purpose cafeteria commons serves as the social hub of the school as well as functioning as an eating space.
- The space shall be sized to serve all students in three lunch shifts.
- Other uses may include: large group collaborative space, student club meetings, rainy day indoor activities, after school programs and community meetings.

Access and Adjacencies:

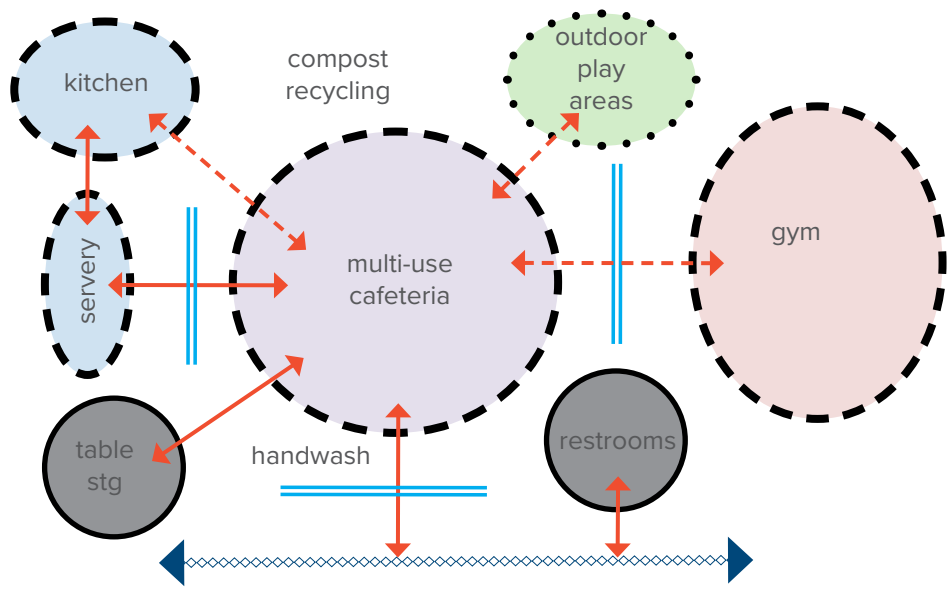
- Provide direct access to the kitchen, servery, and exterior areas.
- Minimize distance to restroom facilities.
- Provide efficient sight lines.
- Provide acoustic separation from any adjacent learning spaces.
- Minimize congestion and provide an efficient flow for the lunch serving process.

Finishes / Furniture, Fixtures and Equipment / Services:

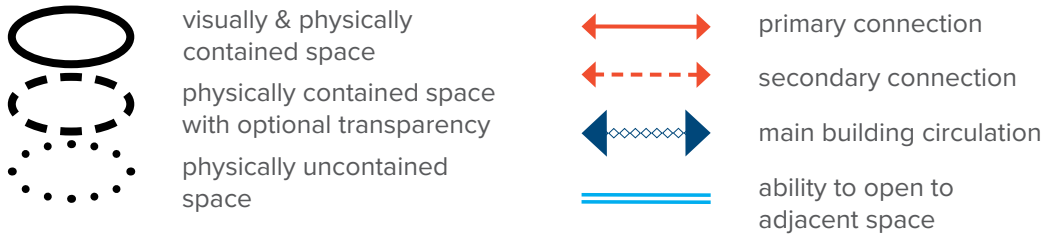
- Provide digital projection and video for teaching and assembly purposes.
- Locate drinking fountains and hand washing stations near the entry to the cafeteria.
- Variety of seating choices, including tackable chairs and folding tables.
- Flooring shall be durable and easily cleaned.



ADJACENCY DIAGRAM



KEY



Lakewood Elementary School | North Little Rock, AR | DLR Group

MULTI-USE CAFETERIA COMMONS / KITCHEN

Space:	Area:
Kitchen / Servery	1,200 sf
Desk Area	50 sf
Storage	150 sf

General Notes:

- The kitchen supports the nutritional program of the district.
- Provide a compact kitchen to reduce travel distances and to maximize the efficient delivery of food service.
- Serving line heights shall serve a range of children heights.

Access and Adjacencies:

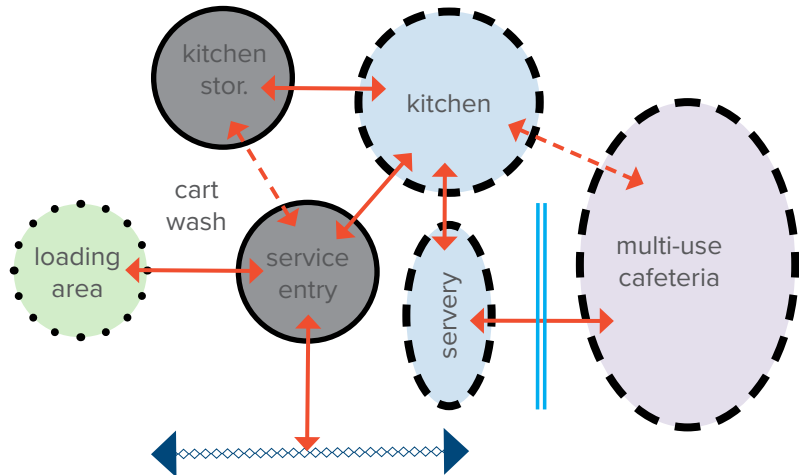
- Locate the servery directly adjacent to cafeteria.
- Provide direct access from the kitchen to an exterior delivery area that is weather protected, screened, access controlled, and sized to accommodate coolers, carts, trash, recycling.
- Provide for a weather protected exterior cart washing station.

Finishes / Furniture, Fixtures and Equipment / Services:

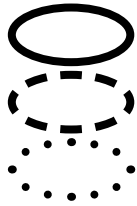
- Provide easy access to compost, recycling, and garbage bins.
- Provide dishwashers to reduce the load returning to central processing.
- 3 compartment sink with adequate drying area.
- Provide adequate plug locations and circuit capacity.
- Walk-in fridge and freezers are preferred.
- Consider the emergency power infrastructure needed for disaster preparedness.
- Provide auto actuated plumbing fixtures.
- Provide durable and easily cleaned surfaces, including stainless steel countertops, polished concrete flooring, and washable ceilings.



ADJACENCY DIAGRAM



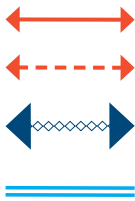
KEY



visually & physically contained space

physically contained space with optional transparency

physically uncontained space



primary connection

secondary connection

main building circulation

ability to open to adjacent space



Norris Elementary School | Firth, NE | DLR Group

OUTDOOR SPACE

General Notes:

- Provide for a variety of areas that can be utilized for outdoor learning, including a learning garden.
- Hard and soft surface playground areas with a separate areas for pre-k.
- Covered outdoor play area for rainy day recess and physical education instruction.
- Consider safety and security with adequate sight lines for supervision.

Access and Adjacencies:

- Consider site access paths for pedestrians, bikes, buses, and vehicles.
- Bus and parent loading areas shall be off-street and adjacent to covered queuing areas.
- Bus and parent loading areas shall be separated.
- Provide an integrated fire access.
- Provide covered bike parking.
- A storage shed will be necessary to support the learning garden.
- Provide a service entrance for the building, separate from student, parent and community access.
- Consider the location for storm water retention.
- Consider the inclusion of a fitness trail into the school grounds.
- Provide grass play fields for a variety of sports.
- Exterior learning and activity spaces need easy access to restroom facilities.



Pioneer Middle School | DuPont, WA | DLR Group



Southridge Elementary School | Casper, WY | DLR Group



Lakeland Elementary School | Auburn, WA | DLR Group

ADMINISTRATION

Space:	Area:	Design Capacity:
Secure Entry Vestibule / Lobby	incl.	
Staff Open Office / Reception	350 sf	2
Storage / Records	75 sf	
Health Room	220 sf	3
Health Toilet Room	65 sf	
Principal Office	185 sf	4
Manager Office	125 sf	2
Conference Room	275 sf	10-12
Staff Work Room / Volunteers	475 sf	
Staff Break Room	500 sf	25
Mother's Room	80 sf	1
Counselor Office	200 sf	2
Behavior Specialist Office	200 sf	2

General Notes:

- The entrance vestibule, lobby and reception areas provides students, parents and the community with a "first impression" of the school and should be warm and welcoming.
- The secure entry vestibule and reception areas shall provide security control between the main building entrance and the remainder of the school.
- The staff lounge shall provide teachers and staff with a respite location to re-energize, relax, and regroup.

Access and Adjacencies:

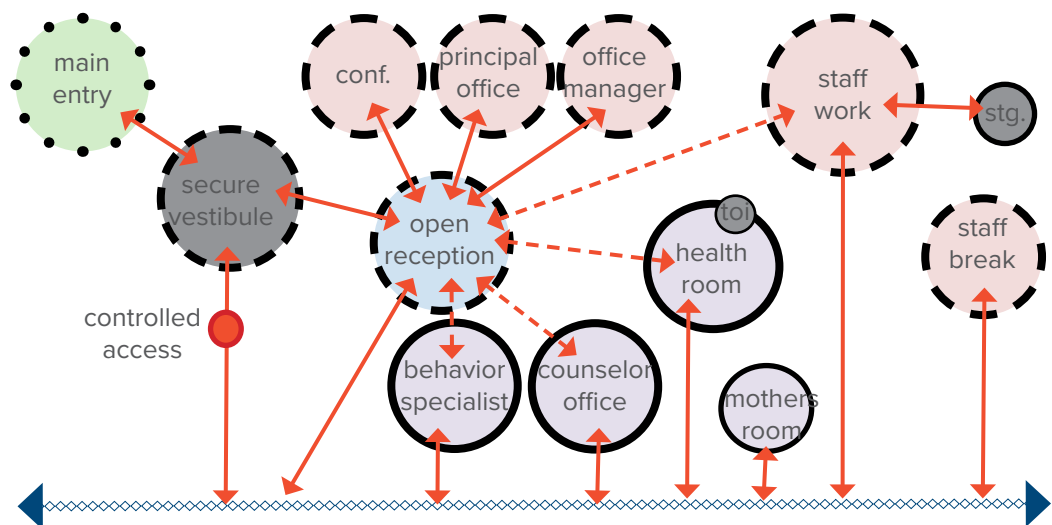
- Administration to be directly adjacent to the main building entry with full visual access to the interior and exterior portions of the entry and parking lot.
- Staff lounge and work room shall be centrally located and easily access by staff without going through other administrative spaces.
- Staff workroom should be accessible throughout the day for production and assembly of curriculum documents.
- Offices, conference rooms, staff lounge, and staff work rooms shall be acoustically isolated.
- Administrative spaces shall be inviting, welcoming, comfortable and professional.

Finishes / Furniture, Fixtures and Equipment / Services:

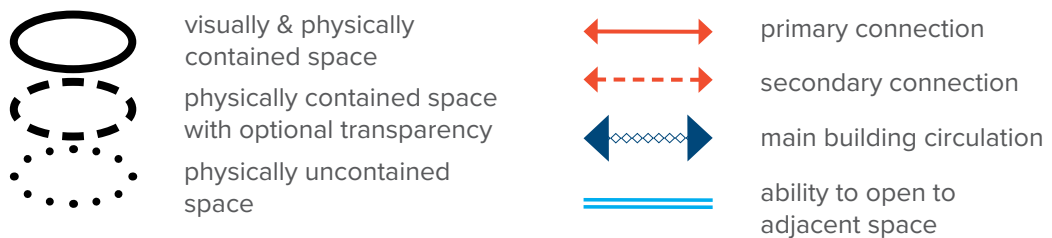
- Provide connections and controls for security, phone, intercom and clock systems.
- Provide health suite finishes that are easily cleanable.
- Provide personal storage lockers or cubbies for staff and volunteers.
- Lounge and workroom to have tackable surfaces for posting notices.
- Work room to have standing height casework and shall include a large layout space.



ADJACENCY DIAGRAM



KEY



Conway School | Mt Vernon, WA | DLR Group

OTHER CONSIDERATIONS

Transportation:

- Traffic, bus access, parking access, bike access and pedestrian access routed need to be carefully considered.
- Bus loading and parent loading areas need to be separated.
- Bus loading needs to be off-street and close to covered queuing areas.

Sustainability:

- Incorporate sustainability measures into the physical environment to the extent possible.
- Maximize views to green spaces and minimize views to hardscape spaces such as parking lots.
- Make energy use visible as a teaching and learning tool.
- Utilize LED lighting.
- Utilize low velocity ceiling fans for air movement.
- Minimize air conditioning to the extent possible.
- Select durable, long lasting finish materials.
- Select roofing materials to reduce heat load.

Facility Maintenance:

- Avoid the need for ladders to access roof areas. a ships ladder to an adequately sized roof hatch from a secure maintenance work area is preferred.
- Utilize manual flush valves and manual faucets, except at kitchens.
- Select finishes that require a minimum of maintenance.
- Ongoing facility issues currently include: total doors at fire separations, heat welded flooring seams, TPO roofing systems, light bulb accessibility, fire damper accessibility, replacing unique lighting fixture types, ADA door connections to the access control system, rubber stair nosings. Every effort should be made to minimize these issues.



NUMERIC PROGRAM

LEARNING SUITES	QTY	SF Each	SF Total	Design Capacity	Student Total
Pre-K / Early Learning	1	960	960	20	
Pre-K Toilet Room	1	65	65		
Pre-K Storage	1	65	incl		
Kindergarten Classroom	3	960	2,880	27	81
Kindergarten Toilet Room	3	65	65		
Kindergarten Storage	3	65	incl		
First Grade Classroom	3	960	2,880	27	81
Second Grade Classroom	3	960	2,880	27	81
Third Grade Classroom	3	960	2,880	27	81
Fourth Grade Classroom	3	960	2,880	27	81
Fifth Grade Classroom	3	960	2,880	27	81
Collaborative Commons	2	960	1,920	60	
Small Group Gathering		120	incl	2-4	
Large Group Gathering		180	incl	4-8	
Commons Storage	3	100	300		
Sub Total			20,590		486
STUDENT SUPPORT SERVICES	QTY	SF Each	SF Total	Design Capacity	
Learning Resource Center / Classroom	1	960	960	20	
Special Ed Toilet Room	1	220	220		
Special Ed Storage	1	120	incl.		
Special Instruction -small	1	120	incl.	4	
Special Instruction -large	1	180	incl.	8	
Speech Pathologist Office	1	120	120	4	
Community / Flex Classroom	1	960	960	25	
Wellness area/room	1	200	200	1	
Sub Total			2,460		
SPECIALIZED LEARNING	QTY	SF Each	SF Total	Design Capacity	
Art + Science	1	1,400	1,400	35	
Art / Science Materials Storage	2	100	200		
Kiln Room	1	120	120		
Music Classroom	1	1,100	1,100	35	
Instrument Storage	1	200	200		
Sub Total			3,020		
MEDIA CENTER	QTY	SF Each	SF Total	Design Capacity	
Library / Learning Commons	1	1,800	1,800	35	
Library Storage / Work Room	1	200	200	1	
Testing Center	1	960	960	35	
Sub Total			2,960		
PHYSICAL EDUCATION	QTY	SF Each	SF Total	Design Capacity	
Gym / Multipurpose Room	1	5,640	5,640	500	
Stage	1	200	200		
PE Office	1	120	120	1	
PE Storage	1	250	250		
Community Storage	1	250	250		
Sub Total			6,460		
Covered Play	1	3,500	3,500		



FOOD SERVICE / COMMONS	QTY	SF Each	SF Total	Design Capacity
Cafeteria / Commons	1	2,500	2,500	165
Table / Chair Storage	1	450	450	
Kitchen	1	1,200	1,200	
Office / Desk Area	1	50	50	
Storage	1	150	150	
Servery	1		incl.	
Sub Total			4,350	

ADMINISTRATION	QTY	SF Each	SF Total	Design Capacity
Staff Open Office / Reception	1	350	350	2
Storage / Records	1	75	75	
Health Room	1	220	220	3
Health Toilet Room	1	65	65	
Principal Office	1	185	185	4
Manager Office	1	125	125	2
Conference Room	1	275	275	10-12
Staff Workroom / Volunteers	1	475	475	
Mailboxes			incl.	
Staff Break Room	1	500	500	25
Mother's Room	1	80	80	1
Counselor Office	1	200	200	
Behavior Specialist Office	1	200	200	2
Sub Total			2,750	

BUILDING SUPPORT	QTY	SF Each	SF Total	Design Capacity
General Storage	1	350	350	
Mechanical/Boiler Room/Fire systems	1	750	750	
Electrical Room	1	200	200	
Electrical Closet	1	120	120	
MDF	1	200	200	
IDF Room	1	80	80	
Laptop/Tablet Cart Storage	2	120	240	
Custodial Office	1	80	80	
Custodial Building Storage	1	200	200	
Custodial Closet	2	65	130	
Public/Family Toilet Rooms	2	75	150	
All User Toilet Rooms	4	340	1,360	
Staff Toilet Rooms	4	65	260	
Emergency Supplies	1	80	80	
Outdoor Play Storage	1	80	80	
Sub Total			4,280	

TOTAL NET SF	46,870
circulations and walls (30% nsf)	14,061
TOTAL GROSS SF	60,931



421 SW SIXTH AVENUE, SUITE 1212
PORTLAND, OREGON 97204

503/274.2675
WWW.DLRGROUP.COM



Corvallis School District Educational Specifications Board Review

September 27, 2018

Presenters:

Karen Montovino, AIA,
ALEP

Architect | Principal

Robert Esau, Ph.D., AIA
Architect | Principal

Ty Koellmann, AIA, LEED
AP
Architect

PURPOSE

The purpose of this Educational Specification is to provide design guidance for facility planners, architects and engineers to plan, develop, and design new schools and to modernize existing ones by maximizing space to support educational programs.

OBJECTIVE

The overall objective of this Educational Specification is to support the Districts Core Values for Educational Design.

Additional objectives include:

- Establishing planning considerations and space types that can be applied to all elementary school projects.
- Supporting the 2017 Long-Range Facilities Master Plan.
- Development of a numeric program that can be applied to the design of the replacement elementary schools.
- Development of desired space requirements and program adjacencies that can be applied to both new construction as well as renovations.

HISTORY

The foundation of this work began in the Spring of 2016 with the creation of "The Road Ahead" document. This process was kicked off with the Future of Learning Summit, involving community members, civic leaders, the Innovation Team, board members and district staff. Emerging themes were developed into draft guiding principles that focused on real-world hands-on learning, the importance of fostering positive relationships and an atmosphere of respect, the strength of building community for learning success, the critical need for flexibility and adaptability, and the absolute that learning environments must be culturally relevant and inclusive. From this and subsequent school tours and workshops, Core Values were articulated for educational design.

In the fall of 2016, the Innovation Team began working on what implementation of the Core Values could look like in Corvallis Schools. From this process, a set of criteria was developed from which all school buildings were assessed for their ability to support learning. This Educational Adequacy Assessment provided data on the deficiencies of each school and what would be needed in facility improvements to best implement the Core Values.

The Facilities Master Planning Committee comprised of more than 30 community members commenced in January 2017. Through an eight-workshop process spanning the entire year, the Committee worked diligently to review the lists of needs generated from the district-wide physical needs assessment and the educational adequacy assessments, as well as enrollment projections and student capacity analyses of all schools. This work was conducted through the lens of how the Core Values can best be implemented to create optimal learning experiences for Corvallis students and resulted in the Long-Range Facilities Master Plan. It was adopted by the School Board and supported by the Corvallis community through a successful bond election in May 2018.

The plan called for the replacement of two elementary schools and renovations and/or additions at all other elementary schools. All of this work became the foundation upon which this District-wide Elementary Educational Specifications has been built.

THE WHY

WHY HAS THIS BEEN CREATED AND WHAT ARE WE TO DO WITH IT?

EDUCATION SPECIFICATION PROCESS

The following meetings and workshops were conducted to gather information and feedback in the development of these Education Specifications:

June 27-28	Interviews (sustainability, facilities & maintenance, transportation, food & nutrition services, technology services, teaching & learning)
July 26	Core team review meeting
July 31	Administrator workshop
August 23	School Board workshop
August 29	All staff workshops
September 12	Innovation team meeting
September 27	Presentation to School Board



PROCESS

CUSTOM BUILT FROM:
INFORMATION WE GATHERED
+ BEST PRACTICES
+ OUR PAST PROJECT EXPERIENCE

Corvallis School District:

Ryan Noss, Superintendent
Kevin Bogatin, Assistant Superintendent
Olivia Meyers Buch, Director - Finance and Operations
Kim Patten, Director - Facilities And Transportation
Jennifer Duvall, Director - Human Resources
Brenda Downum, Communications Coordinator
Byron Bethards, Principal
Aaron Hale, Principal
Beth Martin, Principal
Leigh Santy, Principal
Melissa Harder, Principal
Lisa Krause, Principal
Anna Marie Gosser, Principal
Eric Beasley, Principal
Craig Harlow, Principal
Amy Lesan, Teaching and Learning Coordinator
Rynda Gregory, Teaching and Learning Coordinator
Marcianne Rivero Koetje, ELL, DLI Coordinator
Sabrina Alexander, Special Education Coordinator
Sharon Gibson, Director - Food and Nutrition Services
Gil Ansbacher, Director - Technology Services

Corvallis School Board:

Vincent Adams, Chair
Sami Al-Abdrabbuh, Vice Chair
Judy Ball
Jay Conroy
Sarah Finger McDonald
Terese Jones
Ed Junkins

DLR Group:

Karen Montovino, AIA, Principal
Todd Fering, AIA, Principal
Robert Esau, Ph.D., AIA, Principal
Ty Koellmann, AIA, Architect

Wenaha Group:

Dave Fisher, Vice-President
Melanie Strey, Ed.D., Director of Educational Planning

+ MANY MORE!

COLLABORATIVE SPACES	
POTENTIAL USE OF SPACE	POTENTIAL CONCERNS
Small groups w/ instructor (3-6 students) Small groups independent Grade level teams (2-4 classes) Student exhibition * Performance *	supervision/proximity Acoustics location → central/separated?
Buddy Classes After School Program Structure - one large space per wing (elem level) PD. Space/Conference Glass walls (up to 50) Testing Teacher recy. Moveable wall outdoor wall?	ability to talk a lot Storage traffic through space floor
* Sensory gym? *	Thermal Comfort!
Tech infrastructure to collaborate Community Partner supported learning (SMART)	participant experience P.B.L? water/power? furniture dependent Cafeteria



Corvallis School District, through the work of the Innovation Team, has developed a set of Core Values for Educational Design. Together, the Core Values provide the direction and guidance to the facility planning process required to attain the learning environment goals of the District. These goals include providing safety and accessibility, inspiring innovative, accommodating evolving instructional practices and promoting collaboration between students, staff and the community.

RELATIONSHIPS

Relationships Build Communities of Trust and Respect

With collaborative relationships, all feel known, valued and encouraged to take risks. Each individual is inspired to perform at their highest potential.

INCLUSIVE

Inclusive Learning Environments are Culturally Relevant

Nurturing and inclusive schools exhibit vibrant leaning cultures that celebrate diversity. Equitable access and support enhance learning for students of all backgrounds and abilities to pursue their passions. We are dedicated to meeting each student's needs.

REAL-WORLD

Real-World, Experiential Learning is Meaningful and Applied

Relevant activities ignite learner passion and imagination. Cross-curricular learning helps students pursue their curiosities, solve real-world problems and make learning visible through exhibition. With high expectation, our programs and spaces nurture creativity and a sense of accomplishment and joy.

COMMUNITY

Community Connections Support Learning

Our schools foster a diverse array of partnerships to maximize opportunities for student success. We leverage community assets and offer a rich range of opportunities and supports for students and families.

ADAPTABILITY

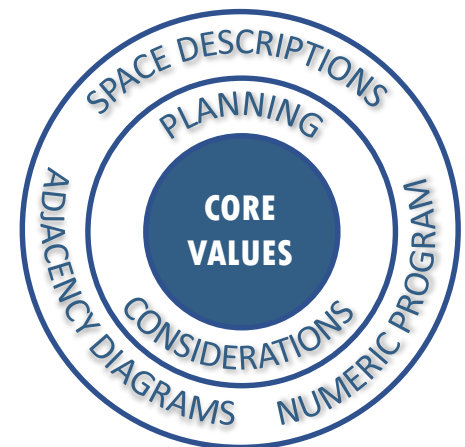
Adaptability is Critical to Our Success

Together, programs and facilities are designed to adapt as necessary to support student success in a rapidly changing world. Access to indoor and outdoor spaces reflect and stimulate curiosity, imagination and learning.

CORE VALUES

THE HEART AROUND WHICH
EVERYTHING IN THE EDUCATION
SPECIFICATION IS BUILT

THE CORE VALUES INFORM ALL
DESIGN DECISIONS



LEARNING

Create learning environments that allow and support learning to take place anywhere and everywhere.

Learning is a process that can take many forms. Consider the ability to create different sized spaces to comfortably accommodate individual learning, small and medium collaborative groups as well as school wide assembly events.

Student work is an important part of the educational process and should be celebrated. Consider how a variety of two and three dimensional student work can be easily displayed throughout the building.

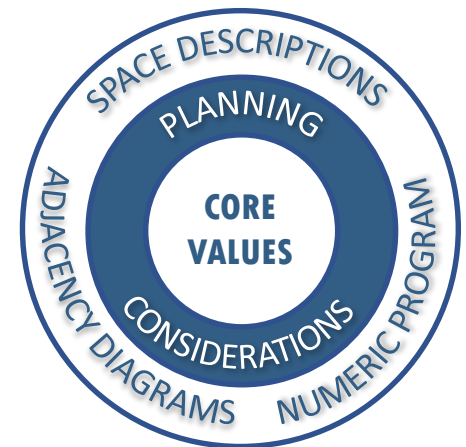


Conway School | Mt Vernon, WA | DLR Group

PLANNING CONSIDERATIONS

THE HOLISTIC IDEAS THAT GROW OUT
OF AND SUPPORT THE CORE VALUES

MEANT TO BE APPLIED TO PROJECTS
AS A WHOLE



LEARNING SUITES - CLASSROOMS

Space:	Area:	Design Capacity:
Classroom - Pre-K / Early-Learning	960 sf	20
Pre-k toilet	65 sf	
Classroom - Kindergarten	960 sf	27 average, 31 maximum
Kindergarten Toilet	65 sf	
Classroom - Grades 1-5	960 sf	27 average, 31 maximum

General Notes:

- Classrooms shall support and maximize the ability to provide instruction on various subjects including core curriculum classes, small art and science activities and the use of technology devices.
- Provide the ability support dual immersion programs where applicable.
- Classroom design shall be standardized with a measure of flexibility that can be customized.
- The balance between content display, windows and storage shall be explored.
- Provide maximize flexibility in where and how content can be displayed.

Access and Adjacencies:

- Visibility and acoustic separation into adjacent collaborative common spaces shall be provided.
- Explore the ability to interconnected classroom for both team teaching and dual immersion programs.
- Movements between classrooms and other areas of the school shall not disrupt adjacent classes.
- Direct exterior access from classrooms to secured outdoor spaces is preferred.
- Minimize the travel distance to restroom facilities.
- Travel distances for pre-k and kindergarten students shall be minimized.

Finishes / Furniture, Fixtures and Equipment / Services:

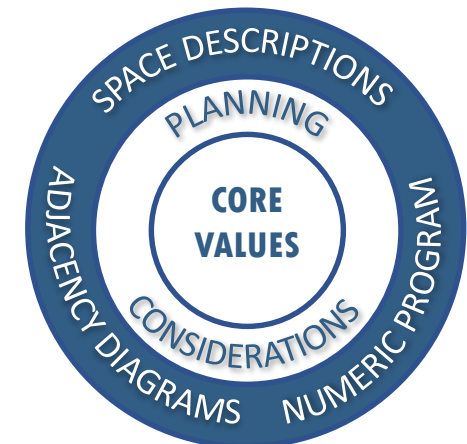
- Classrooms shall have the ability for dual teaching stations to support dual immersion and team teaching.
- Provide for LCD short throw projection.
- Provide for 1:1 technology usage and the ability to charge carts at different locations within the classroom to allow for room layout flexibility.
- Provide water, hand washing sink, drinking water and each classroom.
- Provide flexible furniture and fixtures to allow various room configurations.

SPACE DESCRIPTIONS

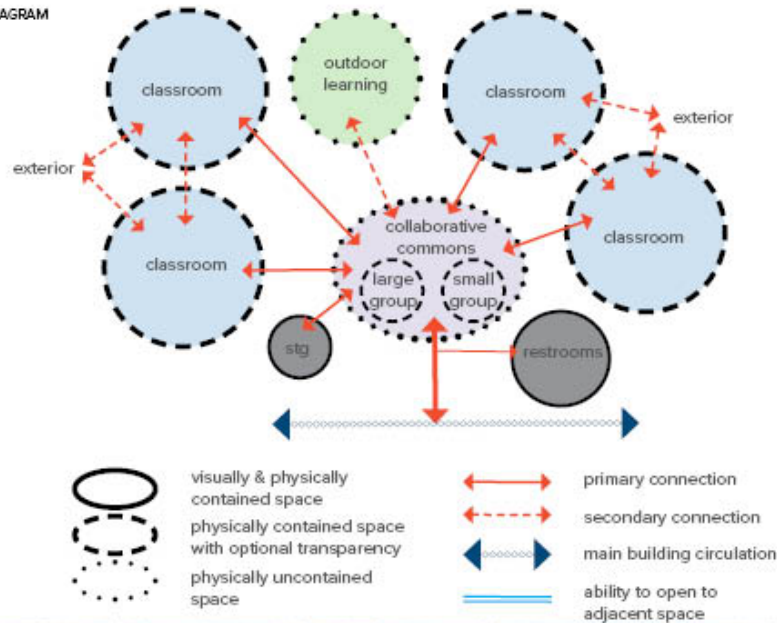
HOW ARE THE SPACES USED?

WHAT ACTIVITIES AND BEHAVIORS DO THEY SUPPORT?

WHAT DO THE SPACES NEED TO HAVE SUPPORT THOSE ACTIVITIES?



ADJACENCY DIAGRAM



KEY

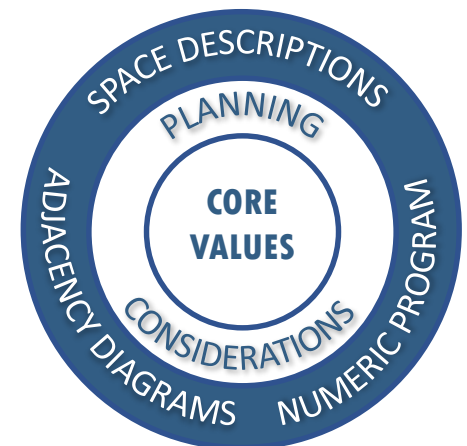


New Meadow Park Elementary School | North Little Rock, AR | DLR Group

SPACE DESCRIPTIONS

HOW DO THE ROOMS AND SPACES RELATE TO ONE ANOTHER?

A VISUAL REPRESENTATION



ART + SCIENCE LAB

SPECIALIZED LEARNING

Space:	Area:	Design Capacity:
Art + Science Lab	1,400 sf	35
Art Materials Storage	100 sf	
Science Materials Storage	100 sf	
Kiln Room	120 sf	

General Notes:

- The art + science lab is intended to be a shared space to support teacher led art and science instruction.
- Flexibility is important to support a wide range activities.
- The space and components within shall be accessible to students with a wide range of abilities.
- As a shared space, the lab will need the ability to quickly reconfigured between multiple classes each day.

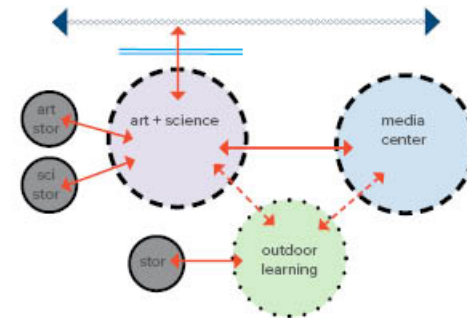
Access and Adjacencies:

- Provide a high level of visibility to the school common areas.
- Provide direct access to secured outdoor learning areas and the covered play area.
- Locate and provide a direct connection to the media center.

Finishes / Furniture, Fixtures and Equipment / Services:

- Provide durable and cleanable finishes to withstand wet and messy activities.
- Provide for LCD short throw projection.
- Provide movable furniture suitable for art and science.
- Allow for the introduction of specialized infrastructure and equipment such as 3-d printers.
- Provide for a variety of surfaces suitable for exhibiting student work.

ADJACENCY DIAGRAM



KEY



visually & physically
contained space
physically contained space
with optional transparency
physically uncontained
space

primary connection
secondary connection
main building circulation
ability to open to
adjacent space



Wainwright Intermediate School | Tacoma, WA | DLR Group



ELEMENTARY SCHOOL RENOVATIONS, ADDITIONS AND REPLACEMENTS

The space descriptions in the following pages are meant to be applied to all elementary school projects. This includes existing building renovations, new additions to existing buildings as well as full school replacements. The matrix below indicates the space types applicable to each school as outlined in the bond program documentation.

Every effort, within reason given existing site and building constraints, should be made to bring the renovated school spaces up to the standards set for the new schools.

	Adams	Garfield	Jefferson	Mt. View	Wilson	Franklin	Hoover	Lincoln
LEARNING SUITES	X	X	X	X	X	X	X	X
STUDENT SUPPORT SERVICES	X	X	X		X		X	X
SPECIALIZED LEARNING							X	X
MEDIA CENTER		X					X	X
PHYSICAL EDUCATION							X	X
FOOD SERVICE / COMMONS	X		X		X		X	X
ADMINISTRATION	X	X	X	X	X	X	X	X
OUTDOOR LEARNING	X	X	X		X		X	X

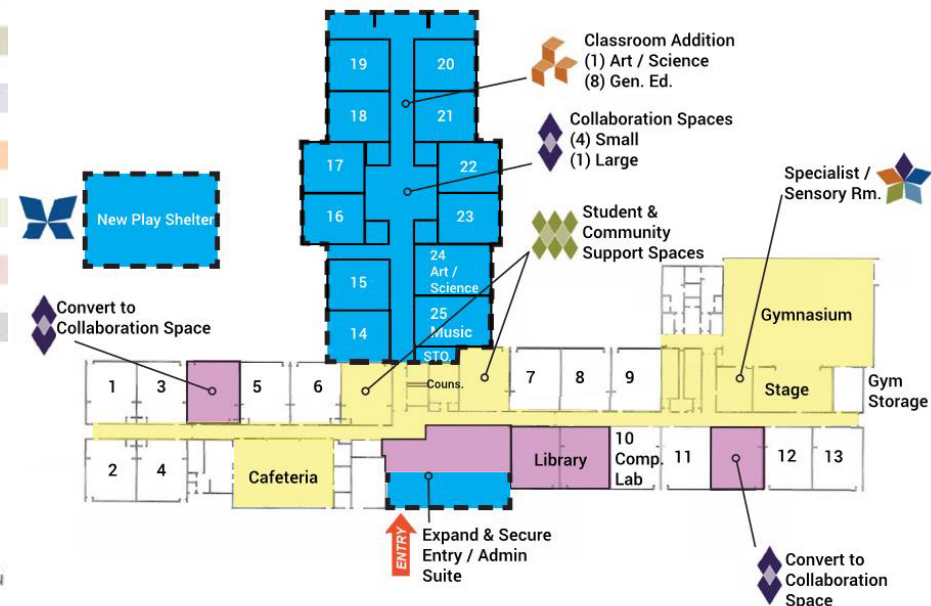
APPLICATION TO INDIVIDUAL SCHOOLS

APPLIES TO ALL SCHOOL PROJECTS:
BOTH NEW CONSTRUCTION
AND RENOVATIONS

CORVALLIS SCHOOL DISTRICT | FACILITY PLANNING SUMMARY

GARFIELD (K-5) ELEMENTARY SCHOOL

Facility Committee Recommended Plan - TEST FIT



NUMERIC PROGRAM

NUMERIC PROGRAM

LEARNING SUITES	QTY	SF Each	SF Total	Design Capacity	Student Total
Pre-K / Early Learning	1	960	960	20	
Pre-K Toilet Room	1	65	65		
Pre-K Storage	1	65	incl		
Kindergarten Classroom	3	960	2,880	27	81
Kindergarten Toilet Room	3	65	65		
Kindergarten Storage	3	65	incl		
First Grade Classroom	3	960	2,880	27	81
Second Grade Classroom	3	960	2,880	27	81
Third Grade Classroom	3	960	2,880	27	81
Fourth Grade Classroom	3	960	2,880	27	81
Fifth Grade Classroom	3	960	2,880	27	81
Collaborative Commons	2	960	1,920	60	
Small Group Gathering		120	incl	2-4	
Large Group Gathering		180	incl	4-8	
Commons Storage	3	100	300		
Sub Total			20,590		486
STUDENT SUPPORT SERVICES	QTY	SF Each	SF Total	Design Capacity	
Learning Resource Center / Classroom	1	960	960	20	
Special Ed Toilet Room	1	220	220		
Special Ed Storage	1	120	incl.		
Special Instruction -small	1	120	incl.	4	
Special Instruction -large	1	180	incl.	8	
Speech Pathologist Office	1	120	120	4	
Community / Flex Classroom	1	960	960	25	
Wellness area/room	1	200	200	1	
Sub Total			2,460		
SPECIALIZED LEARNING	QTY	SF Each	SF Total	Design Capacity	
Art + Science	1	1,400	1,400	35	
Art / Science Materials Storage	2	100	200		
Kiln Room	1	120	120		
Music Classroom	1	1,100	1,100	35	
Instrument Storage	1	200	200		
Sub Total			3,020		
MEDIA CENTER	QTY	SF Each	SF Total	Design Capacity	
Library / Learning Commons	1	1,800	1,800	35	
Library Storage / Work Room	1	200	200	1	
Testing Center	1	960	960	35	
Sub Total			2,960		
PHYSICAL EDUCATION	QTY	SF Each	SF Total	Design Capacity	
Gym / Multipurpose Room	1	5,640	5,640	500	
Stage	1	200	200		
PE Office	1	120	120	1	
PE Storage	1	250	250		
Community Storage	1	250	250		
Sub Total			6,460		
Covered Play	1	3,500	3,500		

DIRECT APPLICATION TO
NEW CONSTRUCTION

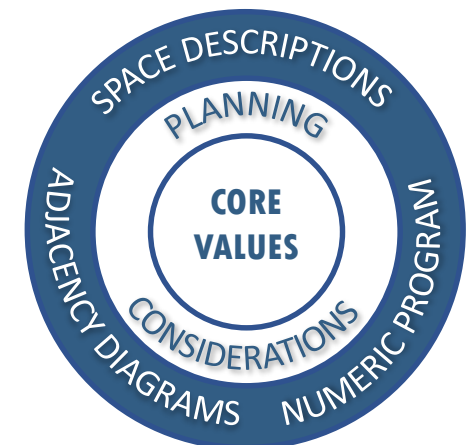
	Adams	Garfield	Jefferson	Mt. View	Wilson	Franklin	Hoover	Lincoln
LEARNING SUITES	X	X	X	X	X	X	X	X
STUDENT SUPPORT SERVICES	X	X	X		X		X	X
SPECIALIZED LEARNING							X	X
MEDIA CENTER		X					X	X
PHYSICAL EDUCATION							X	X
FOOD SERVICE / COMMONS	X		X		X		X	X
ADMINISTRATION	X	X	X	X	X	X	X	X
OUTDOOR LEARNING	X	X	X		X		X	X

GUIDELINES FOR
RENOVATIONS



NUMERIC PROGRAM

FOOD SERVICE / COMMONS	QTY	SF Each	SF Total	Design Capacity
Cafeteria / Commons	1	2,500	2,500	165
Table / Chair Storage	1	450	450	
Kitchen	1	1,200	1,200	
Office / Desk Area	1	50	50	
Storage	1	150	150	
Servery	1		incl.	
Sub Total			4,350	
ADMINISTRATION	QTY	SF Each	SF Total	Design Capacity
Staff Open Office / Reception	1	350	350	2
Storage / Records	1	75	75	
Health Room	1	220	220	3
Health Toilet Room	1	65	65	
Principal Office	1	185	185	4
Manager Office	1	125	125	2
Conference Room	1	275	275	10-12
Staff Workroom / Volunteers	1	475	475	
Mailboxes			incl.	
Staff Break Room	1	500	500	25
Mother's Room	1	80	80	1
Counselor Office	1	200	200	
Behavior Specialist Office	1	200	200	2
Sub Total			2,750	
BUILDING SUPPORT	QTY	SF Each	SF Total	Design Capacity
General Storage	1	350	350	
Mechanical/Boiler Room/Fire systems	1	750	750	
Electrical Room	1	200	200	
Electrical Closet	1	120	120	
MDF	1	200	200	
IDF Room	1	80	80	
Laptop/Tablet Cart Storage	2	120	240	
Custodial Office	1	80	80	
Custodial Building Storage	1	200	200	
Custodial Closet	2	65	130	
Public/Family Toilet Rooms	2	75	150	
All User Toilet Rooms	4	340	1,360	
Staff Toilet Rooms	4	65	260	
Emergency Supplies	1	80	80	
Outdoor Play Storage	1	80	80	
Sub Total			4,280	
TOTAL NET SF			46,870	
circulations and walls (30% nsf)			14,061	
TOTAL GROSS SF			60,931	



WHAT IS NEXT?

APPLICATION OF THIS EDUCATION
SPECIFICATION TO THE DESIGN
PROCESS.



DLR Group

421 SW SIXTH AVENUE, SUITE 1212
PORTLAND, OREGON 97204

503/274.2675
WWW.DLRGROUP.COM



Corvallis

SCHOOL DISTRICT

VIII. FAREWELL TO DEPARTING BOARD MEMBER (7:45 p.m. approx.)

IX. SELECTION OF INTERIM SCHOOL BOARD MEMBER (7:55 p.m. approx.)

IX.A. Applicants

IX.A.1. Arnold, Richard

SEP 04 2018

SUPERINTENDENT'S
OFFICE

Richard William Arnold Jr.

Reasons for Wanting to Serve on the Board:

Like all parents with children attending school in the district I want to ensure that our children are afforded the best possible educational experience. I wish to serve on the school board and be part of the process which is transforming how education is being delivered within the district. I desire to be an advocate for strong fiscal discipline and to also advocate for ensuring that every student in the district has the resources necessary to reach their highest academic potential. I have dedicated my entire professional career towards public service and serving as an interim board member seems to be natural extension of my public service career.

Qualifications for the Position:

- 20 years of governmental accounting, budget and finance experience
- 15 years of successfully creating and implementing policies at various state agencies and institutions of higher education when required by new legislative directives. These directives encompassed both changes to existing statutes and creation of new statutes.
- Successfully led several teams through transformative change where the purpose of the change was to improve efficiency and improve the quality of services being provided
- Previous member of the Corvallis School District Budget Committee
- Masters of Science in Accounting and Management

Skills that would be brought to the Board:

- Fluent understanding of governmental budgeting, accounting, and finance requirements
- Understanding of how to work collaboratively in a team environment
- Active listener
- Avid researcher who explores all possible sides to an issue. Routinely reads peer reviewed research on various problems to gain insight into possible causes of challenges presented
- Understanding of Corvallis School District policy and the general operations of the Corvallis School Board
- Works collaboratively on teams to create performance measures and quantitative metrics to track progress towards meeting unit goals and expectations

Questions:

1. *Effective board members must engage in a variety of relationships; for example, with the superintendent, staff, other board members, parents, and the community. How do you perceive a board member's relationship with each of these?*

The first item that any board member must realize is that they are part of team and have no power and authority to act unilaterally. This realization must be foremost in their thoughts when interacting with anyone. The second item any board member needs to recognize is that

management of the district is the responsibility of the superintendent and the district staff. The Board's responsibility is to hold the district accountable for proper implementation of policy, not get involved in the operational aspects of policy implementation.

Superintendent- The Board has the responsibility to adopt policies that provide direction to the Superintendent and allows the individual to manage the district. A board member should seek input from the superintendent during the policy development process, and after the policy is adopted hold the superintendent responsible for its successful implementation.

Staff- The board member's interaction with staff should be that of an active listener to the concerns brought to the board. Questions should be asked of staff to try and get to the root cause of the concerns. As in any board setting the concerns should be acknowledged, but no commitments should be made until the entire board has had a chance to research and discuss in accordance with accepted practice. Any communications from staff sent directly to one board member should be shared with the entire board, and if a response is required, the board chair should respond on behalf of the entire board as required under current protocols.

Other Board Members - The Board acts as a team and the only way the team can succeed is if there is an environment of collaboration and respect. This is not to say that there is a requirement that all board members agree with each other, but when discussing the issues all board members should strive to listen to the concerns of the other board members and try to see their side of the issues. This is important because how board members communicate and treat each other sets the tone for the entire district, and is necessary if the board is to govern properly and effectively.

Parents- A board member should always listen to the questions and concerns of parents during board meetings. If the parent is contacting you directly about a problem, the first question a board member would have is did the parent contact district personnel first to try and resolve the situation. If the contact comes via email or mail, then the correspondence should be shared with the entire board and the board chair will respond pursuant to board protocols.

Community- It is important that a board member works to explain to the community chain of accountability so that initial concerns are directed to the correct district staff members. As always it is the board member's responsibility to listen when issues are brought to their attention, but as a single member of a board, one board member does not have the authority to make any commitments for a resolution. The board member can only help to facilitate an understanding of the correct avenues an identified should follow.

2. *Looking ahead to the end of your appointment in June 2019, what do you think will be the two most difficult issues facing the school district and what would you do?*

A. **Facilities Bond-** The Facilities Bond represents the largest capital construction project the district has undertaken in the past twenty years. The first task is to ensure the district creates the promised oversight committee. It will also be helpful if the board adopted a framework for requesting the district keep the board up to date for any developments that may represent a change in the completion dates or budgetary variances indicating possible cost overruns.

B. Educational Equity- Educational Equity was not adopted as a district policy until 9/12/2016. However, the equity in our district was a concern long before that date, and will continue to provide us numerous opportunities in the future. There needs to be a greater focus on what we are trying to accomplish, the resources that the district is currently utilizing to accomplish these goals, and transparency for the community on where these resources are being allocated. At this time there are no items that clearly indicate what the costs are to the district for the extra steps the district is following to ensure that there are equitable outcomes for our students. The performance measures that have been developed need to be tied to district budget so strategic decisions if it becomes apparent that the district is not meeting its equity goals. Greater transparency of the actual costs incurred would help to determine if more funding could be diverted to a program, or if we might need to take a different approach to reach the desired goal.

3. *What is your definition of equity in the school district, and would you do to improve equity in the district?*

Educational equity means ensuring that a student's success is not determined by their socio-economic identity. The district adopted its educational equity policy in September of 2016, however, to the best of my knowledge no performance measures or metrics have been created to measure the districts progress. In my opinion, this is not providing the district adequate direction on what is being required of them to meet this goal. If a member of the school board I would advocate for the following:

- A. Creation of performance measures related to items one through nine for achieving educational equity in the Corvallis School District, as outlined in board policy coded JBB.
- B. Creation of quantitative metrics that would measure the district's progress towards those goals.
- C. Creation of a method that tracks the costs associated with meeting these stated performance measures.

4. *Are you interested in the position only until the end of the interim term (June 30,2019) or do you plan to run for a four year term?*

I plan on running in the May 2019 election to be a member of the Corvallis School Board.

Personal References

Professional Reference



Corvallis

SCHOOL DISTRICT

IX.A.2. Chavarría, Loren

REC'D CORVALLIS 509J

SEP 05 2018

SUPERINTENDENT'S
OFFICE

Corvallis School Board,
Attn: Julie Catala
1555 SW 35th ST.
Corvallis, OR, 97333

Dear Corvallis School Board Members,

Please accept this letter, list of references and my answers to your additional questions as my expressed interest in serving our community as an interim School Board member. I am hopeful that upon your review of my documents you will find my credentials aligned with your current needs.

I have had the joy of being a Corvallis resident for over 25 years. I arrived in town as an international student from Mexico, obtained my BA in Business Administration from Oregon State University, and married an Oregonian. After completing my graduate studies at the University of Arizona, OSU recruited me in 1996 to develop and implement a Spanish language program that responded to the linguistic, cultural, academic, and affective needs of the Latinx students on campus. Four years later we started a family. We have two children who attended Ashbrook Independent School from pre-K to 8th grade, and Corvallis High School afterward. Our son will begin his studies at OSU this fall, after graduating last spring, and our daughter is starting her junior year as a Spartan.

During this time, I have been very thankful for the high quality of life that my family has enjoyed: from the safety of our town and its beauty, to the many services it provides and the multiple recreational opportunities it has to offer. I believe much of what makes Corvallis a great place to live directly links to its citizens' involvement. I too desire to contribute my time, knowledge and skills to ensure that the rest of the Corvallis community enjoys an experience as pleasant as ours.

I believe I can best serve our town as part of the school board; my cultural perspective as a brown Latina immigrant and my experiences as a ^{parent} would supplement decision-making discussions. During the more than two decades that I have lived in Corvallis, I have seen, experienced, and understood the demographic changes in our community. Our school district, like others across the nation, has undergone a significant increase in the number of students of color, culturally and linguistically diverse students, LGBTQ+ students, and students from low-income families. These changes require administrators, teachers, and parents to transform our schools and to prepare ourselves to serve all our students well. I would like to collaborate in this endeavor as part of the Corvallis school board.

I believe that my 21 years of service to the students, faculty, and staff at Oregon State University have allowed me to develop a principle-centered vision and a skill set that would be relevant to the Corvallis school board.

My commitment to improving lives, one learner at a time, has guided my role as an educator. My passion for social justice, for equity, for giving voice to those who are not heard is evident in what I do. As a Spanish teacher at OSU, I have championed the cause of Latinx students, female students, and the LGBTQ+ community. My courses are intentionally designed to empower students, to help them find

their voice and root their identity in the values they discover. My respect for the individual's process of discovery and empowerment has made me a sought-out teacher, mentor, advisor, and colleague.

As an individual, I attempt to model the behavior and to build the kinds of relationships I seek. It is essential for me to be a colleague anyone can count on to get the work done, to collaborate, to be a partner, a guide, to connect to the community, and to support any endeavor that is student-centered. Since receiving promotion and tenure at OSU, I have had numerous opportunities to participate in decision-making processes at different levels within the university. For example, I have assisted on various committees and task forces and played an active role in university and college-sponsored activities and events aimed at the recruitment, retention and timely graduation of students of color. Additionally, I have played a central role in establishing formal collaborations between OSU and several Latinx and Latinx-serving community organizations throughout the Willamette Valley, such as Casa Latinos Unidos, Acorn Outreach, Pineros y Campesinos Unidos del Noroeste (PCUN), Radio Movimiento, and CAUSA.

I bring an additional experience that will provide a positive contribution to the Corvallis School Board. I welcome the opportunity to attend the September 27, 2018 School District Board of Directors meeting to participate in the selection process.

Thank you for your time and consideration,

A handwritten signature in black ink that reads "Loren Chavarria". The signature is written in a cursive, flowing style.

Loren Chavarria

Personal and Professional References:

Additional Questions:

Effective board members must engage in a variety of relationships; for example, with the superintendent, staff, other Board members, parents, and the community. How do you perceive a board member's relationship with each of these?

An educational system that guarantees quality instruction and high academic and personal achievement for all of its students requires a collaborative effort. It is essential that each Board member develop a working relationship with their colleagues, the superintendent, administrators and faculty of the schools, students, parents and community of Corvallis that is characterized by mutual respect and collegiality.

The relationship between Board members and the superintendent should seek to complement and support their respective responsibilities, guided by a shared vision and shared goals. Their interdependent work requires them to operate as a collaborative team that respects and values the knowledge, experiences, and capacities that each one brings to the other. The board also needs to interact with students, staff, parents and the community to understand their concerns, needs, and priorities; to keep them informed and to involve them in the development and scope of the District's objectives. We currently have several strategies to cultivate these relationships, but we need to identify practical measures to intentionally seek the contributions of those whom we have not traditionally attended.

In the case of our school district, the effective interaction of school board members with each of these stakeholders will allow us to advocate to ensure that all of our students have both the support and the opportunities necessary to become successful members and contributors of society.

Looking ahead to the end of your appointment in June 2019, what do you think will be the two most difficult issues facing the school district, and what would you do to address them?

The first difficult, but welcome, issue facing the school district will be the additional roles and responsibilities related to the passage of the bond measure. Year after year we experience insufficient

government funding, and thus we depend on the good-will of our community to ensure we have adequate funding for the educational experience we desire for our students. The recent passage of the school bond compels the board and school administrators to manage these monies in a responsible, transparent and efficient manner to ensure Corvallis tax-payers receive future requests for funds in a positive way. To address this challenge, I would ensure that I carry out the responsibilities outlined to the School Board in the Wenaha Group's presentation during its retreat on August 23, 2018:

- To review regular superintendent bond program updates
- To provide governance to board policies
- To support superintendent compliance with voter-approved bond program
- To review and approve bond program procurements
- To facilitate key communication to and from general public
- To approve/reject increase of budget or new projects from additional sources of funds.

The second difficult issue that will continue to face the school district is the need to identify, support and enhance programs that prevent violence in our schools.

My daughter tells me that the first thing she and her friends consider when entering a classroom is where is the best place to hide in the case of a shooting incident. She believes the CHS computer lab is one of the riskier places to be in school with its glass walls. The distraction associated with the threat of violence impedes learning and requires an array of responses based on collaborative efforts. Our school board has already implemented policies concerning Weapons in the Schools (JFCJ), Violence and Threats of Violence (JFCM, and JFCM-AR), anHazing/Harassment/Intimidation/Menacing/Bullying/Cyberbullying – Staff and student (GBNA and JFCF) There are instruction-based programs designed to address the precursors of violence, including bullying, at our elementary, middle and high schools as well. And last year, some changes were made to limit the points of entry to our school buildings. In addition to these critical measures, I believe more needs to be done to identify existing architectural and design characteristics incompatible with safety, and to find solutions that balance the need for additional security with design principles that promote nurturing educational environments for our students.

What is your definition of equity in the school district, and what would you do to improve equity in the district?

Equity in the school district is an approach to ensure that academic education does not accentuate differences in life opportunities, but serves as an instrument for social integration. Although it is related to equal educational opportunities, it also implies the need to generate in all students the human and cultural capital to prosper in society.

Equity requires eliminating the obstacles that impede a student's full participation in their educational process, including but not limited to those based on disability, nationality, language, race, ethnicity, sexual orientation, gender identity, and socioeconomic status. It calls for differentiated treatment and implies the intentional allocation of resources, instruction, and opportunities according to need. It also commands solid efforts to end discriminatory ideas, prejudices, and practices.

The district has done much to promote equity in recent years; and I would support the continuation of its efforts, such as the professional development offered to school administrators, faculty, staff, board members, PTO/PTA members, and community organizations through Courageous Conversations about Race. I also believe that having strong Juntos and AVID programs is fundamental to narrowing the graduation gap between Latinx students and their peers who have not been historically underserved.

To complement and enhance these positive strides, I would propose revising the Recruitment of Licensed Staff - GCC policy currently in place, which, in part, reads: "It is the responsibility of the superintendent, with the assistance of other district administrators, to determine the personnel needs of the district and to locate suitable candidates to recommend for employment by the district. Those factors considered will include, but not be limited to, the diverse characteristics of the district."

Studies have indicated that racial/ethnic/language diverse students benefit from having well-qualified teachers who look like them and who have similar cultural backgrounds because they model academic achievement and professional success. These educators function as cultural bridges as well, not only helping students navigate their school environment and culture but also increasing family engagement which impacts student attendance, performance, graduation rates, and postsecondary aspirations.

Taking all this into consideration, our district's policy should intentionally seek an educator workforce that more closely mirrors the demographics of the students in our schools. Without a deliberate effort, the widening cultural gap separating students and teachers will only grow in the years ahead.

Are you interested in the position only until the end of the interim term (June 30, 2019) or do you plan to run for a four-year term?

Yes, I am interested in running for the four-year term and the end of the interim term, however, I would evaluate my effectiveness as a school board member before making the final decision.



Corvallis
SCHOOL DISTRICT

IX.A.3. O'Brien, Mark

SEP 05 2018

SUPERINTENDENT'S
OFFICE

8/5/18

To Whom It May Concern,

I would like to submit my interest in appointment as the Interim School Board member for position #2. Pursuant to the application requirements I hereby submit that I meet all qualifications for appointment. To wit:

1. I have resided within the District boundaries continuously since 1990.
2. I am registered to vote in Benton county, Oregon.
3. I am not an employee of the District
4. I can and will attend the September 27, 2018 Board of Directors meeting to participate in the selection process.

The following information is provided to meet additional application requirements.

1. Mark Christopher O'Brien
- 2.
- 3.
4. _____
- 5.
6. I am a long time District parent (approximately 16 years, 2 students) this position would provide an excellent opportunity to continue my involvement in public service, good governance and the pursuit of educational excellence.
7. See attached resume
- 8.

Answers to required questions:

1. In my former role as an elected official I believe I demonstrated an excellent understanding of the role one plays with various constituencies. My record of responsive and respectful communication stands on its own merit. In my view a board member's role is to set policy for the organization and not to administrate. The primary conduit for communication from the board is through the Superintendent unless he or she directs otherwise. Board members should not contact subordinate staff without the authority of the Superintendent nor is the role of the board to direct subordinate staff. Board members should always conduct business with one another with respect and civility. Disagreements should not rise to the level of conflict. Board members should be very responsive to communication from parents and students. It is the responsibility of every board member to state their opinions clearly, to participate in deliberations and to vote after having listened to all voices.
2. My expectation is that the two largest issues facing the District are going to be fiscal management and student achievement. Fiscal issues resulting from uncertainty in the budget process relating especially to PERS create a serious impediment to service delivery. The new construction bond will need to be managed to the Nth degree to ensure the District maintains faith with taxpayers and dollars are spent efficiently with a bare minimum of cost overruns. In student achievement my expectation is that the District will continue to improve and refine policies and instructional methods to improve academic achievement. I assume it is already a Board goal, but I submit that increasing the graduation rate should be a prime concern moving forward. I believe that the District also has a challenge to surmount in support for and accountability to its special education students. As a parent of a student on an IEP I think I would bring a valuable perspective to this discussion. I believe that the District has the best of intentions in this area but sometimes falls short in follow through.
3. I believe that educational equity essentially means creating the opportunity for every student to reach their fullest potential. Achieving this goal requires a high standard of engagement with both students and parents. I believe that the District recognizes this, however, I also believe that the District would benefit from a program or programs designed to better capture that engagement; especially for historically underachieving populations; to create a culture of parent engagement.
4. I would consider running for a four-year term following the term of appointment. I have experience running successful campaigns for elective office. I am well versed on the role of an elected official and am up to the task.

Mark O'Brien

Executive Summary

High-energy business owner successful in building and motivating effective teams in order to achieve profitability and growth. Organized and diligent, with excellent written, oral and interpersonal communication skills. Substantive governmental experience as an elected official and appointed volunteer.

Core Qualifications

- | | |
|---------------------------------------|------------------------------|
| • New Business Development | • Profit and Loss Management |
| • Business Management | • Project Management |
| • Government Relations | • Organizational Skills |
| • Proven Leadership Ability | • Conflict Resolution |
| • Customer Relations | • Problem Solving |
| • Supervision / Training / Motivation | • Budget Management |
| • Verbal / Written Communication | • Vendor Relations |

Professional Experience

Vice President/Managing Partner

July 2004 to Current

American Dream Pizza — Corvallis, Oregon

- Integral as a member of the restaurant design team; concept and layout
- Supervises, motivates and supports a team of 40 employees
- Oversees the myriad of day to day operations with aplomb
- Attacks duties with a "roll up your sleeves" attitude
- Makes decisions from the vantage of "what's best for the business"
- Sees the big picture, always vigilant and looking many steps ahead
- Provides leadership, effecting an exceptional 12.7% net profit over the life of the business
- Manages successfully; resulting in a 41% sales growth since 2005
- Delegates authority effectively, shares successes while maintaining responsibility for outcomes
- Implements the strategic vision of the company on a daily basis
- Develops and implements employment, administrative and EEO policies
- Manages workplace challenges and conflict with the utmost professionalism
- Interacts collaboratively with vendors and customers to achieve win/win outcomes
- Leads and mentors employees so as to accentuate individual talents
- Manages fantastic special events and supports positive community interaction through charitable giving

Vice President/Partner

January 2012 to Current

Sky High Brewing and Pub — Corvallis, OR

- Worked collaboratively to design business physical plant
- Key member of business launch team
- Closely collaborated on critical brewery/manufacturing design elements
- Served as the corporation lead on "barrier busting" regulatory issues
- Designed mission critical policy and procedure
- Recruited key personnel resulting in early and ongoing successes
- Provides indispensable knowledge of business administration
- Provides intellectual input toward day to day company operations

Experience

City Council President-Corvallis City Council 2011-2012

- Set City Council meeting agendas in conjunction with the Mayor
- Convened City Council meetings
- Convened Quasi-Judicial Public Hearings
- Served as Acting Mayor on numerous occasions
- Responsible for negotiation of employment agreements with the City Manager and City Attorney
- Represented the City to various stake holders including ODOT, state and county elected officials, etc.
- Initiated conversations leading to the multi-year Collaboration Corvallis effort between the City and OSU

City Councilor-Corvallis City Councilor 2009-2012

- Attended to the business of the City
- Researched, deliberated and voted on important legislative matters
- Responded to citizen inquiries, problem solved
- Supported initiatives of the City and City staff
- Led on several substantive policy initiatives
- Authored a new City economic development policy
- Successfully promoted the adoption of a more inclusive meeting schedule

City of Corvallis Budget Commission 2009-Present

- Vice Chair in 2014
- Review the annual proposed budget
- Review departmental activities and related financial implications
- Deliberate on the proposed City budget
- Give input, offer amendments, deliberate and vote on a budget recommendation

Corvallis Administrative Services Committee 2009-2012

- Review the financial, economic development and business affairs of the City
- Make recommendations to the full City Council on matters of cost recovery, utility rates, SDCs, development fees, franchise agreements and budgetary performance
- Chair meetings on a periodic basis
- Report activities and recommendations to the City Council

City of Corvallis Sustainable Budget Task Force 2015-Present

- Review City service delivery, past service levels and proposed service levels
- Review various revenue alternatives necessary to meet organizational objectives
- Recommend revenue alternatives for City Council consideration

Corvallis Transportation Plan Steering Committee 2015-Present

- Provide direction for the City's required ten year transportation planning effort, support community outreach efforts

Corvallis Capital Improvement Program Commission 2012-Present

- Review annual proposed City capital improvement projects and funding sources, make a recommendation to City Council regarding plan viability

Corvallis City Council Legislative Committee 2011-2012

- Review pending local, state and national legislative initiatives likely to have an impact on the City of Corvallis and its partners. Make recommendations regarding City advocacy efforts

Education

Bachelor of Science : Psychology

Oregon State University — Corvallis, OR

Human Services Certificate-Criminology

Work History

General Manager

February 1995 to June 2004

Campus American Dream Pizza — Corvallis, OR

Affiliations

Corvallis Chamber of Commerce

Corvallis Chamber of Commerce-Government Advocacy Committee. 2014-Present

Corvallis Country Club- Member 1997-Present

Mid Valley Pop Warner Football, Corvallis Board Vice President 2015

Mid Valley Pop Warner Football, Volunteer Coach 2014, 2015

References

Additional references available on request.



Corvallis

SCHOOL DISTRICT

IX.A.4. Smylie, Matt

REC'D CORVALLIS 509J

SEP 05 2018

SUPERINTENDENT'S
OFFICE

Matt Smylie

9/5/2018

Corvallis School Board
Attention: Julie Catala

Dear Corvallis School Board:

This is my letter of interest for the vacant interim School Board member, position #2. I have included all requested information below:

1. **Applicant's name as it appears on the voter registration record:** Matthew Todd Smylie
2. **Applicant's date of birth (for voter registration verification):**
3. **Applicant's home address:**
4. **Applicant's email address:**
5. **Applicant's telephone number:**
6. **Reason applicant wants to serve on the board:** To play a part in providing effective, equitable, educational opportunities to all Corvallis students; and to engage with school staff, parents, and the community to ensure we are raising the next generation of our community in a way that will set the bar for excellence and empathy.
7. **Applicant's qualifications for the position:** Parent of a 14-year-old at Corvallis High School; former PTA president in Pullman, WA; former journalist; strategic consultant
8. **Skills applicant would bring to the board:** Change management, marketing and communication, facilitation, strategic planning
9. **Names and telephone numbers for two personal references and one professional/business reference.**
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 -
 -
- **Effective board members must engage in a variety of relationships; for example, with the superintendent, staff, other board members, parents, and the community. How do you perceive a board member's relationship with each of these?**
 1. Superintendent: I believe the school board should act as a collaborative guiding hand for the superintendent, in that the school board works to making policy decisions for the school district, and the superintendent then implements those policies.
 2. Staff: School board members and staff both have a sincere commitment to the education of our students, and although the school board makes the policy decisions that the staff should comply with, I believe the school board should listen and consult with staff on a regular basis (often in conjunction with the superintendent) in order to advocate for the staff and make the right decisions that support them.

3. Other board members: Board members should respect and listen to each other, in an effort to make the best-possible decisions on policy. Regardless of expertise or seniority, a collaborative environment is the best way to ensure an effective school board.
 4. Parents: The school board should advocate for parents whenever possible, in an effort to promote the best-possible learning environment for the students, while also taking into account budgetary and other restrictions on what can be achieved.
 5. Community: The school board should have an open and organized system of communicating with the community, which will assist the school board in receiving proper feedback and ensuring an environment that enables the school board to achieve its goals while creating a safe, healthy, and educational environment for students so that they can one day become productive members of that community.
- **Looking ahead to the end of your appointment in June 2019, what do you think will be the two most difficult issues facing the school district, and what would you do to address them?**

1. Funding and associated budget issues will likely continue to be an issue for the school district in June 2019; and to mitigate that issue, I would suggest identifying best practices being used throughout the district, and implementing those across all schools. By encouraging uniformity in how school administrators and faculty interact and work with students, parents, and each other, we can promote reducing inefficiencies, and instead leverage the expertise of staff to find new, innovative solutions that can aid the school district in doing more with less.
2. School safety is also likely to be a huge issue for the school district in 2019. Educators and students should all feel safe in their schools, and when they don't feel safe, achievement in education suffers. To help ensure school safety, I would promote working with the community and local law enforcement to identify solutions that can be leveraged in helping all stakeholders feel safe when they enter a Corvallis school; address facility issues across all schools, including exterior doors, fire alarms, and building entrances; and encourage increased mental health and counseling services for our students, in an effort to aid students who are struggling with various life issues, as well as to identify and provide vital services to students who might potentially pose risks to their peers and school staff.

- **What is your definition of equity in the school district, and what would you do to improve equity in the district?**

In my mind, equity in a school district means ensuring that all students—regardless of race, culture, socioeconomic status, language, ability, gender and sexual orientation—can achieve their goals. As school board members, administrators, faculty, parents, and a community, we should all be working to support all our students in identifying and setting personal goals; and then doing everything we can to support them in attaining those goals. Having equity as an ultimate goal means that we must acknowledge and begin to address the social and economic inequities that are currently inherent in the system, and be willing to work to understand that what works for one student does not work for all students.

- **Are you interested in the position only until the end of the interim term (June 30, 2019) or do you plan to run for a four-year term?**

I would plan to run for a four-year term, to continue the work that I began during the interim period.

Sincerely,

Corvallis School Board

9/5/2018

Page 3

Matt Smylie



Corvallis

SCHOOL DISTRICT

- X. OATH OF OFFICE - INTERIM SCHOOL BOARD MEMBER (8:55 p.m. approx.)
- XI. ADJOURNMENT (9:00 p.m. approx.)

*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