



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, April 9, 2020 6:30 PM	Regular	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/UC9Jtpte5dmilZl9kySBjVQ?> 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, April 9, 2020
6:30 PM

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

Meeting Details: Thursday, April 9, 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/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 (4:45-6:15 p.m.)* *Note: this is not part of the public meeting.* The Board will meet in Executive (closed) Session under ORS 192.660(2)(i) regarding the superintendent's performance evaluation.
- III. PLEDGE OF ALLEGIANCE
- IV. BOARD MEMBER REPORTS
- V. SUPERINTENDENT'S REPORT



Corvallis
SCHOOL DISTRICT

Superintendent's Update

Shared with the Corvallis School Board during the April 9, 2020 meeting.

We learned this week that schools will be closed for the remainder of the school year. While Distance Learning will continue, we know that this extended closure will cause significant impacts on students and families. Like many of the staff, families, and students that we are hearing from, I am feeling the loss of the milestones that usually take place at the end of the school year. I am sad, but I am also grateful that our primary emphasis with Distance Learning for All is on **connection with students and focusing on relationships**. This is at the forefront of our work. We are focused on maintaining our relationships with students and supporting their needs during this unparalleled time.

Our community's response to COVID-19 requires a non-traditional approach to nearly every facet of our operations. We have an opportunity to be innovative and unconventional as we work to meet the educational needs of our students, with a special focus on those who are historically marginalized.

Responding to School Cancellation, then Closure Announcement

We began planning for the impacts of COVID-19 the first week of March. By March 13, schools were canceled through April 1, and on March 18, the cancellation was extended through April 28.

- We started distributing iPads and Chromebooks to students who did not have access to a home device as we prepared for supplemental learning during that time.
- Free meal sites were operational on March 18
- Staff began planning for supplemental learning

On March 23, the Governor's Executive Order 20-12 (Stay Home, Save Lives) action, required that all CSD buildings be closed to staff and the public. This encompasses all school facilities including playgrounds and facilities. This action occurred during spring break so many of our staff were not at work. Those who were at work, immediately transitioned to working from home and access to our building was limited to only those staff that are needed to perform operational functions.

Yesterday, the Governor announced her decision to close schools for the remainder of the school year, which we have been anticipating but hoping would not be necessary.

I am extremely proud of the work our staff has been doing as we have rapidly planned, deployed, and adapted our actions to respond to these decisions as we work together to slow the advance of COVID-19.

We are navigating a new normal. The business of the district needs to continue from our bond program construction projects to budget development and staffing for next school year. Our district leaders are working harder than ever to evaluate and plan for the continuity of our operations.

Teaching and Learning from a Distance

On March 30, ODE provided guidance on Distance Learning for All. Our educators are using this 53-page document to create a plan for the coming weeks and months. We launched distance learning in our secondary schools on April 6 and we will launch distance learning for elementary students on April 13. The key elements of distance learning are care, connection, and continuity of learning.

Yesterday we received guidance on Graduation Pathways and our high school teams are meeting regularly to plan a path forward for seniors. We will be making decisions about graduation ceremonies by the end of this month.

Free Meal Sites

Our Food and Nutrition Services staff have been operating free meal sites Monday through Friday since March 18. Each day, 1,200 meals are being served. These staff are following social distancing, wearing gloves and facemasks, and connecting with students and families on a daily basis. Thank you to our food services staff for doing this important work. We encourage families to utilize this free meal opportunity for their child at Garfield, Lincoln, Wilson Elementary Schools and Clemens Primary School in Philomath.

Childcare for Health Care Workers and Emergency Responders

The Boys and Girls Club opened April 1 for all-day emergency childcare for health care workers and first responders. Pre-registration and eligibility verification is required. Call 541-757-1909, between 8 am - 6 pm, Monday through Friday. The club has put a number of safety protocols in place for the health and safety of kids and staff. Frequently asked questions are addressed on the BGCC website: <http://www.bgccorvallis.org/bgcc-covid-19-update/>

CSD Daily Briefing Meeting

District administration is in regular contact with City and County officials, as well as the health department and OHA. Our district leadership conducts a daily briefing to ensure that our activities are coordinated.

Community Support

We are grateful for the support of our community through donations of food and personal hygiene supplies. Our student support staff have been working closely with our most vulnerable families to provide a basic pantry bag of food once each week. We also are grateful to those who have donated to the Corvallis Public Schools Foundation to provide assistance in a variety of ways to families in need. Those donations can be made online through the Foundation's website.

Bright Spots

Our staff are connecting with kids. These are just a few examples of what is happening throughout our district:

- Staff from the WINGS program are scheduling visits to drive to student's homes and pull up to driveways to wave and say hello from their car.
- CHS Assistant Principal Paul Navarra and College Hill Principal Eric Wright have personally dropped off supplies at the doorstep of students.
- Linus Pauling Middle School staff are being very creative in putting together projects for students to do at home.
- Jefferson LifeSkills staff Mo Ruzek is recording storytime for kids to replay at home and Holly Deffenbacher is recording the daily calendar activity so kids can hear her familiar voice and replay the message while home.
- CHS is planning to have a virtual student assembly next week.
- District Theaters Manager Elizabeth Wyatt is volunteering to coordinate the efforts of the Corvallis Sewing Brigade to sew facemasks to slow the spread of COVID-19 in our community. <https://corvallisewingbrigade.org/>

I am deeply grateful for the grace, empathy, and compassion that has been on display in our district as we work together to support each other through this public health crisis.



Corvallis

SCHOOL DISTRICT

VI. PUBLIC/STAFF COMMENT (7:00 p.m.)*

Please see the notes at the top of this agenda for information about providing comments during the COVID-19 pandemic.



PROVIDING INPUT TO THE SCHOOL BOARD

(Revised 02-06-20)

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

Public Comment at School Board Meetings

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

- A. Complete all of the requested information on a “Comment Request” card, which can be found on a table near the entrance to the meeting room, and give it to the Board Secretary at the head table **before** the meeting begins. Your testimony may be delayed until all of the information is provided.
- B. When you provide public comment, your name, address, and comments are matters of public record; however, students and staff do not need to provide their addresses.
- C. Keep your comments within the specified time allotted, usually three minutes, to allow time for others to comment. Please be respectful of those who wish to provide comments after you.
- D. Direct your comments to the School Board. The Board Chair will refer questions or requests for action to staff for response at a later date.
- E. If you read from a prepared statement, you may choose to leave your written comments with the Board Secretary to post online with the informational packet of the meeting and to file with the official minutes of the meeting. Handouts are not required but should you wish to provide them, please bring 13 copies and give them to the Board Secretary to distribute.
- F. Speakers may offer objective criticism of District operations and programs but the Board will not hear complaints concerning individual District personnel.
 - Complaints shall be handled following the steps outlined in Board Policy KL and Administrative Regulation KL-AR, copies of which are available at meetings and online at <http://policy.osba.org/corvall/kl/index.asp>.
 - Complaints regarding budget, programs, or other District issues also should be handled by first following the steps outlined in policy KL.
- G. Undue interruption or other interference with the orderly conduct of Board business cannot be allowed.
 - Defamatory or abusive remarks are always out of order.
 - The Board Chair may terminate a speaker’s privilege of address if, after being called to order, the speaker persists in improper conduct or remarks.

Written Correspondence

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

Telephone Calls

Vincent Adams	541-240-4055	Sarah Finger McDonald	541-908-3756
Sami Al-AbdRabbuh	541-283-6611	Terese Jones	541-230-1673
Tina Baker	541-223-1997	Luhui Whitebear	541-632-3568
Jay Conroy	541-912-4380		



Corvallis

SCHOOL DISTRICT

VII. STUDENT INVESTMENT ACCOUNT PLAN GRANT
APPLICATION (SECOND READING) (7:50 p.m.)*



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Olivia Meyers Buch, Finance and Operations Director
Meeting Date: April 9, 2020

Student Investment Account Plan Grant Application (Second Reading)

ACTION REQUESTED

Background

Attached for your review and approval is the district's Student Investment Account (SIA) Grant Application. This application was compiled using templates provided by the Oregon Department of Education and was previously presented to the Board on March 5, 2020. An application submission is required to receive SIA funds and the application window closes on April 15, 2020.

ACTION REQUESTED:

Approve the district's SIA grant application.

ATTACHED:

Student Investment Account (SIA) grant application.

MOTION REQUESTED:

"I move to approve the district's SIA grant application as drafted" or "I move to approve the district's SIA grant application as amended with the following changes..."

<u>CODE</u>	<u>Description</u>	<u>Total Line Items</u>	<u>Total Budgeted</u>
111	Licensed Salaries	9	\$ 1,588,058.00
112	Classified Salaries	4	\$ 751,000.00
113	Administrative Salaries	1	\$ 97,000.00
12x	Substitute Salaries	0	\$ -
13x	Additional Salaries	6	\$ 146,500.00
2xx	Benefits	15	\$ 1,641,892.00
31x	Instructional, Professional and Technical Services	7	\$ 404,225.00
33x	Transportation	1	\$ 8,000.00
34x	Travel	4	\$ 83,600.00
35x	Communications	0	\$ -
4xx	Supplies and Materials	9	\$ 601,950.00
5xx	Capital Outlay	0	\$ -
640	Dues and Fees	2	\$ 72,200.00
8xx	Miscellaneous	0	\$ -
ADMIN	Administrative Indirect Costs	0	\$ -
OTHER	Other codes not listed	0	\$ -

TOTAL \$ 5,394,425.00
Total FTE 54.0

<u>Allowable Use Category</u>	<u>Total Line Items</u>	<u>Total Budgeted</u>
Administrative	0	\$ -
Ongoing Community Engagement	4	\$ 50,000.00
Increased Instructional Time	3	\$ 50,000.00
Improving Student Health & Safety	13	\$ 1,634,000.00
Reducing Class Size	5	\$ 1,233,425.00
Well Rounded Education	33	\$ 2,427,000.00

TOTAL \$ 5,394,425.00

Activity #	FTE	Allowable Use Category	Object Code	1. Briefly describe the proposed activity (Column "E"). 2. Select the appropriate "Allowable Use Category" that best fits the activity from the drop down list (Column "C"). 3. Select the appropriate "Object Code" that best fits the activity from the dropdown list (Column "D"). If the desired object code is not listed, select "OTHER" and include a note in the justification narrative. 4. Enter FTE, if any is associated with the activity item (Column "B"). 5. Enter budgeted amount (Column "F"). 6. Provide a brief narrative justification for the activity and budgeted amount (Column "H"). The sheet will auto sum the budgeted amounts as long as an OBJECT code is selected.	\$ Amount
				Total Expenditures:	\$ 5,394,425.00
				Allowable Administrative Costs:	\$ 269,721.27
				Unbudgeted Funds:	\$0.34

Budget Justification Narrative

Proposed Activity

1	-	WRE	13x	Adopt and implement culturally relevant curriculum aligned to standards	\$20,000
		WRE	2xx		\$7,000
		WRE	31x		\$23,000
		WRE	4xx		\$450,000
2	2.13	WRE	111	Continue academic supports and targeted interventions that boost literacy instruction	\$157,500
		WRE	2xx		\$92,500
3	-	IIT	13x	Provide extended learning opportunities for students	\$35,000
		IIT	2xx		\$12,250
		IIT	4xx		\$2,750
4	4.50	RCS	111	Preserve lower student-teacher ratio (class size) targets	\$304,558
		RCS	2xx		\$178,867
5	1.00	WRE	111	Improve technology systems that support data collection and analysis to inform equity-based decision making	\$74,000
		WRE	2xx		\$40,000
		WRE	4xx		\$86,000
6	2.33	WRE	111	Sustain and expand secondary dual language immersion programming	\$161,000
		WRE	2xx		\$94,000
7	-	WRE	13x	Provide staff with professional development focused on race and culturally relevant instruction	\$6,500
		WRE	2xx		\$2,275
		WRE	31x		\$86,225

Secondary social studies and world languages curriculum adoptions; professional learning related to implementation
2.13 FTE Certified Intervention Specialists (Elementary)
Extra duty stipends for summer school coordinator and teachers; program supplies and materials
4.50 FTE Certified Teachers (Elementary, K-2)
1.00 FTE Classified Information Services Technical Support 3 (Data Integration and Systems Analyst); device refresh for certified staff (4 year lease)
2.33 FTE Certified Dual Language Immersion Teachers (Language Arts/Social Studies)
Beyond Diversity (2 sessions); DELT; SpELL; school-based Equity Teams; CARE walks

		WRE	34x		\$30,000
		WRE	4xx		\$25,000
8	-	WRE	31x	Provide staff with professional development focused on gender inclusivity	\$70,000
9	-	OCG	13x	Continue engaging students, families, staff, and community organizations to inform strategic planning	\$20,000
		OCG	2xx		\$7,000
		OCG	31x		\$20,000
		OCG	4xx		\$3,000
10	18.50	RCS	111	Maintain special education staffing that supports inclusionary practices	\$189,000
		RCS	112		\$248,000
		RCS	2xx		\$313,000
11	-	WRE	34x	Expand recruitment strategies to increase racial and cultural diversity of teaching staff	\$25,000
		WRE	640		\$50,000
12	4.00	WRE	111	Provide quality onboarding and mentoring to improve teacher retention	\$282,000
		WRE	13x		\$50,000
		WRE	2xx		\$179,000
		WRE	4xx		\$14,000
13	3.00	WRE	112	Preserve library staffing to provide support for teachers in the development and coordination of real-world problem solving and project based learning	\$117,000
		WRE	2xx		\$95,000
14	-	WRE	33x	Uphold and expand AVID college and career readiness program	\$8,000
		WRE	34x		\$13,600
		WRE	4xx		\$6,200
		WRE	640		\$22,200
15	1.00	WRE	112	Increase partnerships with local natural resource sustainability groups to ensure meaningful outdoor learning opportunities for students	\$58,000
		WRE	2xx		\$37,000
		WRE	31x		\$35,000
		WRE	4xx		\$10,000
16	15.13	H&S	111	Maintain multi-tiered, school-based staffing models to support student social and emotional learning	\$272,000
		H&S	112		\$328,000
		H&S	113		\$97,000
		H&S	13x		\$15,000
		H&S	2xx		\$498,000

		Gender inclusivity training (6 sessions)
		SAFE, DELT/A, student focal groups, survey and analysis, meeting supplies
		4.50 FTE Certified Special Education Teachers to maintain current caseloads and 14.00 FTE Classified Educational Assistants to support students with disabilities
		Increase recruitment activities and methods (i.e. job fairs), Grow Your Own agreements (college expenses)
		4.00 FTE Certified Teachers on Special Assignment (Mentor Teachers), New Teacher Academy, Building Buddy stipends, and program supplies and materials
		3.00 FTE Classified Library Media Specialists in district elementary schools
		AVID field trips; AVID Summer Institute; AVID weekly; AVID supplies and materials; AVID membership
		1.00 FTE Sustainability Coordinator; professional services provided by Brendle Group; program supplies and materials
		1.00 FTE Mental Health Program Manager; 4.00 FTE Certified Mental Health Therapists; 4.00 FTE Classified Skills Trainers; 1.00 FTE Classified Behavior Coach; 2.69 FTE Classified Student Behavior Support; 2.44 FTE Classified Student Behavior Assistant

17	-	H&S	31x	Provide staff with professional development focused on social emotional learning strategies	\$20,000
		H&S	34x		\$15,000
		H&S	4xx		\$5,000
18	-	H&S	31x	Continue partnerships with community based organizations to support students and families with health and wellness needs	\$150,000
19	1.40	H&S	111	Preserve nursing staff that supports school-based health and wellness practices	\$95,000
		H&S	2xx		\$55,000
20	1.00	H&S	111	Add a school counselor to improve student mental health and wellness (Muddy Creek Charter School)	\$53,000
		H&S	2xx		\$31,000

Collaborative Problem Solving (CPS); Positive Behavioral Interventions and Supports (PBIS)
Contract with Benton County for school-neighborhood navigator services
1.40 FTE Certified School Nurses
1.00 FTE Certified Counselor



Corvallis

SCHOOL DISTRICT

VIII. SUPERINTENDENT'S 2019-20 EVALUATION (8:05 p.m. approx.)

IX. CONSOLIDATED ACTION (8:20 p.m.)*

IX.A. Minutes

IX.A.1. March 5, 2020

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

I. CALL TO ORDER AND ROLL CALL

The meeting was called to order at 6:31 p.m. in the Board Room of the Central Administration Building, 1555 SW 35th Street, Corvallis, OR 97333. The secretary recorded those present as listed below.

<p><u>BOARD MEMBERS PRESENT</u> Vincent Adams Sami Al-AbdRabbuh, Chair Jay Conroy Sarah Finger McDonald, Vice Chair Terese Jones Luhui Whitebear</p> <p><u>BOARD MEMBERS EXCUSED</u> Tina Baker</p>	<p><u>EXECUTIVE STAFF PRESENT</u> Ryan Noss, Superintendent Melissa Harder, Assistant Superintendent Jennifer Duvall, Human Resources Director Olivia Meyers Buch, Finance and Operations Director</p> <p><u>STUDENT REPRESENTATIVES PRESENT</u> Cella Allen, CHS Robert Ramirez, CHS Trevor Thibert, CVHS</p>
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A quorum was present and due notice had been published.

II. EXECUTIVE SESSION

The Board met in Executive Session under ORS 192.660(2)(i) regarding the superintendent’s performance evaluation.

III. PLEDGE OF ALLEGIANCE

Chair Al-AbdRabbuh led the Pledge of Allegiance.

IV. BOARD MEMBER REPORTS

Board members provided brief updates regarding various activities they had engaged in during the past month.

V. STUDENT REPRESENTATIVE REPORTS

Student representatives provided highlights of events and activities involving their schools over the past month.

VI. SUPERINTENDENT'S REPORT

In light of the large number of people who had signed up to provide public comment, Superintendent Noss chose to forego his report, to allow as much time as possible for public comment.

VII. PUBLIC/STAFF COMMENT

Guy Davis, 28903 Tampico Road, Corvallis, began talking about a formal complaint he recently filed against a school principal. Chair Al-AbdRabbuh asked Mr. Davis more than once to stop discussing the complaint because the Board is a quasi-judicial body and, according to Board policy, the last level of appeal in the District's complaint process. Mr. Davis continued talking about the complaint; therefore, Chair Al-AbdRabbuh terminated Mr. Davis' public comment opportunity.

Julia Rask, 910 NW Elizabeth Place, Corvallis, referred to the Boundary Review Task Force's recommendation. Ms. Rask expressed concern about the District's transfer process and opined that if it is not fixed, it will exacerbate already overcrowded classes.

Aimee Samuels, 1815 NW 14th Street, Corvallis, said she has a student in the Life Skills program at Jefferson Elementary School. Ms. Samuels asked the Board to align staffing allocations for equitable outcomes, pointing to one of the Board's Guiding Principles. She implored the Board to implement standards-based outcomes to help vulnerable students.

Shaun Clements, 4040 NW Morgan Place, Corvallis, opined that the Boundary Review Task Force process had seemed relatively fair, until the task force made changes at its last meeting. He urged the Board to pause the boundary adjustment process, and questioned the validity of the data that was used for the recommendation. He suggested seeking ways to incentivize voluntary transfers to less crowded schools.

Hilary Lindsey, 351 NE Plymouth Circle, Corvallis, has a student attending Jefferson Elementary School. She asked the Board to create a policy to address case management loads of special education teachers District-wide. She opined that efficacy, as well as equity and access to services across grade levels, would improve as a result, and added that Special Education teachers are in charge of providing services to students who are very vulnerable to discrimination and challenges all their lives.

Jason Young, 867 NW 23rd Street, Corvallis, said he was a member of the Boundary Review Task Force. He opined that the better way to address issues involving transfers and enrollment would be to first address policy deficiencies, then the Bond program, and finally to reconvene a task force to review boundaries. He expressed concern with the enrollment data provided to the task force and gave an example of District administration referring to the numbers provided by the consultants and saying *this isn't the actual number of kids in the school; the numbers differ due to the transfer policy*. He urged the Board to delay a boundary change until next year.

Kara Janney, 163 SE Partridge, Corvallis, urged the Board to implement policies to address large class sizes for Life Skills students at Jefferson Elementary School, as well as large caseloads for its Life Skills teachers. She said best practice for Life Skills caseloads is between seven and ten students and asked that the Board cap case management sizes in line with best practice. She said this is a policy issue as well as a budgeting issue.

Christopher Viggiani, 1240 NW Kline Place, Corvallis, expressed concern regarding the Boundary Review Task Force's final recommendation, saying that it was issued with no analysis accompanying it and with a lot of disagreement among task force members. He said school boundaries are only one aspect of the enrollment problem; the other is the transfer policy. He urged the Board to not make any changes to boundaries at this time but rather to conduct a comprehensive policy review.

Jason Phillips, 7940 NW Blue Grouse Place, Corvallis, shared his negative childhood experiences from changing schools often, and said he had reviewed some literature that supports his concerns about how the recommended boundary adjustment will impact kids. He recommended delaying making a decision on the boundary recommendation until existing Board policies could be reviewed. He suggested incentivizing voluntary transfers or moving the Dual Language program to a different school.

Bill Smart, 515 NW Elizabeth Drive, Corvallis, said he understands that drawing boundary lines down main streets is pleasing and clean but he doesn't understand making a boundary change that would move kids to a school further away from the school they currently attend. He asked the Board to consider how they would feel if they were suddenly told that their company is moving to Salem, and that their workdays would extend to include a two-hour round-trip commute.

Walker Puda, student at Linus Pauling Middle School (LPMS), talked about the emotional impact the recommended boundary adjustment would have on 8th grade students at the school who have believed for the last three years that they would be going to Corvallis High School (CHS). He mentioned how difficult it will be for students to be separated from their friends, adding that the LPMS band and sports programs have already been working with CHS. He suggested prioritizing transfers for current LPMS students who want to go to CHS.

Kaden Johansenn, student at Jefferson Elementary School, talked about the reasons he has been looking forward to going to LPMS and then CHS. He said it would be very hard to not go to the same school his sister and friends will be going to, and he does not want to have a long bus ride to and from school.

Laura Zaerr, 3015 NW Taft Avenue, Corvallis, read aloud a letter written by her Jefferson Elementary School student. The elements of the letter included the student's opposition to the boundary adjustments, a desire to attend the same school as his friends, to not have to take a bus to school, and to not have to cross dangerous intersections if he misses the bus and has to walk or ride his bike to school.

Carrie Fairchild, 1905 NW 29th Street, Corvallis, said she has a 3rd grader at Jefferson Elementary School as well as a young child who hasn't yet entered school but who would also be affected by the proposed boundary adjustment. Ms. Fairchild said the boundary review process felt like it ended with a temporary solution, which would not work long term. She urged the Board to look at the bigger picture and plan for the future.

Kendra Sharp, 3930 NW Clarence Circle, Corvallis, expressed concern about the boundary review process, saying that a new option was presented at the task force's last meeting but was never vetted publicly before being chosen as the recommendation to forward to the Superintendent. She said the change would more than double the distance her child must go to get to school. She urged the Board to look at refining its policies before making a boundary change

Natasha Mallette, 904 NW 35th Street, Corvallis, said her 3rd grader at Jefferson was projected to continue to LPMS. Ms. Mallette objected to the boundary recommendation and asked the Board to use creative problem solving to fix the real issue, which is the location of the two high schools. She asked that the boundary process not move forward because some of the task force members didn't feel good about what was forwarded to the Superintendent. She asked the Board to consider policy changes before approving a boundary change.

Katy Kelly, 2555 NW 27th Street, Corvallis, expressed concern about the impact of the proposed boundary adjustment on Linus Pauling Middle School 8th grade students whose boundary would be shifted to Crescent Valley High School when all their life they've been oriented toward Corvallis High School. She urged the Board to leave middle school students out of the boundary changes.

Isaac Kelly, 8th grader at LPMS, shared how he and his whole family would be negatively impacted if eighth graders at the school were forced to go to Crescent Valley High School rather than Corvallis High School. He said his older brother currently attends CHS and his parents rely on the brother to drive him to school because his dad is visually impaired. He asked the Board to take the sentiments offered tonight and think on them before making any decisions.

Clare Boysen, 8th grader at LPMS, shared how she would be negatively impacted by the proposed boundary adjustment. She said LPMS eighth graders already have relationships with teachers at CHS, who visited LPMS and told students about all of the classes they could take as freshmen. She said school open houses are in two weeks and it would be crazy to switch boundaries now. She asked the Board to let students continue on the path they are on now.

Alex Phillips, 8th grader at LPMS, said even though he would be affected by the boundary change, his closest friends wouldn't; this would leave him all alone and be very stressful. He said he has friends who are a year older than him; if he can't go to CHS, he wouldn't get to see them because he has no social media.

Robert Lopez, 8th grader at LPMS, said he is not going to be affected by the boundary change but he has friends who will be. He said he's grown deep bonds with them and there's a different kind of bond knowing people inside and outside of school; this change will greatly affect our

bond. He said he knows firsthand the effects of moving and he feels fortunate to have friends that really care about him; seeing them leave all of the sudden because of a boundary change is really hard for him.

Cindy Grimm, 515 NW Elizabeth Drive, Corvallis, said that missing from the boundary review process are specific goals and evaluation criteria. She said that without them, this process would have to be redone in five years when Corvallis has grown. She said no one has stepped back to look at creative approaches to the problems such as asking people to voluntarily move to a less crowded school. She opined that the Board needs bigger guiding principles regarding how to solve the problem.

Erik Power, 1927 NW 29th Street, Corvallis, said there's a right and wrong way to do things; if hurried, such as is happening with this boundary process, bad things are bound to happen. He said he loves the Corvallis school system, and that he has a 3rd grader at Jefferson. He said he tries not to harbor resentment but if the boundary process goes the way it's been going and is shoved down people's throats in the wrong way, that might happen.

Katie Middendorf, 710 NW Merrie Drive, Corvallis, said her children are still young enough that they are not in school but she bought the house she lives in specifically so that her kids could bike to school. She said she is speaking for her kids tonight and hopes the Board will consider them as they deliberate toward their decision. She asked the Board to consider grandfathering them in for more choice.

Rachel Dazey, 8th grader at LPMS, said it is stressful for students to be split up from their friends. She said she and her friends grew up together in a school community; they have been in Future Spartans band and sports for four years and it would be really hard if they had to be split up.

Laura Power, 1927 NW 29th Street, Corvallis, said Jefferson Elementary School families are tight-knit and are sort of a small town within a town; it is a strong community for her family. She said that even though all schools in the District are great, she doesn't want to take her kids away from their stable community at this age.

Ava Fries, 8th grader at LPMS, said she is a Future Spartan but if the Board approves the boundary change, she would be forced to go to CVHS, and her social and emotional wellbeing would be negatively affected. She said she and her peers have grown together and have learned what it means to be part of a community. She said the boundary review process isn't allowing her and her fellow students to be part of the solution.

Maggie Mersman, LPMS student, read aloud a letter from her friend Elena Ringo, who is an 8th grader at LPMS. Ms. Ringo had written that she wouldn't be moved as a result of the boundary adjustment but would still be greatly affected because many of her friends would have to go to CVHS; they would be unprepared and unable to lean on their support system. Ms. Ringo wrote that navigating the first year of high school is stressful; having friends around can be a great help, and she feels it is logical to have the boundary changes take effect for current elementary students instead of middle schoolers.

Jerry Sorte, 725 NW Merry Drive, Corvallis, endorsed comments made by Jason Young and Kendra Sharp. Mr. Sorte said he hopes there will be a renewed dedication toward neighborhood schools. He encouraged the Board to be frugal with bond funds and to rebuild the old Harding Elementary School.

Gwen Irvin, student at Linus Pauling Middle School, said she has been with her friends since 2nd grade; it would be really sad if the boundary changes forced her to leave them and attend a high school where she wouldn't know anyone.

PJ (Penelope) Irvin, student at Jefferson Elementary School, said it's hard for her to make new friends. She said if the boundary change goes through, it will be hard for her to leave her current friends behind and move to a new school.

Madison Jacobsen, student at LPMS, said that if the Board approves the boundary change, she would have to go to CVHS instead of CHS. She said most of her friends would be going to CHS and it will be hard to make new friends.

Shawn Jacobsen, 7301 NW Grandview, Corvallis, said she is concerned about the process and the data used by the boundary review task force, which seem to be incomplete and short sighted. She admonished the Board for not addressing the overcrowding issue five years ago, when they knew there was a large group of students coming through the system. She asked why the task force was given only the charge to make a boundary change; instead, they should have been creative and looked at block scheduling for LPMS or moving programs such as dual language immersion to a different school.

Shauna Tominey, 1125 NW Fernwood Circle, Corvallis, said she is a content expert on transitions and the resulting impact on kids' social and emotion learning, including loneliness and a risk of depression and anxiety. She said most kids will navigate it just fine if they have an amazing set of parents and make new friends but that won't be true for all kids; those with higher anxiety or depressive symptoms have a harder time, as do those who've experienced trauma. She asked the Board to consider other ways to address overcrowding besides moving boundaries.

Heather Paris, 7805 NW Hope Drive, Corvallis said the boundary review process feels like a bait and switch. She expressed concern about the resulting impact on property values. She said she and her family paid a premium for their house due to the privacy that came with it; however, after consulting a property assessor this week, she learned that if the distance of a house from a school is greater than a 45 minute commute, housing prices would drop five to ten percent.

Lisa Bennett, 565 NW Merrie Drive, Corvallis, said that people who live in the LPMS and CHS boundary chose to live there because their kids could walk and bike to school. She said she likes that her children, Jefferson Elementary School students, have a lot of access to kids with disabilities. She said LPMS and CHS are newer and safer schools than Cheldelin and CVHS, and that appeals to her. She said that one of her children is a TAG student and would struggle socially if she had to move schools. Ms. Bennett said the proposed boundary change is ethically

wrong; she encouraged the Board to review the data as well as examine the implications of the transfer policy.

Kathee Kunke, 3925 NW Clarence Circle, Corvallis, said her family bought their home due to the schools their kids would attend. She said that kids who live in her neighborhood can walk or ride their bikes to school; changing boundaries as proposed would remove that option. She expressed concern about student safety for kids who might walk or bike and would have to cross 9th Street and Highway 99, both of which are dangerous intersections. She urged the Board to take more time to consider the boundary issue.

Tiffany Garcia, 575 NW Merrie Drive, Corvallis, said her neighborhood was one of those affected by the last-minute change to the boundary review task force's recommendation; residents weren't able to provide input about it. She said the process and transparency could be improved and that although the community will get through this and support each other, she hopes the Board will consider that destroying this community will hurt kids.

VIII. SPECIAL REPORTS

1. School Boundaries Proposal

Superintendent Noss and Assistant Superintendent Harder provided a written report as well as a slide presentation. (The report and copies of the slides are posted online with the informational packet of this meeting and will be filed with the official 2019-20 Board records.)

Superintendent Noss expressed appreciation for all of the public comment provided during the meeting, giving special thanks to the students for their courage in speaking before the Board. He pointed out that no superintendent wants to do a boundary adjustment; however, there is a problem which must be addressed and he has found himself in the position of having to solve it.

The presenters responded to questions from Board members. Board members discussed the possibility of scheduling a separate listening session for the Board to not only hear from the community but to provide the community an opportunity to learn more about the recommendations.

Director Whitebear departed the meeting at 10:00 p.m.

2. Student Investment Account

Superintendent Noss and Finance and Operations Director Meyers Buch referred to a report the Board received prior to the meeting. (The report is posted online with the informational packet of this meeting and will be filed with the official 2019-20 Board records.) The presenters responded to questions from Board members. The Board will be asked to approve the grant application at its April 9, 2020 meeting.

IX. CONSOLIDATED ACTION**MOTION:**

It was moved by Director Adams and seconded by Vice Chair Finger McDonald to approve the Consolidated Action items. The motion was voted on and unanimously approved.

The Board approved the following items:

- A. Minutes** – January 9, 2020; January 16, 2020; January 28, 2020; February 6, 2020; February 20, 2020
- B. Licensed Personnel Action, Including Annual Contract Renewals** – (This document is posted online with the informational packet of this meeting and will be filed with the official 2019-20 Board records.)
- C. Revisions to School Calendars 2020-21, 2021-22, and 2022-23** – (This document is posted online with the informational packet of this meeting and will be filed with the official 2019-20 Board records.)
- D. Garfield Early Package GMP Amendment** – (This document is posted online with the informational packet of this meeting and will be filed with the official 2019-20 Board records.)

In response to a question from Director Adams, Dale Kuykendall, senior project manager with Wenaha Group, explained that one of the benefits of using the Construction Manager/General Contractor (GMCG) approach is that bids can be awarded in packages, which allows project managers to get contractors involved early in the process. He noted that the Board had already approved part of the Garfield project; this is the second of the two largest pieces of the work, and it reflects a price adjustment pursuant to design updates that occurred since the original bid date. Mr. Kuykendall reminded the Board that the phased approach to subcontracting has allowed the project planning and materials procurement to proceed as necessary to maintain the overall construction schedule.

E. Board Policies

- 1. Board Policy GBEA—Workplace Harassment—NEW—Second Reading** – (This document is posted online with the informational packet of this meeting and will be filed with the official 2019-20 Board records.)
- 2. Board Policy GCAB—Personal Electronic Devices and Social Media - Staff—Revised—Second Reading** – (This document is posted online with the informational packet of this meeting and will be filed with the official 2019-20 Board records.)

3. **Board Policy IGBB—Talented and Gifted Program—Revised—Second Reading** – (This document is posted online with the informational packet of this meeting and will be filed with the official 2019-20 Board records.)
4. **Board Policy IGGBA—Talented and Gifted Students - Identification**—Revised—Second Reading** – (This document is posted online with the informational packet of this meeting and will be filed with the official 2019-20 Board records.)
5. **Board Policy JHFE—Reporting of Suspected Abuse of a Child—Revised—First Reading*** – (This document is posted online with the informational packet of this meeting and will be filed with the official 2019-20 Board records.)
6. **Administrative Regulation JHFE-AR(1)—Reporting of Suspected Abuse of a Child—Revised—First Reading (board adoption required at second reading)*** – (This document is posted online with the informational packet of this meeting and will be filed with the official 2019-20 Board records.)
7. **Board Policy JOA—Directory Information—Revised—Second Reading** – (This document is posted online with the informational packet of this meeting and will be filed with the official 2019-20 Board records.)

X. CONSOLIDATED INFORMATION

- A. **Non-Licensed Personnel Information** – (This document is posted online with the informational packet of this meeting and will be filed with the official 2019-20 Board records.)
- B. **Unaudited Financial Statements – January 31, 2020** – (This document is posted online with the informational packet of this meeting and will be filed with the official 2019-20 Board records.)
- C. **Bond Program Update** – (This document is posted online with the informational packet of this meeting and will be filed with the official 2019-20 Board records.)

In response to a question from Director Adams regarding variances in the bond reserve, Ms. Meyers Buch explained that interest earnings are booked on a monthly basis; those earnings are added to reserves unless already earmarked for something else. She also noted that after December, a shift in practice was made regarding reporting of “paid or committed” funds; we now only say “paid” because “committed” was a moving target that changed quickly. Ms. Meyers Buch said this change was a result of the first annual report that was given to the Bond Oversight Committee.

In response to a question from Directory Conroy, Mr. Kuykendall explained that when a building more than 50 years old is going to be disturbed, the Oregon Historic Preservation Society requires owners to submit an application for approval prior to construction.

D. Board Policies

- 1. Board Policy JCA—Student Transfers—Rescind—First Reading**
- 2. Administrative Regulation JCA-AR—Student Transfers—Rescind—First Reading**
- 3. Board Policy JEC—Admissions—Revised—First Reading**
- 4. Board Policy JECA—Admission of Resident Students**—Revised—First Reading**
- 5. Board Policy JECB—Admission of Nonresident Students—Revised—First Reading**
- 6. Administrative Regulation JECB-AR—Admission of Nonresident Students—Revised—First Reading**
- 7. Board Policy JECBB—Intradistrict/Resident Transfer Students—NEW—First Reading**
- 8. Administrative Regulation JECBB-AR—Intradistrict/Resident Transfer Procedures—NEW—First Reading**

XI. BOARD MEMBER COMMENTS

Chair Al-AbdRabbuh alerted Board members that he would provide them a link to an online survey, which is part of the Board's annual self-evaluation process.

Chair Al-AbdRabbuh noted that Superintendent Noss and Facilities and Transportation Director Patten will represent the District at a community forum hosted by Senator Sara Gelser regarding pedestrian safety in the Highway 99 corridor. Chair Al-AbdRabbuh encouraged Board members to attend the forum.

XII. ADJOURNMENT

There being no further business before the Board, Chair Al-AbdRabbuh adjourned the meeting at 10:31 p.m.

Sami Al-AbdRabbuh, Board Chair

Ryan Noss, Superintendent

Prepared By: Julie Catala



Corvallis

SCHOOL DISTRICT

IX.A.2. March 19, 2020

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

I. CALL TO ORDER AND ROLL CALL

The meeting was called to order at 10:31 a.m. in the Board Room of the Central Administration Building, 1555 SW 35th Street, Corvallis, OR 97333. The secretary recorded those present as listed below.

<u>BOARD MEMBERS PRESENT</u>	<u>EXECUTIVE STAFF PRESENT</u>
Vincent Adams Sami Al-AbdRabbuh, Chair Tina Baker Jay Conroy Sarah Finger McDonald, Vice Chair Terese Jones Luhui Whitebear	Ryan Noss, Superintendent Melissa Harder, Assistant Superintendent Jennifer Duvall, Human Resources Director Olivia Meyers Buch, Finance and Operations Director

A quorum was present and due notice had been published.

II. PLEDGE OF ALLEGIANCE

Chair Al-AbdRabbuh led the Pledge of Allegiance.

III. CONSOLIDATED ACTION – CONTRACTS RELATING TO BOND CONSTRUCTION

In response to a question from Director Adams about how construction might be affected due to the COVID-19 pandemic, Dale Kuykendall, senior project manager for Wenaha Group, explained the triggers that could cause a project to stop and what the responses would be. He indicated that there would likely be supply chain disruptions, which would delay progress but he said his team is in conversation about how the work will continue throughout the school cancellation period.

Facilities and Transportation Director Kim Patten said possible slowdowns and disruptions are being taken into account as the bond leadership team determines which projects are approved for April. She added that the District is currently assuming that the pre-scheduled make up days in June would be used, which would impact the construction schedule. Ms. Patten indicated that

the team is attempting to do as much as possible for all projects during the school cancellation period.

Superintendent Noss said everyone is doing their best to plan for all possibilities; however, the situation with the pandemic is changing so rapidly that staff has to continually modify plans. He said the bond project team that is working to address issues is very adaptive and is working smoothly.

Ms. Patten noted that contractors are working at a national level to find out how others have dealt with these issues. She said the group involved in this effort is top notch.

MOTION:

It was moved by Vice Chair Finger McDonald and seconded by Director Adams to approve the items on the Consolidated Action agenda. The motion was voted on and unanimously approved.

The Board approved the following items:

- 1. Hoover Elementary Sitework GMP** – (This document is posted online with the informational packet of this meeting and will be filed with the official 2019-20 Board records.)
- 2. Lincoln Elementary GMP** – (This document is posted online with the informational packet of this meeting and will be filed with the official 2019-20 Board records.)
- 3. Lincoln Health Center GMP** – (This document is posted online with the informational packet of this meeting and will be filed with the official 2019-20 Board records.)

In response to a question from Director Conroy, Ms. Patten said that technically no bond funds would be used for this project. She said Benton County is paying to build their facility on land leased from the District; the County is capitalizing on the District's design workforce but will own and operate the building.

IV. BOARD MEMBER COMMENTS

Vice Chair Finger McDonald expressed extreme gratitude to the District staff who have been working hard in this unprecedented situation. She said she is still receiving many questions from families and she is able to share with them that the District has dedicated people who are working very hard in the best interest of students and the District as a whole.

Director Adams echoed the comments of the Vice Chair, adding that people feel supported. He likened the situation to a marathon rather than a sprint, and encouraged staff to take time to care for themselves so they could continue their very important work.

Director Conroy expressed appreciation for all of the hard work accomplished by staff to date. He said he looks forward to hearing teachers will be moving ahead with online learning.

Director Baker said they are quite impressed with the staff who are taking things day-by-day and working hard to meet the needs that are insurmountable. They added that it is eye opening to witness what our District does for our families, which the greater community does not know about.

Director Whitebear agreed that it is an eye opener for the community about all that the District does to support students. She said it is good to see how District staff are stepping up to address the sense of loss that families are feeling. She expressed appreciation that the District is letting students check out iPads; it will provide such a great opportunity for kids to catch up on work and finish missing assignments.

Vice Chair Finger McDonald noted that the community outpouring of support is evident at the donation center, where the tables are full of food and supplies for families; additionally, \$5,000 worth of gift cards were donated.

Chair Al-AbdRabbuh said he has no doubt that Superintendent Noss and his team will navigate us through this storm. He added that the speed of mobilization on Thursday and Friday of last week is just what was needed; he offered thanks to all of the staff who were involved.

V. ADJOURNMENT

There being no further business before the Board, Chair Al-AbdRabbuh adjourned the meeting at 10:58 a.m.

Sami Al-AbdRabbuh, Board Chair

Ryan Noss, Superintendent

Prepared By: Julie Catala



Corvallis

SCHOOL DISTRICT

IX.B. Licensed Personnel Action



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
 Prepared by: Jennifer Duvall, Human Resources Director
 Meeting Date: April 9, 2020

Licensed Personnel Action

ACTION REQUESTED

1. Issue:
 - a. Recommendation to Hire

Name (preferred)	Position	FTE	Building	Start Date	Contract Status
James, Sara	Mental Health Therapist	1.00	Mt. View Elementary School	4/6/2020	Temporary

- b. Additional Information/Leaves/Reduction

Name	Position	FTE	Building	Effective	Reason
Benson, Mary	Intervention/RTI Specialist	1.00	Wilson Elementary School	6/30/2020	Retirement
Echeverria, Wilfredo	Math Teacher	1.00	Linus Pauling Middle School	6/30/2020	Resignation
Endo, Linda*	Speech Language Pathologist	1.00	Cheldelin Middle School/Franklin School	6/30/2020	Retirement
Martin, Stephanie	Speech Language Pathologist	1.00	Jefferson Elementary School/Linus Pauling Middle School	6/30/2020	Resignation
McDonald, Telia	Special Education Teacher	1.00	Linus Pauling Middle School	6/30/2020	Resignation
Zimbrick, Kathryn	TOSA	0.50	Crescent Valley High School	6/30/2020	Retirement

*Linda Endo would like her retirement to be confidential

MOTION REQUESTED:

“I move to approve the Licensed Personnel action as submitted.”



Corvallis

SCHOOL DISTRICT

IX.C. Contract For Copier/MFD Hardware and Service, Device
Management/Usage Tracking Software, and Printer/MFP Hardware Service
and Supplies



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Gil Anspacher, Director of Technology Services
Meeting Date: April 9, 2020

Award Contract for Copier/MFD Hardware and Service Device Management/Usage Tracking Software, and Printer/MFP Hardware Service and Supplies

ACTION REQUESTED

Background

On December 20, 2019 the District issued a Request for Proposals (RFP) soliciting proposals from qualified vendors to provide Copier and Printer services including hardware, service, management and usage tracking software, and supplies beginning July 1, 2020. The RFP process was managed by Optimizon, an independent print management advisory firm. Optimizon was engaged for the previous contract cycle and has provided service management for the duration of the 5 year contract which ends June 30, 2020. The RFP was advertised in The Corvallis Gazette Times and The Daily Journal of Commerce and was posted to the District website. Direct solicitation for proposals was sent to a selection of regional vendors.

The District received four proposals, one of which was considered incomplete as it was missing a proposal for Device Management/Usage Tracking Software. The responsive proposers were CTX-Xerox, Kyocera Document Solutions, and Pacific Office Automation. The proposals were reviewed and evaluated by a selection committee composed of District staff and professional consultants: Gil Anspacher, Director Technology Services; Alex Allen, Classroom Technology Administrator; Mike Holden, Custodial and Operations Manager; Hannah Recla, Lisa Kitamura, and Mel Walker of Optimizon. Interviews and software demonstrations were conducted with the three vendors who responded to all three components.

The selection committee evaluated the three responsive proposals according to the criteria outlined in the solicitation documents. Interviews were held on February 26 and 27, 2020. The unanimous opinion of the selection committee was to recommend the selection of CTX-Xerox to the Board for consideration of award for all of the three service components. In addition to offering competitive pricing, CTX offered terms and equipment that meet the District's requirements. CTX also agreed to back up the guarantees they are making by providing a performance bond to the District equaling 25% of the total hardware and service costs for a period of 60 months.

A notice of intent to award the contract to CTX-Xerox was issued on March 27, 2020. Once a contract is approved by the Board, the District will immediately begin finalizing an agreement for copier and printer services based on the terms and conditions that were

outlined in the solicitation documents. The total cost estimate in the proposal recommended for award is \$608,805, which covers the duration of the 5 year contract. The total cost estimate is based on a scope of services drafted by Optimizon. Actual costs for services rendered will be based on the actual number of prints and service and supply requests.

ACTION REQUESTED

Accept the selection committee's recommendation and award the contract for copier and printer services effective July 1, 2020 to CTX-Xerox.

MOTION REQUESTED

"I move that we accept the selection committee's recommendation and award the contract for copier and printer services effective July 1, 2020 to CTX-Xerox. I further move that Olivia Meyers Buch, Director of Finance and Operations, be authorized by the Board to enter into an agreement with CTX-Xerox in alignment with this award."



Corvallis School District 509J
Executive Summary
RFP 2020

Objectives:

The RFP was issued with 3 components so that the award could be made to the vendor(s) who offer the best value to the District in each area.

Component Description	Objectives
RFP 2020 Copier/MFD Hardware and Service	<ul style="list-style-type: none"> To replace copiers with expiring leases and devices that have reached end-of-life
RFP 2020 Device Management/Usage Tracking Software	<ul style="list-style-type: none"> To support the management of devices and users within the networked printing environment
RFP 2020 Printer/MFP Hardware Service and Supplies	<ul style="list-style-type: none"> To establish a new contract for the networked printer fleet to replace the contract expiring in June 2020

Team:

A team consisting of Gil Anspacher, Mike Holden, and Alex Allen of Corvallis School District 509J, and Hannah Recla, Lisa Kitamura, and Mel Walker of Optimizon was formed to evaluate the current requirements, develop a sourcing strategy, and issue the RFP to interested vendors.

Vendors:

The RFP was advertised per District and State requirements. RFP packets were sent to the following vendors. Responses were as noted.

Vendor	RFP 2020 Copier/MFD Hardware and Service	RFP 2020 Device Management/Usage Tracking Software	RFP 2020 Printer/MFP Hardware Service and Supplies
Canon Business Solutions	non-responsive	non-responsive	non-responsive
Copiers Northwest	non-responsive	non-responsive	non-responsive
Connection	non-responsive	non-responsive	non-responsive
CTX-Xerox	Complete	Complete	Complete
Deltek	non-responsive	non-responsive	non-responsive
DeviceLand	non-responsive	non-responsive	non-responsive
eCommerce Business Prime	non-responsive	non-responsive	non-responsive
Epson America	non-responsive	non-responsive	non-responsive
Kyocera Document Solutions	Complete	Complete	Complete
Pacific Office Automation	Complete	Complete	Complete
Ricoh	non-responsive	non-responsive	non-responsive
Scrantron	non-responsive	non-responsive	non-responsive
Solutions Yes	non-responsive	non-responsive	non-responsive
Ultrex	Complete	non-responsive	non-responsive
Y&S Technologies	non-responsive	non-responsive	non-responsive

RFP Process:

Analysis for each component was conducted as follows:

- Copier/MFD RFP: based on each vendor’s response to the terms and conditions, pricing for a period of (5) years, and equipment configurations
- Device Usage/Management Software: based on each vendor’s response to the software technical requirements, terms and conditions, and pricing
- Printer/MFP fleet: based on each vendor’s response to the terms and conditions and pricing for a period of (5) years

The scoring criteria was shared with the vendors, and the proposals were scored as follows:

Each question in the RFP was assigned a rank according to importance, and each category was assigned an overall percentage of importance. Optimizon and Corvallis School District 509J carefully analyzed each proposal and assigned a score to each vendor’s response in each area. Interviews and software demonstrations were conducted with the 3 vendors who responded to all three components.

The total weighted scores and rankings for each RFP are as follows:

RFP 2020 Copier/MFD Hardware and Service	Total Score	Rank
CTX-Xerox (Xerox)	675	1
Pacific Office Automation (Sharp)	666	2
Pacific Office Automation (Konica)	647	3
Ultrex (Toshiba)	581	4
Kyocera Document Solutions (Kyocera)	570	5
Total Possible	694	

RFP 2020 Device Usage/Management Software	Total Score	Rank
CTX-Xerox (PaperCut)	547	1
Pacific Office Automation (PaperCut)	497	2
Kyocera Document Solutions (MyQ)	459	3
Total Possible	614	

RFP 2020 Printer/MFP Service and Supplies	Total Score	Rank
CTX-Xerox	636	1
Pacific Office Automation	571	2
Kyocera Document Solutions	523	3
Total Possible	642	

Award Recommendation Summary:

The recommendation is to award all three components of RFP 2020 to CTX-Xerox. In addition to offering competitive pricing, CTX offered terms and equipment that meet the District’s requirements. CTX also agreed to back up the guarantees they are making by providing a performance bond to the District equaling 25% of the total hardware and service costs for a period of 60 months.

Financial Summary:

Component	Current Annual Cost	New Annual Cost
RFP 2020 Copier/MFD Hardware and Service: CTX-Xerox	\$97,132	\$85,281
RFP 2020 Device Usage/Management Software: CTX-Xerox	-	\$11,061
RFP 2020 Printer/MFP Hardware Service and Supplies: CTX-Xerox	\$34,631	\$25,419
Annual Savings		\$10,002
Total 60 Month Savings		\$50,010



Corvallis

SCHOOL DISTRICT

IX.D. Resolution No. 20-0401 – Supplemental Budget for Designated Revenue Fund

Corvallis School District 509J
Supplemental Budget for Designated Revenue Fund
Resolution No. 20-0401

WHEREAS, ORS 294.471 provides for a governing body to make supplemental budgets for the fiscal year in certain cases;

AND WHEREAS, the Designated Revenue Fund requires a change in budgeted resources which were not included in the adopted budget because the amounts were not known with certainty at the time the budget was prepared;

AND WHEREAS, the Designated Revenue Fund requires a change in budgeted appropriations to recognize programmatic changes.

BE IT RESOLVED, that the School Board of Corvallis School District 509J hereby adopts a supplemental budget to the 2019-20 budget for the Designated Revenue Fund as set forth below, and that the amounts for the 2019-20 fiscal year and for the purposes shown below are hereby appropriated as follows:

DESIGNATED REVENUE FUND

TOTAL RESOURCES - ADOPTED BUDGET	1,785,835	TOTAL REQUIREMENTS - ADOPTED BUDGET	1,785,835
Supplemental Budget			
Revenue From Local Governmental Units Other Than Districts	137,500	Facilities Acquisition and Construction	137,500
Total Resources	137,500	Total Requirements	137,500
TOTAL RESOURCES - AMENDED BUDGET	1,923,335	TOTAL REQUIREMENTS - AMENDED BUDGET	1,923,335

Adopted by the Board of Directors of School District No. 509J (Corvallis) of Benton and Linn Counties, Oregon, at its regular meeting this 9th day of April, 2020.

ATTEST:

Sami Al-AbdRabbuh, Board Chair

Olivia Meyers Buch, Deputy Clerk



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
 Prepared by: Olivia Meyers Buch, Finance and Operations Director
 Meeting Date: April 9, 2020

Supplemental Budget

ACTION REQUESTED

Background

Oregon’s local budget law allows the district to make a supplemental budget during the fiscal year for which the original budget was adopted. The purpose of this supplemental budget is to recognize changes in resources and increase appropriations as needed for spending authority in the following fund: Designated Revenue Fund.

Proposed changes in the **Designated Revenue Fund** recognize a \$137,500 increase in resources and modifies appropriations by the same amount as follows:

Resources

- *Revenue from Local Governmental Units Other Than Districts* – recognize \$137,500 in revenue to be received from Benton County for reimbursement of design services for Lincoln Health Clinic per an [Intergovernmental Agreement](#) between the district and Benton County.

Requirements

- *Design Costs Related to Lincoln Health Clinic* – appropriate \$137,500 to fund design services for Lincoln Health Clinic. Create appropriation for Facilities Acquisition and Construction in the amount of \$137,500.

The proposed supplemental budget is presented below. The change in appropriations for the Designated Revenue Fund does not exceed 10% of total appropriations for the Designated Revenue Fund so a public hearing is not required.

DESIGNATED REVENUE FUND

	As Adopted	Proposed	Change
Resources			
Revenue From Local Governmental Units Other Than Districts	\$ -	\$ 137,500	\$ 137,500
Total Change in Resources			\$ 137,500

Requirements

Facilities Acquisition and Construction	\$	-	\$ 137,500	\$ 137,500
Total Change in Requirements				<u>\$ 137,500</u>

ACTION REQUESTED:

Accept the proposed adjustments and adopt a resolution amending budgeted resources and appropriations in the Designated Revenue Fund.

ATTACHED:

Resolution No. 20-0401

MOTION REQUESTED:

“I move that Resolution No. 20-0401 be adopted to amend budgeted resources and appropriations in the Designated Revenue Fund.”



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
 Prepared by: Olivia Meyers Buch, Finance and Operations Director
 Meeting Date: April 9, 2020

Supplemental Budget

ACTION REQUESTED

Background

Oregon’s local budget law allows the district to make a supplemental budget during the fiscal year for which the original budget was adopted. The purpose of this supplemental budget is to recognize changes in resources and increase appropriations as needed for spending authority in the following fund: Designated Revenue Fund.

Proposed changes in the **Designated Revenue Fund** recognize a \$137,500 increase in resources and modifies appropriations by the same amount as follows:

Resources

- *Revenue from Local Governmental Units Other Than Districts* – recognize \$137,500 in revenue to be received from Benton County for reimbursement of design services for Lincoln Health Clinic per an [Intergovernmental Agreement](#) between the district and Benton County.

Requirements

- *Design Costs Related to Lincoln Health Clinic* – appropriate \$137,500 to fund design services for Lincoln Health Clinic. Create appropriation for Facilities Acquisition and Construction in the amount of \$137,500.

The proposed supplemental budget is presented below. The change in appropriations for the Designated Revenue Fund does not exceed 10% of total appropriations for the Designated Revenue Fund so a public hearing is not required.

DESIGNATED REVENUE FUND

	As Adopted	Proposed	Change
Resources			
Revenue From Local Governmental Units Other Than Districts	\$ -	\$ 137,500	\$ 137,500
Total Change in Resources			\$ 137,500

Requirements

Facilities Acquisition and Construction	\$	-	\$	137,500	\$	137,500
Total Change in Requirements					<u>\$</u>	<u>137,500</u>

ACTION REQUESTED:

Accept the proposed adjustments and adopt a resolution amending budgeted resources and appropriations in the Designated Revenue Fund.

ATTACHED:

Resolution No. 20-0401

MOTION REQUESTED:

“I move that Resolution No. 20-0401 be adopted to amend budgeted resources and appropriations in the Designated Revenue Fund.”

Corvallis School District 509J
Supplemental Budget for Designated Revenue Fund
Resolution No. 20-0401

WHEREAS, ORS 294.471 provides for a governing body to make supplemental budgets for the fiscal year in certain cases;

AND WHEREAS, the Designated Revenue Fund requires a change in budgeted resources which were not included in the adopted budget because the amounts were not known with certainty at the time the budget was prepared;

AND WHEREAS, the Designated Revenue Fund requires a change in budgeted appropriations to recognize programmatic changes.

BE IT RESOLVED, that the School Board of Corvallis School District 509J hereby adopts a supplemental budget to the 2019-20 budget for the Designated Revenue Fund as set forth below, and that the amounts for the 2019-20 fiscal year and for the purposes shown below are hereby appropriated as follows:

DESIGNATED REVENUE FUND

TOTAL RESOURCES - ADOPTED BUDGET	1,785,835	TOTAL REQUIREMENTS - ADOPTED BUDGET	1,785,835
Supplemental Budget			
Revenue From Local Governmental Units Other Than Districts	137,500	Facilities Acquisition and Construction	137,500
Total Resources	137,500	Total Requirements	137,500
TOTAL RESOURCES - AMENDED BUDGET	1,923,335	TOTAL REQUIREMENTS - AMENDED BUDGET	1,923,335

Adopted by the Board of Directors of School District No. 509J (Corvallis) of Benton and Linn Counties, Oregon, at its regular meeting this 9th day of April, 2020.

ATTEST:

Sami Al-AbdRabbuh, Board Chair

Olivia Meyers Buch, Deputy Clerk



Corvallis

SCHOOL DISTRICT

IX.E. Board Policies -- **FOR ACTION**:

IX.E.1. JEC—Admissions—Revised—Second Reading



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Erika Cook
Meeting Date: April 9, 2020

ACTION REQUESTED

Board Policy JEC—Admissions—Revised—Second Reading

Background

Senate Bill 802 (2019) permits school residency to nonresident military children in cases of official military transfers prior to the family moving into the district. This applies to military families covered by the Interstate Compact on Educational Opportunity for Military Children. Parents are required to provide proof of residency within 10 days after the date of military transfer indicated on the official military order. Students are not required to comply with compulsory attendance requirements until 10 days after the date of the transfer.

Senate Bill (SB) 905 (2019) clarifies and aligns with the Every Student Succeeds Act to say that the care for a student whose parent or guardian has voluntarily placed the student outside the student's home with a public or private agency and for whom the student's parent or guardian retains legal guardianship, does not meet the definition of "foster care". It establishes general rule that the student, whose parent or guardian voluntarily places the student in substitute care while retaining legal guardianship, is a resident of the district where the substitute care program is located. It also provides, under special circumstances outlined in SB 905, exceptions to allow the student (voluntarily placed by the parent or guardian) to attend school in the district where the parents or guardian resides. Both bills are effective now.

Last paragraph of this policy was modified after the March 5, 2020 Board meeting from: Students whose parent or guardian voluntarily placed the child outside the child's home with a public or private agency and who is living in a licensed, certified or approved substitute care program, and whose residency is established pursuant to Oregon Revised Statute (ORS) 339.134.

To: Students whose parent or guardian voluntarily placed the child outside the child's home with a public or private agency and who is living in a licensed, certified or approved substitute care program, and whose residency is established pursuant to Oregon Revised Statute (ORS) 339.134 are considered residents of the district. For clarification.

This policy is optional, edits provided by OSBA on 11/22/2019. Last updated by CSD on 12/13/2018.

Involvement

District staff: Melissa Harder and Erika Cook.

Cost Impact

None.

Requested Action

Adoption of revisions.



Corvallis

SCHOOL DISTRICT

Code: JEC
Adopted: 6/28/99
Revised/Readopted: 12/10/07, 1/13/14, 8/15/16, 12/13/18

Admissions**

The Board is committed to providing an educational program for all students living in the district. The Board believes all students living in the district who have not completed 12 years of education should regularly attend school full time and be included in the available educational programs.

State law considers a child to be six years of age if the sixth birthday of the child occurred on or before September 1, and a child is considered to be five years of age if the fifth birthday occurred on or before September 1 **immediately preceding the beginning of the current school term.**

All new students must register in the school office. Registration requirements include immunization records, as required by law, and proof of the student's birth date (e.g., a birth certificate, hospital record, or baptismal record). Students admitted to any grade must show evidence of completing the prior school year(s).

Students enrolled in the district shall comply with Oregon laws related to age, residence, health, attendance, and immunization.

Students located in the district shall not be excluded from admission solely because the student does not have a fixed, regular, and adequate nighttime residence or solely because the student is not under the supervision of a parent.

Students located in the district shall not be excluded from admission where they are otherwise eligible, not receiving special education, and they have not yet attained the age of 19 prior to the beginning of the current school year.

The district may admit an otherwise eligible person who is not receiving special education and who has not yet attained 21 years of age prior to the beginning of the current school year if the person is shown to be in need of additional education in order to receive a high school diploma or a modified diploma.

Students who attend a district school on an interdistrict transfer or **were admitted prior to 2019 through** open enrollment are considered residents of the district.

Students living in the district who have attained the age of majority are considered residents of the district.

Minor students living with a parent or guardian who resides in the district are considered residents of the district unless the student has transferred to another district via interdistrict transfer or open enrollment.

~~Students who are wards of the court and who are is placed in the district are residents of the district.~~

Students who are in foster care¹ and who are placed in the district are residents of the district of origin, unless the court determines that attending in the district of residence is in the best interest of the student.

Students who are military children² are considered resident of the district, if the district is the district of military residence³ for the military child. Parents of military students must provide proof of residency within 10 days after the date of military transfer or pending transfer indicated on the official military orders.

Students whose parent or guardian voluntarily placed the child outside the child's home with a public or private agency and who is living in a licensed, certified or approved substitute care program, and whose residency is established pursuant to Oregon Revised Statute (ORS) 339.134 are considered residents of the district.

END OF POLICY

Legal Reference(s):

[ORS 327.006](#)
[ORS 336.092](#)
[ORS 339.010](#)
[ORS 339.115](#)
[ORS 339.125](#)

[ORS 339.133](#)
[ORS 339.134](#)
[ORS 433.267](#)
[OAR 581-022-2220](#)

[Senate Bill 802 \(2019\)](#)
[Senate Bill 905 \(2019\)](#)

Illegal Immigration and Immigration Reform Act of 1996, 8 U.S.C. §§ 1101, 1221, 1252, 1324, 1363, 1367 (2017~~8~~).

McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX-A of the Every Student Succeeds Act (ESSA) 42. U.S.C. §§ 11431, 11434a (2017).

¹ "Foster care" does not mean care for children whose parent or guardian voluntarily placed the child outside the child's home with a public or private agency and for whom the child's parent or guardian retains legal guardianship.

² "Military child" means a child who is in a military family covered by the Interstate Compact on Educational Opportunity for Military Children, as determined under rules adopted by the State Board of Education.

³ "School district of military residence" means the school district in which 1) the family of a military child intends to reside as the result of a military transfer; or 2) if the school district in which the family intends to reside is unknown, the school district in which the military installation identified in the official military order is located.



Corvallis

SCHOOL DISTRICT

IX.E.2. JECA—Admission of Resident Students**—Revised—Second
Reading



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Erika Cook
Meeting Date: April 9, 2020

ACTION REQUESTED

Board Policy JEC—Admissions—Revised—Second Reading

Background

Senate Bill 802 (2019) permits school residency to nonresident military children in cases of official military transfers prior to the family moving into the district. This applies to military families covered by the Interstate Compact on Educational Opportunity for Military Children. Parents are required to provide proof of residency within 10 days after the date of military transfer indicated on the official military order. Students are not required to comply with compulsory attendance requirements until 10 days after the date of the transfer.

Senate Bill (SB) 905 (2019) clarifies and aligns with the Every Student Succeeds Act to say that the care for a student whose parent or guardian has voluntarily placed the student outside the student's home with a public or private agency and for whom the student's parent or guardian retains legal guardianship, does not meet the definition of "foster care". It establishes general rule that the student, whose parent or guardian voluntarily places the student in substitute care while retaining legal guardianship, is a resident of the district where the substitute care program is located. It also provides, under special circumstances outlined in SB 905, exceptions to allow the student (voluntarily placed by the parent or guardian) to attend school in the district where the parents or guardian resides. Both bills are effective now.

Last paragraph of this policy was modified after the March 5, 2020 Board meeting from: Students whose parent or guardian voluntarily placed the child outside the child's home with a public or private agency and who is living in a licensed, certified or approved substitute care program, and whose residency is established pursuant to Oregon Revised Statute (ORS) 339.134.

To: Students whose parent or guardian voluntarily placed the child outside the child's home with a public or private agency and who is living in a licensed, certified or approved substitute care program, and whose residency is established pursuant to Oregon Revised Statute (ORS) 339.134 are considered residents of the district. For clarification.

This policy is optional, edits provided by OSBA on 11/22/2019. Last updated by CSD on 12/13/2018.

Involvement

District staff: Melissa Harder and Erika Cook.

Cost Impact

None.

Requested Action

Adoption of revisions.



Corvallis

SCHOOL DISTRICT

Code: JECA
Adopted: 6/28/99
Revised/Readopted: 12/10/07, 1/13/14, 4/11/19

Admission of Resident Students**

Resident students may be admitted under the following conditions:

1. A school-age student who lives within the district attendance area between the ages of 5 and 19 shall be allowed to attend school without paying tuition.
2. A student who turns 19 years of age during the school year shall continue to be eligible for a free and appropriate public education for the remainder of the school year.
3. The Board may admit an otherwise eligible student who is not receiving special education and who has not yet attained 21 years of age prior to the beginning of the current school year, if they are shown to be in need of additional education in order to receive a diploma or a modified diploma. This student may attend school without paying tuition for the remainder of the school year.
4. The Board shall admit an otherwise eligible student who has not yet attained age 21 prior to the beginning of the current school year if the student is receiving special education services and:
 - a. Has not yet received a regular high school diploma; or
 - b. Has received a modified diploma, an extended diploma or an alternative certificate.

~~A student with disabilities shall be considered a resident in which the child's parent or guardian resides under criteria identified in Oregon Revised Statute (ORS) 339.134.~~

~~A student with disabilities voluntarily placed outside the home by their parent or guardian may continue to attend the school the student was attending prior to the placement as a district resident, when the student's parent or guardian and school staff can demonstrate it is in the student's best interest.~~

5. Students whose parent or guardian voluntarily placed the child outside the child's home with a public or private agency and who is living in a licensed, certified, or approved substitute care program, and whose residency is established pursuant to Oregon Revised Statute (ORS) 339.134.

6. Students who are military children¹ are considered resident of the district, if the district is the district of military residence² for the military child. Parents of military students must provide proof of residency within 10 days after the date of military transfer or pending transfer indicated on the official military order.
7. The Board may, based on district criteria, deny regular school admission to a student who has become a resident student and who is under expulsion from another district for reasons other than a weapons policy violation.
8. The Board shall deny, for at least one calendar year from the date of the expulsion, regular school admission to a student who has become a resident student and who is under expulsion from another district for a weapons policy violation.
9. The Board may, based on district criteria, provide alternative programs of instruction to students expelled for a weapons policy violation.

END OF POLICY

Legal References:

[ORS 109.056](#)

[ORS 327.006](#)

[ORS 339.115](#)

[ORS 339.133](#)

[ORS 339.134](#)

[ORS 433.267](#)

[Senate Bill 802 \(2019\)](#)

[Senate Bill 905 \(2019\)](#)

¹ “Military child” means a child who is in a military family covered by the Interstate Compact on Educational Opportunity for Military Children, as determined under rules adopted by the State Board of Education.

² “School district of military residence” means the school district in which 1) the family of a military child intends to reside as the result of a military transfer; or 2) if the school district in which the family intends to reside is unknown, the school district in which the military installation identified in the official military order is located.



Corvallis

SCHOOL DISTRICT

- X. CONSOLIDATED INFORMATION
 - X.A. Non-Licensed Personnel Information



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Jennifer Duvall, Human Resources Director
Meeting Date: April 9, 2020

Non-licensed Personnel Information

NO ACTION REQUIRED

Recommendation to Hire

Termination/Resignation/Layoff/Retirement

Name	Position	Hours	Building	Reason	Effective Date
Giovanna Aleman	Educational Assistant 2/Bilingual	6.5	Lincoln Elementary	Resignation	2/24/2020
Kelley Young	Career Center Specialist	7.5	Crescent Valley High School	Resignation	3/17/2020
Antonia (Toni) Cassell	Educational Assistant 2	5	Mt. View Elementary	Resignation	3/20/2020
Lindsey Aikin	Student Behavior Assistant	6.5	Garfield Elementary	Resignation	3/20/2020



Corvallis

SCHOOL DISTRICT

X.B. Unaudited Financial Statements - February 29, 2020



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Olivia Meyers Buch, Finance and Operations Director
Meeting Date: April 9, 2020

February Financial Statements (Unaudited)

NO ACTION REQUIRED

Background

The Statement of Resources and Requirements for the General Fund for the period ending February 28, 2019 and February 29, 2020 follow this report. General Fund Highlights are included below.

Year-to-date operating revenues through the end of February 2020 total \$67.1 million or 84.0% of total budgeted operating revenues as compared to \$62.8 million or 85.5% through the end of February 2019. Total operating revenues are projected to exceed budgeted operating revenue by \$0.4 million.

Year-to-date operating expenditures through the end of February 2020 total \$48.3 million or 55.3% of total budgeted operating expenditures as compared to \$40.8 million or 53.3% through the end of February 2019. Operating expenditures are projected to total 97.4% of budgeted operating expenditures.

Projected resources and requirements through June 30, 2020 result in an ending fund balance of \$11.5 million, or 14.3% of projected operating revenues. The projected ending fund balance reflects a decrease in fund balance, or operating deficit, of \$4.9 million, but all General Fund reserves are projected to be at or above the designations outlined in board policy on June 30, 2020.

Please contact me with questions or if you would like any additional information.

Supplementary Materials

1. Statement of Resources and Requirements as of February 28, 2019 and February 29, 2020
2. Schedule of Investments as of February 29, 2020
3. Schedule of Cash Disbursements greater than or equal to \$1,000 for the period of February 1-29, 2020

Corvallis School District 509J
Statement of Resources and Requirements
Fiscal Year to Date as of February 28, 2019 and February 29, 2020 Respectively (Unaudited)

General Fund

	FY 2018-19					FY 2019-20				
	Amended	Actuals Thru	% of	Actuals Thru	% of	Amended	Actuals Thru	% of	Projected Thru	% of
	Budget	2/28/2019	Budget	6/30/2019	Budget	Budget	2/29/2020	Budget	6/30/2020	Budget
RESOURCES										
State School Fund Formula Revenue										
State School Fund - General Support	\$ 36,569,504	\$ 27,308,854	74.7%	\$ 35,706,867	97.6%	\$ 38,905,151	\$ 29,758,271	76.5%	\$ 39,328,998	101.1%
Property Taxes Levied by District	27,842,602	27,476,167	98.7%	29,158,432	104.7%	29,762,663	28,490,740	95.7%	29,762,663	100.0%
Common School Fund	692,493	-	0.0%	1,029,035	148.6%	649,272	-	0.0%	649,272	100.0%
County School Funds	160,000	260,085	162.6%	325,089	203.2%	260,000	72,429	27.9%	260,000	100.0%
Local Option Taxes Levied by District	6,533,657	6,821,196	104.4%	7,191,010	110.1%	7,084,797	6,790,805	95.9%	7,084,797	100.0%
Earnings on Investments	275,000	540,161	196.4%	1,087,073	395.3%	613,000	347,240	56.6%	613,000	100.0%
Other	1,374,000	369,350	26.9%	2,477,302	180.3%	2,591,784	1,618,383	62.4%	2,535,772	97.8%
Total Operating Revenues	\$ 73,447,256	\$ 62,775,814	85.5%	\$ 76,974,809	104.8%	\$ 79,866,667	\$ 67,077,869	84.0%	\$ 80,234,502	100.5%
Beginning Fund Balance	\$ 14,680,682	\$ 14,680,682	100.0%	\$ 14,680,682	100.0%	\$ 16,373,874	\$ 16,373,874	100.0%	\$ 16,373,874	100.0%
TOTAL RESOURCES	\$ 88,127,938	\$ 77,456,496	87.9%	\$ 91,655,491	104.0%	\$ 96,240,541	\$ 83,451,742	91.0%	\$ 96,608,376	100.4%
REQUIREMENTS										
Salaries	\$ 38,369,511	\$ 20,279,616	52.9%	\$ 37,656,035	98.1%	\$ 41,476,992	\$ 22,431,977	54.1%	\$ 41,062,222	99.0%
Associated Payroll Costs	21,557,545	10,820,110	50.2%	20,429,023	94.8%	25,697,817	13,223,807	51.5%	24,412,926	95.0%
Purchased Services	10,235,681	6,021,466	58.8%	10,834,944	105.9%	12,866,811	6,996,461	54.4%	12,223,470	95.0%
Supplies and Materials	4,206,143	2,302,620	54.7%	4,615,855	109.7%	5,536,567	3,799,495	68.6%	5,425,836	98.0%
Capital Outlay	585,559	26,263	4.5%	265,814	45.4%	55,000	257,808	468.7%	355,185	645.8%
Other Objects	1,621,929	1,378,398	85.0%	1,479,947	91.2%	1,786,724	1,637,662	91.7%	1,661,653	93.0%
Total Operating Expenditures	\$ 76,576,368	\$ 40,828,473	53.3%	\$ 75,281,617	98.3%	\$ 87,419,911	\$ 48,347,209	55.3%	\$ 85,141,293	97.4%
Contingency	1,820,050	-	0.0%	-	0.0%	-	-	-	-	-
Rainy Day Reserves	3,640,100	-	0.0%	-	0.0%	3,777,192	-	0.0%	-	0.0%
Unappropriated Reserves	2,891,420	-	0.0%	-	0.0%	2,244,935	-	0.0%	-	0.0%
Unappropriated Reserve (PERS)	3,200,000	-	0.0%	-	0.0%	2,798,503	-	0.0%	-	0.0%
TOTAL REQUIREMENTS	\$ 88,127,938	\$ 40,828,473	46.3%	\$ 75,281,617	85.4%	\$ 96,240,541	\$ 48,347,209	50.2%	\$ 85,141,293	88.5%
ENDING FUND BALANCE		\$ 36,628,023		\$ 16,373,874		\$ 35,104,533		\$ 11,467,083		
Contingency				1,924,370	2.5% *				2,005,863	2.5% *
Rainy Day Reserves				3,848,740	5.0% *				4,011,725	5.0% *
Unappropriated Reserves				9,277,944	12.1% *				5,449,496	6.8% *
Unappropriated Reserve (PERS)				1,322,819	1.7%				-	0.0% *
* Percent of Operating Revenue				16,373,874	21.3%				11,467,083	14.3%

Corvallis School District 509J
 Schedule of Investments
 February 29, 2020

Type of Investment	Investment Date	Maturity/ Call Date	No. of Days	Bond		Par (Maturity) Value
				Equivalent Yield	Purchase Price	
U.S. Treasury Obligations:						
	08/07/18	06/15/20	679	2.512%	\$98.18	6,780,000
	08/07/18	07/15/20	709	2.531%	\$98.06	6,780,000
	08/07/18	08/15/20	740	2.546%	\$97.95	6,780,000
	08/07/18	10/15/20	801	2.559%	\$98.02	5,870,000
	08/07/18	11/15/20	832	2.570%	\$98.20	6,530,000
	08/07/18	01/15/21	893	2.584%	\$98.63	6,530,000
	08/07/18	05/15/21	1,013	2.605%	\$100.05	4,750,000
	08/07/18	07/15/21	1,074	2.624%	\$100.00	4,750,000
	12/17/18	08/15/21	948	2.670%	\$100.20	6,000,000
	11/22/19	11/15/20	359	1.485%	\$98.60	5,000,000
	11/22/19	11/30/20	374	1.510%	\$100.11	5,000,000
	11/22/19	02/15/21	451	1.556%	\$98.15	5,000,000
	11/22/19	05/15/20	175	1.431%	\$1.00	10,000,000
	11/22/19	05/31/20	191	1.448%	\$1.00	10,000,000
	12/02/19	07/31/20	242	1.428%	\$100.79	5,000,000
	01/15/20	06/30/21	532	1.501%	\$99.46	3,000,000
	01/15/20	07/31/21	563	1.508%	\$99.42	2,500,000
	01/15/20	08/31/21	594	1.515%	\$99.98	2,500,000
	01/15/20	09/30/21	624	1.517%	\$99.97	2,500,000
	01/17/20	09/15/20	242	1.442%	\$99.96	2,000,000
	02/11/20	10/05/20	237	1.381%	\$100.16	2,000,000
US Government-Sponsored Enterprises (Total):						
	08/07/18	03/30/20	602	2.504%	\$99.79	6,780,000
	08/07/18	04/23/20	626	2.528%	\$99.95	6,780,000
	08/07/18	05/28/20	661	2.536%	\$100.16	6,780,000
	08/07/18	09/28/20	784	2.550%	\$97.57	6,780,000
	08/07/18	12/28/20	875	2.587%	\$98.36	6,530,000
	08/07/18	02/15/21	924	2.647%	\$102.98	1,200,000
	08/07/18	03/12/21	949	2.646%	\$97.77	4,750,000
	08/07/18	04/19/21	987	2.682%	\$99.92	4,750,000
	08/07/18	06/11/21	1,040	2.665%	\$102.61	4,750,000
	09/21/18	03/13/20	519	2.552%	\$99.38	2,000,000
	10/15/18	03/30/20	536	2.375%	\$99.50	2,000,000
	10/15/18	04/15/20	552	2.850%	\$100.15	2,000,000
	11/19/18	04/20/20	521	1.375%	\$98.16	2,000,000
	11/19/18	05/05/20	536	2.760%	\$100.04	4,000,000
	12/03/18	05/28/20	545	2.675%	\$99.93	2,000,000
	01/15/19	09/10/21	974	2.500%	\$101.27	6,000,000

11/22/19	12/22/20	396	1.519%	\$100.09	5,000,000
12/02/19	06/22/20	203	1.412%	\$100.05	4,615,000

Total Investments outside of Local Government Investment Pool: \$ 187,985,000

<u>Local Government Investment Pool:</u>	<u>Average Annualized Rate</u>	
General Account	2.25%	\$ 23,525,917
Debt Service Account	2.25%	865
<u>Debt Service Account - GO 2018 Bond Series</u>	2.25%	<u>17,776,431</u>
<u>Subtotal LGIP ¹</u>		<u>\$ 41,303,213</u>

Local Government Investment Pool - Pension Bond Debt Service:
Pension Bond Debt Service Account:² 2.25% \$ 1,534,736

Total Investments \$ 230,822,949

1. The maximum amount (in any combination of accounts) that the Local Government Investment Pool (LGIP) allows in an account is \$50,400,000
2. The Pension Bond Debt Service Account is outside of the LGIP limit, and collects the PERS intercept payments from the Basic School Fund for payment to bond holders of the PERS bond debt.

Compliance with Investment Policy

<u>Type of Investment</u>	<u>Maximum % of Portfolio per Policy DFA</u>	<u>Current Percent</u>
U.S. Treasury Obligations	100.0%	47.3%
U.S. Government Agency Securities and Instrumentalities of Government-sponsored Corporations	90.0%	34.1%
State of Oregon Local Investment Pool	100.0%	18.6%
Bankers Acceptances	25.0%	0.0%
Repurchase Agreements	25.0%	0.0%
Certificates of Deposits	50.0%	0.0%
Commercial Paper	10.0%	0.0%
State of Oregon and Oregon Local Government Securities	25.0%	0.0%
TOTAL		100.00%

Benchmarks as of 2/28/20:

3 Month U.S. Treasury Yield Curve Rate	1.27%
3 Month Jumbo Certificate of Deposit Rate	1.57%

Corvallis School District 509J
Schedule of Cash Disbursements greater than or equal to \$1,000
For the period of February 1-February 29, 2020

Vendor by Fund and Object	Check Total
100 - General Fund	
Accounts Payable	
RAINBOW DANCE THEATRE	2,544.88
Away HS Playoffs and/or Tournaments	
Lamer, Chad R	1,200.00
Certified (Extra Duty, Adtl Salary)	
EDUSTAFF	5,009.94
Charter School Payments	
INAVALE COMMUNITY PARTNERS, INC	85,974.00
Computer Software	
INTERVIEWSTREAM	7,500.00
Consumable Supplies and Materials	
BSN SPORTS	2,959.38
CHOWN HARDWARE	1,844.28
CORVALLIS POWER EQUIPMENT	1,007.24
CURTIS RESTAURANT EQUIPMENT	1,590.00
FREESTYLE	1,516.41
GRAINGER	1,101.50
KING OFFICE EQUIPMENT INC	7,883.00
MICK'S GLASS SERVICE INC	1,183.50
MUSIC THEATRE INTERNATIONAL	1,128.10
OFFICE DEPOT, INC	11,340.74
PARAMOUNT SUPPLY CO	1,191.91
PART WORKS INC	1,143.47
PINKHAM SPECIALTY CO	2,975.00
PLATT ELECTRIC SUPPLY CO	2,770.15
SCHOOL SPECIALTY	1,550.29
SHIRT CIRCUIT	1,813.85
WAXIE SANITARY SUPPLY	5,219.16
Copier Charges	
CTX - XEROX	1,266.65
Electricity	
CONSUMERS POWER INC	26,495.52
PACIFIC POWER	44,251.23
Equipment \$5,000 and greater	
JMC AUTOMOTIVE EQUIPMENT	2,891.52
Equipment-like items \$1,000 - \$4,999	
VIBRALIGN	1,714.45
Fuel	
BENTON COUNTY PUBLIC WORKS	1,578.22
NW NATURAL	42,895.86
Garbage	

Corvallis School District 509J
 Schedule of Cash Disbursements greater than or equal to \$1,000
 For the period of February 1-February 29, 2020

Vendor by Fund and Object	Check Total
REPUBLIC SERVICES	13,681.55
Instructional, Professional and Technical Service	
CENTER FOR THE COLLABORATIVE CLASSROOM	2,600.00
OREGON DEPARTMENT OF EDUCATION	4,081.82
UNIVERSITY OF WASHINGTON	4,150.00
Legal Services	
HUNGERFORD LAW FIRM LLP	14,962.50
LUVAAS COBB	2,444.00
Library Books	
INGRAM LIBRARY SERVICE	1,350.10
Other Communication Services	
COMCAST/INSTITUTIONAL NETWORKS	9,911.85
Other Non-instructional Professional and Technical	
ABIDE WEB DESIGN	1,350.00
CAREERSTAFF UNLIMITED	5,616.00
FLO ANALYTICS	38,930.35
MAXIM STAFFING SOLUTIONS	22,616.94
OPTIMIZON	6,333.00
PACIFIC EDUCATIONAL GROUP INC	11,150.00
RM COUNSELING CONSULTATION & TRAINING	1,301.50
WENAHA GROUP INC	3,432.00
Other Professional Services - Certified Subs	
EDUSTAFF	129,212.94
Other Professional Services - Classified Subs	
EDUSTAFF	37,643.36
Other Property Services	
US Bank Equipment Finance	8,354.84
Postage	
GARTEN SERVICES, INC	2,467.98
Printing and Binding	
CORVALLIS COPY	1,944.31
FRANKLIN PRESS	1,048.50
OFFICE DEPOT, INC	1,065.80
Reimbursable Student Transportation	
DIAL-A-BUS OF BENTON COUNTY	125,374.53
GUEVARA, PENNY	1,050.00
MID COLUMBIA BUS CO INC	16,641.70
Repairs and Maintenance Services	
BELFOR	11,000.00
DIG-IT FENCING	8,665.00
EC ELECTRIC	5,150.44
EGNER ROOFING	1,524.00

Corvallis School District 509J
 Schedule of Cash Disbursements greater than or equal to \$1,000
 For the period of February 1-February 29, 2020

Vendor by Fund and Object	Check Total
ENVIRONMENTAL INSPECTION SERVICES	8,000.00
FITZPATRICK PAINTING INC	2,500.00
GOPHER PATROL	1,091.00
INTERIOR TECH	1,077.00
MICK'S GLASS SERVICE INC	1,183.80
PACIFIC OFFICE AUTOMATION	10,997.48
PACIFIC SPORTS TURF, INC	1,250.00
SOURCE REFRIGERATION & HVAC	2,573.50
Technology Equipment \$5,000 and greater	
EDNETICS INC	3,830.00
Telephone	
AT&T MOBILITY-ACCT#837370420 (TECH)	2,195.55
CENTURYLINK	4,578.90
Textbooks	
EDMENTUM, INC	2,533.00
ESTRELLITA	1,001.09
Travel, Out of District	
ACPE	3,090.00
OREGON SCHOOL BOARDS ASSOCIATION	2,555.00
Water and Sewage	
CITY OF CORVALLIS	32,539.46
100 - General Fund Total	847,591.04
203 - Food Service Fund	
Food - Food Service Only	
DUCK DELIVERY PRODUCE INC	10,719.17
FRANZ FAMILY BAKERIES	5,848.34
LOCHMEAD DAIRY	18,445.10
Inventories	
FOOD SERVICE OF AMERICA	21,624.91
MCDONALD WHOLESALE CO	24,385.88
NORTHWEST DISTRIBUTION SERVICES	2,712.41
203 - Food Service Fund	Total
	83,735.81
204 - District Donation Fund	
Consumable Supplies and Materials	
FLAGHOUSE	1,273.32
FRED MEYER CUSTOMER CHARGES	1,008.74
GOPHER SPORT	5,081.01
OFFICE DEPOT, INC	2,452.15
Repairs and Maintenance Services	
EC ELECTRIC	1,302.74
204 - District Donation Fund Total	11,117.96
208 - Designated Facilities Fund	

Corvallis School District 509J
 Schedule of Cash Disbursements greater than or equal to \$1,000
 For the period of February 1-February 29, 2020

Vendor by Fund and Object	Check Total
Buildings Acquisition	
CITY OF CORVALLIS - FIN/AR	3,041.00
PIVOT ARCHITECTURE	46,511.90
208 - Designated Facilities Fund Total	49,552.90
296 - Grants Fund	
Architect/Engineer Services	
PIVOT ARCHITECTURE	21,700.00
Buildings Acquisition	
BENTON COUNTY COMMUNITY DEVELOPMENT DEPT	2,367.59
Consumable Supplies and Materials	
BMI KARTS PARTS	1,432.80
Equipment-like items \$1,000 - \$4,999	
INDUSTRIAL WELDING SUPPLY INC	1,829.00
Other Professional Services - Certified Subs	
EDUSTAFF	3,611.70
Other Professional Services - Classified Subs	
EDUSTAFF	1,016.80
Technology Taggable Equip <\$5,000	
CTL CORPORATION	2,407.50
Travel, Out of District	
COSA	3,682.50
ICG	3,100.00
296 - Grants Fund Total	41,147.89
297 - Student Body Funds	
Consumable Supplies and Materials	
BSN SPORTS	4,604.87
CHOWN HARDWARE	1,138.76
ELEMENT GRAPHICS, INC	3,380.50
LES & BOBS SPORTS AND APPAREL	1,882.00
SHIRT CIRCUIT	7,582.30
Starwalt, Ryan T	1,633.00
UNITED GROCERS	1,092.56
Printing and Binding	
LIFETOUCH	5,887.69
STAPLES CREDIT PLAN	3,537.92
Travel, Student Out of District	
ANAHEIM MAJESTIC GARDEN HOTEL	3,960.00
CAMP TADMOR	2,227.50
COUNTRY INN & SUITES CREDIT CARD	1,920.42
OMEA DISTRICT XI	1,110.00
OPD CHURCH OF THE NAZARENE	1,006.35
RED LION CREDIT CARD CHARGE	1,256.64

Corvallis School District 509J
 Schedule of Cash Disbursements greater than or equal to \$1,000
 For the period of February 1-February 29, 2020

Vendor by Fund and Object	Check Total
297 - Student Body Funds Total	42,220.51
298 - Designated Revenue Fund	
Consumable Supplies and Materials	
OFFICE DEPOT, INC	1,753.74
SCHOOL SPECIALTY	2,135.40
Equipment \$5,000 and greater	
JMC AUTOMOTIVE EQUIPMENT	2,410.96
MOBILE GLASSBLOWING STUDIOS, LLC	8,172.13
Instructional, Professional and Technical Service	
RANDI COOPER CONSULTING	4,000.00
SPIKES CONSULTATION LLC	4,000.00
Library Books	
INGRAM LIBRARY SERVICE	1,065.12
Other Professional Services - Certified Subs	
EDUSTAFF	1,019.43
Other Professional Services - Classified Subs	
EDUSTAFF	1,251.93
Travel, Student Out of District	
THEATERWORKSUSA CREDIT CARD CHARGE	1,516.25
298 - Designated Revenue Fund	Total
	27,324.96
405 - 2018 Series GO Bond Proceeds Fund	
Architect/Engineer Services	
ARCHAEOLOGICAL INVESTIGATIONS NORTHWEST	4,227.33
BRENDLE GROUP INC	3,870.00
DLR GROUP	465,341.47
JLD CONSTRUCTION CONSULTING	47,818.39
PBS ENGINEERING & ENVIRONMENTAL INC	17,644.70
PIVOT ARCHITECTURE	347,592.24
WENAHA GROUP INC	122,404.69
Buildings Acquisition	
CITY OF CORVALLIS - DEVELOPMENT SERVICES	822,718.04
COLE SURVEYING LLC	1,095.00
FORTIS CONSTRUCTION	74,750.81
GERDING BUILDERS, LLC	23,488.85
GLUMAC	6,700.00
LANCASTER LOGISTICS	4,085.00
OREGON BUREAU OF LABOR AND INDUSTRIES	1,390.63
WILLAMETTE VALLEY PLANNING, LLC	14,600.00
Construction Contracts Payable-Retained Percentage	
FORTIS CONSTRUCTION	164,492.73
Consumable Supplies and Materials	
SP&B REPROGRAPHICS	1,653.39

Corvallis School District 509J
 Schedule of Cash Disbursements greater than or equal to \$1,000
 For the period of February 1-February 29, 2020

Vendor by Fund and Object	Check Total
Improvements Other Than Buildings	
GERDING BUILDERS, LLC	289,055.79
405 - 2018 Series GO Bond Proceeds Fund Total	2,412,929.06
601 - Insurance Fund	
Group Insurance	
WILLAMETTE DENTAL GROUP (GROUP Z1329)	30,734.80
Other Insurance and Judgments	
EDU, ENVIRON, AND ESTATE LAW GROUP LLC	10,000.00
PACE- SPECIAL DISTRICTS ASSN OF OREGON	10,000.00
Other Non-instructional Professional and Technical	
CPR WORKS, LLC	1,015.00
PacificSource Administrators	10,800.00
601 - Insurance Fund	Total
	62,549.80
Grand Total	3,578,169.93



Corvallis

SCHOOL DISTRICT

X.C. Bond Program Update - Written Report

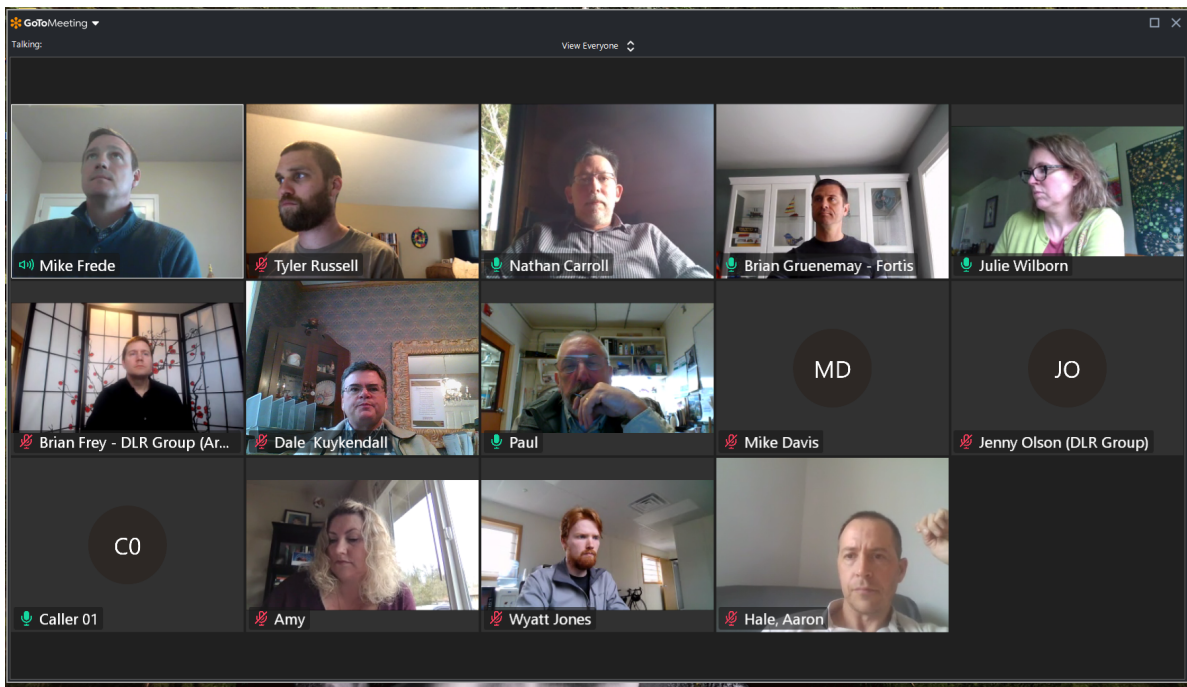


CORVALLIS SCHOOL DISTRICT BOND PROGRAM UPDATE APRIL 9, 2020



GENERAL PROGRAM UPDATE

Embracing the Governor's Executive Order No. 20-12 "Stay Home, Save Lives", the bond team has been moving ahead apace, while improving the usage of remote meeting techniques. This image shows a typical meeting dashboard, with a dozen or more participants actively working on a project. In this case, the Lincoln team, including Fortis Construction, Wenaha Group, DLR Group and CSD personnel are engaged in an Owner Architect Contractor (OAC) meeting where schedules, permits, finances and site logistics are discussed.



The governor's mandate still allows for school construction projects, provided proper distancing guidelines are followed. Our contractors have both developed rigid protocols to keep their workers and the public safe. Focused planning is underway to account for potential COVID-19 impacts to the bond program beyond just the current stay at home restrictions. Details will follow as they develop.

With the early spring break, construction teams were able to accomplish more work than originally planned. At the Muddy Creek Charter School and at CVHS, asbestos abatement projects were completed to make way for the next steps at those sites. At Garfield, new (temporary) modular classrooms were delivered. Before the start of next school year, those modulares, plus three existing modulares, will be setup to make way for the major renovations and additions. At Lincoln, temporary fencing was installed and construction trailers were delivered.



**CORVALLIS SCHOOL DISTRICT
BOND PROGRAM UPDATE
APRIL 9, 2020**

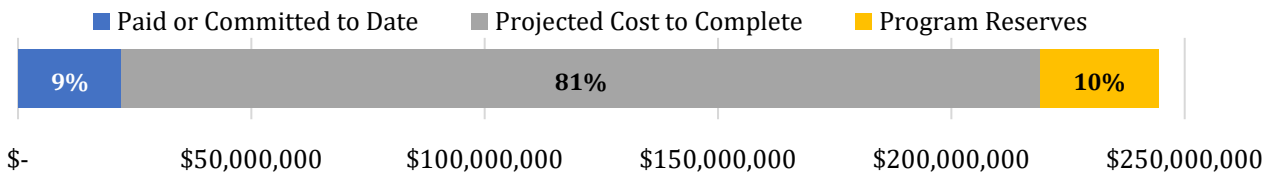


FINANCIAL SUMMARY AS OF FEBRUARY 29, 2019

Voter Approved Issuance Authority	\$ 199,916,925	Paid to Date	\$ 22,227,764
Bond Sale Premium	28,699,499	Projected Cost to Complete	\$ 196,763,980
Bond Interest Earnings	7,585,241	Total Projected Cost	218,991,744
OSCIM Grant ¹	6,234,147		
Other Funding ²	1,986,774.38	Program Reserves	25,430,842
Total Resources	\$ 244,422,586	Total Requirements	\$ 244,422,586

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 FEBRUARY 29, 2019

	Original Estimate	Current Budget <i>(based on bond issuance)</i>	Other Funding Sources ¹	Projected Total Cost	Paid to Date
Adams Elementary	\$ 12,165,241	\$ 11,594,457	\$ 632,420	\$ 12,226,877	\$ 1,461,795
Garfield Elementary	21,435,804	20,431,066	4,961,468	25,392,534	1,487,741
Hoover Elementary	37,084,000	38,678,632	-	38,678,632	1,913,953
Jefferson Elementary	12,928,559	12,322,158	544,894	12,867,052	1,820,467
Lincoln Elementary	36,917,098	31,852,598	6,371,647	38,224,245	2,098,573
Mt View Elementary	9,341,711	8,904,029	-	8,904,029	39,713
Wilson Elementary	12,388,876	11,807,766	633,802	12,441,568	1,858,086
Franklin K-8	9,335,022	8,897,336	-	8,897,336	20,289
Cheldelin MS	10,759,962	9,992,479	2,214,950	12,207,429	1,142,078
Linus Pauling MS	400,000	400,000	-	400,000	346,356
Corvallis HS	8,375,406	7,982,711	67,758	8,050,469	2,091,260
Crescent Valley HS	17,025,447	16,226,898	3,647,880	19,874,778	3,687,386
Harding Center	11,759,799	11,208,697	-	11,208,697	299,481
Program Administration	<i>included in estimates above</i>	9,618,098	-	9,618,098	3,960,585
TOTAL	\$ 199,916,925	\$ 199,916,925	\$ 19,074,819	\$ 218,991,744	\$ 22,227,764



**CORVALLIS SCHOOL DISTRICT
BOND PROGRAM UPDATE
APRIL 9, 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
April 9, 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	30%	
Construction	April 2021	Dec 2021	0%	

CURRENT ACTIVITIES

- DLR Group submitted a draft version of the schematic design report for this project to the District on February 14. The final version of the schematic design book was presented to the District on March 6.
- Fortis will use the month of March to dive deep into the Schematic Drawings to determine cost impacts, constructability detail reviews, and value-engineering options. This early design period is an essential time to help set the direction for success. Although there are similarities between the schools, each has unique characteristics that deserve special attention. Fortis anticipates issuing a comprehensive cost model for each of the three schools in early April.
- Core Team meeting #5 was held March 6th. Principals and Office Managers provided input on the updated designs for the additions and renovations.
- Foundation Engineering will be starting their geotechnical survey to assist in the design of the addition.

ACTIVITIES SCHEDULED FOR NEXT QUARTER

- Design and estimating activities will continue.



CORVALLIS SCHOOL DISTRICT BOND PROGRAM UPDATE April 9, 2020



HIGHLIGHTS

- This project is being managed in parallel with Jefferson and Wilson. There will be shared design efforts, as well as site-specific work.

CHALLENGES AND SOLUTIONS

- None at this time.

PROJECT PHOTO GALLERY

- N/A



**CORVALLIS SCHOOL DISTRICT
BOND PROGRAM UPDATE
April 9, 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	95%	
Construction	June 2020	Oct 2021	10%	Track resurfacing & Bleacher replacement completed

CURRENT ACTIVITIES

- PIVOT submitted for permit. The first round of permit review comments have been received and the design team is working to promptly get a response to the City.
- Gerding bid Cheldelin work out this past month based on Pivot’s 100% CD plans
- Gerding developed the GMP and presented it to Wenaha for review on 4/2/2020.
- Gerding is setting up some early work activities and scheduling the early abatement of the cafeteria floor while students are off for the month of April.
- New office layout discussing are ongoing with the front office team which include furniture selections and student and worker traffic and use flow analysis.

ACTIVITIES SCHEDULED FOR NEXT QUARTER

- We expect to obtain our full permit by the end of April for Cheldelin



CORVALLIS SCHOOL DISTRICT BOND PROGRAM UPDATE April 9, 2020



- Set up site for future construction work once site layout and access plans are approved by the team.
- Move coordination meetings in general have been tabled until we determine if students will return to class this school year.

HIGHLIGHTS

- N/A

CHALLENGES AND SOLUTIONS

- Update- Archaeological Investigations Northwest Inc. (AINW) came out and performed their architectural survey in February. This work is to support a State Historic Preservation Office (SHPO) appeal AINW will submit after their investigation and report are completed.

PROJECT PHOTO GALLERY

- N/A



**CORVALLIS SCHOOL DISTRICT
BOND PROGRAM UPDATE
April 9, 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	25%	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

- CHS Re-Roof work – we are starting this work now, while students are still off campus. This is in effort to move work previously scheduled for the summer to a time when students are not impacted by construction. Should students return, we can pause and pick back up in the summer.
- The new flagpole and the new bleachers are both installed at the softball field improvement project.
- The Corvallis High School CTE Renovation Kick-off is scheduled for April 3, 2020 as a remote-participant workshop. The month of April will be used to learn more about scope, teacher needs and early schematic design workshops.

ACTIVITIES SCHEDULED FOR NEXT QUARTER

- CTE design work and meetings with CHS core Team

HIGHLIGHTS

- N/A



CORVALLIS SCHOOL DISTRICT BOND PROGRAM UPDATE April 9, 2020



CHALLENGES AND SOLUTIONS

- N/A

PROJECT PHOTO GALLERY



New bleachers installed at the softball field



**CORVALLIS SCHOOL DISTRICT
BOND PROGRAM UPDATE
April 9, 2020**



Ceilings complete at dugouts – ready for players!



**CORVALLIS SCHOOL DISTRICT
BOND PROGRAM UPDATE
April 9, 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	Mar 2020	97%	City reviewing permit
Construction	June 2020	Aug 2021	11%	

CURRENT ACTIVITIES

- Pivot submitted for permit and we are awaiting review feedback from the county. We don't expect a permit in hand until late May at this point.
- Gerding has collected subcontractor bids and is developing their GMP for this project. Wenaha anticipates requesting board approval of the GMP at the April 30th special board meeting.
- Gerding completed the ceiling tile abatement (vacuuming) work while student were out of the building.
- Gerding has scheduled the final drywall abatement portion of work for the last half of April while students are still out of the classroom. This will give the team more time to complete the summer work in the remodeled spaces that turn over at the end of summer 2020.
- Move coordination continues to evolve as students are out of the building. If school does not resume, we anticipate moving materials earlier than June.



CORVALLIS SCHOOL DISTRICT BOND PROGRAM UPDATE April 9, 2020



- CVHS's new secure entry vestibule work is well underway and our aluminum storefront is scheduled to deliver and install in May – This work is not part of the bond promise and will be funded by construction excise tax revenues.
- Gerding is working with the district on plans to begin some construction activities early if students do not return this year. This would cause our move, clearing and cleaning activities to happen earlier than previously scheduled but would offer more time to complete the summer work.

ACTIVITIES SCHEDULED FOR NEXT QUARTER

- The new wood storage area and dumpster pad will be started in May, or earlier if possible. The plan is to use this new space to store some of the back of CTE space materials prior to the start of construction.
- The CVHS Fiber Backbone design will kick off this month, with anticipated construction to begin the summer of 2021.
- Tennis court demo and rebuild is still scheduled to begin June 1st. This work is funded outside of the bond and will be funded by construction excise tax funds.
- The State will announce Seismic Grant recipients.
- Design documents for additional seismic work at CVHS will resume.

HIGHLIGHTS

- Move coordination discussions with staff are currently on hold pending whether students return this school year or not.
- Construction team meetings are now web based.

CHALLENGES AND SOLUTIONS

- Archaeological Investigations Northwest Inc. (AINW) has visited CVHS to obtain additional photos and information to resubmit for State Historic Preservation Office (SHPO) approval of the renovation. The initial clearance application was not approved and AINW is preparing an appeal.

PROJECT PHOTO GALLERY

N/A



**CORVALLIS SCHOOL DISTRICT
BOND PROGRAM UPDATE
April 9, 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	10%	
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

- N/A

PROJECT PHOTO GALLERY

- N/A



**CORVALLIS SCHOOL DISTRICT
BOND PROGRAM UPDATE
April 9, 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	Mar 2020	95%	
Construction	June 2020	Aug 2021	0%	

CURRENT ACTIVITIES

- DLR is responding to the city’s 2nd round of permit comments this week. We now expect to have our permit in hand mid to late April.
- Fortis moved in 4 double temporary modular classroom units during spring break.
- Fortis has submitted their final GMP amendment for approval at the April 16 board meeting.
- Old fuel was removed from the existing underground fuel storage tank over spring break so the tank can immediately and efficiently be cleaned and removed at the start of summer.
- AINW did an architectural evaluation of the school to help answer SHPO questions and get their approval to move forward with the construction.
- AINW has performed a pedestrian survey of the new construction site to determine if archaeological resources are present on the ground surface and / or to identify high probability areas where subsurface archaeological deposits may be present.

ACTIVITIES SCHEDULED FOR NEXT QUARTER

- Wenaha and CSD anticipate a full Garfield GMP developed by Fortis and a request for approval by the board at the April 16 board meeting.





CORVALLIS SCHOOL DISTRICT BOND PROGRAM UPDATE April 9, 2020



- Continued move coordination meetings, storage site determinations and bidding of our moving services is ongoing.

HIGHLIGHTS

- N/A

CHALLENGES AND SOLUTIONS

- Archaeological Investigations Northwest, Inc. (AINW) has been out and surveyed the site as needed. Obtaining clearance from the State Historic Preservation Office (SHPO) has proven challenging. Our consultant, AINW, continues to work on their resubmittal to satisfy the SHPO requirements.

PROJECT PHOTO GALLERY



Garfield Modular Classrooms are moved in place



Archaeologists from AINW perform a pedestrian survey of the Garfield site



**CORVALLIS SCHOOL DISTRICT
BOND PROGRAM UPDATE
April 9, 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 - no current action

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
April 9, 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	90%	
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 & Sitework

CURRENT ACTIVITIES – DESIGN & PERMITTING

- The sitework early work GMP proposal has met estimate guidelines and is recommended for approval.
- Fortis is coordinating with the modular subcontractor for permitting of the temporary relocation.
- The team continues to review logistics and phasing opportunities to maximize coordination with CSD.
- Permit comments from the City have been received and DLR is developing a response to resubmit by the end of April.
- AINW will perform a pedestrian survey of the new construction site to determine if archaeological resources are present on the ground surface and / or to identify high probability areas where subsurface archaeological deposits may be present.

ACTIVITIES SCHEDULED FOR NEXT QUARTER

- Subcontractor bidding.
- Implementation of VE effort developed on Lincoln ES.



CORVALLIS SCHOOL DISTRICT BOND PROGRAM UPDATE April 9, 2020



HIGHLIGHTS

- Phasing and logistics plans are being developed to ensure a safe project with minimal disruptions. Considerations will include:
 - The existing school 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 to offset lost area due to construction.

CHALLENGES AND SOLUTIONS

- Maintaining momentum in the midst of COVID-19 seem to be our biggest challenge. The District is treading carefully and consulting with all team members and other industry partners to navigate these difficult waters.

PROJECT PHOTO GALLERY

N/A



**CORVALLIS SCHOOL DISTRICT
BOND PROGRAM UPDATE
April 9, 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	30%	
Construction	April 2021	Nov 2021	0%	

CURRENT ACTIVITIES

- DLR Group submitted a draft version of the schematic design report for this project to the District on February 14. The final version of the schematic design book was presented to the District on March 6.
- Fortis has used the month of March to dive deep into the Schematic Drawings to determine cost impacts, constructability detail reviews, and value-engineering options. This early design period is an essential time to help set the direction for success. Although there are similarities between the schools, each has unique characteristics that deserve special attention. Fortis anticipates issuing a comprehensive cost model for each of the three schools in early April.
- Core Team meeting #5 was held March 6th. Principals and Office Managers provided input on the updated designs for the additions and renovations.
- As part of the State Historic Preservation Office (SHPO) requirements, a graphic display is being assembled. Students at CHS are working to produce a permanent display that represents an interpretation of the site and building history. Current and past Jefferson students will be asked to document what they have learned about their school’s history and how it connects to the surrounding community.



CORVALLIS SCHOOL DISTRICT BOND PROGRAM UPDATE April 9, 2020



- Foundation Engineering will be starting their geotechnical survey to assist in the design of the addition.

ACTIVITIES SCHEDULED FOR NEXT QUARTER

- Continued design and estimating work will occur.

HIGHLIGHTS

- This project is being managed in parallel with Wilson and Adams. There will be shared design efforts, as well as site-specific work.

CHALLENGES AND SOLUTIONS

- None at this time.

PROJECT PHOTO GALLERY

- N/A



**CORVALLIS SCHOOL DISTRICT
BOND PROGRAM UPDATE
April 9, 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 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	99%	
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, & MOBILIZING

- Fortis submitted GMP proposals for both Lincoln Elementary and the Health Center. The estimates were within budget and have been approved by the school board.
- Fortis has installed site fencing and office trailers, coordinated salvage items from the garden, and removed and rebuilt the bicycle polo rink.
- They are working with the team to acquire permit prior to starting construction.
- DLR Group has submitted the SHPO Clearance form and clearance was approved. Mitigation will not be required by the State.
- DLR had responded to the Building Department permit comments and resubmitted for approval. Approval has historically been two to three weeks for this period.
- DEQ has approved the application for our 1200C permit and the public appeals period ends 4/3.
- Public Improvement permit 1 has received City and ODOT approval. ODOT is working on getting its permit issued later this week.
- Public Improvement permit 2 comments have been addressed and re-submitted as of 3/25. Awaiting approval.



CORVALLIS SCHOOL DISTRICT BOND PROGRAM UPDATE April 9, 2020



- AINW has performed a pedestrian survey of the new construction site to determine if archaeological resources are present on the ground surface and / or to identify high probability areas where subsurface archaeological deposits may be present.

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.

CHALLENGES AND SOLUTIONS

- Maintaining momentum in the midst of COVID-19 seem to be our biggest challenge. The District is treading carefully and consulting with all team members and other industry partners to navigate these difficult waters.

PROJECT PHOTO GALLERY



Archaeologists from AINW perform a pedestrian survey of the Lincoln site



**CORVALLIS SCHOOL DISTRICT
BOND PROGRAM UPDATE
April 9, 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

- Nothing new to report
- 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
April 9, 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	10%	
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

- N/A

HIGHLIGHTS

- N/A

CHALLENGES AND SOLUTIONS

- N/A

PROJECT PHOTO GALLERY

- N/A



**CORVALLIS SCHOOL DISTRICT
BOND PROGRAM UPDATE
April 9, 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	30%	
Construction	April 2021	Nov 2021	0%	

CURRENT ACTIVITIES

- DLR Group submitted a draft version of the schematic design report for this project to the District on February 14. The final version of the schematic design book was presented to the District on March 6.
- Fortis has used the month of March to dive deep into the Schematic Drawings to determine cost impacts, constructability detail reviews, and value-engineering options. This early design period is an essential time to help set the direction for success. Although there are similarities between the schools, each has unique characteristics that deserve special attention. Fortis anticipates issuing a comprehensive cost model for each of the three schools in early April.
- Core Team meeting #5 was held March 6th. Principals and Office Managers provided input on the updated designs for the additions and renovations.
- Foundation Engineering will be starting their geotechnical survey to assist in the design of the addition.

ACTIVITIES SCHEDULED FOR NEXT QUARTER

- Design and estimating work will continue.



CORVALLIS SCHOOL DISTRICT BOND PROGRAM UPDATE April 9, 2020



HIGHLIGHTS

- This project is being managed in parallel with Jefferson and Adams. There will be shared design efforts, as well as site-specific work.

CHALLENGES AND SOLUTIONS

- None at this time.

PROJECT PHOTO GALLERY

- N/A



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Kim Patten, Director of Facilities and Transportation
Meeting Date: April 9, 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

X.D. Board Policies -- **FOR INFORMATION**

X.D.1. IGBAH—Special Education – Evaluation Procedures**—
Revised—First Reading



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Erika Cook
Meeting Date: April 9, 2020

NO ACTION REQUIRED

Board Policy IGBAH—Special Education – Evaluation Procedures**—Revised—First Reading

Background

Senate Bill (SB) 1522 corrected language contained in SB 20 (2017) that prevented districts from accessing State School Fund dollars for students who received a modified diploma and wanted to continue receiving transition services until age 21. SB 1522 updates the statutes to ensure that students who have received a modified diploma can continue receiving transition services through age 21, and allows districts to continue receiving State School Funds to provide those services.

The bill also contains provisions allowing modified diploma recipients in Youth Corrections Educational Programs to be eligible for transition services and modified diploma recipients to be eligible for the Expanded Options Program. SB 1522 affects students who received a modified diploma before, on or after the passage of SB 1522.

Policy IGBAH is required. Edits provided by OSBA 6/21/2018. Last adoption by CSD 5/7/2012.

Involvement

Staff members: Melissa Harder, Erika Cook and Sabrina Alexander.

Cost Impact

None.

Function

Review of revisions.



Corvallis

SCHOOL DISTRICT

Code: IGBAH
Adopted: 10/8/01
Revised/Readopted: 4/3/06, 3/10/08, 10/5/09, 5/7/12

Special Education—Evaluation Procedures**

Consistent with its child find and parent consent obligations, the district responds promptly to requests initiated by a parent or public agency for an initial evaluation to determine if a child is a child with a disability.

A full and individual evaluation of a student's educational needs that meets the criteria established in the Oregon Administrative Rules will be conducted before determining eligibility and before the initial provision of special education and related services to a student with a disability. The district implements an ongoing system to locate, identify and evaluate all children birth to 21 residing within its jurisdiction who have disabilities and need early intervention, early childhood special education or special education services.

The district identifies all children with disabilities, regardless of the severity of their disabilities, including children who are:

1. Highly mobile, such as migrant and homeless children;
2. Wards of the state;
3. ~~American~~-Indian preschool children living on reservations;
4. Suspected of having a disability even though they are advancing from grade to grade;
5. Home schooled;
6. Resident and nonresident students, including residents of other states, attending private school (religious or secular) located within the boundaries of the district;
7. Attending a public charter school located in the district;
8. Below the age of compulsory school attendance who are not enrolled in a public or private school program; and, ~~or~~

9. Above the age of compulsory school attendance who have not graduated from high school with a regular high school diploma and have not completed the school year in which they reach their 21st birthday.

The district is responsible for evaluating and determining eligibility for special education services for school-age children. The district is responsible for evaluating children who may be eligible for Early Intervention/Early Childhood Special Education (EI/ECSE) services. The district's designated referral and evaluation agency is responsible for determining eligibility.

Before conducting any evaluation or reevaluation, the district:

1. Plans the evaluation with a group that includes the parent(s);
2. Provides prior written notice to the parent that describes any proposed evaluation procedures the agency proposes to conduct as a result of the evaluation planning process; and
3. Obtains informed written consent for evaluation.

The district conducts a comprehensive evaluation or reevaluation before:

1. Determining that a child has a disability;
2. Determining that a child continues to have a disability;
3. Changing the child's eligibility;
4. Providing special education and related services;
5. Terminating the child's eligibility for special education, unless the termination is due to graduation from high school with a regular diploma or exceeding the age of eligibility for a free appropriate public education.

Upon completion of the evaluation, the district provides the parent or eligible child a copy of the evaluation report at no cost. The evaluation report describes and explains the results of the evaluation. Upon completion of the eligibility determination, the district provides the parent or eligible child documentation of eligibility determination at no cost.

The district ensures that assessments and other evaluation materials, including those tailored to assess specific areas of education need, used to assess a child are:

1. Selected and administered so as not to be racially or culturally discriminatory;
2. Provided and administered in the child's native language or other mode of communication and form most likely to yield accurate information on what the child

knows and can do academically, developmentally, and functionally unless it is clearly not feasible to do so;

3. Used for purposes for which assessments or measures are valid and reliable;
4. Administered by trained and knowledgeable personnel; and
5. Administered in accordance with any instructions provided by the producer of such assessments.

Materials and procedures used to assess a child with limited English proficiency are selected and administered to ensure that they measure the extent to which the child has a disability and needs special education, rather than measuring the child's English language skills.

A student must meet the eligibility criteria established in the Oregon Administrative Rules.

The district conducts reevaluations:

1. When the educational or related services needs, including improved academic achievement and functional performance of the children warrant a reevaluation;
2. When the child's parents or teacher requests a reevaluation; and
3. At least every three years, unless that parent and the district agree that a reevaluation is unnecessary.

The district does not conduct reevaluation more than once a year, unless the parent and district agree otherwise ~~and at least once every three years, unless the parent and district agree that a reevaluation is unnecessary.~~

If a parent has previously revoked consent for special education and related services and subsequently requests special education and related services, the district will conduct an initial evaluation of the student to determine eligibility for special education.

END OF POLICY

Legal Reference(s):

[ORS 343.155](#)
[ORS 343.157](#)
[ORS 343.164](#)

[OAR 581-015-2000](#)
[OAR 581-015-2095](#)
[OAR 581-015-2105 to -2190](#)

Assistance to States for the Education of Children with Disabilities, [34 C.F.R. §§ 300.300, 300.530—300.534, 300.540—300.543, 300.7 \(2017\)](#).

~~34 C.F.R. §§ 300.7, 300.530—300.534, 300.540—300.543 (2006).
Assistance to States for the Education of Children with Disabilities, 34 C.F.R. §§ 300.300 (2008).~~



Corvallis

SCHOOL DISTRICT

X.D.2. JEA—Compulsory Attendance**—Revised—First Reading



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Erika Cook
Meeting Date: April 9, 2020

NO ACTION REQUIRED

Board Policy JEA—Compulsory Attendance**—Revised—First Reading

Background

Oregon Revised Statutes (ORS) 339.254 and 339.257 were repealed in the 2018 Legislative session which previously granted district's the ability to request the Oregon Department of Transportation to suspend a student's driver's license. In addition to the removal of driving restrictions, the CSD Board Policy has been updated to reflect current OSBA language.

Senate Bill 802 (2019) permits school residency to nonresident military children in cases of official military transfers prior to the family moving into the district. This applies to military families covered by the Interstate Compact on Educational Opportunity for Military Children. Parents are required to provide proof of residency within 10 days after the date of military transfer indicated on the official military order. Students are not required to comply with compulsory attendance requirements until 10 days after the date of the transfer.

Policy JEA is highly recommended. Edits provided by OSBA 11/22/2019. Last CSD adoption of policy on 11/1/2018.

Involvement

District staff: Melissa Harder and Erika Cook.

Cost Impact

None.

Function

Review of revisions.



Corvallis

SCHOOL DISTRICT

Code: JEA
Adopted: 6/28/99
Revised/Readopted: 9/12/05, 4/8/13, 8/15/16, 11/1/18

Compulsory Attendance**

Except when exempt by Oregon law, all students between ages 6 and 18 who have not completed the 12th grade are required to regularly attend a public, full-time school during the entire school term.

All students five years of age who have enrolled in a public school are required to attend regularly while enrolled in the public school.

Persons having legal responsibility for a student between the ages 6 and 18, who has not completed the 12th grade, are required to have the student attend and maintain the child in regular attendance during the entire school term. Persons having legal control of a student, who is five years of age and has enrolled the child in a public school, are required to have the student attend and maintain the child in regular attendance during the school term.

Attendance supervisors shall monitor and report any violation of the compulsory attendance law to the superintendent or designee. Failure to send a student and to maintain a student in regular attendance is a Class C violation.

The district will develop procedures for issuing a citation.

A parent who is not supervising their student by requiring school attendance may also be in violation of Oregon Revised Statute (ORS) 163.577(1)(c). Failing to supervise a child is a Class A violation.

~~In addition, under Board policy JHFDA—Suspension of Driving Privileges, the district may report students with 10 consecutive days of unexcused absences or 15 cumulative days of unexcused absences in a single semester to the Oregon Department of Transportation.~~

Exemptions from Compulsory School Attendance

In the following cases, students shall not be required to attend public, full-time schools:

1. Students being taught in a private or parochial school in courses of study usually taught in kindergarten through grade 12 in the public schools, and in attendance for a period equivalent to that required of students attending public schools.
2. Students proving to the Board's satisfaction that they have acquired equivalent knowledge to that acquired in the courses of study taught in kindergarten through grade 12 in the public schools.
3. Students who have received a high school diploma, modified diploma or GED.
4. Students being taught, by a private teacher, the courses of study usually taught in kindergarten through grade 12 in the public school for a period equivalent to that required of students attending public schools.
5. Students being educated in the home by a parent or guardian:
 - a. When a student is taught or is withdrawn from a public school to be taught by a parent or private teacher, the parent or teacher must notify the Linn Benton Lincoln Education Service District (ESD) in writing within 10 days of such occurrence. In addition, when a home-schooled student moves to a new ESD, the parent shall notify the new ESD in writing, within 10 days, of the intent to continue home schooling. The ESD superintendent shall acknowledge receipt of any notification in writing within 90 days of receipt of the notification. The ESD is to notify, at least annually, school districts of home-schooled students who reside in their district;
 - b. Each student being taught by a parent or private teacher shall be examined no later than August 15, following grades 3, 5, 8 and 10:
 - (1) If the student was withdrawn from public school, the first examination shall be administered at least 18 months after the date the student withdrew;
 - (2) If the student never attended public or private school, the first examination shall be administered prior to the end of grade 3;
 - (3) Procedures for home-schooled students with disabilities are set out in Oregon Administrative Rule (OAR) 581-021-0029.
 - c. Examinations testing each student shall be from the list of approved examinations from the State Board of Education;
 - d. The examination must be administered by a neutral individual qualified to administer tests on the approved list provided by the Oregon Department of Education;
 - e. The person administering the examination shall score the examination and report the results to the parent. Upon request of the ESD superintendent, the parent shall submit the results of the examination to the ESD;
 - f. All costs for the test instrument, administration and scoring are the responsibility of the parent;

- g. In the event the ESD superintendent finds that the student is not showing satisfactory educational progress, the EDS superintendent shall provide the parent with a written statement of the reasons for the finding, based on the test results and shall follow the guidelines in Oregon Revised Statutes and Oregon Administrative Rules.
- 6. Children whose sixth birthday occurred on or before September 1 immediately preceding the beginning of the current school year, if the parent or guardian notified the child’s resident district in writing that the parent or guardian is delaying the enrollment of their child for one school year to better meet the child’s needs for cognitive, social or physical development, as determined by the parent or guardian.
- 7. Children who are present in the United States on a nonimmigrant visa and who are attending a private, accredited English language learner program in preparation for attending a private high school or college.
- 8. Students excluded from attendance as provided by law.
- 9. Students who are eligible military children¹ are exempt up to 10 days after the date of military transfer or pending transfer indicated in the official military order.
- 109. An exemption may be granted to the parent or guardian of any student 16 or 17 years of age who is lawfully employed full time, or who is lawfully employed part time and enrolled in school, a community college, or an alternative education program as defined in ORS 336.615.
- 1140. An exemption may be granted to any child who is an emancipated minor or who has initiated the procedure for emancipation under ORS 419B.550 to 419B.558.

END OF POLICY

Legal Reference(s):

- | | | |
|--|--|----------------------------------|
| ORS 153.018 | ORS 339.990 | OAR 581-021-0026 |
| ORS 163.577 | ORS 419B.550 to 419B.558 | OAR 581-021-0029 |
| ORS 336.615 to 336.665 | ORS 807.065 | OAR 581-021-0071 |
| ORS 339.010 to 339.090 | ORS 807.066 | OAR 581-021-0077 |
| ORS 339.095 | | |
| ORS 339.257 | | Senate Bill 802 (2019) |

¹ “Military child” means a child who is in a military family covered by the Interstate Compact on Educational Opportunity for Military Children, as determined under rules adopted by the State Board of Education.



Corvallis

SCHOOL DISTRICT

X.D.3. JECB—Admission of Nonresident Students—Revised—First
Reading



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Erika Cook
Meeting Date: April 9, 2020

NO ACTION REQUIRED

[Board Policy JECB](#)—Admission of Nonresident Students—Revised—First Reading
[Administrative Regulation JECB-AR](#)—Admission of Nonresident Students—Revised—First Reading
[Board Policy JECBB](#)—Intradistrict/Resident Transfer Students—NEW—First Reading
[Administrative Regulation JECBB-AR](#)—Intradistrict/Resident Transfer Procedures—NEW—First Reading

Further Revisions

These policies and administrative regulations are being brought back as first reads to allow for the discussion of revision to language in the accompanying administrative regulations.

- JECB-AR and JECBB-AR – Attendance discussion. Language in these administrative regulations was originally approved using the word “will”. If the student does not have 80 percent attendance after the 90-day probation, the student’s transfer *will* be revoked. Students with a chronic illness caused by a medical condition that has been verified by a medical professional are exceptions to this attendance requirement. Should the language here be switched to *may*?

Background

Due to boundary review progress for district schools, board policy and administrative regulations governing the transfer of resident and nonresident students should be reviewed. The purpose of clearly defined transfer policies and procedures is to promote equity and a balance of enrollments at all district schools while also allowing families the opportunity to request transfer to a school outside of their boundary area or boundary district as space allows. These policies and procedures also ensure that students placed in specialized programs have continuation in those identified programs.

The combined transfer policy and administrative regulation JCA and JCA-AR was last updated by the board in 2018 to reflect changes to open enrollment. To better align with samples provided by OSBA, JCA and JCA-AR are recommended for rescission. Edits have been made to JECB-Admission of Nonresident Students policy and administrative regulation. New drafts based on OSBA samples of JECBB-Intradistrict/Resident Transfer Students policy and administrative regulation are being reviewed.

As a result of the boundary review process and feedback received, the following recommendations have been heard:



Corvallis

SCHOOL DISTRICT

1. Priority in the lottery process should be given to siblings of students already attending the school that the student has applied for.
2. Families who have applied consecutive years in a row without being offered a spot should be given additional weighting in the lottery process.
3. Students who have attended a school on an approved transfer and who leave for extended periods of time should be allowed to continue at their approved transfer school upon return.
4. Resident families affected by boundary changes should be allowed to continue both in their current school and in the previously designated “track” to middle and high school along with their cohort.

Involvement

District staff: Melissa Harder, Nikki McFarland, Marcianne Koetje, Kim Patten, Amy Lesan, Brenda Downum, Ryan Noss, Erika Cook.

Cost Impact

None.

Function

Review of revisions.



Corvallis SCHOOL DISTRICT

Code: JECB
Adopted: 6/28/99
Revised/Readopted: 6/26/06, 2/6/12, 3/10/14, 5/10/18, 5/9/19

Admission of Nonresident Students

The district may enroll nonresident students as follows:

1. **Interdistrict Transfer Agreement.** By written consent of the affected school boards, the student becomes a resident student of the attending (receiving) district thereby allowing the attending district to receive State School Fund moneys;
2. ~~**Tuition Paying Student.** By admitting nonresident student with tuition, whereby neither affected districts are eligible for State School Fund moneys;~~
3. **Court placement.** If a juvenile court determines it is in the student's best interest, a student placed in a substitute care program outside the district will continue to be considered a resident student and allowed to attend the school the student attended prior to placement. The public agency placing the student in a substitute care program will be responsible for the transportation of the student, if public agency funds are available.

The district will not enroll students by a tuition agreement.

The Board shall deny regular school admission to nonresident students who are under expulsion from another district for a weapons policy violation. The Board may, based on district criteria, deny regular school or alternative education program admission to nonresident students who are under expulsion from another district for reasons other than a weapons policy violation.

Consent for Admission of a Nonresident Student by Interdistrict Transfer ~~or Consent for Admission of a Tuition Paying Student~~

Annually, ~~by March 1~~, the Board shall establish the number of student transfer requests into the district, and out of the district, to which consent will be given for the upcoming school year.

The Board may not consider nor ask for any information from the student about race, religion, sex, sexual orientation, ethnicity, national origin, disability, health, whether a student has an individualized education program (IEP) or the terms of that IEP, talented and gifted identification, income level, residence, proficiency in English, athletic ability, or academic records. The Board may not request or require the student to participate in an interview, tour any

of the schools or facilities, or otherwise meet with any representatives of the school or district prior to the district deciding whether to give consent.

The Board may ask for the student's name, contact information, date of birth, grade level, whether the student may be given priority on consent for admission (see the following paragraph for priorities), information about which school(s) the student prefers to attend, and whether the student is currently expelled.

If the number of students seeking consent exceeds the number of spaces, the Board will use an equitable lottery selection process. The process may give priority to students who have:

1. Siblings currently enrolled in the district;
2. Previously received consent for admission because of a change in legal residence; or
3. Attended a public charter school located in the same district in which the student seeks to attend, for three consecutive years, completed the highest grade offered by the public charter school, and did not enroll and attend school in another district following completion of that highest grade in the public charter school.

The Board may revise the maximum number of students to whom consent will be given at a time other than the annual date established by the Board if there are no pending applications for consent.

If the Board decides not to give consent to a student the Board must provide a written explanation to the student. Decisions regarding transfer requests made by the Board will be final.

The district may require minimum standards of behavior and/or attendance once the student has been accepted. The minimum standards must be the same for all students that are given consent. The district is not allowed to establish minimum standards for academics as criteria for the student to remain in the district. Students whose consent is revoked for violation of attendance and/or behavior standards will not be allowed to apply for consent to return to this district in the same or the following school year.

The Board may determine the length of time for which the consent is given. Once approved, a transfer ordinarily remains in effect until the student completes grade 5, 8, or 12 (the highest grade at that school). Nonresident students may continue enrollment in the district but need to submit an online transfer request for approval to the next school level. The student will not need to seek permission more than once from the same district of origin to transfer into the district. Any limitations in length of time must be applied consistently among all students to whom consent is given.

The district is not required to provide transportation outside the boundaries of the district. The student will be allowed to use existing bus routes and transportation services of the district. Transportation will be provided if required by federal law.

The attending district is responsible for a free appropriate public education for any student on an IEP.

END OF POLICY

Legal Reference(s):

[ORS 327.006](#)

[ORS 329.485](#)

[ORS 335.090](#)

[ORS 339.115 to 339.133](#)

[ORS 339.141](#)

[ORS 339.250](#)

[ORS 343.221](#)

[ORS 433.267](#)

[OAR 581-021-0019](#)



Corvallis

SCHOOL DISTRICT

X.D.4. JECB-AR—Admission of Nonresident Students—Revised—First
Reading



Corvallis

SCHOOL DISTRICT

Code: JECB-AR
Adopted: 6/29/99
Revised/Readopted: 11/5/01, 6/23/08, 1/23/12, 2/24/14, 4/12/18, 4/11/19

Admission of Nonresident Students

~~Each school year, the principals will establish an approximate number of nonresident students their respective buildings can accommodate for the following school year.~~

Nonresident students may only be admitted ~~with tuition, with the exception of students who become “resident students”~~ by one of the following methods:

1. By written consent of affected school boards (interdistrict transfer);
2. A foreign exchange student attending a district school on a J-1 Visa; or
3. A court placement.

~~The amount of tuition will be established annually by the Board. Each admitted tuition paying student will be charged the same amount of tuition.~~

The district is not required to provide transportation outside the boundaries of the district. The student will be allowed to use existing bus routes and transportation services of the district. Transportation will be provided if required by federal law.

Consent for Admission of a Nonresident Student by Interdistrict Transfer

1. Annually, the Board shall establish the number of student transfer requests into the district, to which consent will be given for the upcoming school year. The Board may revise the maximum number of students to whom consent will be given if there are no pending applications for consent;
2. Requests to transfer will be considered on a space-available basis;
3. Requests that a student attend a district school other than the student’s assigned school within their regular attendance boundary must be made by the parent/guardian (or emancipated minor or student age 18 or older) and submitted online, no later than August 1;
4. The Assistant Superintendent’s Office will notify the parent/guardian in writing that the request has been granted or denied, no later than September 1;
5. Transportation will be the responsibility of the family;

6. In the event building capacity is reached with attendance area residents or students from outside the attendance area who have transferred under provisions of ESSA, transfer students may be asked to enroll in another school or return to their school of origin;
7. An approved transfer granted to a student will not obligate the district to approve subsequent requests from another student in the same family;
8. Student violations of Board policy, administrative regulation or school rules may result in revocation of the transfer at any time at the discretion of the district, in addition to discipline imposed.
9. Decisions regarding transfer requests made by the assistant superintendent will be final.

Request Review Process

1. Online applications will be accessible via the district's website. If parent/guardians do not have access to an internet-accessible computer, they may utilize such equipment at either individual school locations or the district office.
2. If there are more applications than space available, a lottery process will be applied, each student applicant will be assigned a randomly generated number. The process may give priority to students who have:
 - a. Siblings currently enrolled in the district;
 - b. Previously received consent for admission because of a change in legal residence; or
 - c. Attended a public charter school located in the same district in which the student seeks to attend, for three consecutive years, completed the highest grade offered by the public charter school, and did not enroll and attend school in another district following completion of that highest grade in the public charter school.
2. Seats will be offered to applicants based on their priority ranking up to the number of available spots at each grade level for each facility.
4. Multiple birth siblings (twins, triplets, etc.) are treated as individuals during the lottery process. If one sibling is offered a seat and the others are offered a position on the waiting list, parents may choose to accept the seat offered to one while the siblings remain at the neighborhood school. If parents decline the one seat, however, in preference of keeping the students together, all siblings then would be placed on the waiting list at the position held by the next sibling not offered a position.
5. The district will notify families of their acceptance, denial, or wait-list status in a timely matter as soon as the transfer request process has been completed.

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

Exceptions to Process

1. Transfer requests made during the school year will be evaluated on a case-by-case basis. Both school administrators, parents, and the student will meet to discuss the reasons for requesting the transfer and weighing the benefits of the transfer for the student. The impact on school budgets, staffing, and programs is considered as these requests are processed.
2. The district reserves the right to make special placement decisions when warranted by special circumstances. As such, transfers initiated by school administrators, in conjunction with the assistant superintendent, may occur and become effective at any time during the school year.

Conditions of the Transfer and Revocation Process

1. Once approved, a transfer ordinarily remains in effect until the student completes grade 5, 8, or 12 (the highest grade at that school). Nonresident students may continue enrollment in the district but need to submit an online transfer request for approval to the next school level.
2. Minimum standards for behavior and attendance must be maintained for a student to remain enrolled in the transfer school. Before revoking a transfer, the receiving building administrator will include the assistant superintendent and the administrator of the home school to discuss best placement. If a transfer is revoked, a nonresident student attending on an interdistrict transfer will be asked to return to their resident school district.

Administration will review behavior and attendance data for intradistrict and interdistrict transfer students during the school year. Behavior will be reviewed each semester (18 weeks) and attendance each quarter (nine weeks). Students will continue to qualify for their transfer status when the following criteria are met.

Attendance. Students must have 80 percent attendance each of the four quarters of the school year. Each quarter attendance will be reviewed, and if a student does not have 80 percent attendance, the student will be put on a nine-week probation period. After the probation, administration will again check attendance. If the student has 80 percent attendance, the student will be taken off probation. If the student does not have 80 percent attendance after the 90-day probation, the student's transfer will be revoked. Students with a chronic illness caused by a medical condition that has been verified by a medical professional are exceptions to this attendance requirement.

Behavior. A student shall comply with the district's policies, administrative regulations, school, and classroom rules.

Level 1 - For purposes of this transfer policy, if there is a major referral for any of the

following offenses, the student will automatically be on probation for one calendar year from the date of the offense. If another offense happens during the calendar year, the student's transfer will be revoked. Nothing in this policy will limit school administrators from imposing other consequences as provided in school and district policies.

- Fighting.
- Weapons.
- Physical sexual offenses.
- Arson.
- Distribution of controlled substance.

Level 2 - If there is a major referral for any of the following offenses, the student will automatically be put on a 90 calendar day probation (within the school year). If another major offense occurs during the 90-day probation, the student's transfer will be revoked.

- Possession of Drugs/Tobacco/Alcohol.
- Offensive language/actions against any protected group.
- Profanity directed toward a staff member.
- Harassment/bullying/intimidation in any form.

3. In the event any school exceeds capacity because of growth in the number of neighborhood students, a previously approved transfer may be revoked before school starts or at the end of a school year. Transfers will be revoked first for interdistrict students and their siblings, if applicable, and then for intradistrict students. Students (together with their siblings) who have exited a district program but who remain at that school will be the last to have their transfers revoked due to overcrowding. These students will be relocated to another district school.
4. Parents may request that a transfer be rescinded by submitting a written request to the building principal, which will then be submitted to the assistant superintendent's office for final review and processing.
 - a. Such requests will be effective at the end of the grading period for elementary school students and at the end of the semester for middle and high school students unless the assistant superintendent and the principals involved agree to implement the request sooner due to exceptional circumstances.
 - b. Transfers back to the home school during the school year will be subject to the enrollment capacity in a grade or at the school.
 - c. To ensure continuity for a student's education, the district reserves the right to deny more than one transfer request at each school level within a two-year period.
5. Students who transfer high schools will be eligible to participate in interscholastic athletics in accordance with procedures established by the OSAA. The procedures are intended to prohibit recruiting of athletes without unjustly penalizing students. The procedures in no way are to be interpreted as condoning the recruitment of any athlete from one high school to another since recruitment is a clear violation of the intent of this administrative regulation. Students and their families are responsible for ensuring their students meet OSAA transfer regulations.

Students Who Move from the Attendance Area

Students whose legal residence changes to a different school district during the school year may complete the school year at their current school. Students who move during the summer to a different school district must attend school in their new resident district. Thereafter, students may apply for an interdistrict transfer to continue enrollment.

1. Parents will notify the school in writing of their address change and their request for a continuation at the school. The school will forward the parent's written request to the assistant superintendent.
2. Transportation will be the responsibility of the family.

Students on Extended Leave or Sabbatical from a Transfer School

When a currently enrolled family on a nonresident transfer takes an extended leave (sabbatical or other out-of-town absence), the space will be offered to the next family on the wait list if applicable. The parent/guardian would need to re-apply for a transfer during the annual transfer window should they wish to re-enroll upon return.

Students Assigned by the District and Siblings of Students Assigned by the District to a School Other than their Boundary School for Specialized Educational Programs

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

In determining the placement for a child with a disability, the placement decision is made by the IEP team and is made in conformity with the Least Restrictive Environment (LRE) provisions of OAR 581-015-2240 to 581-015-2255. Unless the IEP of a child with a disability requires some other arrangement, the child is to be educated in the school that he or she would attend if nondisabled. If the child with a disability is placed in a specialized program, parents may choose to have siblings follow that student's pathway from elementary, to middle, to high school.

Students participating in a Dual Immersion program at the elementary level may continue in the program at Linus Pauling Middle School and Corvallis High School; a transfer request is not necessary.

When a language placement is made for an Emergent Bilingual student at the elementary level, a transfer request is not necessary.

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

sibling assigned to a specialized program.

1. ~~The Board shall establish the number of student transfer requests into the district, to which consent will be given for the upcoming school year annually.~~
2. ~~The application for admission must be submitted through the assistant superintendent's office.~~
3. ~~Admission must be approved by the superintendent or designee.~~
4. ~~Students receiving consent for admission may remain in the district until they finish the highest grade level in their current school. A new application for admission consideration must be submitted through the assistant superintendent's office when the student moves from elementary to middle and middle to high school. The student will not need to seek permission more than once from the same district of origin, to transfer to this district.~~

Consent for Admission of a Tuition Paying Student

1. ~~The application for admission must be submitted through the assistant superintendent's office.~~
2. ~~Admission and annual renewal must be approved by the superintendent or designee.~~
3. ~~Admission of students paying tuition will result in a tuition agreement between the parties and will be filed with the business office for billing and payment control.~~
4. ~~The business manager shall prepare semester bills for all tuition paying students, and any student whose tuition remains unpaid for 15 days after presentation of bills shall be excluded; the superintendent or designee may grant additional time for payment should circumstances warrant it.~~
5. ~~Students receiving consent may remain in the district until they finish the highest grade level in their current school.~~



Corvallis

SCHOOL DISTRICT

X.D.5. JECBB—Intradistrict/Resident Transfer Students—NEW—First
Reading



Code: JECBB
Adopted:
Revised/Readopted:

Intradistrict/Resident Transfer Students

With the superintendent's approval, the district may grant the request of a resident student to attend another school in the district, provided the receiving school agrees to that request.

Students who attend a district school identified as persistently dangerous, or who are victims of a violent criminal offense occurring in or on the grounds of the school the student attends, may transfer to a safe public school in the district, including transfer to a public charter school in the district as required by the Every Student Succeeds Act.

The superintendent will develop administrative regulations, as necessary, to implement this policy.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

[ORS 339.133](#)

[OAR 581-021-0045](#)

Every Student Succeeds Act, 20 U.S.C. § 7912 (2012).



Corvallis

SCHOOL DISTRICT

X.D.6. JECBB-AR—Intradistrict/Resident Transfer Procedures—NEW—
First Reading



Code: JECBB-AR
Adopted:
Revised/Readopted:

Intradistrict/Resident Transfer Procedures

The following procedures will govern consideration of a request by a parent/guardian for their student to attend a district school other than the one within the student's regular attendance boundary.

Requesting an Intradistrict/Resident Transfer

1. Resident students and their parent/guardians will be notified on an annual basis of intradistrict/resident transfer options available;
2. Requests to transfer will be considered on a space-available basis;
3. Requests that a student attend a district school other than the student's assigned school within their regular attendance boundary must be made by the parent/guardian (or emancipated minor or student age 18 or older) and submitted online, no later than May 1;
4. The Assistant Superintendent's Office will notify the parent/guardian in writing that the request has been granted or denied, no later than June 1;
5. Students who apply for an intradistrict/resident transfer and are not accepted at the time of application because of space availability or Every Student Succeeds Act (ESSA) transfers will be placed on a waiting list in the order in which the applications are received. Such applications will be considered for approval at a later date as space becomes available. The waiting list will be maintained until January of each year;
6. Transportation will be the responsibility of the family. In certain circumstances, district transportation may be appropriately provided, on a space-available basis. Existing bus routes and loading areas will not, however, be disrupted or altered in order to accommodate an intradistrict/resident transfer;
7. Once a student transfer is approved, the district will, to the extent practicable, continue the student in the receiving school through the highest grade in that building;
8. An approved transfer granted to a student will not obligate the district to approve subsequent requests from another student in the same family;
9. Student violations of Board policy, administrative regulation or school rules may result in revocation of the transfer at any time at the discretion of the district, in addition to discipline imposed.

Request Review Process

1. Online applications will be accessible via the district's website. If parent/guardians do not have access to an internet-accessible computer, they may utilize such equipment at either individual school locations or the district office.
2. If there are more applications than space available, a lottery process will be applied, each student applicant will be assigned a randomly generated number. Priority will be given to qualifying students in the following order:
 - a. Corvallis School District (CSD) students with siblings currently attending a transfer school and who will attend with the student already enrolled.
 - b. Other CSD students.
 - c. Non-CSD students seeking interdistrict/nonresident transfer with siblings currently attending the CSD transfer school and who will attend with the student already enrolled.
 - d. Other non-CSD students seeking interdistrict/nonresident transfer.
3. Seats will be offered to applicants based on their priority randomized ranking up to the number of available spots at each grade level for each facility. The remaining ranked list of applicants, if any, will serve as a ranked waiting list should future seats become available.
4. In the event that an elementary school exceeds capacity because of growth in the number of neighborhood students, or a secondary school exceeds the limit needed to balance student populations, the district may choose not to maintain a waiting list until such time when transfers will be accepted.
5. Multiple birth siblings (twins, triplets, etc.) are treated as individuals during the lottery process. If one sibling is offered a seat and the others are offered a position on the waiting list, parent/guardians may choose to accept the seat offered to one while the siblings remain at the neighborhood school.
6. The district will notify families of their acceptance, denial, or wait-list status in a timely manner as soon as the transfer request process has been completed.
7. Students applying for transfers outside of the online application window are placed at the bottom of the waiting list (if any) in the order their applications are received.

Exceptions to Process

1. Transfer requests made during the school year will be evaluated on a case-by-case basis. Both school administrators, parent/guardians, and the student will meet to discuss the reasons for requesting the transfer and to weigh the benefits of the transfer for the student and the impact on the school.
2. The district reserves the right to make special placement decisions when warranted by special circumstances. As such, transfers initiated by school administrators, in conjunction with the assistant superintendent, may occur and become effective at any time during the school year.

Conditions of the Transfer and Revocation Process

1. Once approved, a transfer ordinarily remains in effect until the student completes grade 5, 8, or 12 (the highest grade at that school). Parent/guardians of resident students will need to submit an online transfer request for approval to the next school level through the online process.
2. Minimum standards for behavior and attendance must be maintained for a student to remain enrolled in the transfer school. Before revoking a transfer, the receiving building administrator will include the assistant superintendent or designee and the administrator of the home school to discuss best placement. If a transfer is revoked, a nonresident student attending on an interdistrict/nonresident transfer will be asked to return to their resident school district.

Administration will review behavior and attendance data for intradistrict/resident and interdistrict/nonresident transfer students during the school year. Behavior will be reviewed each semester (18 weeks) and attendance each quarter (nine weeks). Students will continue to qualify for their transfer status when the following criteria are met.

Attendance. Students must have 80 percent attendance each of the four quarters of the school year. Each quarter attendance will be reviewed, and if a student does not have 80 percent attendance, the student will be put on a nine-week probation period. After the probation, administration will again check attendance. If the student has 80 percent attendance, the student will be taken off probation. If the student does not have 80 percent attendance after the 90-day probation, the student's transfer will be revoked. Students with a chronic illness caused by a medical condition that has been verified by a medical professional are exceptions to this attendance requirement.

Behavior. A student shall comply with the district's policies, administrative regulations, school, and classroom rules.

Level 1 - For purposes of this transfer policy, if there is a major referral for any of the following offenses, the student will automatically be on probation for one calendar year from the date of the offense. If another offense happens during the calendar year, the student's transfer will be revoked. Nothing in this policy will limit school administrators from imposing other consequences as provided in school and district policies.

- Fighting.
- Weapons.
- Physical sexual offenses.
- Arson.
- Distribution of controlled substance.

Level 2 - If there is a major referral for any of the following offenses, the student will automatically be put on a 90 calendar day probation (within the school year). If another major offense occurs during the 90-day probation, the student's transfer will be revoked.

- Possession of Drugs/Tobacco/Alcohol.
- Offensive language/actions against any protected group.
- Profanity directed toward a staff member.
- Harassment/bullying/intimidation in any form.

3. Parent/guardians may request that a transfer be rescinded by submitting a written request to the building principal, which will then be submitted to the assistant superintendent's office for final review and processing.

- a. Such requests will be effective at the end of the grading period for elementary school students and at the end of the semester for middle and high school students unless the assistant superintendent and the principals involved agree to implement the request sooner due to exceptional circumstances.
 - b. To ensure continuity for a student's education, the district reserves the right to deny more than one transfer request at each school level within a two-year period.
4. Students who transfer high schools will be eligible to participate in interscholastic athletics in accordance with procedures established by the OSAA. The procedures are intended to prohibit recruiting of athletes without unjustly penalizing students. The procedures in no way are to be interpreted as condoning the recruitment of any athlete from one high school to another since recruitment is a clear violation of the intent of this administrative regulation. Students and their families are responsible for ensuring their students meet OSAA transfer regulations.

Students Who Move from the Attendance Area

Students who have moved from the attendance area of their current school may choose to remain and complete the highest grade at that school.

Students whose legal residence changes to a different school district during the school year may complete the school year at their current school. Students who move during the summer to a different school district must attend school in their new resident district. Thereafter, students may apply for an interdistrict/nonresident transfer to continue enrollment.

1. Parent/guardians will notify the school in writing of their address change and their request for a continuation at the school. The school will forward the written request to the assistant superintendent.
2. Transportation will be the responsibility of the family.

Students on Extended Leave or Sabbatical from a Transfer School

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

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

1. Parent/guardians must complete an Extended Leave Application form (available at each school location and the district office) prior to leaving.
2. In preparation for their return, parent/guardians will follow the process for requesting in-district transfers through the open online transfer request process described within this document.
3. Students meeting the requirements of this section will be given priority ranking during the transfer process; if the requirements of this section are not met, this priority will be rescinded and their application will be processed as any other.

4. Transportation will be the responsibility of the family.

Students Assigned by the District and Siblings of Students Assigned by the District to a School Other than their Boundary School for Specialized Educational Programs

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

In determining the placement for a child with a disability, the placement decision is made by the IEP team and is made in conformity with the Least Restrictive Environment (LRE) provisions of OAR 581-015-2240 to 581-015-2255. Unless the IEP of a child with a disability requires some other arrangement, the child is to be educated in the school that he or she would attend if nondisabled. If the child with a disability is placed in a specialized program, parent/guardians may choose to have siblings follow that student's pathway from elementary, to middle, to high school.

Students participating in Dual Immersion, a kindergarten through grade 12 program, at the elementary level may continue in the program at Linus Pauling Middle School and Corvallis High School.

When a language placement is made for an Emergent Bilingual student at the elementary level, a transfer request is not necessary and the student will continue in that program.

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

Safe Public School Choice Transfer Requests

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

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

The notice will:

- a. Be in writing, provided within 10 school days from the time the district becomes aware that the school has been identified by ODE as persistently dangerous or from the time a parent/guardian or student has notified the district that the student has been the victim of a violent criminal offense as defined by ODE;
- b. Inform parent/guardians that their student is eligible to attend another public school in the district due to the identification of the school as persistently dangerous, or inform the parent/guardian of a student who has been the victim of a violent criminal offense, as defined by ODE, while in or on the grounds of a school the student attends, that their student is eligible to attend another public school in the district;

- c. Identify each public school in the district, including public charter schools, that the parent/guardian may select;
 - d. Explain why the choices made available may have been limited including, as applicable, that no choices are currently available; and
 - e. Describe the performance and quality of those schools of choice. Parent/guardians may request more detailed information and may ask to see a school's academic report card.
2. The transfer will be to a safe school in the district;
 3. Requests to transfer must be in writing (standard mail, fax or e-mail) and submitted to the school office for consideration generally no later than 20 school days from the district notice. The district will confirm requests;
 4. The district will consider the education needs and preferences of the student and parent/guardian. Parent/guardians may decline the assigned school;
 5. Approved transfers will generally occur within 30 school days from the time the district learns that the school has been identified as persistently dangerous. A student who has been the victim of a violent criminal offense will be transferred as soon as practicable;
 6. Transfers may be temporary or permanent but will minimally be in effect as long as the student's original school is identified as persistently dangerous. Transfers for a student who has been the victim of a violent criminal offense will remain in effect until such time as may be appropriate, based on the safety and welfare of the student. The district will consider the educational needs of all transfer students as well as other factors affecting the student's ability to succeed if returned to the transferring school;
 7. The district may provide transportation using federal funds or through cooperative agreements with local victims assistance units.

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

Special Education and Public School Choice

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

Appeals Process

Parent/guardians may appeal a transfer denial or wait list placement if they believe there are special circumstances that the district should consider. Appeals are to be made in writing to the assistant superintendent and must contain the following elements to be considered:

1. Name of the student
2. Grade level of the student at the time the transfer is to be effective
3. Effective date (term and academic year) of the transfer
4. School from which transfer is requested
5. School/program to which transfer is requested
6. Parent/guardian's name and contact information
7. Description of the special circumstances, including any necessary or appropriate supplemental materials.

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



Corvallis

SCHOOL DISTRICT

X.D.7. JGE—Expulsions**—Revised—First Reading



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Erika Cook
Meeting Date: April 9, 2020

NO ACTION REQUIRED

Board Policy JGE—Expulsions**—Revised—First Reading

Background

House Bill 2514 (2019) expands the privacy of student records allowed in executive session to include “confidential records of a student” deleting the language limiting to medical records and student educational programs.

This policy is required by OSBA. Edits provided by OSBA 11/22/2019. Last adoption by CSD 8/15/2016.

Involvement

District staff: Melissa Harder and Erika Cook.

Cost Impact

None.

Function

Review of revisions.



Corvallis

SCHOOL DISTRICT

Code: JGE
Adopted: 6/28/99
Revised/Readopted: 8/15/16

EXPULSION**

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

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

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

~~The district shall consider the age of the student and the student's past pattern of behavior prior to an expulsion of the student. The district will ensure careful consideration of the rights and needs of the individual concerned, as well as the best interests of other students and the school program as a whole. Expulsion may not be used to address truancy.~~

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

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

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

No student may be expelled without a hearing unless the student's parents, or the student if 18 years of age, waive the right to a hearing, either in writing or by failure to appear at a scheduled

hearing. By waiving the right to a hearing, the student and parent agree to abide by the findings of a hearings officer.

When an expulsion hearing is not waived, the following procedure is required:

1. Notice will be given to the student and the parent by personal service¹ or by certified mail² at least five days prior to the scheduled hearing. Notice shall include:
 - a. The specific charge or charges;
 - b. The conduct constituting the alleged violation, including the nature of the evidence of the violation and reason for expulsion;
 - c. A recommendation for expulsion;
 - d. The student's right to a hearing;
 - e. When and where the hearing will take place; and
 - f. The right to representation.
2. The Board may expel, or may delegate the authority to decide on an expulsion to the superintendent or the superintendent's designee who will act as the hearings officer. The district may contract with an individual who is not employed by the district to serve as the hearings officer. The hearings officer designated by the Board will conduct the hearing and will not be associated with the initial actions of the building administrators.
3. Expulsion hearings will be conducted in private and will not be open to the general public unless the student or the student's parents request an open session.
4. In case the parent or student has difficulty understanding the English language or has other serious communication disabilities, the district will provide a translator.
5. The student shall be permitted to have a representation present at the hearing to advise and to present arguments. The representation may be an attorney and/or parent. The district's attorney may be present.
6. The student shall be afforded the right to present ~~his/her~~ **their** version of the events underlying the expulsion recommendation and to introduce evidence by testimony, writings or other exhibits.
7. The student shall be permitted to be present and to hear the evidence presented by the district.
8. The hearings officer or the student may record the hearing.
9. Strict rules of evidence shall not apply to the proceedings. However, this shall not limit the hearings officer's control of the hearing.

¹The person serving the notice shall file a return of service. (OAR 581-021-0070)

²When certified mail is given to a parent of a suspended student, the notice shall be placed in the mail at least five days before the date of the hearing. (OAR 581-021-0070)

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

Prior to expulsion, the district must propose alternative programs of instruction or instruction combined with counseling to a student subject to expulsion for reasons other than a weapons policy violation. The district must document to the parent of the student that proposals of alternative programs have been made.

END OF POLICY

Legal Reference(s):

[ORS 192.660](#)

[ORS 332.061](#)

[ORS 336.615 to 336.665](#)

[ORS 339.115](#)

[ORS 339.240](#)

[ORS 339.250](#)

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

House Bill 2514 (2019)

Cross Reference:

Board Policy JFC/JG—Student Conduct and Discipline



Corvallis

SCHOOL DISTRICT

XI. BOARD MEMBER COMMENTS (8:50 p.m.)*

XII. ADJOURNMENT (9:00 p.m.)*

*All times are approximate.

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



Corvallis

SCHOOL DISTRICT

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

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

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

Public Comment –

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

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

Grievance Process - ORS 192.705

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

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

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