



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, January 16, 2020 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/UC9Jtp5dmilZl9kySBJbVQ?>
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, January 16, 2020
6:30 PM

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

Meeting Details: Thursday, January 16, 2020, 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/UC9Jtp5dmilZI9kySBjbVQ?> A recording of the meeting will also be posted to that channel.

- I. CALL TO ORDER AND ROLL CALL (6:30 p.m.)
- II. PLEDGE OF ALLEGIANCE
- III. DIVISION 22 STANDARDS



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Melissa Harder
Meeting Date: January 16, 2020

Division 22 Standards

ACTION REQUESTED

Background

We are required by Oregon Administrative Rules (OAR) 581-022-1610 Operating Policies and Procedures to report to the board and the community the district's standing with respect to the Standards for Public Elementary and Secondary Schools as set out in OAR Chapter 581, Division 22. Districts are required to report to the board and community the status on all Division 22 OARs no later than February 1, 2020. The district must also submit this data to the Oregon Department of Education by February 15, 2020. The time frame being assessed in this report is the 2018-2019 school year.

Compliance Overview

The district is reporting compliance with all Division 22 OARs for school year 2018-2019 except for the following:

1. OAR 581-022-2045 Prevention Education Programs in Drugs and Alcohol

This standard requires the development of a comprehensive plan for prevention education in alcohol and drug abuse. At this time, we have embedded drug and alcohol instruction into our K-12 health curriculum; however, a section of this rule requires, "... at least annually, all high school students, grades 9-12 shall receive age-appropriate instruction about drug and alcohol prevention." Currently, each high school student has three opportunities to receive education regarding the prevention of drug and alcohol abuse during their four years of high school.

First Instruction Opportunity

- The first course in which students receive this education is the Ninth Grade Success Course. Students are provided with information about Alcohol, Addiction, the Reward Pathway, Rehabilitation, Codependency, Club Drugs, Tobacco, and Vaping/E-Cigarettes.

Second Instruction Opportunity

- The second course students take for health credit can be taken in either 10th or 11th grades. This second health credit can be earned in courses such as Health 2, Personal Relationships, or Health Occupations. In those courses, students acquire knowledge and skills to understand the physical, social, emotional effects of alcohol, tobacco, and other drugs.

Third Instruction Opportunity

- The third opportunity for students to receive prevention education in drugs and alcohol occurs in Senior Seminar. During this course, all seniors are presented with information on the role of alcohol and consent.

A Corvallis School District Student Drug and Alcohol Prevention Plan was put together by former Assistant Superintendent Kevin Bogatin in May of 2019. Prevention education was a component of that plan and called for the infusion of instruction across the curriculum using the high school Advisory period for that instruction. The Teaching and Learning Department and high school principals team will begin work during the second semester to ensure that district students are receiving appropriate prevention education each year during grades 9-12.

2. OAR 581-022-2320 Required Instructional Time

For the 2018-2019 school year, at least 92% of all students in the district and least 80% of all students at each school operated by the district must be scheduled to receive the minimum hours of instructional time. We were out of compliance with this standard in 2018-2019 at the high school level but are in compliance with this requirement for the 2019-2020 school year with the creation of an 8 period day and the addition of course offerings to fulfill the required time for 10th - 12th graders.

ACTION REQUESTED:

Authorize the district to include up to 30 hours of professional development time, up to 30 hours for parent-teacher conferences, and up to 60 hours of recess for students in grades kindergarten through grade 3 for calculation of instructional hours.

MOTION REQUESTED:

"I move to authorize the district to include up to 30 hours of professional development time, up to 30 hours for parent-teacher conferences, and up to 60 hours of recess for students in grades kindergarten through grade 3 for calculation of instructional hours."



Division 22 Standards for Public Elementary and Secondary Schools 2018-19 Assurances: Report to the Community

By February 1 of each year, school district superintendents are required by [OAR 581-022-2305: Operating Policies and Procedures](#) to report to their communities the district's standing with respect to all of the Standards for Public Elementary and Secondary Schools as set out in Oregon Administrative Rules Chapter 581, Division 22.

Below is a summary of Corvallis School District's compliance with each of the requirements of Oregon's administrative rules found in [DIVISION 22 - STANDARDS FOR PUBLIC ELEMENTARY AND SECONDARY SCHOOLS](#).

For each rule reported as out of compliance, Corvallis School District has provided an explanation of why the school district was out of compliance and the school district's proposed corrective action plan to come into compliance by the beginning of the 2020-21 school year.

Summary of Compliance with Division 22 Requirements

[581-022-2000: Diploma Requirements](#)

Compliance Status for 2018-19 school year: In Compliance

[581-022-2005: Veterans Diploma](#)

Compliance Status for 2018-19 school year: In Compliance

[581-022-2010: Modified Diploma](#)

Compliance Status for 2018-19 school year: In Compliance

[581-022-2015: Extended Diploma](#)

Compliance Status for 2018-19 school year: In Compliance

[581-022-2020: Alternative Certificate](#)

Compliance Status for 2018-19 school year: In Compliance

[581-022-2025: Credit Options](#)

Compliance Status for 2018-19 school year: In Compliance

[581-022-2030: District Curriculum](#)

Compliance Status for 2018-19 school year: **In Compliance**

[581-022-2045: Prevention Education in Drugs and Alcohol](#)

Compliance Status for 2018-19 school year: **Out of Compliance**

Explanation: High School students are only receiving drug and alcohol prevention education three of four high school years.

Proposed Corrective Action: The school district was out of compliance for 2018-2019. In May 2019, Corvallis School Board adopted a three-year Drug and Alcohol Prevention Plan to commence in the 2019 – 2020 school year that includes compliance with this standard. We anticipate compliance with this standard in 2019 – 2020.

[581-022-2050: Human Sexuality Education](#)

Compliance Status for 2018-19 school year: **In Compliance**

[581-022-2055: Career Education](#)

Compliance Status for 2018-19 school year: **In Compliance**

[581-022-2060: Comprehensive School Counseling](#)

Compliance Status for 2018-19 school year: **In Compliance**

[581-022-2100: Administration of State Assessments](#)

Compliance Status for 2018-19 school year: **In Compliance**

[581-022-2110: Exception of Students with Disabilities from State Assessments](#)

Compliance Status for 2018-19 school year: **In Compliance**

[581-022-2115: Assessment of Essential Skills](#)

Compliance Status for 2018-19 school year: **In Compliance**

[581-022-2120: Essential Skill Assessments for English Language Learners](#)

Compliance Status for 2018-19 school year: **In Compliance**

[581-022-2130: Kindergarten Assessment](#)

Compliance Status for 2018-19 school year: **In Compliance**

[581-022-2205: Policies on Reporting of Child Abuse](#)

Compliance Status for 2018-19 school year: **In Compliance**

[581-022-2210: Anabolic Steroids and Performance Enhancing Substances](#)

Compliance Status for 2018-19 school year: **In Compliance**

[581-022-2215: Safety of School Sports - Concussions](#)

Compliance Status for 2018-19 school year: **In Compliance**

[581-022-2220: Health Services](#)

Compliance Status for 2018-19 school year: **In Compliance**

[581-022-2223: Healthy and Safe Schools Plan](#)

Compliance Status for 2018-19 school year: **In Compliance**

[581-022-2225: Emergency Plans and Safety Programs](#)

Compliance Status for 2018-19 school year: **In Compliance**

[581-022-2230: Asbestos Management Plans](#)

Compliance Status for 2018-19 school year: **In Compliance**

[581-022-2250: District Improvement Plan](#)

Compliance Status for 2018-19 school year: **In Compliance**

[581-022-2255: School and District Performance Report Criteria](#)

Compliance Status for 2018-19 school year: **In Compliance**

[581-022-2260: Records and Reports](#)

Compliance Status for 2018-19 school year: **In Compliance**

[581-022-2265: Report on PE Data](#)

Compliance Status for 2018-19 school year: **In Compliance**

[581-022-2270: Individual Student Assessment, Recordkeeping and Reporting](#)

Compliance Status for 2018-19 school year: **In Compliance**

[581-022-2300: Standardization](#)

Compliance Status for 2018-19 school year: **In Compliance**

[581-022-2305: Operating Policies and Procedures](#)

Compliance Status for 2018-19 school year: **In Compliance**

[581-022-2310: Equal Education Opportunities](#)

Compliance Status for 2018-19 school year: **In Compliance**

[581-022-2315: Special Education for Children with Disabilities](#)

Compliance Status for 2018-19 school year: **In Compliance**

[581-022-2320: Required Instructional Time](#)

Compliance Status for 2018-19 school year: Out of Compliance

Explanation: Students in grades 10 – 12 in the 2018 – 2019 school year were not meeting the minimum hours required.

Proposed Corrective Action: The school district was out of compliance for 2018-2019 for our students in grades 10 – 12 but we are in compliance this year with the addition of required seat time through new course offerings at the high school.

[581-022-2325: Identification of Academically Talented and Intellectually Gifted Students](#)

Compliance Status for 2018-19 school year: In Compliance

[581-022-2330: Rights of Parents of TAG Students](#)

Compliance Status for 2018-19 school year: In Compliance

[581-022-2335: Daily Class Size](#)

Compliance Status for 2018-19 school year: In Compliance

[581-022-2340: Media Programs](#)

Compliance Status for 2018-19 school year: In Compliance

[581-022-2345: Auxiliary Services](#)

Compliance Status for 2018-19 school year: In Compliance

[581-022-2350: Independent Adoptions of Instructional Materials](#)

Compliance Status for 2018-19 school year: In Compliance

[581-022-2355: Instructional Materials Adoption](#)

Compliance Status for 2018-19 school year: In Compliance

[581-022-2360: Postponement of Purchase of State-Adopted Instructional Materials](#)

Compliance Status for 2018-19 school year: In Compliance

[581-022-2370: Complaint Procedure](#)

Compliance Status for 2018-19 school year: In Compliance

[581-022-2400: Personnel](#)

Compliance Status for 2018-19 school year: In Compliance

[581-022-2405: Personnel Policies](#)

Compliance Status for 2018-19 school year: In Compliance

[581-022-2410: Teacher and Administrator Evaluation and Support](#)

Compliance Status for 2018-19 school year: In Compliance

[581-022-2415: Core Teaching Standards](#)

Compliance Status for 2018-19 school year: **In Compliance**

[581-022-2420: Educational Leadership - Administrator Standards](#)

Compliance Status for 2018-19 school year: **In Compliance**

[581-022-2430: Fingerprinting of Subject Individuals in Positions not Requiring Licensure as Teachers, Administrators, Personnel Specialists, School Nurses](#)

Compliance Status for 2018-19 school year: **In Compliance**

[581-022-2440: Teacher Training Related to Dyslexia](#)

Compliance Status for 2018-19 school year: **In Compliance**

[581-022-2445: Universal Screening for Risk Factors of Dyslexia](#)

Compliance Status for 2018-19 school year: **In Compliance**

[581-022-2500: Programs and Services for TAG Students](#)

Compliance Status for 2018-19 school year: **In Compliance**

[581-022-2505: Alternative Education Programs](#)

Compliance Status for 2018-19 school year: **In Compliance**



Corvallis

SCHOOL DISTRICT

IV. BOND PROGRAM (6:40 p.m.)*

IV.A. Written Bond Report



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Kim Patten, Director of Facilities and Transportation
Meeting Date: January 16, 2020

Bond Program Update

NO ACTION REQUIRED

Background

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

Direct questions regarding bond projects to kim.patten@corvallis.k12.or.us



CORVALLIS SCHOOL DISTRICT BOND PROGRAM UPDATE JANUARY 16, 2020



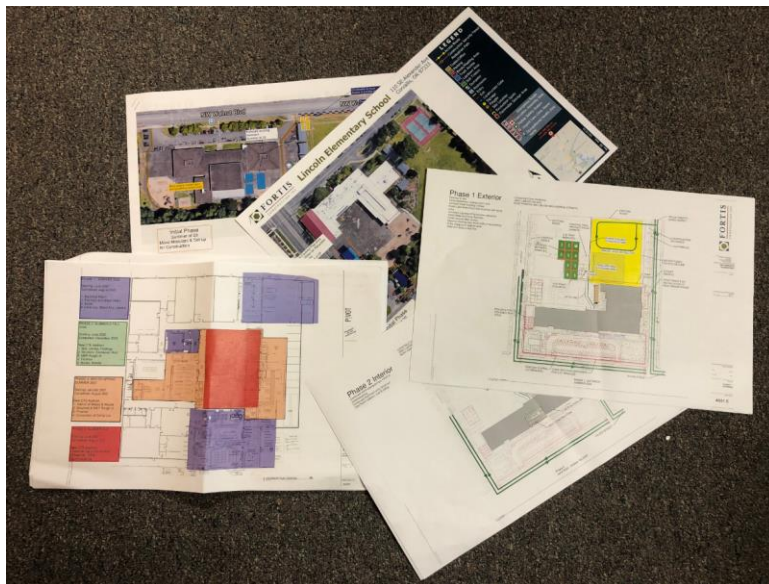
GENERAL PROGRAM UPDATE

The bond work continued over the holiday school break. Some of the bond team were able to take a little time off, but folks were busy in many areas.

Design teams were completing drawings and specifications to be ready for building permit submittals on several of the projects before the end of the calendar year. Thank you to the helpful City staff for their assistance with the intake process. In the project detail sheets following, you will see current status of the submitted projects, including comments about the land use process. At the same time, the architects were leading school Core Team meetings where the designs for Jefferson, Adams and Wilson were discussed and developed. Efforts continue at CVHS and Cheldelin to complete those designs, working with district facilities staff, the school leaders and contractor.

Contractor teams worked on estimates to help us evaluate the costs and to refine the designs. This is an important element of the contracting method the district is using on most of the projects, as it helps prevent late surprises when projects go out to bid.

Our contractors also worked closely with Wenaha Group Project Managers developing phasing and logistics plans for five projects that are starting this year. Cheldelin, CVHS, Garfield, Lincoln and Hoover will all see a high level of activity soon, and it is important to plan ahead for all construction impacts. Many work sessions occur that include district facilities personnel, school administrators, contractors, architects and the Wenaha team.



Phasing and logistical planning being prepared in advance of this summer's project starts.



CORVALLIS SCHOOL DISTRICT BOND PROGRAM UPDATE JANUARY 16, 2020

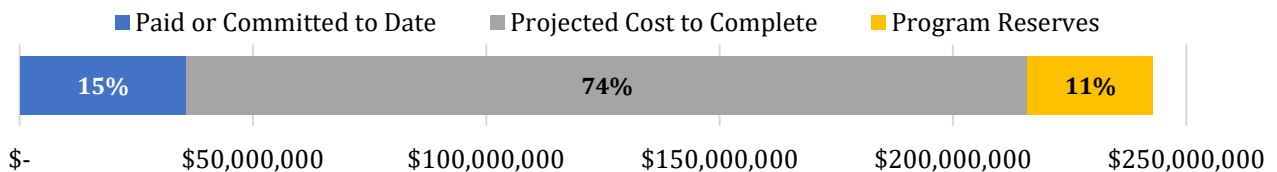


FINANCIAL SUMMARY AS OF NOVEMBER 30, 2019

Voter Approved Issuance Authority	\$ 199,916,925	Paid to Date	\$ 17,104,721
Bond Sale Premium	28,699,499	Committed to Date	18,654,157
Bond Interest Earnings	6,161,854	Projected Cost to Complete	\$ 180,259,476
OSCIM Grant ¹	6,234,147	Total Projected Cost	216,018,354
Other Funding ²	1,916,374	Program Reserves	26,910,445
Total Resources	\$ 242,928,799	Total Requirements	\$ 242,928,799

¹ **Oregon School Capital Improvement Matching (OSCIM) Grant.** The district qualified to receive a matching grant through this state program. These funds are restricted to the Lincoln Elementary project.

² **Other Funding.** Additional grants and reimbursements are available from several sources including energy conservation reimbursements from the SB 1149 program and from the Energy Trust of Oregon, and seismic rehabilitation grants. These funds are restricted to specific projects.



BUDGET SUMMARY AS OF NOVEMBER 30, 2019

	Original Estimate	Current Budget	OSCIM Grant or Other Funding	Projected Total Cost	Budget Variance	Paid or Committed
Adams	\$ 12,165,241	\$ 11,594,457	\$ -	\$ 11,594,457	\$ -	\$ 2,376,915
Garfield	21,435,804	20,431,066	4,484,416	24,915,482	-	2,101,240
Hoover	37,084,000	35,345,308	2,961,297	38,306,605	-	4,445,533
Jefferson	12,928,559	12,322,158	-	12,322,158	-	2,824,263
Lincoln	36,917,098	35,185,922	2,900,823	38,086,745	-	2,683,250
Mt View	9,341,711	8,904,029	-	8,904,029	-	789,617
Wilson	12,388,876	11,807,766	-	11,807,766	-	2,794,722
Franklin	9,335,022	8,897,336	-	8,897,336	-	626,509
Cheldelin	10,759,962	9,992,479	2,193,250	12,185,729	-	1,672,541
Linus Pauling	400,000	400,000	-	400,000	-	353,443
Corvallis High	8,375,406	7,982,711	-	7,982,711	-	2,763,815
Crescent Valley	17,025,447	16,226,898	3,561,643	19,788,541	-	4,659,781
Harding	11,759,799	11,208,697	-	11,208,697	-	379,904
Program Administration	<i>included in estimates above</i>	9,618,098	-	9,618,098	-	7,287,345
TOTAL	\$ 199,916,925	\$ 199,916,925	\$ 16,101,429	\$ 216,018,354	\$ -	\$ 35,758,878



CORVALLIS SCHOOL DISTRICT BOND PROGRAM UPDATE JANUARY 16, 2020



CONTACT INFORMATION

For questions, comments or additional information, please contact:

Dale Kuykendall
Senior Project Manager
Wenaha Group
dalek@wenahagroup.com



CORVALLIS SCHOOL DISTRICT BOND PROGRAM UPDATE January 16, 2020



ADAMS ELEMENTARY SCHOOL MAJOR ADDITION AND REMODEL

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

PROJECT DESCRIPTION

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

SCHEDULE

Key Milestones	Start	Completion	% Complete	Comments
Pre-Design	Nov 2018	Oct 2019	100%	
Design & Permitting	Nov 2019	Sept 2020	20%	
Construction	April 2021	Dec 2021	0%	

CURRENT ACTIVITIES

- DLR Group is working on the Schematic Design phase of the project for work scheduled to start in the spring of 2021. The Design Advisory Committee meeting #1 is scheduled for January 29th.

ACTIVITIES SCHEDULED FOR NEXT QUARTER

- Continued design review meetings with CSD staff, principal, teachers, steward, department, maintenance department and IT to coordinate the work.

HIGHLIGHTS

- This project is being managed in parallel with Jefferson and Wilson. There will be shared design efforts, as well as site-specific work.
- Core Team meeting #3 was held December 18th. Principals and Office Managers were reminded of the proposed bond scope and they provided input on the design concepts for the addition and renovation.



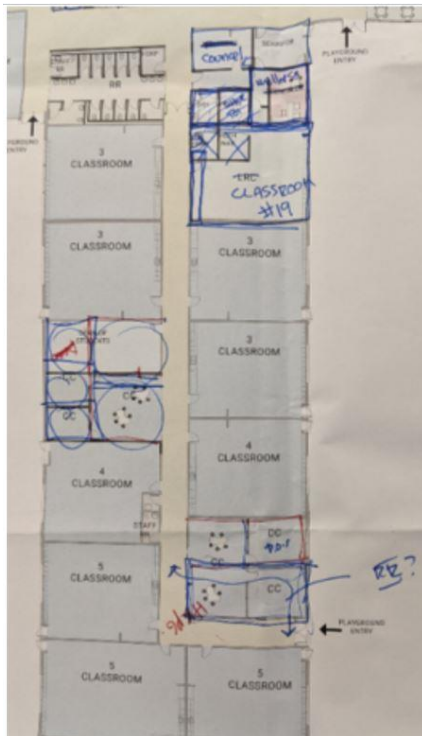
CORVALLIS SCHOOL DISTRICT BOND PROGRAM UPDATE January 16, 2020



CHALLENGES AND SOLUTIONS

- None at this time.

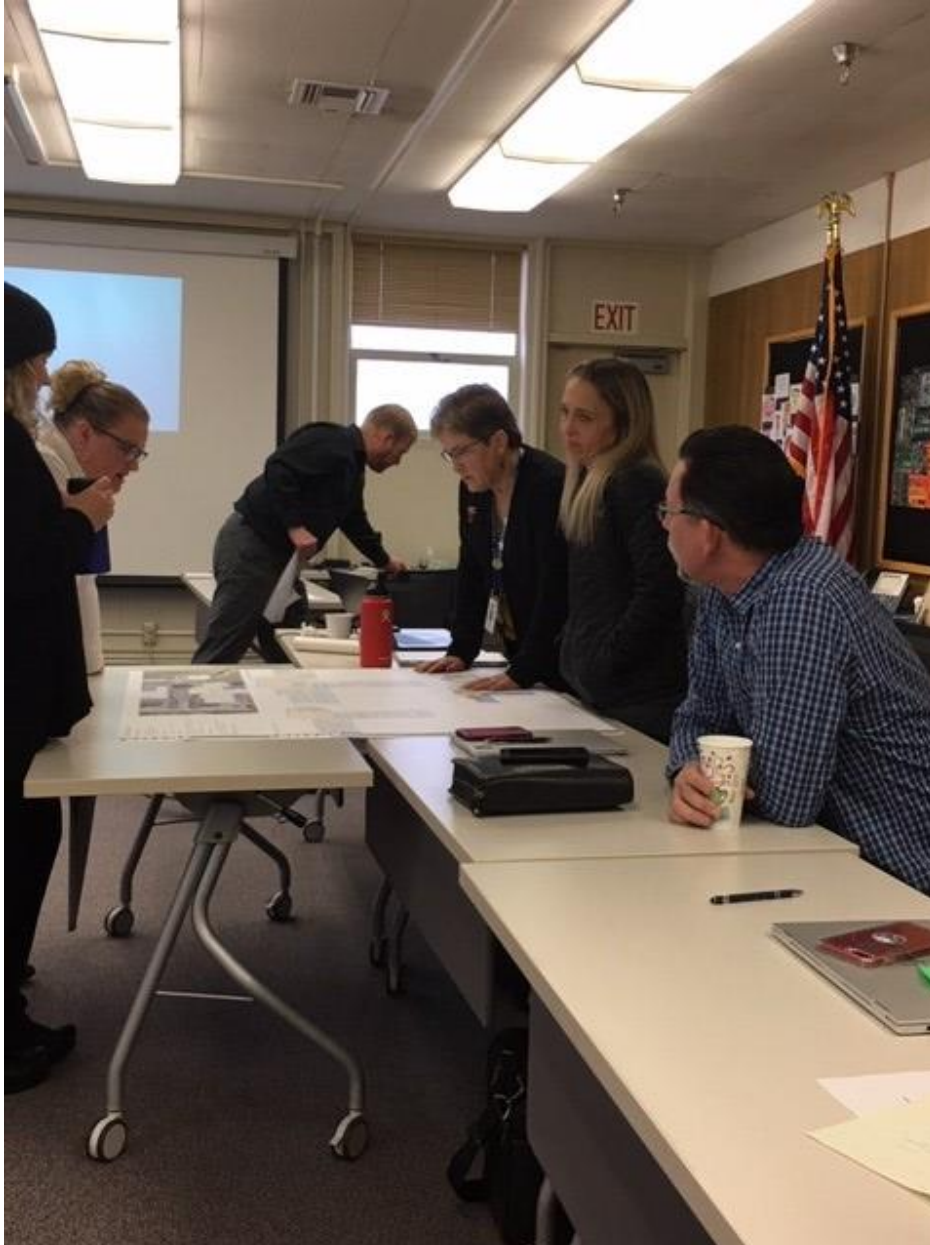
PROJECT PHOTO GALLERY



Adams Core Team design notes



CORVALLIS SCHOOL DISTRICT BOND PROGRAM UPDATE January 16, 2020



Adams Core Team during design review



CORVALLIS SCHOOL DISTRICT BOND PROGRAM UPDATE January 16, 2020



CHELDELIN MIDDLE SCHOOL MAJOR RENOVATION

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

PROJECT DESCRIPTION

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

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

SCHEDULE

Key Milestones	Start	Completion	% Complete	Comments
Pre-Design	Jan 2019	June 2019	100%	
Design & Permitting	May 2019	March 2020	75%	
Construction	June 2020	Oct 2021	10%	Track resurfacing & Bleacher replacement completed

CURRENT ACTIVITIES

- The District has contracted with Lancaster Logistics to provide move-in and move-out and storage coordination services. This is intended to help relieve staff concerns about packing up and moving classrooms. CSD will have multiple projects moving in and moving out at the same time this next year. Lancaster's services will help ensure smooth transitions and prevent CSD team overload.
- Pivot Architecture led presentations at the Design Advisory Committee (DAC) #1 meeting on 12-09-19. The participants were eager to both learn about the design and discuss the thought process around those designs.
- Pivot Architecture continues regular meetings with the Site Team to work on the design and construction phasing. Most recently, discussions have included the design of modifications to the existing entry to improve ADA access and provide a secure vestibule.



CORVALLIS SCHOOL DISTRICT BOND PROGRAM UPDATE January 16, 2020



- Pivot Architecture is working with CSD staff on the final Construction Document (CD) details and plans on submitting to the City for permit in late February.
- Gerding Builders is working on a 50% Construction Documents (CD) cost estimate. The design team is continuing forward with the final designs on the initial phases of work.
- A hazardous material abatement contractor was selected and approved last month at the December 19th board meeting for the work starting at the beginning of summer 2020.

ACTIVITIES SCHEDULED FOR NEXT QUARTER

- The design team expects to issue 100% CD bid documents in late February.
- Bidding will commence in March 2020.

HIGHLIGHTS

- N/A

CHALLENGES AND SOLUTIONS

- Pivot's team is working on the design for the seismic improvements and is preparing the application for a \$2.5 million State Seismic Grant that will be submitted by January 17, 2020. The results of the application process will be known in June, potentially providing for additional funds to increase the amount of work we are able to accomplish.
- District staff and Gerding Builders remain highly engaged working on ways to maintain the bond promise scope while reducing the overall costs to remain in budget.

PROJECT PHOTO GALLERY



Ryan and Kim presenting a project update to the Cheldelin staff



CORVALLIS SCHOOL DISTRICT BOND PROGRAM UPDATE January 16, 2020



CORVALLIS HIGH SCHOOL MAJOR RENOVATION

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

PROJECT DESCRIPTION

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

SCHEDULE

Key Milestones	Start	Completion	% Complete	Comments
Pre-Design	Nov 2018	Jan 2020	20%	Initial CTE Planning
Design & Permitting	Mar 2020	March 2021	25%	
Major Construction	June 2021	March 2022	10%	CHS Softball, Taylor Field Lights, & Track Resurfacing completed

CURRENT ACTIVITIES

- Design work is complete for the roof replacement project and bids are due late January. The work is scheduled to begin this summer of 2020.
- Construction activities for the improvements to the varsity softball field are wrapping up. Backstop netting will be installed and new bleachers are on order.

ACTIVITIES SCHEDULED FOR NEXT QUARTER

- N/A

HIGHLIGHTS

- N/A

CHALLENGES AND SOLUTIONS

- N/A

PROJECT PHOTO GALLERY - N/A



CORVALLIS SCHOOL DISTRICT BOND PROGRAM UPDATE January 16, 2020



CRESCENT VALLEY HIGH SCHOOL MAJOR RENOVATION

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

PROJECT DESCRIPTION

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

SCHEDULE

Key Milestones	Start	Completion	% Complete	Comments
Pre-Design	Oct 2018	Dec 2018	100%	
Design & Permitting	Jan 2019	Feb 2020	85%	
Construction	June 2020	Aug 2021	10%	

CURRENT ACTIVITIES

- The District has contracted with Lancaster Logistics to provide move coordination services. This will help alleviate staff concerns about moving classrooms and to ensure smooth transitions. Given the current load of school projects this next year, the district does not have enough staff to move and set up all of the classrooms that will be impacted.
- Pivot Architecture is working with CSD staff on the final Construction Document (CD) details and plans on submitting to the County for permit in late February.
- Pivot's team is working on the design for the seismic improvements and is preparing the application for a \$2.5 million State Seismic Grant that will be submitted before January 17, 2020. The results of the application process will be known in June, potentially providing for additional funds to increase the amount of work we are able to accomplish.
- Testing took place over the summer to gather more data on the condition of the existing buildings. The structural design has continued to develop for building F.



CORVALLIS SCHOOL DISTRICT BOND PROGRAM UPDATE January 16, 2020



ACTIVITIES SCHEDULED FOR NEXT QUARTER

- Pivot will complete the development of the CD bid documents and Gerding will bid the designed work.
- The construction team continues to work on site logistics and phasing plans with CVHS staff and CSD team.

HIGHLIGHTS

- Construction Documents (CD) are currently 50% complete.

CHALLENGES AND SOLUTIONS

- N/A

PROJECT PHOTO GALLERY

- N/A



CORVALLIS SCHOOL DISTRICT BOND PROGRAM UPDATE January 16, 2020



FRANKLIN K-8 MAJOR REMODEL

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

PROJECT DESCRIPTION

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

SCHEDULE

Key Milestones	Start	Completion	% Complete	Comments
Pre-Design	Jan 2019	Dec 2020	5%	
Design & Permitting	Jan 2021	Mar 2022	0	
Construction	June 2022	Dec 2022	0	

CURRENT ACTIVITIES

- No changes for this report.

ACTIVITIES SCHEDULED FOR NEXT QUARTER

- Upcoming hazardous material sampling and testing.

HIGHLIGHTS

- N/A

CHALLENGES AND SOLUTIONS

- Removal of an existing underground fuel tank that is already decommissioned. This work will be incorporated into the project design.

PROJECT PHOTO GALLERY

- N/A



CORVALLIS SCHOOL DISTRICT BOND PROGRAM UPDATE January 16, 2020



GARFIELD ELEMENTARY SCHOOL MAJOR ADDITION AND REMODEL

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

PROJECT DESCRIPTION

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

SCHEDULE

Key Milestones	Start	Completion	% Complete	Comments
Pre-Design	Oct 2018	Jan 2019	100%	
Design & Permitting	Jan 2019	Feb 2020	85%	
Construction	June 2020	Aug 2021	0%	

CURRENT ACTIVITIES

- The Land Use application was submitted and approved at the last Planning Commission hearing on December 18, 2019.
- Fortis is working with the early procured scopes to coordinate schedules, phasing and review constructability. The work scopes currently active in planning include hazardous material abatement, concrete, rough carpentry, roofing, mechanical, plumbing, electrical, and sitework.
- The remaining scopes of work will be bid in February & March 2020.
- The team continues to develop phasing and logistics plans that consider and minimize impacts to the educational experience of the students in the school during construction.
- The District has contracted with Lancaster Logistics to provide move-in and move-out and storage coordination services. This is intended to help relieve staff concerns about packing up and moving classrooms. CSD will have multiple projects moving in and moving out at the same time this next year. Lancaster's services will help ensure smooth transitions and prevent CSD team overload.
- The team is working on scope and pricing for the underground storage tank removal at the front entry prior to the new entry addition construction.



CORVALLIS SCHOOL DISTRICT BOND PROGRAM UPDATE January 16, 2020



- The design team submitted plans for building permit to the City before the end of the year, and the City is working through them now.

ACTIVITIES SCHEDULED FOR NEXT QUARTER

- The City will continue to review the permit level plans and the design team looks forward to the City review and comments to the construction documents.
- Continued site logistics planning with the City, and other participants and subcontractors.

HIGHLIGHTS

- Fortis Construction will continue to work with early procurement subcontractors on developing and approving submittals and ordering needed equipment.

CHALLENGES AND SOLUTIONS

- More detailed discussions continue with school staff, neighbors and the City to develop a construction phasing and logistics plan that minimizes disruption and keeps students, staff and neighbors safe.
- Part of the process of renovations and additions to buildings that were built more than 50 years ago is getting clearance from the State Historic Preservation Office (SHPO). The initial request for Garfield clearance was not approved. DLR Group will be submitting additional information to SHPO in an effort to gain clearance approval.

PROJECT PHOTO GALLERY

- N/A



CORVALLIS SCHOOL DISTRICT BOND PROGRAM UPDATE January 16, 2020



HARDING CENTER

MAJOR ADDITION AND REMODEL

Project Manager: **Wenaha Group**

Architect: **Pivot Architecture**

CM/GC Contractor: **Gerding Builders**

PROJECT DESCRIPTION

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

SCHEDULE

Key Milestones	Start	Completion	% Complete	Comments
Pre-Design	Nov 2018	Feb 2019	100%	
Design & Permitting	Jan 2021	Dec 2021	0%	
Construction	Jan 2022	Oct 2022	0%	

CURRENT ACTIVITIES

- No changes for this report.

ACTIVITIES SCHEDULED FOR NEXT QUARTER

- Design efforts are paused at this point until a decision is made about whether or not to pursue improvements to the historic portion of the facility. This option will be explored later in the bond program when it is known if there will be funds available for this to be considered.

HIGHLIGHTS

- N/A

CHALLENGES AND SOLUTIONS

- The planned improvements at Harding will likely trigger significant site improvements required by the City that were not contemplated in the original bond budget. The total scope of the site improvements will not be known until we work through the land use approval process.

PROJECT PHOTO GALLERY

- N/A



CORVALLIS SCHOOL DISTRICT BOND PROGRAM UPDATE January 16, 2020



HOOVER ELEMENTARY SCHOOL REPLACEMENT SCHOOL

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

PROJECT DESCRIPTION

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

SCHEDULE

Key Milestones	Start	Completion	% Complete	Comments
Pre-Design	Aug 2018	Dec 2018	100%	
Design & Permitting	Jan 2019	March 2020	80%	
Construction				
Phase 1	Summer 2020	Fall 2020	0%	Staging & Sitework
Modular Classrooms to be relocated onsite and building pad construction.				
Phase 2	Fall 2020	Winter 2022	0%	New Construction
Construction to be conducted during the school year with secure fencing separation from school.				
Phase 3	Spring 2022	Summer 2022	0%	Demolition

CURRENT ACTIVITIES – DESIGN & PERMITTING

- Fortis is spending January continuing to develop the estimate based on the current documents. They will procure the sitework scope in February. The remaining scopes will bid later in the year. Phasing plans are being developed to account for logistics, sequencing, and minimizing ongoing operations at the existing elementary school.
- DLR Group submitted the project for permit at the end of December. Corvallis Building Department review is ongoing, with first round of comments pending Land Use Approval. Planning Commission Hearing date is anticipated February 19th, 2020. The design team is collaborating with the contractor in preparation for the Bid Set, currently scheduled for issuance: Monday, February 24, 2020.

ACTIVITIES SCHEDULED

- Construction Documents (CD's) completion and subcontractor bidding.
- District staff has been tasked with the job of identifying items that need to be salvaged prior to demolition.



CORVALLIS SCHOOL DISTRICT BOND PROGRAM UPDATE January 16, 2020



HIGHLIGHTS

- Phasing and logistics plans are being developed to ensure a safe project with minimal disruptions. Considerations will include:
 - Existing School Facilities to remain in operation through construction until new facilities are complete.
 - Moving existing modular classrooms on site for use during construction.
 - Parking and parent drop off circulation.
 - Fencing to separate construction work from school operations and outside activities.
 - Minimizing disruptions to the educational experience.
 - Developing temporary playground enhancements.

CHALLENGES AND SOLUTIONS

- N/A
-

PROJECT PHOTO GALLERY



Hoover Robotics teams presented their parking lot design concepts to Kim Patten (CSD Director of Facilities and Transportation) and Nathan Carroll / Dale Kuykendall of Wenaha Group, the district's bond program managers.



CORVALLIS SCHOOL DISTRICT BOND PROGRAM UPDATE January 16, 2020



JEFFERSON ELEMENTARY SCHOOL MAJOR ADDITION AND REMODEL

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

PROJECT DESCRIPTION

Add six (6) permanent classrooms, create collaborative/small group learning areas, create dedicated PE space by adding multi-use cafeteria, renovate existing classroom space for student support services, add ADA accessible restrooms in Life Skills classrooms, improve ADA accessibility, install energy efficient lighting, replace covered play shelter, upgrade finishes in hallways and shared spaces including floors, paint, and ceilings, upgrade mechanical infrastructure including electrical, heating, and plumbing systems, improve emergency lighting, improve site circulation and parking, replace emergency communication systems, replace sidewalk, secure front entry, and office modifications.

SCHEDULE

Key Milestones	Start	Completion	% Complete	Comments
Pre-Design	Nov 2018	Oct 2019	100%	
Design & Permitting	Nov 2019	Sept 2020	20%	
Construction	April 2021	Nov 2021	0%	

CURRENT ACTIVITIES

- DLR Group is working on the Schematic Design phase of the project for work scheduled to start in the spring of 2021. The Design Advisory Committee meeting #1 is scheduled for January 29th.

ACTIVITIES SCHEDULED FOR NEXT QUARTER

- Continued design review meetings with CSD staff, principal, teachers, steward, department, maintenance department and IT to coordinate the work.

HIGHLIGHTS

- This project is being managed in parallel with Wilson and Adams. There will be shared design efforts, as well as site-specific work.
- Core Team meeting #3 was held December 18th. Principals and Office Managers were reminded of the proposed bond scope and they provided input on the design concepts for the addition and renovation.



CORVALLIS SCHOOL DISTRICT BOND PROGRAM UPDATE January 16, 2020



CHALLENGES AND SOLUTIONS

- Part of the process of renovations and additions includes The State Historic Preservation Office (SHPO) for structures that were built more than 50 years ago. Some projects are granted clearances, but Jefferson was deemed to be of historical importance. The District worked with Archaeological Investigations Northwest to develop an Oregon State Level Documentation report for Jefferson, and a mitigation agreement is in place which among other things, provides for a unique student participation opportunity to produce a permanent display that represents an interpretation of the site and building histories.

PROJECT PHOTO GALLERY



Jefferson core team design notes



CORVALLIS SCHOOL DISTRICT BOND PROGRAM UPDATE January 16, 2020



Jefferson Core Team reviewing design.



CORVALLIS SCHOOL DISTRICT BOND PROGRAM UPDATE January 16, 2020



LINCOLN ELEMENTARY SCHOOL REPLACEMENT SCHOOL

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

PROJECT DESCRIPTION

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

SCHEDULE

Key Milestones	Start	Completion	% Complete	Comments
Pre-Design	Aug 2018	Dec 2018	100%	
Design & Permitting	Jan 2019	March 2020	85%	
Construction			0%	
Phase 1	Summer 2020	Summer 2020	0%	Staging/Sitework
Health Clinic to be relocated onsite. Temporary playground enhancement is being planned.				
Phase 2	Summer 2020	Summer 2021	0%	New Construction
Construction to be conducted during the school year with secure fencing separation from school.				
Phase 3	Summer 2021	Fall 2021	0%	Demolition/Sitework

CURRENT ACTIVITIES – DESIGN & PERMITTING

- Fortis is spending January refining estimates, soliciting proposals for the major scopes of work, conducting constructability reviews, and continuing to develop the schedule and phasing plans. Some scopes of work that may be bidding by early February include sitework, structure, exterior skin, mechanical, plumbing, and electrical. This will help ensure cost certainty and budget control. The remaining scopes of work will bid in February-March.
- The project has been submitted for permit and formally accepted by the City of Corvallis December 31, 2019. Corvallis Building Department review is ongoing, with first round of comments pending Land Use Approval. Planning Commission Hearing date is scheduled for Wednesday, January 22nd. The design team is busy collaborating with the contractor and adding bidding specific content in preparation for the Bid Set, to be issued, Monday, February 3, 2020.

ACTIVITIES SCHEDULED

- The District is working with the City of Corvallis Parks & Recreation Department to establish a plan for relocating the tennis courts to a new location in South Corvallis.
- District staff has been tasked with the job of identifying items that need to be salvaged prior to demolition. A walk through has been scheduled for late February.



CORVALLIS SCHOOL DISTRICT BOND PROGRAM UPDATE January 16, 2020



HIGHLIGHTS

- Phasing and logistics plans are being developed to ensure a safe project with minimal disruptions. Considerations will include:
 - Existing School Facilities to remain in operation through construction until new facilities are complete.
 - Moving existing clinic modular building on-site for use during construction.
 - Parking and parent drop off circulation.
 - Fencing to separate construction work from school operations and outside activities.
 - Minimizing disruptions to the educational experience.
 - Developing temporary playground enhancements.

CHALLENGES AND SOLUTIONS

- N/A

PROJECT PHOTO GALLERY

- N/A



CORVALLIS SCHOOL DISTRICT BOND PROGRAM UPDATE January 16, 2020



LINUS PAULING MIDDLE SCHOOL

RESURFACE TRACK

Project Manager: **Wenaha Group**

Architect: **N.A.**

Contractor: **Field Turf USA**

PROJECT DESCRIPTION

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

SCHEDULE

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

CURRENT ACTIVITIES

- All improvements to the track are 100% complete

ACTIVITIES SCHEDULED FOR NEXT QUARTER

- N/A

HIGHLIGHTS

- This project came in on budget.

CHALLENGES AND SOLUTIONS

- N/A

PROJECT PHOTO GALLERY

- N/A



CORVALLIS SCHOOL DISTRICT BOND PROGRAM UPDATE January 16, 2020



MOUNTAIN VIEW ELEMENTARY SCHOOL MAJOR ADDITION AND REMODEL

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

PROJECT DESCRIPTION

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

SCHEDULE

Key Milestones	Start	Completion	% Complete	Comments
Pre-Design	Dec 2018	Dec 2020	5%	
Design & Permitting	Jan 2021	Dec 2021	0%	
Construction	Apr 2022	Oct 2022	0%	

CURRENT ACTIVITIES

- No changes for this report.

ACTIVITIES SCHEDULED FOR NEXT QUARTER

- Upcoming hazardous material sampling and testing

HIGHLIGHTS

- N/A

CHALLENGES AND SOLUTIONS

- N/A

PROJECT PHOTO GALLERY

- N/A



CORVALLIS SCHOOL DISTRICT BOND PROGRAM UPDATE January 16, 2020



WILSON ELEMENTARY SCHOOL MAJOR ADDITION AND REMODEL

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

PROJECT DESCRIPTION

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

SCHEDULE

Key Milestones	Start	Completion	% Complete	Comments
Pre-Design	Nov 2018	Oct 2019	100%	
Design & Permitting	Nov 2019	Sept 2020	20%	
Construction	April 2021	Nov 2021	0%	

CURRENT ACTIVITIES

- DLR Group is working on the Schematic Design phase of the project for work scheduled to start in the spring of 2021. The Design Advisory Committee meeting #1 is scheduled for January 29th.

ACTIVITIES SCHEDULED FOR NEXT QUARTER

- Continued design review meetings with CSD staff, principal, teachers, steward, department, maintenance department and IT to coordinate the work.

HIGHLIGHTS

- This project is being managed in parallel with Jefferson and Adams. There will be shared design efforts, as well as site-specific work.
- Core Team meeting #3 was held December 18th. Principals and Office Managers were reminded of the proposed bond scope and they provided input on the design concepts for the addition and renovation.



CORVALLIS SCHOOL DISTRICT BOND PROGRAM UPDATE January 16, 2020



CHALLENGES AND SOLUTIONS

- None at this time.

PROJECT PHOTO GALLERY



Wilson ES Core Team design notes



CORVALLIS SCHOOL DISTRICT BOND PROGRAM UPDATE January 16, 2020



Wilson core team during design review



Corvallis
SCHOOL DISTRICT

IV.B. GMP Update – CVHS Renovation Electrical Package



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Kim Patten, Director of Facilities and Transportation
Meeting Date: January 16, 2020

GMP Update – CVHS Renovation Electrical Package

ACTION REQUESTED

Background

In May 2018 voters approved a Facilities Improvement Bond in the amount of \$199,916,925. The Crescent Valley High School renovation was approved within the bond fund.

On December 5, 2019 Gerding Builders issued an invitation to bid for the CVHS long lead electrical equipment. Bids were due on December 19, 2019 and Patrick Linhart, Wenaha Group Project Manager, monitored the bidding process at the Gerding Builders offices, ensuring compliance with procurement laws, regulations and district policies.

An early work amendment is being used to secure the long lead time electrical equipment that will be installed during the summer of 2020.

The initial Guaranteed Maximum Price (GMP) Amendment for the hazardous material abatement was approved at the December 19, 2019 board meeting in the amount of \$95,932. The long lead time electrical equipment package will be added by a change order in the amount of \$223,378 bringing the current GMP to \$319,310. These work items align well with previous budgets for the work. The balance of the CVHS renovation work will be bidding to the subcontract community in April 2020, with a request coming to the board for approval of a final GMP in May.

ACTION REQUESTED

Authorize staff to execute a GMP change order with Gerding Builders LLC for the Crescent Valley High School long lead time electrical equipment package.

MOTION REQUESTED

"I move to authorize staff to execute a Guaranteed Maximum Price change order with Gerding Builders, LLC for the Crescent Valley High School long lead time electrical equipment package in the amount of \$223,378.



Corvallis
SCHOOL DISTRICT

V. SELECTION OF INTERIM SCHOOL BOARD MEMBER (6:50 p.m. approx.)

Name: Daniel P. Dowhower

Address:

Birthdate:

Email Address:

Phone Number:

Interest:

Dowhower
REC'D CORVALLIS 509J

DEC 05 2019

**SUPERINTENDENT'S
OFFICE**

I believe that the Corvallis School System is in a unique position to set the standards for what it means to be a quality school system. By this I mean a system that focuses on developing responsible, mindful, and community minded citizens who have also had access to academic excellence. I think the future of the school system lies on both ensuring that we prepare students academically for their future but that we also prepare them to be individuals with agency and positive self-esteem who are compassionate and yet can stand back to critically address issues and develop both short and long-term goals to achieve the best outcomes. I think these can be accomplished by being mindful about what the vision is for our school district and how that vision focuses on creating what is best for ALL students. Achieving this requires a school board which understands the importance of equity, inclusion, clear communication with the community, creating a sound budget, and also understanding how our system fits into the state and national scene. I am absolutely interested in serving on the school board.

Qualifications:

I have a Doctorate and Masters of Public Health and a Master of Science of Industrial/Organizational Psychology. This academic training has allowed me to work within systems to improve the mental, physical, and social well-being of a community; which includes academic, corporate, and the general community. My work has been intervention development and delivery. I believe that in order to have full community health, we have to treat EVERYONE, regardless of who they are, equitably if we wish to achieve that goal.

More importantly than my education, I personally have one child who is a graduate of Corvallis High School and a second who is currently enrolled in College Hill but is considered a student of Crescent Valley High School. My children are African American - one has an intellectual disability and the other has been diagnosed with severe ADHD – and they have two white fathers. Our family and our children are not the norm in Corvallis much less the Corvallis School System. As a family we have had to learn to engage, navigate, advocate and challenge people, policies, and procedures in order to ensure children and families like ours could be successful, experience equity, and feel included.

I have been involved in the academic world my entire career. I have served as both faculty and as administration. All of my efforts have focused on helping new first year students and underrepresented student populations transition from high school to college. I have worked in a variety of schools settings across the nation and have seen how policies can enhance or actually limit students success in their transition to post-secondary education. It is a trying time for students and many school systems, even the best, have underserved students by focusing only on academic excellence. I have watched many students who were academically capable fail in college because they were not prepared emotionally for that transition.

Responses to the 4 direct 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?

A school board is about ensuring the district fulfills its vision and mission, achieves its goals, and holds itself and key stakeholders accountable for those results. School board members must also be willing to listen, engage respectfully, be able to say "I don't know", ask questions and vet out a solution that has the least amount of collateral damage. All of this is only possible to the extent that the board builds a trusting relationship with all of these partners. The board must trust and empower all of these people to do their best work, not undermine nor override efforts. The board steers the course while appreciating all of the skills, talents, passion, and worry that each of these partners might bring to the table. This starts with compassion and requires open, honest, informed, and thoughtful dialogue.

2. Looking ahead to the end of your appointment in June 2021, what do you think will be the two most difficult issues facing the school district, and what would you do to address them?

The two most challenging issues facing the school district are issues around diversity and mental health. How to address them is the bigger challenge. We need to think upstream and help teachers create the healthiest class environments possible. In order to do this I think we need to rethink the role of the teacher. It has been my experience that the teacher is not only the educator but the mental health counselor, the disability access professional, nurse, and a whole host of other roles which ultimately interferes with the teachers primary responsibility – education. All of these roles create stress which can lead to burnout and, even worse, experience poor job and life satisfaction. I think we need to begin to reconsider how we can create better supports within each school rather than a centralized role to help our educators. Examine efficiencies around how we can reintroduce professionals into the schools that are better trained and prepared for these issues.

Related to mental health, is the issue of diversity, equity, and inclusion. Now more than ever, these issues need to be actively and continuously addressed. For me this means going beyond "diversity training." I value this as an approach, however, I need to remind myself that people only truly know their own experience. It is great that we can pause for training, but it is more critical that we translate what was learned in training into everyday practice. For example, I think the words, the content, and the goals of these training need to be incorporated into policies and procedures and appear in the school setting as images, statements, or celebratory moments. To continue in this manner is being mindful about providing opportunities for people to see

themselves and others, who may be different from them, as equally valued members of the school and school system.

Regarding equity and inclusion, I will lead with an example, I have seen families who are unable to participate in afterschool activities because they could not afford to pay the fees. I realize that there are exceptions made but I think the hoops that people are asked to go through can sometimes be off-putting and embarrassing. There is great disparity in our schools around socioeconomic lines – this disparity by its very nature creates inequity and exclusion. It is important to think about necessary resources that need to be in place and/or creative ways students themselves can work to minimize this disparity in their own community.

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

When I talk about this issue I often start with the familiar America political statement that we must “pull yourself up by our bootstraps.” This statement implies that it is only through self-reliance that one will be successful. We tell people that their success or lack thereof is completely on them and falsely tell them that that as long as they believe that anything is possible. I believe this phrase to be horrifically inaccurate. I often follow it up by saying that if we expect a person to pull up their bootstraps we better make sure everyone has the SAME pair of quality boots and recognize our ethical responsibility to provide the support needed to obtain them. Equity is about closing the gap and understanding that not everyone needs the same level of help to make that happen. This is a cultural shift and will be a slow arduous task. It requires a change in approach, language used, policies and procedures that reinforce systemic “isms”, and being mindful, recognizing successes, pointing out the positive, helping people see the value in helping everyone rise. The board is the group to set that stage – who is on it, knowing their stories, and making sure each member is seen as valid, sensitive, and relatable while supporting this shift.

4. Are you interested in the position only until the end of the interim term (June 30, 2021) or do you plan to run for the remaining two years of the term (through June 30, 2023)?

In all honesty, yes. I am interested in running for the remainder of the two year term but, like anything, part of that decision will depend on my experience. I need to feel that I am part of a school board that is respectful, collaborative, and focused on the well-being of ALL students. I am also invested in being part of the school board that really is committed to equity, diversity, and equal treatment, inclusion, access and opportunity for all regardless of race, religion, cultural background, housing stability, gender identity, and gender orientation.

REC'D CORVALLIS 509J

DEC 11 2019

SUPERINTENDENT'S
OFFICE

12/11/2019

Corvallis School Board
Atten: Julie Catala
Julie.catana@corvallis.k12.or.us
1555 SW 35th St
Corvallis OR 97333
541-757-5841

Dear Ms. Catala,

Please accept this letter of interest for the interim School Board member position #6.

My name is Deb Mott, I have been a resident of Corvallis since 1998 and have been employed at the Memorial Union (MU) at Oregon State University since 1995. Currently I am the fourth Director to serve the students since the inception of the building in 1929. Student success is a passion of mine and our team has developed a robust student employment program that focuses on skills needed for career readiness. Creating and managing budgets and an ongoing 10 year capital plan for our facilities is another aspect of my work I find enjoyable. I have been part of several large construction projects on campus and have gained substantial knowledge of managing construction budgets to mitigate overruns.

I also serve the university as a protest responder by supporting the student right to peaceably assemble and protect their freedom of speech in a manner that reinforces our campus values and provides space for nonviolent interaction and exchange of ideas through engaging dialogue.

My partner and I have two children, our daughter is in 5th grade at Wilson our son is in 7th grade at Cheldelin. I have served on the Wilson Elementary PTA and am active in volunteering for school activities.

I am submitting this letter of application because the School Board serves a critical role in defining the long term action plans of the district while representing all students equitably. My values of being in service to others, being accountable for my actions and words and being global citizen will serve me well if I am accepted.

The core values of the district and goals of the board align with my personal approach to raising our children and volunteering in our community. My experiences of leadership and serving on boards has been to approach every aspect of the work with curiosity, empathy and inclusiveness.

I hold strongly that board members need to be active listeners and regularly create environments to engage students, families and members of the community. The boards work must be transparent and visible to the district staff and our community.

Over the next few years I expect the school's faculty and staff to manage an increasing student population with issues around mental health and food insecurities. I feel that currently our district does

and adequate job of managing resources to meet the needs of students however we must continually look forward and address the increasing problems resulting from these issues. Funding will always create barriers on the path to excellence. However, the board cannot let lack of traditional financial resources become obstacles in defining outcomes and achieving goals.

A school district that believes in equitable access to education for all students and their success is founded in structures of inclusivity, cultural background, gender and gender identities, race, family structure, and economic inequities to name a few. Equity does not mean equal. It does mean that some students will need numerous resources while others will need less to achieve the same level of success and ultimately graduate.

Ultimately I want to serve on the board in an effort help our community and the education system that shapes our leaders of tomorrow. Our teachers and staff need support for the demanding duties of being educators. I am prepared to do what is needed to get up to speed and be a contributing member of the current board.

If I were accepted to the 6th position, I would intend to run at the end of the interim term for the remaining two years through 2023. I have served in another elected position for the county as a member of the Vineyard Mountain Parks and Recreation Board.

Thank you for your time and efforts in filling this interim position.

Sincerely, Deb Mott

A handwritten signature in black ink, appearing to read 'Debbi Mott', with a long horizontal flourish extending to the right.

Debbi Lee Mott (registered voter information)

DEC 07 2019

SUPERINTENDENT'S
OFFICE

Sadie Grace Slocum

12-7-2019

To whom it may concern,

With this letter I am applying for the #6 position on the Corvallis School District board. Myself and many others believe that I am one of the best candidates for this position. I am someone who is driven with a lot of determination to make a positive difference for my fellow students, and my community. Being 18 years old, I am definitely the underdog in this situation. Yet anyone who has had the opportunity to see what I am capable of, has watched me demonstrate that I make a great impact and difference wherever I apply myself.

The school board is exactly the place I know I can help people. If you ask any of my teachers, co-workers, or anyone I know, they will tell you that one of my biggest goals in life is to serve the board. I thrive with office and administrative work and I want to use my strong organizational, advocating, influencing, and strategizing skills to improve the system. My long term goal is to become a superintendent.

I will greatly impact the diversity of this school board. Most board members are truly out of touch with what being a student means today, and I can bring new and unexpected life to the table. Being someone who has very recently been the one impacted by the board decisions and policies gives me a better understanding than others of how to better our schools. I moved to Corvallis in April of 2017 for better opportunities and to better myself, which I have made great strides in doing so. I am a registered voter, and although putting in the work needed to become an employee of the district I am not currently.

I want to serve the board because I know the significant impact I will make on the students, the board members, the schools, and the community, while also challenging myself. As well as to inspire the student representatives to keep going and continue to make a difference for the district. Students are the backbone of why we do what we do, and their voices are the most important piece of this puzzle. My best qualification for serving the board is that I served as a student representative for the 2018-2019 school year, and made as many strong connections possible and used my advocating voice to make that experience as impactful for everyone included.

I perceive a board members relationship with everyone as highly important. Being pleasantly professional is one of my strongest skills. I pride myself on maintaining

the way I present myself to the world, especially when impacting the board. I not only advocate for myself but would thrive in opportunities that mean interacting with and advocating for other board members, parents, students, and the community. Looking ahead, I would plan to run for election for the remaining two years of the term, through June 30th 2023.

I believe that the two most difficult issues facing the school district are letting students become “lost” or overlooked because of the high number of students in most schools. Also, school lunches. That one seems like something very small but I truly believe we could do better, and every student that has ever been in any school district would agree with that point. I want our district to set a high bar for ourselves and for other school districts to be encouraged and inspired to help their students grow in every sense applicable through better nutrition.

I want to make sure that every single student is in the position to reach their highest potential. I will set stronger goals for the district to make sure we are doing everything possible for every single student, looking at them as individuals not a collective. As well as to create policies that give the district the direction that is needed to achieve those goals, while prioritizing students well being in school and at home. I want to teach this school district and board what it feels like to be a student, and what “success” really means for its future, and the future of the children they are impacting.

I look forward to seeing you all on January 16th. In addition to my references I have also included a letter of recommendation from . Have an excellent day.

Sincerely,

Sadie Slocum.

DEC 11 2019

SUPERINTENDENT'S
OFFICE

Shauna Tominey

December 11, 2019

Corvallis School Board
Attention: Julie Catala
1555 SW 35th Street
Corvallis, OR 97333

Dear Members of the Corvallis School Board,

Please accept my letter of interest to serve as an Interim School Board Member. Corvallis is a community that I care deeply about. I grew up in the Corvallis public school system and I returned to Corvallis after spending time living in other states to raise my daughter here.

Over the last 20 years, my professional experiences have given me the opportunity to work within and in partnership with school systems – as an early childhood teacher, a parenting educator, and now a researcher focused on developing and testing social and emotional learning programs in school settings. What I have learned from working in schools around the country is that Corvallis is a special place. The Corvallis school district has dedicated, caring staff and administrators committed to providing high-quality educational opportunities to the children and youth of our community. And yet, this district faces many of the same challenges experienced by other districts around the country. These issues include ensuring **success for all students** while also managing the **limited resources** available to ensure that success.

Working directly with families, educators, and administrators in educational settings as well as through systems-level partnerships has provided me with a unique skillset along with a desire to learn and grow that I would be excited to bring to the School Board. As my professional work continues to expand into areas impacting policy and practice at state and national levels, I have a growing desire to serve more deeply in our local community and I would be honored to do so as a member of the School Board.

Qualifications and skills. My professional experiences are grounded in educational research, practice, and policy. I have undergraduate degrees in music and psychology from the University of Washington, a Masters degree in Family Studies and Human Services from Kansas State University, and a Doctorate in Human Development and Family Sciences from Oregon State University (OSU). Previously, I served as the Director of Early Childhood and Teacher Education at the Yale Center for Emotional Intelligence. As an associate research scientist, I led the development of a social and emotional learning program, working closely with schools and teachers to adapt a program that had initially been developed in high-resource middle schools for use in early childhood and early elementary programs in inner-city, urban areas. I found this experience to be incredibly humbling. Walking into schools with a curriculum in hand, we quickly discovered that in order to be successful, we

had to recognize the privilege we carried as researchers coming from Yale. Before progress could be made, we first needed to establish trust through building relationships with the administrators, teachers, children, and families in order to listen, learn, and co-create a program that recognized and honored their strengths while effectively addressing the challenges they encountered on a daily basis.

In working closely with school partners, I gained significant experience practicing the social and emotional skills that I was teaching – building relationships and trust between individuals and groups from diverse backgrounds; recognizing challenges associated with power and privilege; learning to avoid defensiveness and welcoming discomfort as part of the learning process; and practicing self-reflection. While developing and leading professional development opportunities for educators, I started to expand my own knowledge related to emotional intelligence, cultural responsiveness, the role of implicit bias and systems of oppression, adverse childhood experiences, and trauma-informed care. These experiences also gave me the opportunity to build skills associated with disseminating research-based information in many different forms to a broad audience, including through public speaking (workshops and keynote addresses) as well as through written work. I have published three books for educator and parent audiences, numerous research articles, and regularly contribute to online articles (e.g., PBS Parents).

I currently work as an assistant professor of practice at OSU in Human Development and Family Sciences and serve as the state coordinator for the Oregon Parenting Education Collaborative (OPEC). OPEC is a partnership between Oregon's four largest philanthropic foundations and OSU with an aim to provide access to free high-quality, evidence-based parenting education programs and resources to all Oregon families. In this role, I have gained invaluable experience building public-private partnerships. I work closely with a number of state systems, including the Early Learning Division and the Department of Human Services (DHS). Of note, we recently launched a partnership between OPEC, OSU, and DHS to significantly expand parenting education to families with teens across the state, leveraging OPEC's existing infrastructure of regional Hubs and statewide system for professional development.

Through my professional experiences, I have developed skills that would help me serve as an effective member of the School Board, including skills associated with working with teams of practitioners, researchers, funders, policymakers, and families from diverse backgrounds; using data and research to inform practice and policy; managing multi-million dollar budgets; and making informed decisions based on identified community needs. In addition, I meet the minimum necessary requirements to serve as a school board member. I have been a resident of the district for more than one year as of January 16, 2020, I am a registered voter in the District, I am not an employee of the District, and I plan to be in attendance on January 16, 2020 to participate in the selection process.

To address the additional questions posed by the Board:

Building relationships. I view the relationship between the School Board, District Administration and Staff, and the District's children and families as a partnership. A

trusting, caring relationship is foundational for a strong partnership. Although decision-making responsibilities reside primarily within the School Board and District Administrators, it is the responsibility of that group to honor and value the relationships they have to seek out voices impacted by the system at all levels in order to make the most well-informed decisions possible. To effectively build trust with those they serve, the School Board must model what they teach in their interactions with one another and with the greater school community (e.g., engaging in active listening, showing understanding and compassion, demonstrating an openness to learning, recognizing that making mistakes is part of the learning process). Relationships take significant time, effort, and trust to build, but are easily broken. It is for that reason that if I am appointed to the School Board, my hope is to serve until the end of the interim term and then to run for the remaining two years of the term (and beyond).

Most difficult issues faced by the school district. The two most difficult issues I expect the school district to face are ongoing challenges related to ensuring the **success of all students** while also managing **resource limitations**. With on-time graduation rates consistently high in Corvallis (~87%), the district has much to celebrate. However, looking at numbers associated with kindergarten readiness, third and eighth grade standardized test scores, and graduation rates, students from racial and ethnic minority groups (primarily Hispanic/Latinx students and multiracial students) and students with few financial resources (students enrolled in the free/reduced lunch program) are less likely to meet grade-level benchmarks.

Beyond standardized metrics, determining how to ensure youth are not only graduating, but also developing and practicing the skills they need to be effective, compassionate, resilient members of society must be a priority associated with the success of all students. Oregon youth are experiencing significant social, emotional, and behavioral challenges that impact their ability to thrive. Data collected by the Oregon Health Authority through the Oregon Healthy Teens Survey (2019) reveal that approximately 20% of eighth and eleventh graders in Benton County report that they do not have at least one teacher/adult at their school that really cares about them. Approximately 40% of 8th graders and 45% of 11th graders rate their mental and emotional health as fair or poor and 25% of 8th graders and 20% of 11th graders report experiencing instances of bullying at or on their way to/from school. In addition, more than 20% of 8th graders and nearly 40% of 11th graders report depressive symptoms, with more than 15% of students at each grade level reporting that they have seriously considered suicide. These statistics are alarming and speak to a need for the district to continue to dedicate resources toward supporting positive mental health outcomes in addition to focusing on academics.

Understanding what works and for whom is a critical challenge that I see as foundational to the School Board's work in determining how to use the limited resources (funds, staff/volunteer capacity and skills, time) available to best serve children, youth, and families. This challenge relates to maintaining the high-quality efforts that currently work well to support the success of the majority of students in the district while also identifying areas where more or different support is needed. Supporting the success of all students with limited resources will require creative solutions, involving developing stronger

relationships with early childhood education systems (achievement gaps are apparent before formal school entry), enhancing family engagement efforts, and building home-school partnerships that begin from a child's earliest years to ensure that families are connected with the resources they need to effectively support their children before, during, and after their involvement with the Corvallis School District.

In addition to facing these and other challenges, there are tremendous opportunities that the School Board may be able to leverage in the coming year(s). The state of Oregon has passed a historic \$2 billion Student Success Act (SSA) with a strong emphasis on high-quality early childhood and K-12 education. With funds specifically dedicated to expanding access to high-quality early childhood education, parenting education and engagement, and resources for students from underrepresented and underserved backgrounds, the SSA provides schools districts with opportunities to bring additional resources in support of efforts that align with local and state goals.

Improving equity in the school district. My definition of equity is that all children/youth and their families have the resources and opportunities as well as the skills and supports they need to thrive. In order to be effective, educational opportunities must value the strengths each child and family brings to the system in a way that honors their diversity while also recognizing the unique challenges they face. The Corvallis School District is serving an increasingly diverse population of students and families and that diversity comes in many forms, including gender/gender identity, sexual orientation, language, race/ethnicity, abilities/disabilities, culture, values, political beliefs, socioeconomic background, and lived experience. Ensuring not only equitable access to high-quality learning opportunities, but also that children and youth are able benefit from that access requires that the district embed an equity perspective across all levels of the school system. Embracing an equity lens is an ongoing process of listening, learning, growth, and reflection.

For example, consideration of equity must appear at the *classroom/child level* (e.g., differentiating instruction; ensuring that materials and books reflect diverse children and families; implementing anti-bias curricula; considering how historical and current events are taught and critically discussed to reflect multiple viewpoints and experiences), *parent/family level* (e.g., offering and recognizing many different forms of family engagement that honors diverse family forms; ensuring that parents have access to materials in their native language), *educator/staff level* (e.g., providing teacher professional development focused on understanding trauma, historic oppression, the history of race in our state, implicit bias, navigating challenging conversations, and cultural responsiveness in teaching; supporting teachers as they embark on these transformative experiences and addressing unintended consequences that arise, such as a rise in staff experiencing secondary trauma), and at the *level of administration* (e.g., recruiting and hiring educators/administrators from diverse backgrounds and lived experiences, ensuring voices from diverse backgrounds and experiences are valued, even when different from or uncomfortable to the dominant culture). These are a few examples of strategies that could be used to continue embedding an equity lens across levels of the school district.

Thank you for the opportunity to apply to serve on the Corvallis School Board. I would be honored to serve with and learn from this amazing group of individuals in support of the Corvallis School District and the Corvallis community. If you have any questions about my letter of interest, please contact me via phone or email. In addition, my references are provided on the following page. I look forward to meeting with you in person on January 16, 2020.

Sincerely,

A handwritten signature in cursive script that reads "Shauna Tominey".

Shauna Tominey

DEC 11 2019

SUPERINTENDENT'S
OFFICE

December 11, 2019

Dear review committee,

My name is Luhui Whitebear and I am a local member of the community with three children in the Corvallis School District. In addition to being a parent who is already invested in working with the local schools in various capacities, I also bring my other experiences with me, some which are listed below. The primary reason I want to serve on the board is to work with other members of the community who hold a shared interest in working towards what is best for the students and families served by the district. There is still a lot of work to do in the local schools related to equity, diversity, bullying, and homelessness. I view myself as an advocate for positive social change and being a member of the board would allow me to bring my perspective and experiences to do so in the local district in ways that positively impact children and families in the community. Thank you for your time and consideration of my application. I look forward to hearing back from you.

Respectfully,

Luhui Whitebear

Supplemental Questions

1. I perceive a board member's relationships as something that needs to be built by mutual respect, trust, and confidentiality. I am a strong believer in transparency, but also understand that some details must be held in confidence for a variety of reasons. This means having the ability to communicate the needs and responsibilities of each party listed in the prompt is a skill vital to these positions. Each relationship is shaped by the responsibilities to each constituent.
2. I think the two most difficult issues facing the school district are related to ongoing bullying and budgets. Anti-bullying efforts are very near and dear to me as I have not only had direct experience with one of my children being physically injured as a result of bullying, but also lost a nephew to suicide this past fall due to ongoing bullying in another district in Oregon. Working closely with the district on their anti-bullying curriculum as well as reporting processes is something I would be interested in working on. With budgets, resources are often stretched thin, which in turn impact access to services such as community specific advocacy, mental health resources, school meals, and others. I can recommend specific grants to start working with Native American children (which is one of the biggest gap areas in the district) as well as assess impacts of specific programs being cut (i.e. free breakfast for children).
3. My definition of equity in the district is that all children have access to what will help them be successful in school as well as have all of their identities honored. This can come in many forms, and while there have been great strides in diversifying the district through initiatives like the bilingual programs and more languages being represented in written materials, there is still a long ways to go for equity to be a reality in the schools. I will help improve equity by providing education for the board and administrators on best practices I am familiar with in advancing equity as well as serving diverse student populations.
4. I am interested in running for the remaining two years should I be selected.

Qualifications:

- Education: B.S. in Ethnic Studies; B.S. in Anthropology; M.A. in Interdisciplinary Studies (Women, Gender, & Sexuality Studies, Ethnic Studies, and Queer Studies); Graduate Certificate in Public Health in progress; PhD Candidate in Women, Gender, & Sexuality Studies
- Direct experience with the following schools: Lincoln Elementary, Linus Pauling Middle School, Corvallis High School, College Hill
- Volunteer work with Lincoln Elementary on addressing bullying within the district
- Past volunteer for the Lincoln County Indian Education program
- Volunteer with Boy Scouts Troop 3 and Girl Scouts Troop 10169
- Serve on the OSU President & Provost's Leadership Council for Equity & Inclusion
- Serve on the National Administrative Board for Gamma Alpha Omega Sorority Inc.
- Familiarity with community resources and community needs
- Partnership built between the OSU Native American Longhouse Eena Haws and the City of Corvallis on the passage and implementation of Indigenous Peoples' Day
- Worked with the City of Portland to implement Murdered & Missing Indigenous Women Awareness (MMIW) Day
- State policy and advocacy work on the passage and implementation of House Bill 2625 regarding MMIW

Skills to offer:

- Policy writing and editing
- Grant writing
- Event planning
- Budget management
- Diversity and equity presentations
- Community builder
- Public speaker on various topics (i.e. Indigenous issues, federal law & policy, sexual assault, domestic violence)

Additional personal information needed:

Luhui Whitebear



Corvallis

SCHOOL DISTRICT

VI. OATH OF OFFICE - INTERIM SCHOOL BOARD MEMBER (8:50 p.m. approx.)

VII. 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