Corvallis
SCHOOL DISTRICT

NOTICE

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

Date & Time	Meeting Type	Location	Agenda
Thursday, October 14, 2021 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/UC9Jtpte5dmilZl9kySBJbVQ?
A recording of the meeting will also be posted to that channel.

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

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

Corvallis
SCHOOL DISTRICT

Thursday, October 14, 2021
6:30 PM

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

Meeting Details: Thursday, October 14, 2021, 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. PLEDGE OF ALLEGIANCE

III. BOARD MEMBER REPORTS

IV. SUPERINTENDENT'S REPORT

IV.A. Introduction of Student Representatives

V. COVID-19 VACCINATIONS - INFORMATION AND DISCUSSION (7:00 p.m.)*

V.A. Introduction by Superintendent Noss

Corvallis
SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Ryan Noss, Superintendent
Meeting Date: October 14, 2021

Corvallis School District COVID-19 Vaccine Requirement

Executive Summary

Background

The coronavirus (COVID-19) and the emerging delta variant (SARS-CoV-2) have continued to impact in-person learning here in Corvallis, across Oregon, and in school systems across the country. On October 14, the Corvallis School Board will explore the possibility of directing the Superintendent to implement "all reasonable measures requiring all eligible CSD students to receive the COVID-19 vaccine, excluding those students with qualified exemptions under current immunization policies, as a mandatory precondition to accessing CSD in-person programs and facilities."[1]

To see an increase in vaccination rates, community engagement will need to be culturally responsive, linguistically appropriate, and informed by diverse perspectives from equity populations disproportionately impacted by COVID-19.

If the School Board directs the Superintendent to implement such policy, the Superintendent could implement a policy that requires:

- All CSD students who are 12 years of age and older and are part of in-person instruction to be vaccinated as a first step;
- All CSD students who are 12 years of age and older must receive by a time certain; and
- All other CSD students must receive their first vaccine dose following their 12th birthday.

Key staff recommendations:

- Staff's recommendation is for the Corvallis School Board to direct staff to conduct community engagement by gathering feedback and information on vaccine hesitancy among our equity populations with low vaccination rates.
- Work alongside the Benton County Health Department to engage with communities of color to create greater confidence in the vaccine and increase vaccination rates among our equity populations.
- Continue to provide updated data and information on COVID-19 vaccination rates among CSD students.

[1] See appendix A. Board Agenda

- Report to the board on planning and actions related to the vaccination rate changes in our communities of color.

Key notes of this document include:

- The coronavirus and the emerging delta variant continue to impact in-person learning here in Corvallis, across Oregon, and for school systems across the country
- The Pfizer-BioNTech COVID-19 Vaccine (Pfizer) is currently the only FDA-approved for emergency use treatment for children 12 to 15, and fully authorized for 16+ years of age; although approval of the Janssen/J&J and Moderna vaccines are likely, they are not approved under the FDA's current Emergency Use Authorization for children 12 and older.

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Introduction

The global pandemic has been hard on all of us, especially K-12 education.

Beyond our mission to educate children, we play an important role in providing key essential services across our communities, including after-school enrichment programs, early learning offerings, social emotional support and counseling, and nutritious meals; all of which are key to the vitality of communities here and across the globe.[2]

One of the main purposes of any required vaccination is to minimize the risk from vaccine-preventable diseases. School vaccination requirements help safeguard children and adolescents by making sure they are protected when they get to school. To provide the School Board with background to help inform your decision making, below is an analysis of the potential impacts of COVID-19 on learning and key data around COVID-19 vaccinations in CSD to consider.

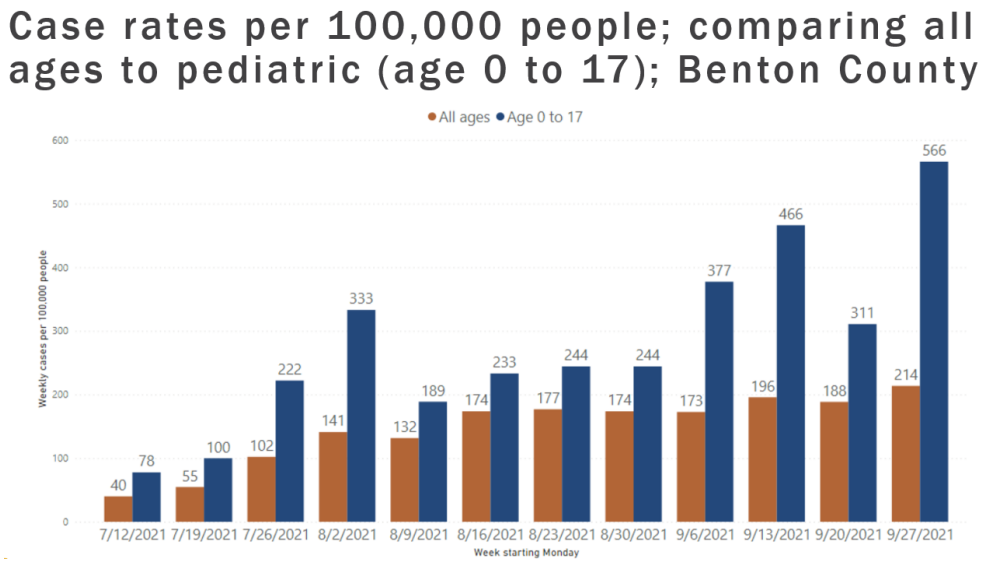
Health Context

The US Food and Drug Administration (FDA) has given the Pfizer-BioNTech COVID-19 vaccine emergency use authorization for children ages 12 through 15.[3] The FDA has also approved this vaccine, now called Comirnaty, to prevent COVID-19 in people aged 16 and older.

Although COVID infections among children are typically asymptomatic or mild, severe symptoms can lead to hospitalization, with rare cases of multisystem inflammatory syndrome in children also occurring.[4] According to the American Academy of Pediatrics, although children 17 and under appear less likely to get severely ill from COVID-19, roughly 5.5 million children in the U.S. have contracted the virus since the start of the pandemic.

Here in Benton County, the pediatric case rate (under 18) is 566 per 100,000. There have been a total of 641 pediatric cases for a population (0-17) in Benton County since the start of the pandemic.[5]

[2] United Nations Policy Brief: The Impact of COVID-19 on children (April 2020)
[3] FDA: 5 Things You Need to Know about the COVID-19 Vaccine for Adolescents 12 through 17
[4] COVID-19 FAQ: COVID-19 and Children
[5] Benton County Public Health



COVID-19 Pediatric Case Rate per 100,000 in Benton County

According to CSD's COVID-19 Dashboard, there have been 56 total cases of COVID-19. Of particular note, there have been 26 CSD students who are vaccine eligible, exposed to COVID-19, and had to quarantine due to being unvaccinated.[6] This is a significant burden for students who may not be sick and may already be struggling to maintain learning.

The U.S. Food and Drug Administration (FDA) has determined that the Pfizer COVID-19 vaccine is safe and effective in children aged 12 and over.[7] In fact, trial data demonstrated 100% efficacy of the Pfizer-BioNTech vaccine against laboratory-confirmed, symptomatic COVID-19 in adolescents 12–15 years old. The Pfizer vaccine is also 91% effective in preventing severe illness with COVID-19 in people age 16 and older.[8]

Over 9 million children aged 12 to 17 years old across the country are fully vaccinated against COVID-19. Here in Benton County, 3,424 of 5,985 12-17 year olds are fully vaccinated, or 57%, and 5% of those 5,985 are partially vaccinated.[9]

Emergency Use Authorization (EUA)

The US Department of Justice (DOJ) issued a memorandum in July 2021, concluding that federal law "does not prohibit public or private entities from imposing vaccination requirements for vaccines that are subject to EUAs."[10]

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[6] Corvallis School District COVID-19 Data

[7] FDA Authorizes Pfizer-BioNTech COVID-19 Vaccine for Emergency Use in Adolescents in Another Important Action in Fight Against Pandemic

[8] Science Brief: COVID-19 Vaccines and Vaccination

[9] Benton County COVID-19 Dashboard

[10] Whether Section 564 of the Food, Drug, and Cosmetic Act Prohibits Entities from Requiring the Use of a Vaccine Subject to an Emergency Use Authorization

The vaccine developed by drugmaker Pfizer is the only one available to children as young as 12. In August 2021, the Food and Drug Administration granted that vaccine full approval for use in children 16 and older. It is authorized for the use for adolescents 12 to 15 through emergency-use.

EUA allows the U.S. Food and Drug Administration (FDA) to make a product or drug – whether new or not yet proven for a given use – available during an emergency, provided there is data to determine that it is reasonably safe and effective.

The basic requirements for an EUA are:

- a public health threat exists;
- there is reason to believe that the product will be effective in diagnosing, preventing, or treating the illness;
- the known or potential benefits outweigh the risks; and
- there are no adequate, approved, available alternatives.

After determining that these vaccines meet the applicable statutory standards and the agency's specific safety and efficacy standards, the FDA issued EUAs under Section 564 of the Federal Food, Drug, and Cosmetic Act.[11]

In particular, data supporting the EUA requests show that the vaccines are effective at preventing symptomatic COVID-19 in vaccinated individuals. Given this data, many public health experts believe that promoting COVID-19 vaccination—along with continued engagement in community mitigation activities that prevent transmission, such as mask wearing and social distancing—should be a key component of any state or local government pandemic response.

Under the EUA, the FDA outlines 3 key steps to ensure the safety and efficacy of vaccines for children:

1. Vaccine manufacturers conduct mandatory clinical trials, allow for the proper safety monitoring, and begin gathering necessary data. This process usually takes several months.
2. Vaccine manufacturers complete the relevant portion of their clinical trials, they have to complete the analysis of the data from the studies to understand how safe the vaccine is and how well it works in the clinical trial participants. The FDA works closely with manufacturers to verify the data and findings.
3. When a completed request for EUA or approval has been received by the FDA, the agency will carefully, thoroughly and independently examine the data to evaluate benefits/risks and be prepared to complete its review quickly, likely in a matter of weeks rather than months.[12]

Pfizer and BionTech recently announced positive results of COVID-19 vaccine trials in children ages 5-11.[13] On October 7, 2021, Pfizer submitted their request to the FDA to authorize their COVID-19

[11] State and Federal Authority to Mandate COVID-19 Vaccination
[12] FDA Will Follow The Science On COVID-19 Vaccines For Young Children
[13] Pfizer And Biontech Announce Positive Topline Results From Pivotal Trial Of Covid-19 Vaccine In Children 5 To 11 Years

vaccine for kids aged 5-11 under EUA.[14]

Racial Equity Implications

We know that communities of color--in the US and globally--have been disproportionately impacted by the health threat and subsequent consequences of the global pandemic. In fact, COVID-19 and the public response have shone a light on what we have known: our systems are inequitable. Policies and practices in public health and other key supports underserved and/or exclude students and families of color.[15] The public health, education, and economic uncertainties inflicted by COVID-19 are likely to exacerbate long-standing racial inequities disproportionately affecting Black, Latino, and Native American students, English Learners, and students with disabilities.[16]

In exploring increasing COVID-19 vaccinations for our equity populations through community engagement, we must continue to amplify the voices and experiences of communities of color and acknowledge the ways in which views of race and the impacts of racism in policies and protocols shape experiences, beliefs and outcomes in healthcare, education, etc. As educational systems leaders, we have the responsibility to face the institutional and cultural racism embedded in our systems.

If we respond to the pandemic by developing race-neutral plans without addressing racial inequities, we will deepen the divides that limit our black and brown students. Instead of focusing on the problem, we also know that we must lead with action. Increasing accessibility to the vaccine is not enough; we will need to consider thoughtful and proactive policy and enactments that address vaccine hesitancy **while** simultaneously removing barriers.

This is achieved through deep, thoughtful, and strategic community engagement to aid in developing positive relationships with our marginalized communities that is critical outside of COVID-19 vaccinations. It is through listening to their voices and experiences that we begin to understand how we can support reducing systemic inequities to COVID-19 vaccinations. We also want to pay attention to the long history of students of color being marginalized and not wanting to promote that further by excluding them from in-person learning due to vaccination status.

Impacts of COVID-19 on Communities of Color

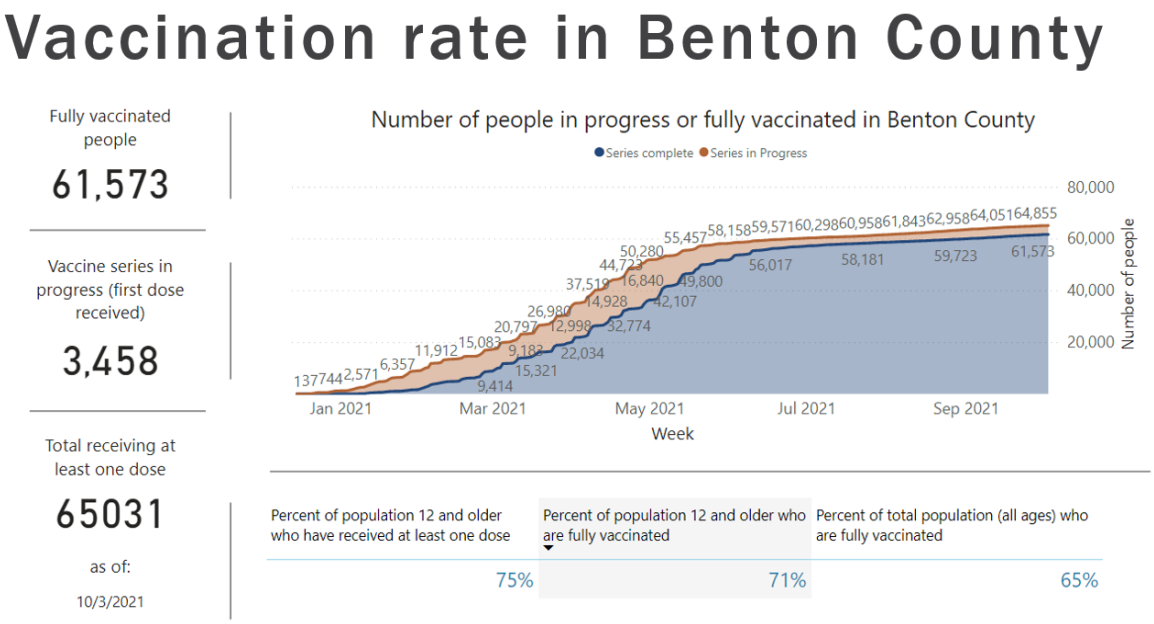
As a result of long-standing systemic health and social inequities, Black, Native American and Latino communities are at increased risk of getting COVID-19, getting severely ill, requiring hospitalization, and death than White communities. We all know that race and ethnicity are risk markers for other underlying conditions that affect health, including socioeconomic status, access to health care, and exposure to the virus related to occupation, *e.g.*, frontline, essential, and critical infrastructure workers.[17]

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[14] Pfizer officially asks the FDA to authorize its COVID vaccine for kids aged 5-11
[15] Harvard: Communities of color devastated by COVID-19: Shifting the narrative
[16] NWEA: Learning during COVID: Initial findings on students' reading and math achievement and growth
[17] CDC: Risk for COVID-19 Infection, Hospitalization, and Death By Race/Ethnicity

Vaccination rates by race/ethnicity in Benton County[22]

According to the last reported data on October 3, 65% of all people in Benton County are fully vaccinated against COVID-19.



COVID-19 Vaccination Rate in Benton County[18]

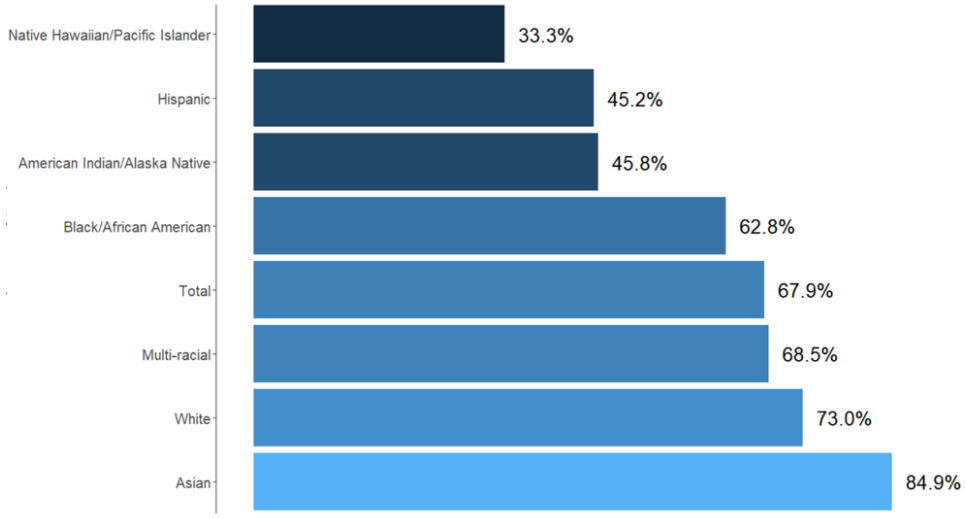
Vaccination rates by race/ethnicity in Corvallis School District

To better understand the vaccination rates among those in the Corvallis School District, we worked with Benton County Health Department to review and analyze vaccination rates in our Corvallis School District students. This allows us to more fully understand vaccination rates for students in our schools.

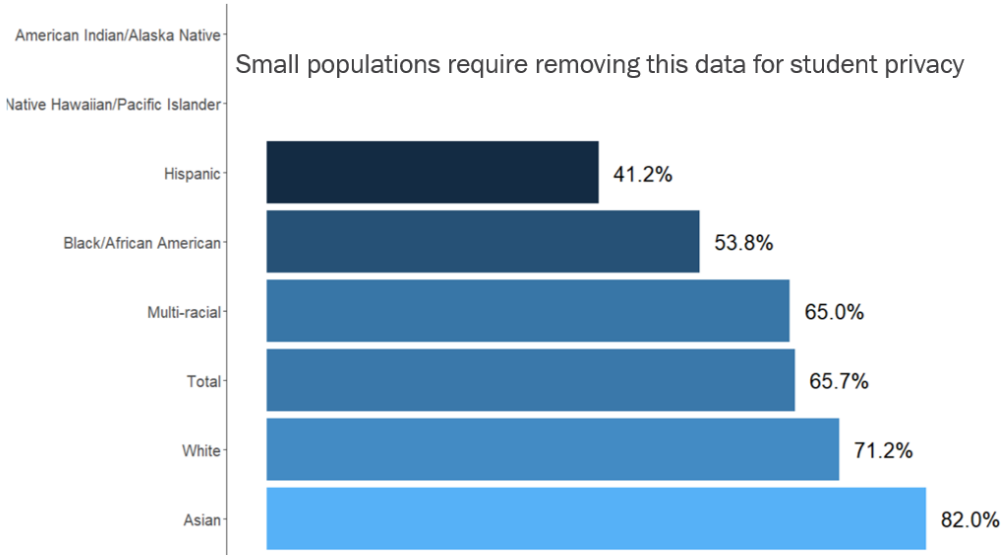
Among those who are vaccine eligible in the Corvallis School district, 67.9% have been vaccinated against COVID-19. Further broken down, this includes 65.7% of our middle school students and 69.8% of our high school students.[19]

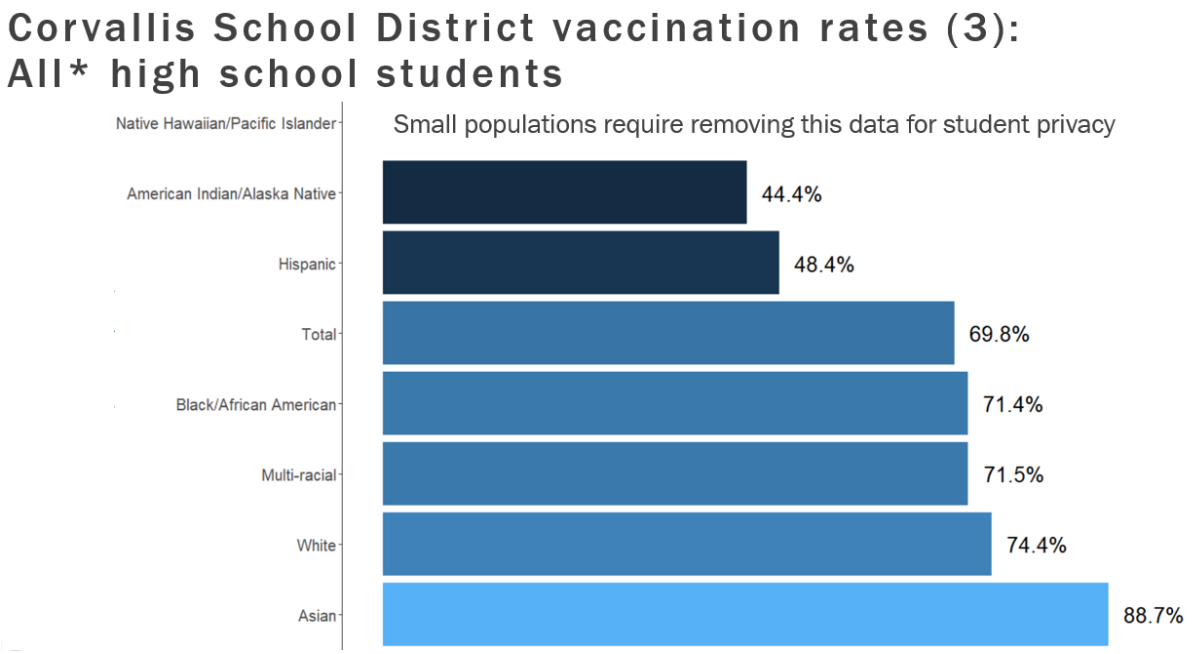
[18] Benton County COVID-19 Dashboard: Vaccinations
[19] Corvallis School District Vaccination Data Analysis

Corvallis School District vaccination rates (1): All* middle and high school students age 12+



Corvallis School District vaccination rates (2): All* middle school students age 12+





***These rates include students whose residence county is Benton County. 97% of CSD students live in Benton County. These rates represent one or more doses**

This data demonstrates that the populations in our district with the lowest vaccination rates are communities of color. This indicates that, in order to improve our overall vaccination rate, any outreach and engagement needs to be culturally responsive and linguistically appropriate, and consider potential barriers that are driven by community trusted sources like schools and culturally specific community organizations.

Community Hesitancy

We know that suspicion of the medical establishment lingers among African American, Latino and Native communities. Furthermore, even if lingering suspicions are overcome, we know there are multiple barriers faced by communities of color, including access to information, language barriers, transportation challenges, paid time off to take children to obtain the vaccine, and lack of support completing the verification process online.

Lead with Action: Creating access to vaccine for communities of color

Currently at CSD, students ages 12 and older and their families are eligible to receive COVID-19 vaccinations at one of our local vaccination locations. CSD is currently partnering with Benton County Health Department to coordinate and implement COVID-19 vaccination clinics at our facilities. This partnership includes preparation for the availability of vaccines for 5-11 year olds, to coordinate and target roll-out of the vaccine to those CSD students once available, whether or not vaccines are mandated.

While we know that children primarily access vaccinations at their pediatrician's office, schools offer a unique opportunity to help get our students vaccinated for a variety of reasons:

- Trusted hubs in our community;
- Central access for all families, especially with a targeted approach for Black, Native American, Latino and Families of Color; with special education materials and support in all supported languages.
- Ability to support Benton County and the State of Oregon with rapidly and efficiently vaccinating CSD students quickly.

Landscape Analysis

Historical Context of Vaccine Requirements in US

School vaccination laws have played a key role in the control of vaccine preventable diseases in the United States.[20] The first school vaccination requirement was enacted in the 1850s in Massachusetts to prevent smallpox transmission in schools. By the beginning of the twentieth century, nearly half of the states had requirements for children to be vaccinated before they entered school.

In the early 1970s, states that mandated the measles vaccine had measles incidence rates 40% to 51% lower than states without such laws. In 1976 and 1977, measles outbreaks in Alaska and Los Angeles, respectively, led health officials to strictly enforce the existing requirements. Advance notice was given that the laws were to be enforced, and major efforts were undertaken to ensure that vaccination could be easily obtained. In Los Angeles, approximately 50,000 of 1.4 million students (4%) were excluded; most were back in school within a few days, and the number of measles cases dropped precipitously. These experiences demonstrated that mandatory vaccination could be enforced and was effective.

Another example of the benefits of school immunization requirements is the rollout and implementation of the varicella vaccination.[21] It was approved by the FDA in 1995. In 2008, 34 percent of eligible adolescents were fully vaccinated.[22] School mandates (now in all 50 states) for varicella vaccines were issued between 2000 and 2010.[23] By 2018, about 90 percent of children had been vaccinated against varicella.[24]

K-12 School Districts

Los Angeles, California (Student Population: 628,000)

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[20] Vaccination Mandates: The Public Health Imperative and Individual Rights

[21] Approved by the FDA in 1995.

[22] 34 percent of eligible adolescents fully immunized by 2008.

[23] School mandates (now all 50 states) for Varicella vaccination issued between 2000 and 2010.

[24] Vaccination coverage for selected diseases among adolescents aged 13–17 years, United States, selected years 2008–2018

Los Angeles Unified is one of the nation's largest school districts with more than 628,000 students spread across 710 square miles. Los Angeles Unified became the first major school district in the nation to require COVID vaccines for students on September 18 through its Safe Steps to Safe Schools policy adopted by the LAUSD Board of Education.[25] LAUSD employs a 5-step process to verify a student's vaccination status through an online portal system.[26]

Students must receive the Pfizer vaccine if they are under the age of 18. As with other immunizations for students, California law does not recognize religious or personal belief exemptions.[27]

Beginning Monday, January 10, 2022, eligible students who do not have proof of vaccination against COVID-19 will be offered the District's independent study program, unless the student has a qualified exemption or conditional admission. Children who are not vaccinated after October 31, 2021 will not be permitted to participate in in-person extracurricular activities without proof of vaccination if they qualify to receive it.

Oakland, California (Student Population: 52,167)

In a 5-1-1 vote taken on September 22, the Oakland school board decided that students 12 and older must be vaccinated "unless prohibited by law." The district still needs to determine when the mandate should take effect and how it will be enforced. Board members directed Superintendent Kyla Johnson-Trammell to return next month with recommendations.[28]

San Diego, California (Student Population: 122,916)

The San Diego Unified School District currently requires students and staff to show proof of vaccination or get tested weekly in order to attend or work in person. The Board of Education is considering a staggered approach to have all eligible students vaccinated against COVID-19, as a condition of attending in-person learning. The timeline for requiring the mandated vaccination will be aligned to the full FDA approval. Mandatory testing will be required for all unvaccinated students until full FDA approval of the vaccine for their age group.[29]

Higher Education

Oregon State University

Oregon State University requires all students to receive the COVID-19 vaccine. Like other K-12 and post-secondary institutions, the university allows for specific exemptions for medical and non-medical reasons. Students who request an exemption are required to take part in weekly COVID-19 testing, along with students who are in the process of becoming fully vaccinated, until

[25] Los Angeles Unified to Require All Students 12 and Older to be Vaccinated Against COVID-19 by January 10, 2022
[26] LAUSD: Uploading External COVID-19 Vaccination Record
[27] LAUSD Safe Steps to Safe Schools FAQ
[28] OUSD Board of Education Passes Vaccine Requirement for Students 12 Years Old and Up
[29] SD Unified School District Vaccine Roadmap

they are fully vaccinated - 2 weeks after their last dose.[30]

The university also requires proof of vaccination for children 12 and older for designated university events and activities. For those who cannot provide proof of vaccination, documentation of a negative test taken within three days of the event will also be accepted.[31]

Public Health Outcomes of a Vaccine Requirement

We love that our schools serve as learning hubs for our entire community. We will partner with public health agencies to educate and promote COVID-19 vaccinations and other health and safety measures to protect against COVID-19. As guidance evolves, we will keep the board and families up to date on the latest information.

Current Immunization Rules in Benton County and Oregon

Current Vaccine Requirements for School and Child Care Attendance

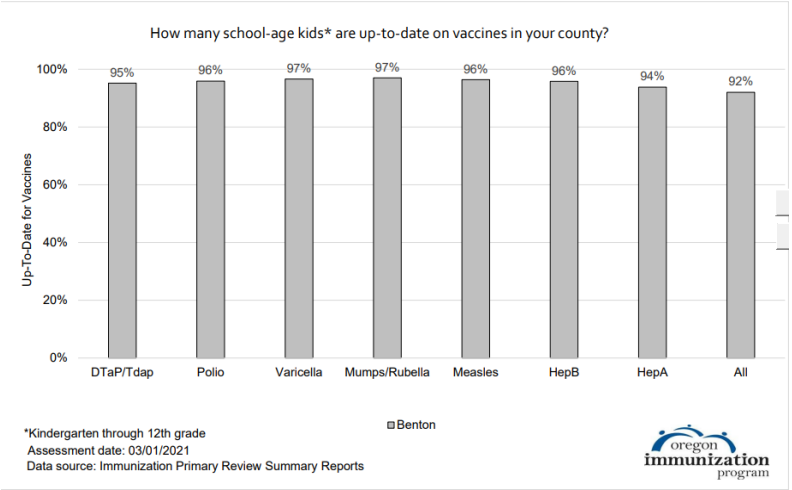
Oregon law requires the following vaccinations for school and child care attendance. At all ages and grades, the number of doses required varies by a child's age and how long ago they were vaccinated. Other vaccines may be recommended.[32]

A child 18 months or older entering Preschool, Child Care, or Head Start needs	4 Diphtheria/Tetanus/Pertussis (DTaP) 3 Polio 1 Varicella (chickenpox) 1 Measles/Mumps/Rubella (MMR) 3 Hepatitis B 2 Hepatitis A 3 or 4 Hib
A student entering Kindergarten or Grades 1-6 needs	5 Diphtheria/Tetanus/Pertussis (DTaP) 4 Polio 1 Varicella (chickenpox) 2 MMR or 2 Measles, 1 Mumps, 1 Rubella 3 Hepatitis B 2 Hepatitis A
A student entering Grades 7-12 needs	5 Diphtheria/Tetanus/Pertussis (DTaP) 1 Tdap 4 Polio 1 Varicella (chickenpox) 2 MMR or 2 Measles, 1 Mumps, 1 Rubella 3 Hepatitis B 2 Hepatitis A

[30] Oregon State University: Vaccination Program Requirement
[31] Oregon State University: Event Vaccination Requirement
[32] 2021-22 Immunization Requirements

Benton County Immunization Data

According to Benton County Public Health 92% of all school-aged kids are currently in compliance with all immunization requirements. Percentage ranges between 94% and 97% with specific immunization requirements.[33]



Existing Medical Exemption Rules

Oregon allows medical exemptions for children who have a medical condition that contraindicates vaccination. Only physicians or local health departments may sign a medical exemption. Children with this type of medical exemption are considered susceptible because if they are exposed to a disease they haven't been vaccinated for, they are more likely to get it.

Medical exemptions must be in a letter from a physician or local health department supplementing the Certificate of Immunization Status. The letter must include the child's name and birth date, vaccine(s) affected, the condition that contraindicates vaccination as well as the physician's or local health department representative's signature and contact information.

In case of an outbreak of vaccine-preventable disease in a community, the local health department has the legal authority to exclude from school or child care attendance any child who has not been completely immunized, including children with a medical exemption.[34]

Existing Non-Medical Exemption Rules

Oregon recognizes exemptions for nonmedical reasons. However, OHA allowed colleges and universities to decide whether to allow philosophical exemptions related to COVID-19. Oregon

[33] Benton County Health Department: 2021 Immunization Data
[34] MESD Medical Exemptions

State University, for example, allows students and employees to seek an exemption for medical, religious, philosophical or other non-medical reasons. Those with an exemption are required to take part in weekly testing.

To claim a nonmedical exemption for immunizations required for schools, a parent must submit a Vaccine Education Certificate from a healthcare practitioner or from the online education module to the child's school or childcare. In addition, the parent must check the appropriate boxes and sign the back of the Certificate of Immunization Status, available from the child's school or childcare facility. Listing a vaccination history on the front of the Certificate of Immunization Status will not affect a parent's ability to claim an exemption. In case of an outbreak of vaccine-preventable disease in a community, the local health department has the legal authority to exclude from school or child care attendance any child who has not been completely immunized, including children with a nonmedical exemption.

Important Considerations

Expected Outcomes

Short-Term

- Increase the number of children and their families who are vaccine hesitant to participate in community engagement, increase their knowledge about COVID-19 vaccines, and increase their confidence in the ability of the Corvallis School District and public health to be a trusted resource in the community.

Intermediate

- Among those not currently vaccinated, a reconsideration and subsequent increase in vaccination rates will limit the number of students who need to quarantine if possibly exposed to a case of COVID-19, increasing our ability to keep students attending in-person instruction.

Long-term

- Personal, direct, protection against disease for students.
- Reduce the number of CSD students who are vaccine eligible that are required to quarantine when exposed.
- CSD is able to provide uninterrupted full-time in-person instruction.
- Positive relationship with marginalized communities that extends beyond COVID-19 vaccinations.
- The potential to generate herd immunity, a form of indirect protection from infectious disease that can occur if a sufficient percentage of a population has become immune to an infection.
- Reduce immense pressure on our healthcare system.
- While over 60% of the adolescents (12-17 years of age) in the Corvallis School District are vaccinated against COVID-19, this creates an additional layer of protection for all that attend

school in Corvallis, including staff, volunteers and students too young to be vaccinated.

Conclusion and Key Recommendations

1. Staff Recommends Community Engagement

Staff's recommendation is for the Corvallis School Board to direct staff to conduct community engagement by gathering feedback and information on vaccine hesitancy among our equity populations with low vaccination rates.

2. CSD (and Public Health) Communication and Engagement Strategy

Work alongside the Benton County Health Department to engage with communities of color to create greater confidence in the vaccine and increase vaccination rates among our equity populations.

3. Continued monitoring of COVID-19 Vaccination Rates

Continue to provide updated data and information on COVID-19 vaccination rates among CSD students.

4. Vaccination Rate in Equity Populations

Report to the board on planning and actions related to the vaccination rate changes in our communities of color.

Appendix A: Meeting Agenda

CSD School Board of Education Meeting:
Possibility of a COVID-19 Vaccination for Students
October 14, 2021

Purpose:
Corvallis School Board will discuss a possible mandate for a COVID vaccine for students and the impacts of implementing such a vaccine.

Agenda:
Opening Remarks | Ryan Noss, Superintendent

Introduction and Opening Remarks | Panelists

Board Discussion and Questions (30 Minutes)

Board Direction to Superintendent | Board Chair

Invited Panelists:
- **April Holland,** Public Health Administrator, Benton County Health Department
- **Peter Banwarth,** Epidemiologist, Benton County Health Department
- **Dr. Adam Brady**, Infectious Disease Specialist, Samaritan Health Services
- **Dr. Carolina Amador**, Pediatrician, Lincoln Health Center
- **Dr. Bruce Thomson**, Health Officer, Benton County Health Department

Exploring a COVID-19 Vaccine Requirement

October 14, 2021



Why Explore a COVID-19 Vaccine Requirement?

Beyond our mission to educate children, we play an important role in providing key essential services across our communities.

School vaccination requirements help safeguard children and adolescents by making sure they are protected when they get to school.



COVID-19 Concerns

- Our first priority is to keep our schools open throughout the school year and be able to provide in-person instruction.
- Students' vaccination status impacts their ability to stay in school when there is an exposure.
- Prepare for potential increase in cases in late fall and early winter due to holidays and traveling.
- At this time, children ages 0-11 are unable to get the COVID-19 vaccine.



COVID-19 Equity Considerations

We know that communities of color have been disproportionately impacted by the health threat and subsequent consequences of COVID-19.

The public health, education, and economic uncertainties inflicted by COVID-19 are likely to exacerbate long-standing racial inequities disproportionately affecting Black, Latino, and Native American students, English Learners, and students with disabilities.

There is a long history of students of color being marginalized and we want to promote in-person attendance at school.

Partnership with Benton County Health Department

Review and analyze CSD COVID-19 vaccination data

Clearer understanding of gaps and community engagement needs



Key Staff Recommendations

Direct district staff to conduct community engagement with our equity populations with low vaccination rates



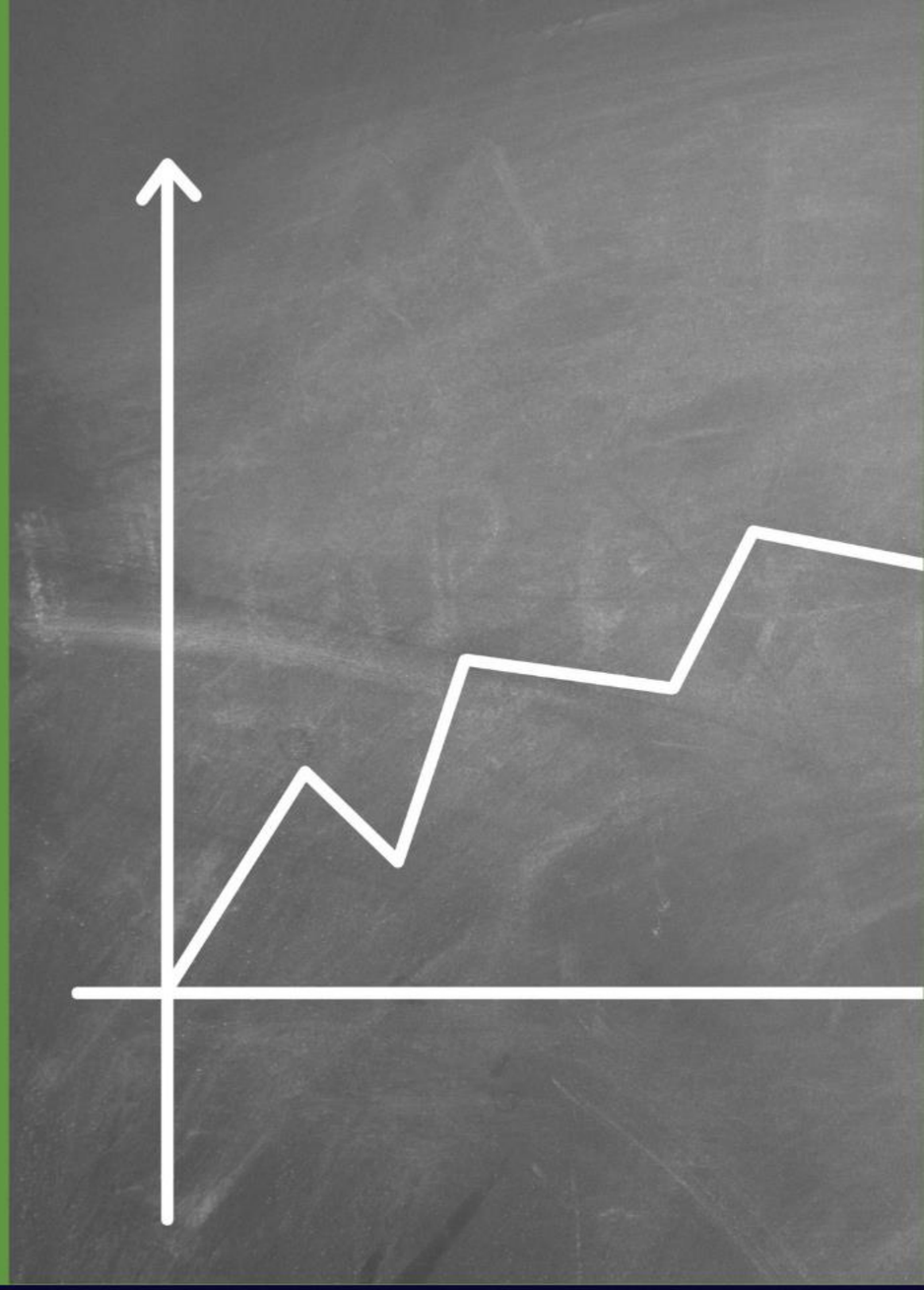
Key Staff Recommendations

Work with the Benton County Health Department to engage with communities of color to create greater confidence in the vaccine and increase vaccination rates among our equity populations



Key Staff Recommendations

Continue to provide updated data and information on COVID-19 vaccination rates among CSD students to the Board



Key Staff Recommendations

Report to the board on planning and actions related to the vaccination rate changes in our communities of color



To see an increase in vaccination rates, community engagement will need to be culturally responsive, linguistically appropriate, and informed by diverse perspectives from equity populations disproportionately impacted by COVID-19



Corvallis
SCHOOL DISTRICT

V.B. Benton County Health Department Panel

COVID-19 Data Presentation

October 14, 2021

Corvallis School District Board Meeting

Data provided by: Benton County Health Department

Benton County OREGON

Table of contents

- Case rates
  - County-wide
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  - By zip code
- Vaccination rates
  - County-wide
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  - Corvallis School District vaccination rates
  - Vaccine effectiveness

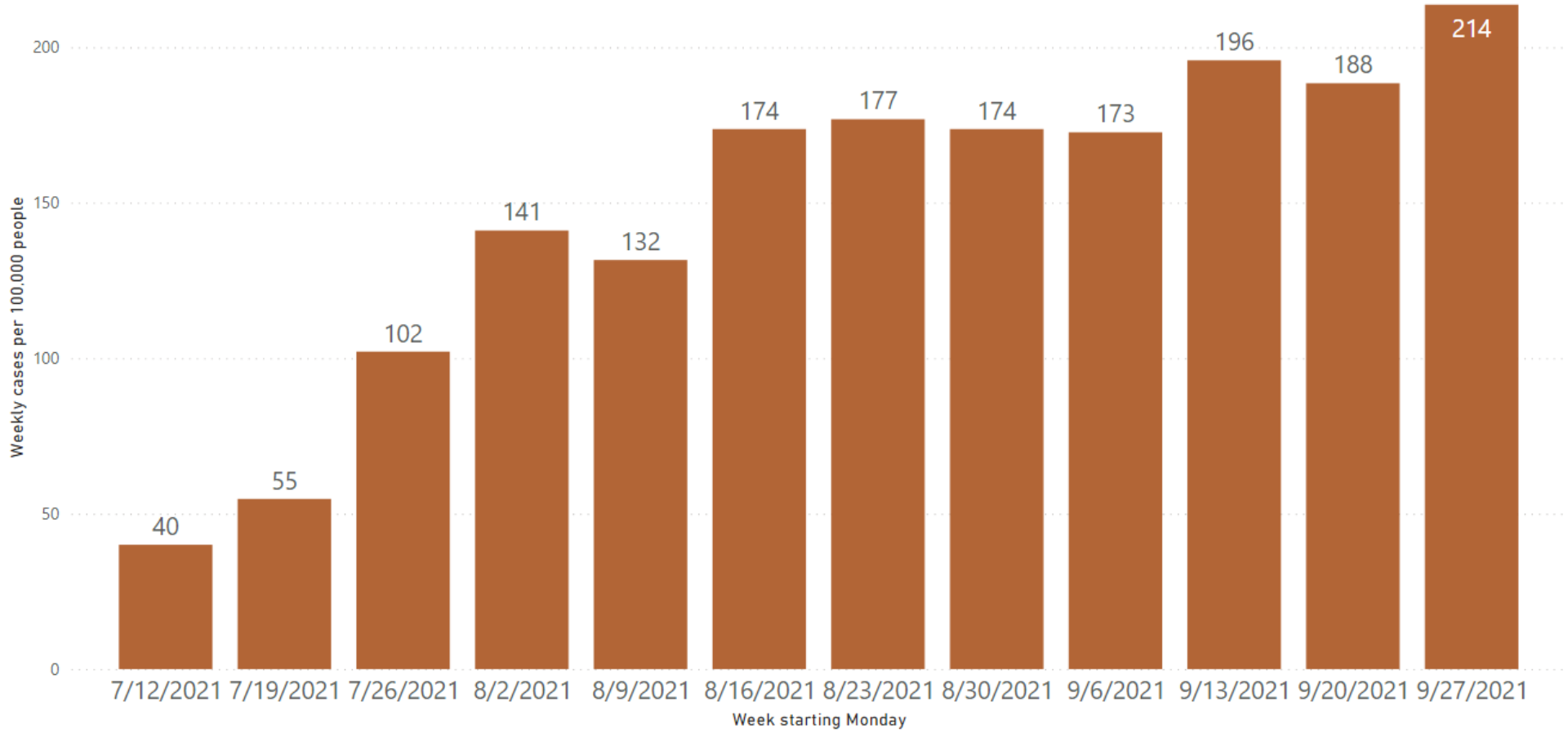
Benton County OREGON

Benton County and Corvallis Population

- Estimated Benton County population: 95,000
- Estimated Corvallis population: 60,000
- The population estimates include everyone with a residential address; i.e. they *include* OSU students

Benton County OREGON

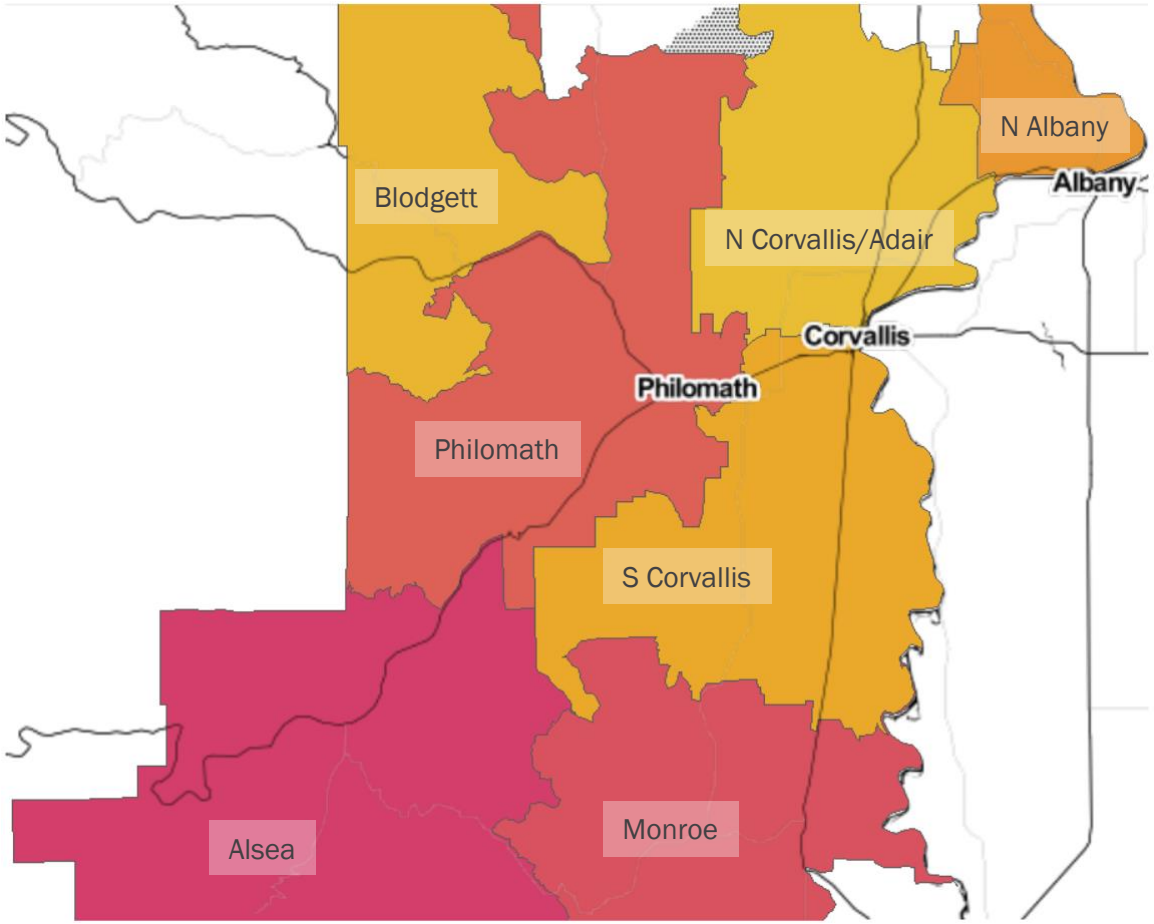
Weekly case rate per 100,000 people; Benton County

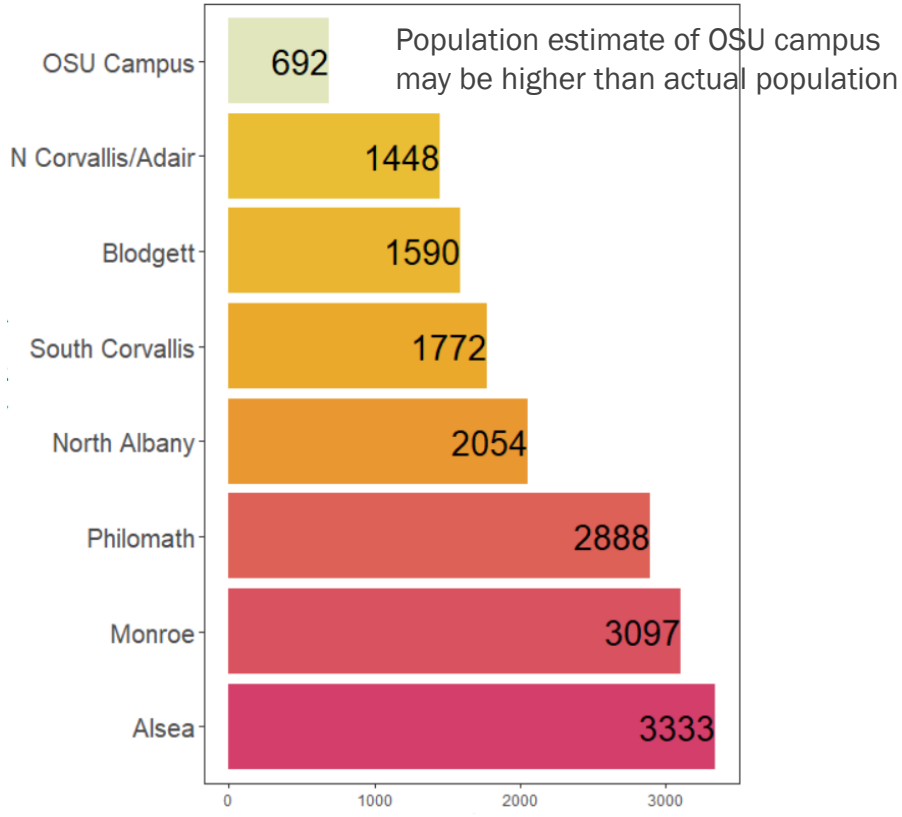


Benton County OREGON

214 cases per 100,000 people is the highest weekly case rate in Benton County since the start of the pandemic

Case rate per 100,000 people, July 1st to October 3rd, 2021



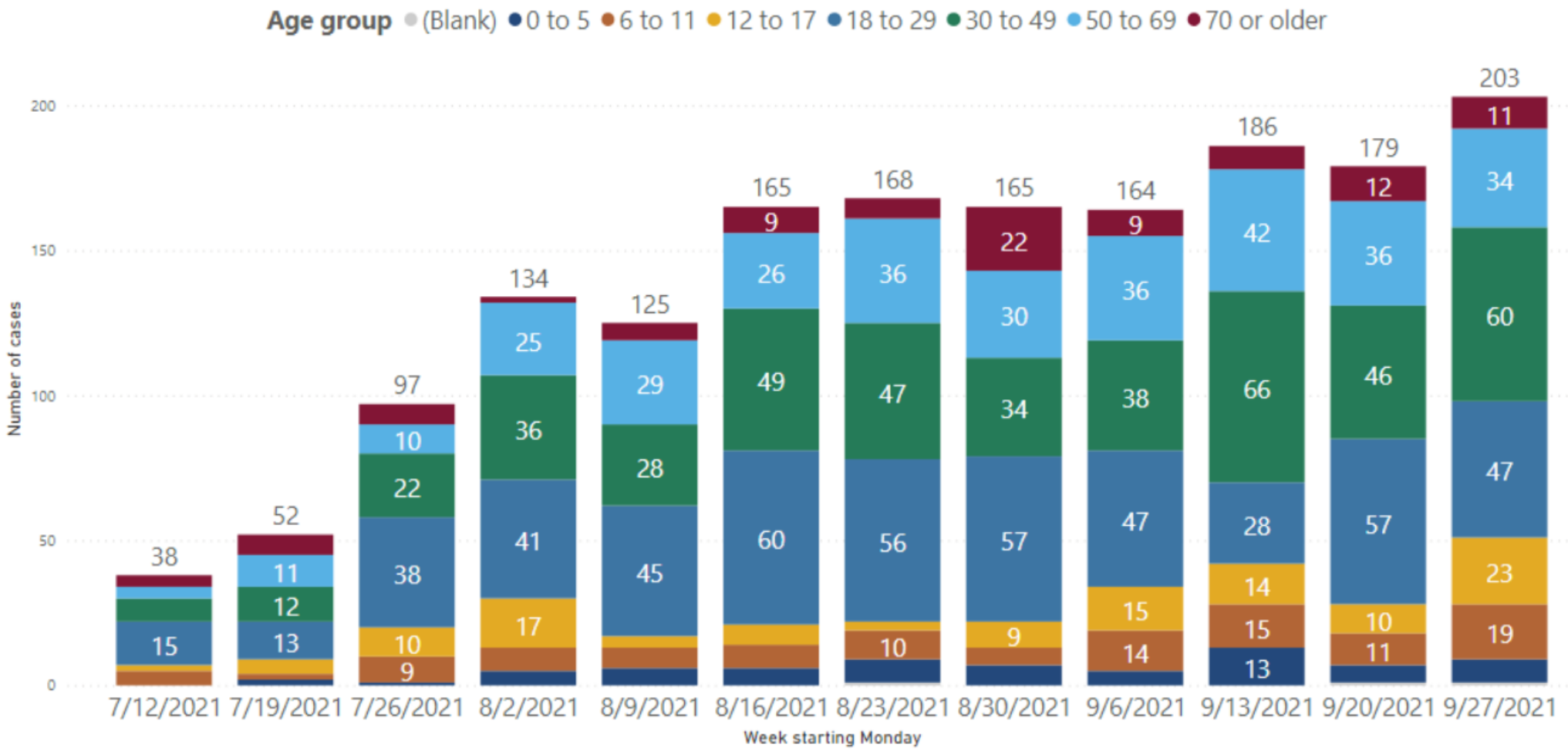


Benton County rate: 1786

Benton County OREGON

These data should not be compared to the previous slide. These data show a 3-month total case rate, not a weekly average case rate. The purpose of this slide is to compare geographies, not compare over time.

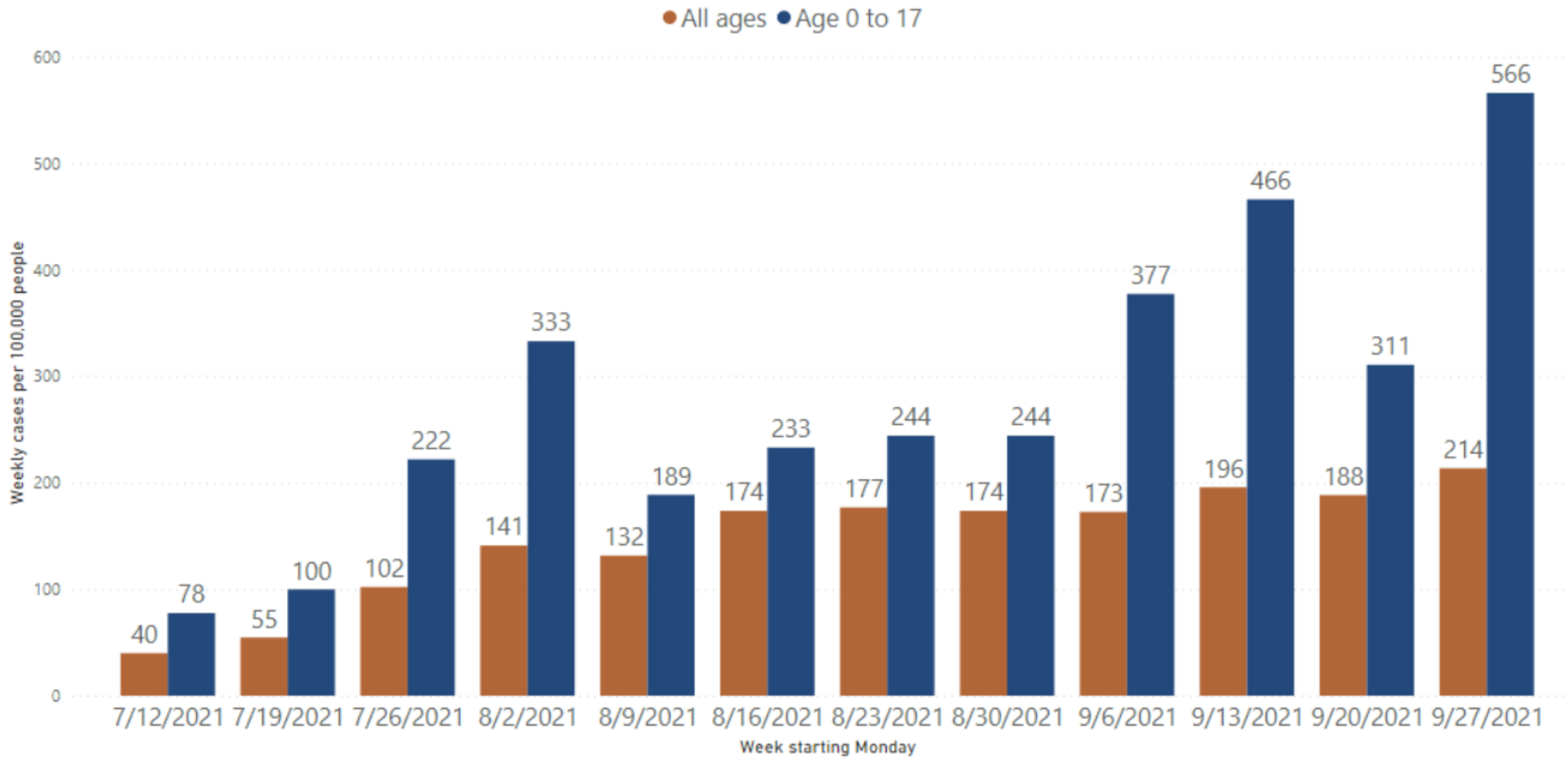
Weekly number of cases; stratified by age; Benton County



Benton County OREGON

These numbers are not rates; they are counts of cases

Case rates per 100,000 people; comparing all ages to pediatric (age 0 to 17); Benton County



Benton County OREGON

641 total pediatric cases in Benton County as of 10/03/2021

Vaccination rate in Benton County

Fully vaccinated people

61,573

Vaccine series in progress (first dose received)

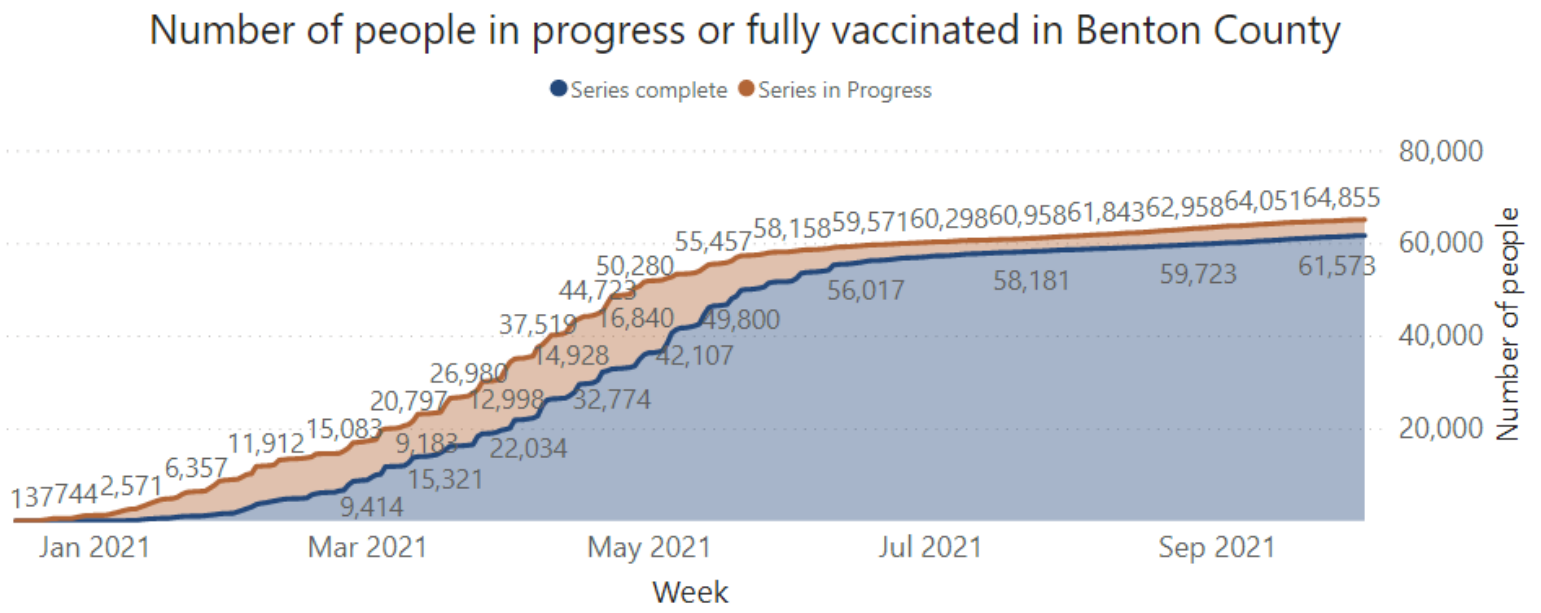
3,458

Total receiving at least one dose

65031

as of:

10/3/2021



Percent of population 12 and older who have received at least one dose	Percent of population 12 and older who are fully vaccinated	Percent of total population (all ages) who are fully vaccinated
75%	71%	65%

Benton County OREGON

Vaccination rate; stratified by race/ethnicity; all ages; Benton County

Demographic group	Number vaccinated	Population (estimate)	Percent vaccinated
American Indian and Alaska Native	1,486	3,005	49%
Asian	4204	8,572	49%
Black or African American	864	1,951	44%
Hispanic or Latinx	3,426	8,524	40%
Pacific Islander	455	768	59%
White	52,806	93,221	57%
Another race, unknown, or not given	16,181		

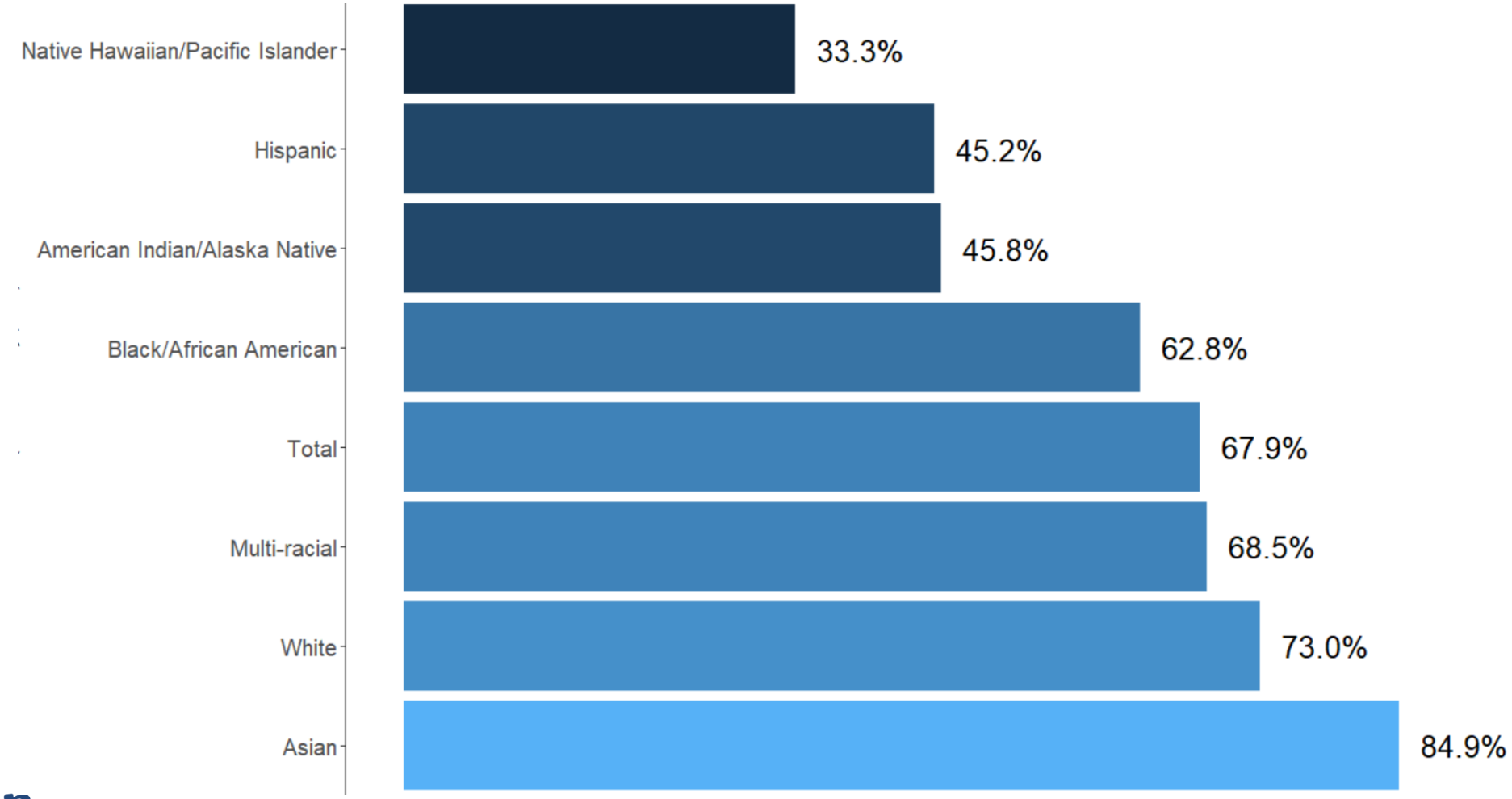
Race and ethnicity data in the vaccine database does not match population data for "Other", "Unknown", or "Not given". Therefore it is not possible to accurately estimate the population or percent vaccinated and only the count is listed.

These vaccination data include all individuals who identify as that race or ethnicity. An individual may be counted in multiple categories if they identify as more than one race or ethnicity.

Benton County OREGON

These vaccination rates represent one or more doses

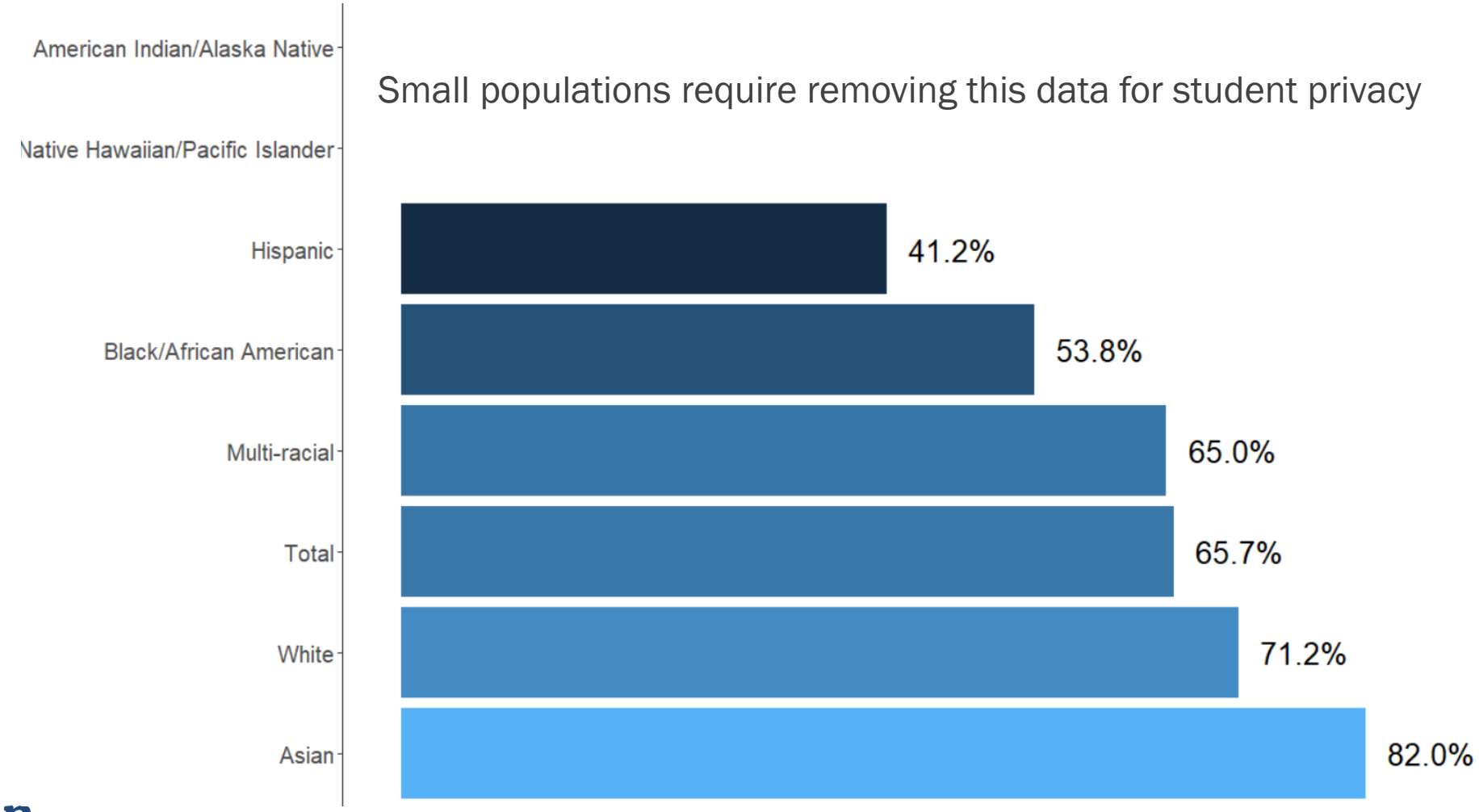
Corvallis School District vaccination rates (1): All* middle and high school students age 12+



Benton County OREGON

* These rates include students 12+ whose residence county is Benton County. 97% of CSD students live in Benton County. These rates represent one or more doses

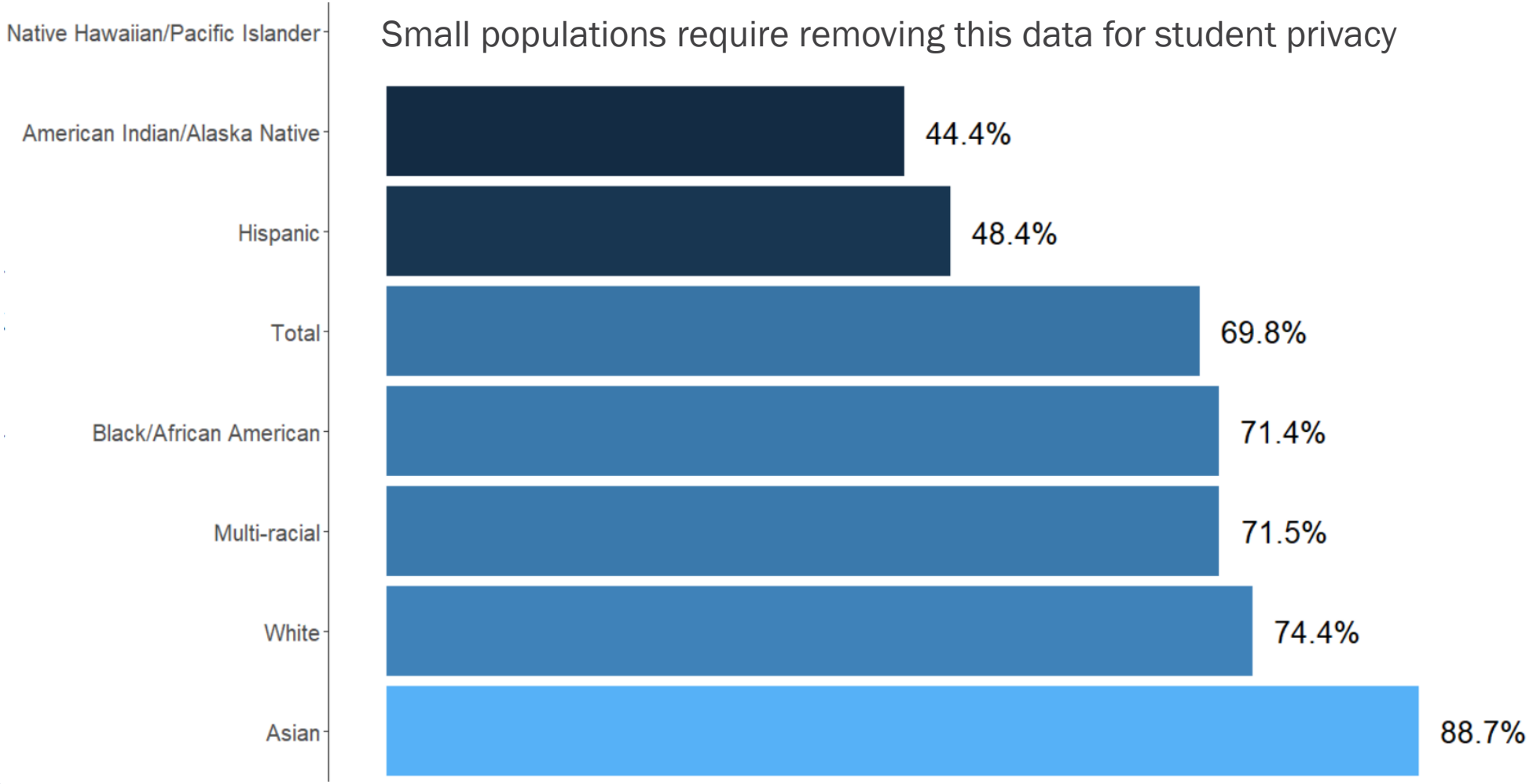
Corvallis School District vaccination rates (2): All* middle school students age 12+



Benton County OREGON

* These rates include students 12+ whose residence county is Benton County. 97% of CSD students live in Benton County. These rates represent one or more doses

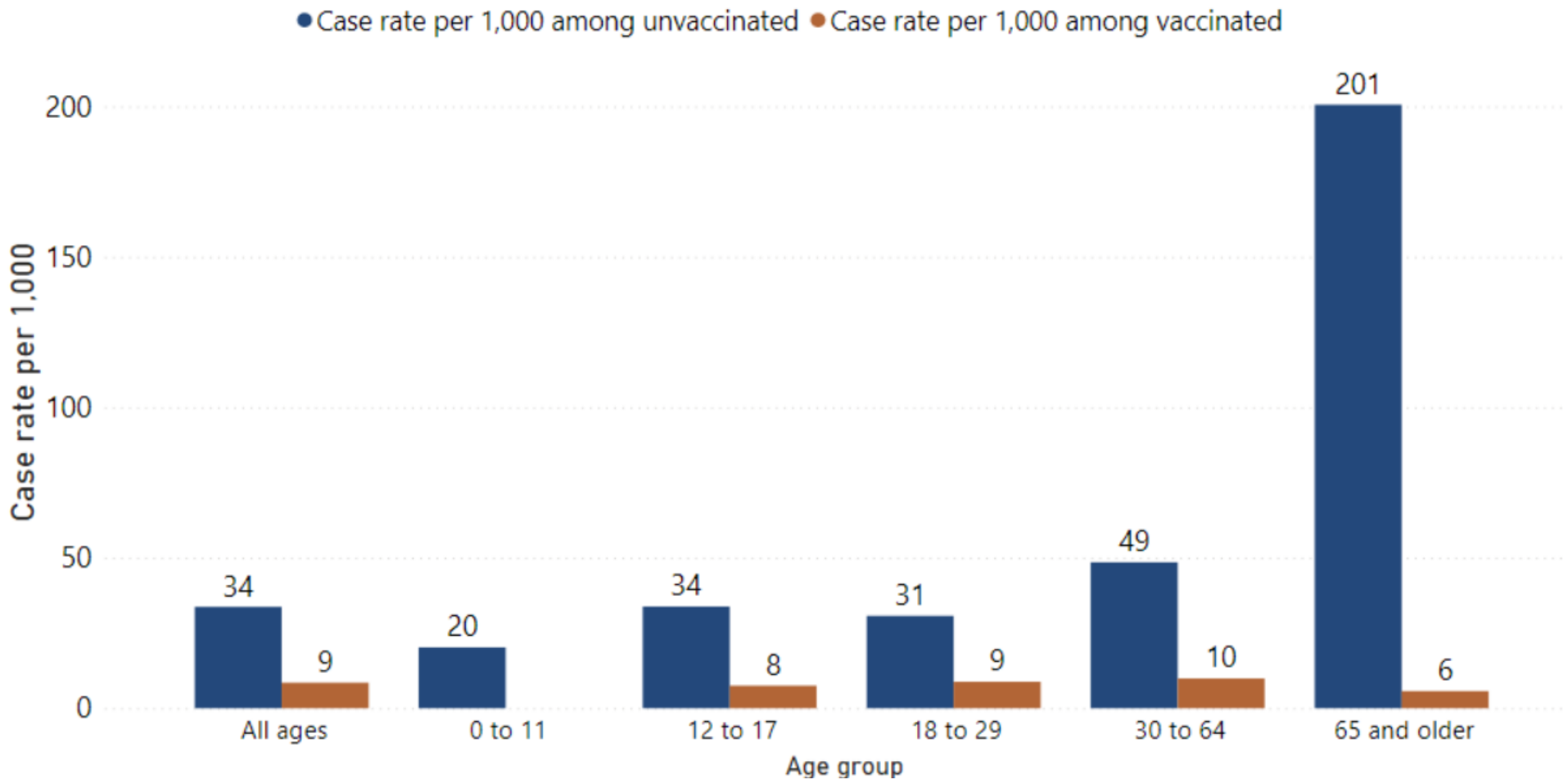
Corvallis School District vaccination rates (3): All* high school students



Benton County OREGON

* These rates include students 12+ whose residence county is Benton County. 97% of CSD students live in Benton County. These rates represent one or more doses

Vaccine effectiveness: Comparing case rates among unvaccinated and fully vaccinated by age group; July 1st to October 3rd, 2021; Benton County



Benton County OREGON

These data show the number of cases over the past 3 months, scaled to a population of 1,000 people to allow comparisons between the vaccinated and unvaccinated populations.

Sources

- **Slides 4 through 7: Case rates**
  - Case data from Opera; the state COVID-19 database
  - Population data from 2020 U.S. Census data and 2015-2019 ACS Population tables.
- **Slides 8 and 9: Benton County vaccination rates**
  - Vaccination data from ALERT; the state vaccination database
  - Population data from 2020 U.S. Census data and 2015-2019 ACS Population tables.
- **Slides 10-12: CSD vaccination rates**
  - Student data from CSD enrollment 2021-2022 academic year
  - Vaccination data from ALERT
- **Slide 13: Vaccine effectiveness data**
  - Vaccination data from ALERT; the state vaccination database
  - Case data from Opera; the state COVID-19 database
  - Population data from 2020 U.S. Census data and 2015-2019 ACS Population tables.

Benton County OREGON

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Benton County

Corvallis
SCHOOL DISTRICT

V.C. Board Discussion and Questions

VI. PUBLIC COMMENT

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

Corvallis SCHOOL DISTRICT

PROVIDING INPUT TO THE SCHOOL BOARD AT VIRTUAL MEETINGS DURING THE PANDEMIC

(Revised 09-09-21)

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. At this time, Board meetings are held virtually and there will be no in-person public comment. To offer comments via telephone during designated meetings:

A. Email Board Secretary Kim Nelson at kimberly.nelson@corvallis.k12.or.us by noon on the day of the meeting.
B. Provide your name, home address, and the telephone number you will be calling in on.
C. You will be provided a telephone number and meeting access code.
D. At the time designated on the agenda, call the number provided and enter any required access codes.
E. You will be "in the waiting room" until it is your turn to provide comments; at that time, you will be admitted to the virtual meeting.
F. 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.
G. 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 comment after you.
H. 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.
I. If you read from a prepared statement, you may choose to email your written comments to Kim Nelson at kimberly.nelson@corvallis.k12.or.us to post online with the informational packet of the meeting and to file with the official minutes of the meeting. It is not required, however.
J. 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 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.
K. 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	Terese Jones	541-230-1673
Sami Al-AbdRabbuh	541-283-6611	Shauna Tominey	541-829-3411
Tina Baker	541-223-1997	Luhui Whitebear	541-632-3568
Sarah Finger McDonald	541-908-3756		

District Administrative Office
1555 SW 35th Street | PO Box 3509J | Corvallis, Oregon 97339
541-757-5841 | www.csd509j.net

Read aloud during the October 14, 2021 Board meeting. kn

Hi, I am Brent Pawlowski. I am a Corvallis native and attended Corvallis schools for my K-12 education. I have had 2 children go through our Corvallis schools and 2 children currently in high school.

I am here to voice my opposition to the intentions of the school board to mandate covid shots for high school students as well as all children in Corvallis schools.

The school board members are not medical professionals. Medical decisions are between parents and their doctor to decide what is medically best for their children. A school board should not be mandating that I give my young (95-lb) daughter an adult dosage of the covid vaccine.

Data shows kids are a very low risk factor. Tragically a very small population of kids, most with comorbidities, have died. State and national data show that kids are significantly more likely to die from suicide, pneumonia, drowning, or car crashes than die from covid.

Some argue that mandating the covid vaccine is the same as requiring other childhood vaccinations to attend school. It isn't the same. I agree that vaccines have been positive life changing events. HOWEVER, covid vaccine as it is called is not a traditional "vaccine" .

ALL of those other life changing vaccines have prevented the recipient from getting the disease. (Polio, smallpox, etc.)

This covid "vaccine" does not do that. It does NOT keep recipients from getting the virus. Recent reports have stated that Covid "vaccinated" people can still get and spread the virus. The covid shot reduces the likelihood of severe, or life threatening, symptoms. That was why the shot was first offered to the high-risk groups. The covid shot has been out at least 10 months now and is said to be safe and effective. Those who are high risk have had ample opportunity to get the shot. The data does not support Mandating a covid "vaccine" for school aged kids.

If the school board proposal is to put the unvaccinated in remote learning, studies vary state to state, but all suggest that this would disproportionately affect non-whites and lower income brackets. Such a policy would not be equitable.

To summarize:

- Children 0-17 are not the risk group nor are they dying from the disease.
- Unvaccinated kids are not putting the vaccinated at risk.
- A school vaccine mandate would disproportionately affect the non-white and lower income households.
- Parents should decide what is best for their kids, not non-medical members of a school board.

Read aloud during the October 14, 2021 Board meeting. kn

Good evening Board members and Superintendent Noss,

I felt it important to speak today as I knew that you were likely to get a turn out that would be out of proportion with actual public sentiment.
I want to assure you that I speak for many in the community that I lead in saying we are supportive of requiring vaccines in our schools.

I, along with my community, urge you to not be swayed by the vocal minority and to know that we support you in taking the measures necessary to make our community as safe as possible, for our students, our teachers, school staff, administrators, and our entire community. I could tell you a personal story about how we have teachers who may be going through chemo or wrestling with other immuno compromised health issues if I could do so without losing it. But please know, there are stories you don't see of those who bravely go to school each day, to learn or work at great risk to their own or someone in their household's health. Please think of them.

Because many against requiring vaccinations invoke their faith in doing so let me assure you there are many people of faith who revere science and trust our ability to use science to combat disease who support requiring vaccines. We find absolutely no justification for religious exemptions and actually believe we are called to put the whole, our neighbors and community, above our own needs. However, in this case we hold that getting a vaccine is an act of loving our neighbor and ourselves.

I do urge you to wrestle with how to close the gaps we see in the equity, or lack of equity, represented by the data and I know and trust that you will do so.

I thank Superintendent Noss and the board for your tireless work during this very difficult time in history and the leadership you have shown. And if I may also add, am very happy to see the steps you are considering in affirm our LGBTQI2S+ community and you can count myself and the First Presbyterian Church of Corvallis as allies in that effort.

Thank you.

Rev. Matt Gough

Read aloud during the October 14, 2021 Board meeting. kn

Good evening and thank you for taking my comments,

As a parent of a Corvallis school district student, I am deeply concerned by the efforts and intentions of the Corvallis school board to require the COVID-19 vaccine for the students of Corvallis school district.

You, the board, have voiced and acted upon a commitment of inclusion and equity for much of the past **year. The current quarantine policies, which overwhelmingly impact the unvaccinated students, are both punitive and discriminatory. Rather than address the obvious inequities and shortfalls of the current policies, the board is looking to mandate the covid-19 vaccine. Unless I have missed something, has there been any dialogue with the DOE or the OHA about how our current quarantine policies unfairly** target those students who are unvaccinated? Especially since both the vaccinated and unvaccinated can each become infected and transmit the virus?

Oregon currently has the most stringent quarantine policies in the nation. Even Washington and California have figured out how to keep kids in school while in the midst of Covid-19. Have you looked into adopting the test to stay program, which is proving to be successful in many of our school districts across the country? This program would serve to benefit our student population by minimizing their quarantine times, and also would also provide real time information of active infections within the school district.

The Covid-19 vaccines have never been said to prevent infection nor prevent transmission. Within the Corvallis School District, we have documented cases in which a fully vaccinated student or staff member has tested positive for Covid-19 and then inadvertently exposed others. Our Corvallis school community has seen our policies play out and the discriminatory and punitive nature of them cannot be denied. Our students are witnessing these unfair policies, and in my opinion are learning how to segregate and discriminate in real time. Vaccinated does not mean immune to infection, just as unvaccinated does not mean infected.

We are demonstrating to our students how to identify a minority group, stigmatize them, shame and bully them, discriminate against them and eventually segregate them from the greater Corvallis school district community. I ask of you, the Corvallis school board to consider whether this is a legacy that you wish to leave?

Why does the Corvallis school board feel it necessary to lead the charge on this mandate? Especially when we have such a high vaccine uptake by both our parents and students in the 12-17 age groups? With between 60 and 70 percent of the student population already vaccinated, why the push for the other 30%?

Families that have chosen to decline the vaccine for now are doing so for a variety of reasons. Does the school board feel that minority groups are incapable of making rational health care choices for themselves? Many people are in this category and for the school board to continue to label them as "vaccine hesitant" and in need of outreach is counter to the district policies regarding inclusion and diversity. These families don't want it and they have decided for whatever reason that they don't need it. If the Corvallis school board and district truly believed in the commitment of inclusion and equity, you would not be attempting to force this minority group to conform to your values in exchange for in person learning.

I appreciate your time,

Melissa Norland

CVHS parent

Read aloud during the October 14, 2021 Board meeting. kn

David Eveland
10/14/2021

Good Evening School Board Members,

The mandate under consideration was proposed and has been defended as the way to keep our students in the classroom. It seems the most obvious, convenient, and easiest way.

Unfortunately, it's neither obvious, nor convenient, nor easy.

Mandating any of the available SARS-COV- 2 vaccines would violate human rights that we've historically treasured in the State or Oregon and the United States. The Vaccine Mandate would violate informed consent, which at any other time would be staunchly defended in Corvallis and in Oregon. And, this mandate would segregate, divide, and create unequal opportunity for those teenage students who choose not to take the vaccine; all of these affects violate the principles of this community and school district.

These vaccines are proven as effective in minimizing illness from COVID-19 disease, but that's a narrow lens for evaluating their success.

These vaccines are not proven nor approved for this age group. The manufactures and the approving bodies acknowledge that there are known and unknown risks. And, these pharmaceutical manufactures still have years of testing and reporting before the vaccines are fully authorized for distribution. This FDA process exists to better understand safety. At this time, the manufacturers and public health officials don't even fully understand appropriate dosing in different age groups and for those who've been previously infected, and this seems relatively easy as compared to proving long-term safety.

Moreover, teens do not need these vaccines, at least not currently. There is no COVID-19 disease data for teens that screams the need or justifies ANY, and I emphasize ANY, unknown short- or long-term health risks that could result from vaccination. In fact, there is data that shows

most teens easily recover from infection and that their immunity from infection will protect them from future infection and play a substantial role our quest for herd immunity.

Please think very critically. Please don't get caught up in the reverential following for the vaccines and let that run you to the wrong conclusion. Don't let the feverish enthusiasm for these amazing vaccines convince you they must be mandated into the bodies of our teenage students. The are many cases through scientific history, where and discovery goes from a miraculous wonder to a double edge sword after a widespread use. One great example of this was the insecticide dichlorodiphenyltrichloroethane (DDT), which from 1940 to 1945 moved from being perceived as a modern wonder to a double-edged sword doing harm while doing good. A more recent and medically relevant example is Opioids. In the late 1990s, pharmaceutical companies reassured the medical community that patients would not become addicted to opioid pain relievers and healthcare providers began to prescribe them at greater rates, they've now proven to be virulent epidemic killers in our society. The risks we know, like myocarditis, are only a fraction of the risks, our blind spots may need more critical thought.

The science is showing the vaccines do not stop the vaccinated from carrying the and spreading the virus. Break through cases are inevitable, people will continue to become infected and test positive, even if asymptomatic. Students will test positive in this school year.

Fortunately, vaccine rates are high in adults working in the schools, and frankly are high within our student population in Corvallis. Further, the percentage of people with natural immunity from infection is growing in our community daily. With this base of immunity, with data showing teens typically don't get severely ill from the disease, and with better

treatments for COVID-19 than we a year ago, vaccine mandates are not needed for students to stay in the classroom.

If the mandate is being proposed as a tool to thread the needle on OHA, ODE, or Benton County Health Dept rules, then possibly a better solution is to work together as a community to encourage these agencies to revisit our situation, to review data from Oregon schools and schools in other states and countries that have continued to learn in classrooms throughout the pandemic, and to establish revised public health rules for Oregon Schools that enable in-school learning without violating rights, creating unequal outcomes, or subjecting every human to drugs with unproven safety records.

As time passes, the SARS-COV-2 vaccines will be better understood, more unknowns will become knows, approvals will hopefully be in place, and if the success is high and the risks are low, like so many other vaccines, more students and parents will CHOOSE to take them.

In any case, when reaching out to our equity community, or the minority community that is choosing not to vaccinate for whatever reason, please avoid coercion.

Please respect their choice.

Read aloud during the October 14, 2021 Board meeting. kn

Hello School Board Members,

My name is Hilary Lindsey and I live in the district. Thank you for allowing me the opportunity to speak with you tonight.

Firstly, I would like to thank all the members of the school board for their considerable time commitment and service to our community! I have been extremely impressed with the school board's commitment to improving equity within the district and development of policies that challenge structural and institutional barriers for students for historically marginalized groups and improve students' success. As a teacher and a parent, I am proud of and hopeful for the work the district is doing to improve diversity, racial equity and justice within our community.

I have a first grader who accesses the Life Skills program at Kathryn Jones Harrison Elementary. Willow was born with a rare genetic condition called Prader Willi Syndrome which impacts her hypothalamus and hormone production. Because hormones affect change and control functions and regulation of systems throughout the body, her condition impacts her globally and impacts many aspects of her daily life and learning. Her condition is so rare that most people have not heard of it, including many people responsible for helping Willow in the medical and educational fields. Since her birth, we have been responsible for educating people about her challenges, needs, and safety measures and planning, monitoring and coordination of her medical, educational, and therapy services. With access to and support from the Life Skills Program at Kathryn Jones Harrison, Willow is thriving, happy, loved, welcomed, included, and has friends at school. The amazing team that supports Willow understands her medical, educational, and mental health needs and is able to work dynamically and collaboratively to keep her safe and making progress towards her goals. I know that this level of support and inclusion is not possible at all neighborhood schools.

I'm here this evening to share my family's happiness and praise for the Life Skills program at Kathryn Jones Harrison Elementary. The last time I spoke with the School Board, I shared some concerns and my hopes for changes for the Life Skills program including decreasing case management /class sizes of Life Skills teachers, improving training for Educational assistants working with students accessing Special Education services, and improved communication about programs and district level special education planning. Since that time, many of our concerns have been addressed, improved or eliminated. We have been very impressed with Beth Martin's communication, problem solving, and follow through relating to our daughter's access to education and school programs.

I'm compelled to share the value of the Life Skills program because of my immense concern that there is covert planning taking place for ending the Life

Skills program and placing all students at their neighborhood school. Whenever I ask this question directly, as a parent, I am told the Life Skills program is not being dismantled or ended. However, for the past 3 years, district representatives from the teaching and learning/ mental health department and other district representatives have repeatedly and specifically said that, “Life Skills as a group program is going away and kids will be in their neighborhood schools,” during meetings and district professional development training. It is hard for me to believe that this is not being discussed internally since it is being repeatedly shared openly with district staff during trainings and meetings. Every time I hear talk of this, I’m traumatized and gravely concerned. Therefore, I am here to express my deepest appreciation and gratitude for the availability of the Life Skills program and my hopes that it will continue to support students and their families for the foreseeable future.

The Life Skills program at Kathryn Jones Harrison Elementary school is an inclusive program that allows my daughter to spend the majority of time in her first grade classroom with diverse, mostly typically developing peers and simultaneously providers her with an alternate supportive classroom where she can regularly and consistently access developmentally appropriate learning, social, and self-care opportunities that make her successful and increase her independence. The Life Skills program is extremely inclusive, providing students with supported participation and access to a general education classroom and also providing students with highly-individualized educational, emotional, and physical needs, access to an alternative setting that supports them and meets their individual needs allowing them more equitable access to education.

I would like to highlight some of the important features of the Life Skills program that make it so positive and beneficial for my daughter and our family.

1. Our Individual Education Plan (IEP) meetings are positive and focused on what our daughter needs to meet her individualized goals. We feel valued, included, and listened to in these meetings. This is in contrast to the experiences shared with me by some families attending different schools who speak about the limits of infrastructure, personnel and budget guiding the IEP process and access to services for their students. The economy of scale allows the Life Skills program to pool resources and provide dynamic and coordinated support that is not possible at other schools, like toileting assistance, group adaptive PE and bike riding.

2. Accessing the Life Skills program provides my daughter with a cohort of learners who she can identify with rather than being the only student experiencing profound disability in her class or school. This greatly benefits her positive mental health and self image. She never feels like she is different or other.

3. There is ongoing training and practice for a team of people who know my daughter's needs and can support her safety and learning. This provides greater safety and access to learning even during a staff or teacher absence.

4. Smaller case management sizes of the Life Skills teachers improves individualized support and higher level of communication and connection. Students get greater time and opportunities to participate and practice in an environment that is specially designed to support language development and social communication.

5. The Life Skills program promotes a culture of inclusion and acceptance. Teachers, educational assistants and students are used to making substantial modifications and adaptations to include and support students with a variety of different needs. My daughter has lots of friends in her first grade class and her life skills class. She is valued, included, and appreciated by students, teachers, and support staff alike.

Discrimination against people with disabilities has a long history in the United States. Institutionalization, eugenics, and lack of access to education, employment, housing and mobility have plagued our country and the treatment of people experiencing disabilities. There have been significant improvements with the passage of the Americans with Disabilities act. The move away from exclusionary practices and segregation have been positive and inclusion of students experiencing disabilities in public schools has benefited these students greatly as well as the communities they are part of. I'm concerned some people with administrative responsibilities in the district believe that **all** students experiencing disabilities should be at their neighborhood schools and do not need access to programs that are specially designed, individualized and staffed to meet their needs.

Thank you,
Hilary Lindsey

Corvallis
SCHOOL DISTRICT

VII. COVID-19 VACCINATIONS - BOARD DIRECTION TO THE SUPERINTENDENT

VIII. RESOLUTION NO. 21-1001 - LGBTQI2S+ HISTORY MONTH

Corvallis SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Luhui Whitebear, Board Position #4
Meeting Date: October 14, 2021

Resolution Number: 21-1001 – Acknowledgement of LGBTQI2S+ History Month

ACTION REQUESTED

Background

In 1994, LGBTQI2S+ History Month was first established at a local level by Missouri high school history teacher Rodney Wilson. While there has yet to be federal and state recognition of LGBTQI2S+ History Month, local communities, school districts, and colleges recognize it each year. LGBTQI2S+ History Month recognitions are part of community efforts to recognize histories, contributions, triumphs, and leadership of LGBTQI2S+ people. The proposed resolution is to help create a platform to educate students about LGBTQI2S+ peoples and their contributions to the community and beyond, both past and present.

Involvement

Co-Vice Chair Luhui Whitebear (Sponsor), Director Tina Baker, Director Shauna Tominey

Cost Impact

Minimal existing staff time.

ACTION REQUESTED

Adopt this resolution.

MOTION REQUESTED

"I move to adopt Resolution Number 21-1001 – Acknowledgement of LGBTQI2S+ History Month as submitted."

Corvallis School District 509J

Resolution Number 21-1001

ACKNOWLEDGEMENT OF LGBTQI2S+ HISTORY MONTH

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

ATTEST:

_____
Sami Al-Abdrabbuh, Board Chair

_____
Ryan Noss, Superintendent

Corvallis
SCHOOL DISTRICT

IX. RESOLUTION NO. 21-1002 - BUILDING RENAMING NEXT STEPS

Corvallis SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Luhui Whitebear, Board Position #4
Meeting Date: October 14, 2021

Resolution Number 21-1002 – Building Renaming Next Steps

ACTION REQUESTED

Background

The Board discussed this resolution at its September 9, 2021 meeting. This resolution establishes next steps of this process for a complete historic peer review of the schools and buildings recommended for renaming.

Final findings and recommendations shall be presented to the Board once they are complete, with prioritization of staff time being on back to school, COVID-19 safety plan modifications for staff and students, and bond project continuation.

Involvement

Co-Vice Chair Luhui Whitebear (Sponsor), Chair Sami Al-Abdrabbuh, Director Vince Adams

Cost Impact

Minimal existing staff time

ACTION REQUESTED

Adopt this resolution.

MOTION REQUESTED

"I move to adopt Resolution Number 21-1002 – Building Renaming Next Steps as submitted."

Corvallis School District 509J

Resolution Number 21-1002

BUILDING RENAMING NEXT STEPS

WHEREAS, systemic racism and racial oppression have plagued our nation for over 400 years and is evident in national, state, and local institutions, including law enforcement, prisons, and public education, and have led to physical, social and emotional, political, legal, economic, and environmental harm on people of color in the United States and Oregon; and

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

WHEREAS**,** the Corvallis School District acknowledges that the names of school buildings have significant impact on the overall educational environment to foster positive student development and sense of belonging; and

WHEREAS, Resolution 20-0801 initiated a process for review of all school and building names in the Corvallis School District; and

WHEREAS, the Superintendent set forth a process to carry out the parameters of Resolution 20-0801; and

WHEREAS, all names put forth for consideration for use following the conditions of Resolution 20-0801 went through a historic review process; and

WHEREAS, the Superintendent reported recommendations of schools and buildings to be considered for renaming based on the School Renaming Task Force findings in June 2021; and

WHEREAS, Corvallis School District is committed to anti-racism in all its forms; and

WHEREAS, as leaders of our Corvallis School District and role models for young people, it is our duty to fulfill/complete the processes and work that span across academic and Board years;

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

1. The Corvallis School District complete a historic peer review of schools and buildings recommended for renaming per the June 2021 report by the Superintendent and;

a. Emphasis of review should focus on Resolution 02-0801 section 2.b.iii as the primary disqualifier:

> *"The social justice implications of the history, work, and representation of any figure for whom a school is named should be fully explored and understood. Additional weight in recommendation should be given to figures who valued and worked for social justice in their lives. Those that intentionally perpetuated white dominance (i.e. slave holders, racist and /or anti-Indigenous views, etc.) will not be considered."*

2. Present final recommendations of District school and building renames to the Board.

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

ATTEST:

_____
Sami Al-Abdrabbuh, Board Chair

_____
Ryan Noss, Superintendent

Corvallis
SCHOOL DISTRICT

X. APPROVE REVISIONS TO BOARD GOAL #6

Corvallis
SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Superintendent Ryan Noss
Meeting Date: October 14, 2021

Approve Revisions to Board Goal #6 — ACTION REQUESTED

Background

In the 2020-21 school year, the Board added a sixth goal relating to the District's response to COVID-19. At the September 23, 2021 meeting, the Board suggested changes to language I had proposed for goal number six. Attached are the Board goals which reflect changes requested by the Board. Yellow highlighting reflects text to be added and strikeouts indicate text to be removed.

ACTION REQUESTED

Approve changes to goal number six.

MOTION REQUESTED

"I move to approve the revisions to Board Goal #6 as submitted."

Corvallis SCHOOL DISTRICT

2018-2023 Board Goals

(Adopted 12-13-18) (Revised 10-08-20)

Goal 1: Student Achievement

All students will read grade level texts by 3rd grade and stay on grade level; successfully complete Algebra I by the end of 9th grade; be on track with required credits by the end of 9th grade; and graduate with a post-secondary plan. Student identity (race, culture, socioeconomic status, language, ability, gender, gender identity, gender expression, or sexual orientation) should not predict or predetermine success in school.

Strategies:

1. Monitor students' reading progress in grades pre-K - 3rd grade using a system of sound instruction, assessment, and intervention so that all students are reading at grade level by 3rd grade.
2. Prepare students to successfully complete Algebra I by the end of 9th grade.
3. Develop a system that ensures each 9th grade student is on track to graduate.
4. All students graduate with a post-secondary plan.

Goal 2: Equitable Systems

Student identity (race, culture, socioeconomic status, language, ability, gender, gender identity, gender expression, or sexual orientation) should not predict or predetermine success in school. Disaggregated data will be used to measure progress on goal.

Strategies:

1. Recruit and retain racially and culturally diverse staff.
2. Increase and support student voice, empowerment, and leadership in our schools.
3. Expand parent and community partnerships.
4. Increase and support school staff and administrative empowerment in leadership in our schools.
5. Increase racial consciousness of staff through professional development focused on race, culture and culturally relevant instruction.

DRAFT

(Continued on next page.)

Goal 3: Real-World Learning

All students participate in real-world learning, with a global perspective, that prepares them for an ever-changing future. Student identity (race, culture, socioeconomic status, language, ability, gender, gender identity, gender expression, or sexual orientation) should not predict or predetermine success in school.

Strategies:

1. Support cultural responsiveness and biliteracy in our students and staff.
2. Create additional learning pathways toward graduation and life beyond high school.
3. Integrate real-world, experiential learning in all grades.
4. Integrate communication, critical thinking, collaboration, creativity, and problem solving skills into learning experiences.
5. Integrate environmental, social, and economic-sustainability in learning experiences.

Goal 4: Health & Wellness

Improve the health and wellness of district students and staff. Student identity (race, culture, socioeconomic status, language, ability, gender, gender identity, gender expression, or sexual orientation) should not predict or predetermine success in school.

Strategies:

1. Support and enhance programs that promote student mental wellness and safety.
2. Support and enhance programs that promote student physical wellness and safety.
3. Support a robust worksite wellness program for district staff.

Goal 5: Long Range Facility Planning

Transform aging school facilities to provide safe, effective, efficient, innovative, and equitable learning opportunities for every student. Student identity (race, culture, socioeconomic status, language, ability, gender, gender identity, gender expression, or sexual orientation) should not predict or predetermine success in school.

Strategies:

1. Communicate the needs for improved infrastructure and facilities with the Corvallis community.
2. Engage staff, parents, students and community in execution of facility improvements consistent with the district's core values for educational design.
3. Complete construction projects through a voter-approved bond levy.

(Continued on next page.)

DRAFT

Goal 6: 2021-22 Goal in Response to COVID-19

As a school district, adapt to the new conditions presented by the COVID-19 pandemic. Take all preventative measures available, working with community partners, to keep our schools open with students in our classrooms. Make decisions focused on health and safety, student achievement and equitable systems.

1. Implement the most current Oregon Department of Educational blueprint.
2. Implement executive orders, rules and guidance from the Oregon Department of Education, Oregon Health Authority, Governor's Office and Benton County.
3. Provide ongoing communication with staff, students and the community.
4. Utilize any new resources that are earmarked for the purposes of academic, health, and wellness resumption efforts.
5. ~~Pay particular attention to~~ Prioritize communities that are disproportionately impacted by COVID-19.

DRAFT

Corvallis SCHOOL DISTRICT

2018-2023 Board Goals

(Adopted 10-14-21)

Goal 1: Student Achievement

All students will read grade level texts by 3rd grade and stay on grade level; successfully complete Algebra I by the end of 9th grade; be on track with required credits by the end of 9th grade; and graduate with a post-secondary plan. Student identity (race, culture, socioeconomic status, language, ability, gender, gender identity, gender expression, or sexual orientation) should not predict or predetermine success in school.

Strategies:

1. Monitor students' reading progress in grades pre-K - 3rd grade using a system of sound instruction, assessment, and intervention so that all students are reading at grade level by 3rd grade.
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4. All students graduate with a post-secondary plan.

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Student identity (race, culture, socioeconomic status, language, ability, gender, gender identity, gender expression, or sexual orientation) should not predict or predetermine success in school. Disaggregated data will be used to measure progress on goal.

Strategies:

1. Recruit and retain racially and culturally diverse staff.
2. Increase and support student voice, empowerment, and leadership in our schools.
3. Expand parent and community partnerships.
4. Increase and support school staff and administrative empowerment in leadership in our schools.
5. Increase racial consciousness of staff through professional development focused on race, culture and culturally relevant instruction.

(Continued on next page.)

Goal 3: Real-World Learning

All students participate in real-world learning, with a global perspective, that prepares them for an ever-changing future. Student identity (race, culture, socioeconomic status, language, ability, gender, gender identity, gender expression, or sexual orientation) should not predict or predetermine success in school.

Strategies:

1. Support cultural responsiveness and biliteracy in our students and staff.
2. Create additional learning pathways toward graduation and life beyond high school.
3. Integrate real-world, experiential learning in all grades.
4. Integrate communication, critical thinking, collaboration, creativity, and problem solving skills into learning experiences.
5. Integrate environmental, social, and economic sustainability in learning experiences.

Goal 4: Health & Wellness

Improve the health and wellness of district students and staff. Student identity (race, culture, socioeconomic status, language, ability, gender, gender identity, gender expression, or sexual orientation) should not predict or predetermine success in school.

Strategies:

1. Support and enhance programs that promote student mental wellness and safety.
2. Support and enhance programs that promote student physical wellness and safety.
3. Support a robust worksite wellness program for district staff.

Goal 5: Long Range Facility Planning

Transform aging school facilities to provide safe, effective, efficient, innovative, and equitable learning opportunities for every student. Student identity (race, culture, socioeconomic status, language, ability, gender, gender identity, gender expression, or sexual orientation) should not predict or predetermine success in school.

Strategies:

1. Communicate the needs for improved infrastructure and facilities with the Corvallis community.
2. Engage staff, parents, students and community in execution of facility improvements consistent with the district's core values for educational design.
3. Complete construction projects through a voter-approved bond levy.

(Continued on next page.)

Goal 6: 2021-22 Goal in Response to COVID-19

As a school district, adapt to the new conditions presented by the COVID-19 pandemic. Take all preventative measures available, working with community partners, to keep our schools open with students in our classrooms. Make decisions focused on health and safety, student achievement, and equitable systems.

1. Implement the most current Oregon Department of Educational blueprint.
2. Implement executive orders, rules, and guidance from the Oregon Department of Education, Oregon Health Authority, Governor's Office, and Benton County.
3. Provide ongoing communication with staff, students, and the community.
4. Utilize any new resources that are earmarked for the purposes of academic, health, and wellness resumption efforts.
5. Prioritize communities that are disproportionately impacted by COVID-19.

Corvallis
SCHOOL DISTRICT

XI. ADOPT 2021-22 BOARD NORMS

Corvallis
SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Superintendent Ryan Noss
Meeting Date: October 14, 2021

Adopt 2021-22 Board Norms — ACTION REQUESTED

Background

Board documents are continually reviewed and refined and, therefore, are revisited annually.

At the September 23, 2021 meeting, Board members and District staff discussed the existing norms and working agreements to determine whether or not any revisions were necessary.

Action on the resulting revisions is requested.

ACTION REQUESTED

Approve the changes to the 2021-22 Board Norms.

MOTION REQUESTED

"I move to adopt the 2021-22 Board Norms."

Corvallis
SCHOOL DISTRICT

Board Norms
2021-22

(Draft as of 10-14-21)

The Corvallis School Board also has Board and Superintendent Working Agreements, which provide guidance regarding meeting operations and communication.

A. Focused Use of Meeting Time

1. ~~Start on time, use time wisely, and end on time~~. Start on time and use time wisely, based on the agenda topics.
2. Allow all members time to express themselves without feeling rushed by:
    a. Utilizing the phrase, "I agree with____" to avoid repetition of the same ideas and points.
    b. Balance Board members' speaking time.
    c. Be succinct to maintain opportunity for all to express themselves.
3. Engage in relevant and topical discussion.
4. Utilize "Board Member Items" monthly agenda time to provide updates to the full board regarding the work of District committees and work groups.
5. Allow moments of silence between commentaries to provide time to consider the discussion.

B. Orderly Procedure

1. Effectively employ parliamentary procedure to facilitate a smooth meeting.
2. Regulate input and comments from the public to the time allotted for public testimony.

C. Consider Staff and District Capacity and Resources

1. Be cognizant of scarcity of resources and time when requesting action from staff.
2. Assess whether a majority of the Board can benefit from particular information from staff before making the request for it.

D. Respectful Deliberation and Conversation

1. Actively listen to those sharing their points of view, to facilitate full understanding and the possibility of changing viewpoints.
2. Vocalize what another individual's statement has helped you learn or reconsider.
3. Facilitate focused, open conversation.
4. Strive to value all opinions. Refrain from deriding others' ideas.

Corvallis
SCHOOL DISTRICT

Board Norms
2021-22

(Revised 09-23-21)
(Adopted 10-14-21)

The Corvallis School Board also has Board and Superintendent Working Agreements, which provide guidance regarding meeting operations and communication.

A. Focused Use of Meeting Time

1. Start on time and use time wisely, based on the agenda topics.
2. Allow all members time to express themselves without feeling rushed by:
    a. Utilizing the phrase, "I agree with____" to avoid repetition of the same ideas and points.
    b. Balance Board members' speaking time.
    c. Be succinct to maintain opportunity for all to express themselves.
3. Engage in relevant and topical discussion.
4. Utilize "Board Member Items" monthly agenda time to provide updates to the full board regarding the work of District committees and work groups.
5. Allow moments of silence between commentaries to provide time to consider the discussion.

B. Orderly Procedure

1. Effectively employ parliamentary procedure to facilitate a smooth meeting.
2. Regulate input and comments from the public to the time allotted for public testimony.

C. Consider Staff and District Capacity and Resources

1. Be cognizant of scarcity of resources and time when requesting action from staff.
2. Assess whether a majority of the Board can benefit from particular information from staff before making the request for it.

D. Respectful Deliberation and Conversation

1. Actively listen to those sharing their points of view, to facilitate full understanding and the possibility of changing viewpoints.
2. Vocalize what another individual's statement has helped you learn or reconsider.
3. Facilitate focused, open conversation.
4. Strive to value all opinions. Refrain from deriding others' ideas.

Corvallis
SCHOOL DISTRICT

XII. ADOPT 2021-22 BOARD AND SUPERINTENDENT WORKING AGREEMENTS

Corvallis SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Superintendent Ryan Noss
Meeting Date: October 14, 2021

Adopt 2021-22 Board and Superintendent Working Agreements

ACTION REQUESTED

Background

Board documents are continually reviewed and refined and, therefore, are revisited annually.

At the September 23, 2021 meeting, Board members and District staff discussed the existing Board and Superintendent Working Agreements to determine whether or not any revisions were necessary.

Action on the resulting revisions is requested.

ACTION REQUESTED

Approve the 2021-22 Board and Superintendent Working Agreements.

MOTION REQUESTED

"I move to adopt the 2021-22 Board and Superintendent Working Agreements as submitted."

Corvallis SCHOOL DISTRICT

BOARD AND SUPERINTENDENT WORKING AGREEMENTS
2021-22

(Draft as of 9/23/21)

A. Purpose of Agreements

The Board of Directors is the governing body for the School District. To effectively meet the District's challenges, the School Board and Superintendent must function together as a leadership team. To ensure accord among team members, effective group agreements must be in place. The following are the group agreements for the Board and Superintendent.

B. Board Job Description and Relationship with the Superintendent

1. Act as representatives of the community to make decisions in the best interest of students of the whole District.
2. Working with the Superintendent, set the long-term direction of the District through the mission, vision, goals, and priorities.
3. Focus on policymaking, planning, and oversight.
4. Assist in gaining acceptance and support in the community.
5. Understand that as an individual, a Board member has no authority. It is when acting through a majority that the Board has influence.
6. Be accountable for the financial stewardship of the District, including aligning resources with goals and priorities, setting expectations, planning for fiscal sustainability, and monitoring progress.
7. ~~Make an effort to foster unity, harmony and open communications within the board~~.

   Conduct district business with care and respect, fostering board unity, and open communication.
8. ~~Insist on all relevant qualitative and quantitative data and other sources of accurate information before making a decision~~.

   Ensure all relevant qualitative and quantitative data and other sources of accurate information have been evaluated, shared, and understood before making a decision.
9. Supervise the hiring, performance evaluation, and other personnel management processes related to the Superintendent.

10. Work with the Superintendent as a team, recognizing that the Superintendent is the Board's advisor.

11. Respect the Superintendent's responsibility to manage the day-to-day operations of the District and to direct employees in District and school matters.

C. Role of Board Leadership

1. Manage the Board's processes; convene meetings; develop the Board agenda with the Superintendent, seeking Board member input; and execute documents, as appropriate.

2. Serve as the authorized spokesperson for the Board with regard to Board policy, process, and decisions. The Chair may delegate this responsibility to other Board members and/or the Superintendent.

3. Communicate with individual Board members any concerns shared by other board members regarding issues agreed to in the working agreements or group operating norms.

4. Assist the Superintendent in communicating important information to the full Board. Keep Board members apprised of information exchanged with the Superintendent.

5. Set priorities for Board professional development annually.

6. The Vice Chair will perform these duties when the Chair is not available.

D. Role of the Superintendent

1. Work toward becoming a team with board members.

2. Work with the board to establish a clear vision for the District through preparation of annual goals for the board's consideration.

3. Provide relevant qualitative and quantitative data and other sources of accurate information to board members so that comprehensive evidence based decisions can be made.

4. Communicate with board members promptly and effectively by informing the board of all critical information including relevant trends, anticipated adverse media coverage, or critical external or internal change.

E. Board Requests Regarding Staff Presentations

1. Facilitate Board preparation for meetings by distributing staff reports and presentations as part of the Board packet prior to the meetings. Avoid sending additional reports to the Board after packets have been disseminated.

2. Develop a system to provide updates regarding the work of District committees.

3. Limit staff reports to introductory and additional remarks; avoid restatement of written reports or PowerPoint presentations.
4. Keep staff presentations succinct.
5. Avoid introducing surprise items at board meetings.

F. Communication

1. When the Board receives communication from the community, the chair will respond or will delegate that responsibility to another Board member. A statement will be added to the bottom of the board chair's email. The footnote will state, "*The Board Chair responds to emails sent to the full board. School board members only deliberate when gathered as a quorum as outlined in the Public Meeting Law. To assure that board conversations and deliberations do not occur on email, the Board Chair will respond on behalf of the Board. All Board members receive communications that come from the community and the response given by the Board Chair.*"

   All Board members will be included in responses made by the Board chair. Following the communication from the Board chair, other Board members may also respond.
2. When a single Board member receives a communication from a member of the public, to their individual email address, that Board member may respond to that patron. The Board member may also elect to forward the email and response to the Board Chair or full Board.
3. Responses to community communications should occur within 36-72 hours of receipt of the communication. If response within this timeframe is not feasible, the chair will delegate a Board member to respond.
4. When a concern or problem arises, communicate one-on-one with the Board member. If the issue is not resolved, communicate with the Board chair and finally with the Superintendent if necessary.
5. The Superintendent or designee will schedule times for a maximum of three Board members to meet with the Superintendent or designee for information sharing sessions and questions. Answers to questions will be shared with the entire Board and meeting participants will not deliberate towards a decision.

Corvallis
SCHOOL DISTRICT

BOARD AND SUPERINTENDENT WORKING AGREEMENTS
2021-22

(Revised 9-23-21)
(Adopted 10-14-21)

A. Purpose of Agreements

The Board of Directors is the governing body for the School District. To effectively meet the District's challenges, the School Board and Superintendent must function together as a leadership team. To ensure accord among team members, effective group agreements must be in place. The following are the group agreements for the Board and Superintendent.

B. Board Job Description and Relationship with the Superintendent

1. Act as representatives of the community to make decisions in the best interest of students of the whole District.
2. Working with the Superintendent, set the long-term direction of the District through the mission, vision, goals, and priorities.
3. Focus on policymaking, planning, and oversight.
4. Assist in gaining acceptance and support in the community.
5. Understand that as an individual, a Board member has no authority. It is when acting through a majority that the Board has influence.
6. Be accountable for the financial stewardship of the District, including aligning resources with goals and priorities, setting expectations, planning for fiscal sustainability, and monitoring progress.
7. Conduct district business with care and respect, fostering board unity, and open communication.
8. Ensure all relevant qualitative and quantitative data and other sources of accurate information have been evaluated, shared, and understood before making a decision.
9. Supervise the hiring, performance evaluation, and other personnel management processes related to the Superintendent.
10. Work with the Superintendent as a team, recognizing that the Superintendent is the Board's advisor.

11. Respect the Superintendent's responsibility to manage the day-to-day operations of the District and to direct employees in District and school matters.

C. Role of Board Leadership

1. Manage the Board's processes; convene meetings; develop the Board agenda with the Superintendent, seeking Board member input; and execute documents, as appropriate.
2. Serve as the authorized spokesperson for the Board with regard to Board policy, process, and decisions. The Chair may delegate this responsibility to other Board members and/or the Superintendent.
3. Communicate with individual Board members any concerns shared by other board members regarding issues agreed to in the working agreements or group operating norms.
4. Assist the Superintendent in communicating important information to the full Board. Keep Board members apprised of information exchanged with the Superintendent.
5. Set priorities for Board professional development annually.
6. The Vice Chair will perform these duties when the Chair is not available.

D. Role of the Superintendent

1. Work toward becoming a team with board members.
2. Work with the board to establish a clear vision for the District through preparation of annual goals for the board's consideration.
3. Provide relevant qualitative and quantitative data and other sources of accurate information to board members so that comprehensive evidence based decisions can be made.
4. Communicate with board members promptly and effectively by informing the board of all critical information including relevant trends, anticipated adverse media coverage, or critical external or internal change.

E. Board Requests Regarding Staff Presentations

1. Facilitate Board preparation for meetings by distributing staff reports and presentations as part of the Board packet prior to the meetings. Avoid sending additional reports to the Board after packets have been disseminated.
2. Develop a system to provide updates regarding the work of District committees.
3. Limit staff reports to introductory and additional remarks; avoid restatement of written reports or PowerPoint presentations.
4. Keep staff presentations succinct.

5. Avoid introducing surprise items at board meetings.

F. Communication

1. When the Board receives communication from the community, the chair will respond or will delegate that responsibility to another Board member. A statement will be added to the bottom of the board chair's email. The footnote will state, "*The Board Chair responds to emails sent to the full board. School board members only deliberate when gathered as a quorum as outlined in the Public Meeting Law. To assure that board conversations and deliberations do not occur on email, the Board Chair will respond on behalf of the Board. All Board members receive communications that come from the community and the response given by the Board Chair.*"

   All Board members will be included in responses made by the Board chair. Following the communication from the Board chair, other Board members may also respond.

2. When a single Board member receives a communication from a member of the public, to their individual email address, that Board member may respond to that patron. The Board member may also elect to forward the email and response to the Board Chair or full Board.

3. Responses to community communications should occur within 36-72 hours of receipt of the communication. If response within this timeframe is not feasible, the chair will delegate a Board member to respond.

4. When a concern or problem arises, communicate one-on-one with the Board member. If the issue is not resolved, communicate with the Board chair and finally with the Superintendent if necessary.

5. The Superintendent or designee will schedule times for a maximum of three Board members to meet with the Superintendent or designee for information sharing sessions and questions. Answers to questions will be shared with the entire Board and meeting participants will not deliberate towards a decision.

Corvallis
SCHOOL DISTRICT

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

XIII.A. Minutes

XIII.A.1. June 10, 2021

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 approximately 6:35 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.

BOARD MEMBERS PRESENT	EXECUTIVE STAFF PRESENT
Vincent Adams	Ryan Noss, Superintendent
Sami Al-Abdrabbuh, Chair	Melissa Harder, Assistant Superintendent
Tina Baker	Olivia Meyers Buch, Finance and Operations Director
Jay Conroy	
Sarah Finger McDonald, Vice Chair	
Terese Jones	
Luhui Whitebear	

A quorum was present and due notice had been published.

II. PLEDGE OF ALLEGIANCE

Chair Al-Abdrabbuh led the Pledge of Allegiance.

Following the Pledge, Chair Al-Abdrabbuh noted that some Board members were attending in person and some were attending via video or audio. He pointed out that due to connectivity issues, Board members might not be on the video all of the time but they will be participating over audio. He noted the way the public can access the agenda and supporting materials for the meeting.

III. BOARD MEMBER REPORTS

Director Adams reported on his participation with the Corvallis Public Schools Foundation Scholarship Committee to select three student recipients of the Board's scholarship. Funding for the scholarship resulted from participation in the Oregon School Boards Association Dianne Efseaff Memorial Scholarship Program, which provided professional development for Board members.

UNADOPTED MINUTES

Vice Chair Finger McDonald reported that she attended the meeting about the draft for the Ready Schools Safe Learners plan. She noted some of the elements such as more local control for mitigation strategies relating to COVID-19 responses; new requirements for fully online programs, including online charter schools, which are intended to increase the retention and graduation rates for online students.

Several Board members extended congratulations to this year's graduating seniors, expressed gratitude to parents and caregivers for supporting their students through a difficult senior year, and offered words of thanks to staff for their efforts in celebrating and recognizing students' accomplishments.

Directors Whitebear and Baker noted that June is LGBT Pride Month, adding that students and staff of the Corvallis School District, whether they are out or not, are valued and appreciated.

Director Whitebear extended belated good wishes for Asian/Pacific American Heritage Month, which is celebrated each May.

Director Conroy offered reflections of his time on the Bond Oversight Committee (BOC), including:

- Committee members are very conscientious and take seriously the BOC's charge and direction.
- Committee members listened to community input and provided information on topics including concerns about how the bond program is being carried out, what projects are being done, and rumors about over- and under-expenditures.
- Superintendent Noss, Facilities and Transportation Director Patten, and Wenaha Group provided great leadership.

Director Jones expressed gratitude to Director Conroy for his work on the BOC, noting the positive feedback she received from some residents regarding his participation and engagement with the community.

Chair Al-Abdrabbuh reported that he participated in an informational hearing of the Oregon House Education Committee regarding diversifying the teaching workforce in Oregon; he provided committee members information about the District's efforts in this regard, and advocated for increased funding of public education.

Chair Al-Abdrabbuh shared information about a meeting he had with several members of the Oregon Congressional Delegation, as part of the National School Boards Association's advocacy efforts for public education funding.

Chair Al-Abdrabbuh noted an upcoming retreat for the Oregon School Boards Association's Board Members of Color Caucus, of which he is a member.

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Chair Al-Abdrabbuh read aloud his reflections on the past year and his tenure on the Board. (His comments are posted online with the informational packet of this meeting and will be filed with the official 2020-21 Board records.)

IV. SUPERINTENDENT'S REPORT

Superintendent Noss read aloud from a written report. (The report is posted online with the informational packet of this meeting and will be filed with the official 2020-21 Board records.)

V. PUBLIC/STAFF COMMENT

Wendy Madar, Corvallis, was unable to provide her comments due to technical difficulties. She said she would write a letter to the newspaper instead. She had intended to thank the District and the Board for listening to her concerns about the parking lot at Harding Center and changing the plan so fast and effectively.

VI. PUBLIC HEARING ON THE 2021-22 DISTRICT BUDGET

Chair Al-Abdrabbuh opened the public hearing. No one offered comments regarding the 2021-22 budget; therefore, Chair Al-Abdrabbuh closed the public hearing.

VII. RESOLUTION NO. 21-0601: ADOPT 2021-22 BUDGET, MAKE APPROPRIATIONS, IMPOSE PROPERTY TAXES, AND CATEGORIZE TAXES

The Board received a written report resolution prior to the meeting. (The report is posted online with the informational packet of this meeting and will be filed with the official 2020-21 Board records. The adopted budget is also posted online with the informational packet of this meeting.)

MOTION:
It was moved by Director Adams and seconded by Director Jones that Resolution No. 20-0601 be adopted to adopt the budget, make appropriations, impose property taxes, and categorize taxes for the 2021-22 fiscal year. The motion was voted on and unanimously approved.

VIII. BOND OVERSIGHT COMMITTEE ANNUAL REPORT

The Board received a written report prior to the meeting. (The report is posted online with the informational packet of this meeting and will be filed with the official 2020-21 Board records.)

Superintendent Noss touched on highlights from the annual report, and expressed gratitude for the work of the committee members. He noted that an update would be provided in the fall.

Vice Chair Finger McDonald said she is impressed with committee members' willingness to do more than what was initially laid out in the committee charter, and their efforts to listen to the

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community. She expressed appreciation for committee members' time and the conscientious work they have been doing.

IX. BOND ITEMS

A. Bond Report

Kim Patten, Facilities and Transportation Director, and Dale Kuykendall, Wenaha Group Senior Project Manager, referred to a written report provided to the Board before the meeting, and gave a slide presentation. (The report and slides are posted online with the informational packet of this meeting and will be filed with the official 2020-21 Board records.) The presenters responded to questions from Board members.

Chair Al-Abdrabbuh applauded Ms. Patten's responsiveness and ability to incorporate community input throughout the bond process.

Chair Al-Abdrabbuh encouraged his fellow Board members and the public to watch the time-lapse videos of Husky and Lincoln elementary schools' construction projects, and expressed hope that the videos will be maintained over the years for others to watch.

B. Adams Elementary Summer 2021 Bid Package

A written report was provided to the Board before the meeting. (The report is posted online with the informational packet of this meeting and will be filed with the official 2020-21 Board records.)

MOTION:
It was moved by Director Adams and seconded by Director Whitebear to authorize staff to execute a contract with EC Electric for the Adams ES-Summer 2021 bid package in the amount of $390,270. The motion was voted on and unanimously approved.

C. Wenaha Group Fee Amendment

A written report was provided to the Board before the meeting. (The report is posted online with the informational packet of this meeting and will be filed with the official 2020-21 Board records.)

MOTION:
It was moved by Director Adams and seconded by Vice Chair Finger McDonald to authorize staff to execute Amendment #3 to the Professional Services Agreement with Wenaha Group for construction management services, furnishings procurement and move coordination in the amount of $1,628,027, and authorize the allocation of bond reserves in the amount of $1,800,000 to

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cover this Amendment and increases in Bond Program Administration. The motion was voted on and unanimously approved.

The Board took a short break and then resumed the meeting.

X. SCHOOL RENAMING RECOMMENDATIONS

Superintendent Noss referred to a written report the Board received before the meeting, and gave a slide presentation to accompany it. (The report and slides are posted online with the informational packet of this meeting and will be filed with the official 2020-21 Board records.) An overview of information provided to the Board follows.

Superintendent Noss formed the School Renaming Task Force to carry out the direction of Resolution Number 20-0801 – Review and Removal of Racist School Names, which the School Board adopted August 6, 2020. The resolution stipulated immediate removal of the names Hoover Elementary School, Jefferson Elementary School, and Wilson Elementary School. It further directed the District to identify interim names for each of those schools. Temporary names assigned were based on each school's mascot: Husky Elementary School, Jaguar Elementary School, and Wildcat Elementary School, respectively.

The charge of the School Renaming Task Force:

- Review the names of all District schools and buildings.
- Recommend names to the Superintendent for the schools formerly known as Hoover Elementary, Jefferson Elementary, and Wilson Elementary.
- Determine whether to replace the names of any other schools or buildings within the District, and recommend names to the Superintendent as needed.

Membership of the Task Force:

- Individuals with diverse perspectives and racial identities.
- The 14-member committee included students, community members, and parents/guardians.

Overview of the work of the Task Force:

- Ten meetings held virtually and facilitated by District consultants Dr. Melanie Quaempts and Bobby Daniels.
- Meetings were October through December 2020, and additional meetings were held in January 2021 to allow more time to conduct research on potential names and to allow ample public input.
- Additional input was given by the District Equity Leadership Team Advisory group, the Students Advocating for Equity group, and a District-wide survey sent to students.

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- All suggestions for potential names were reviewed by Task Force members using the criteria and biographical information readily available.
- Suggestions were considered in the context of School Board policies and administrative regulations, and the criteria the Board set forth in Resolution No. 20-0801.

The Task Force submitted 22 names to the Superintendent for consideration as replacements for the three schools:

Ella Baker	Mercedes Diez	Robin Holmes
Beatrice M. Cannaday	Hannah and Eliza Gorman	Jovita Idar
Letitia Carson	Fannie Lou Hamer	Jennifer Keelan-Chaffins
Chepenefa (Champinefu1)	Kathryn Jones Harrison	John Lewis
Bessie Coleman	William Hilliard	Esther Pohl Lovejoy
Mabel Ping-Hua Lee	Tiacan	Mae Yih
Sonny Montes	Harriet Tubman	Minoru Yasui
Ava Helen Pauling		

The Task Force suggested further biographical research and emphasized that individuals whose names are associated with school buildings should demonstrate a life-long effort toward social justice and anti-racist activism. To that end, Superintendent Noss engaged a small team of distinguished Oregon State University history professors to conduct research on the above names. That research was included in the written report the Board received prior to the meeting.

Superintendent Noss thoroughly reviewed the work of the Task Force as well as the additional historical research regarding the background of the 22 names, and recommended the following replacement names:

Current (Interim) School Name	Replacement Name
Husky Elementary School	Bessie Coleman Elementary School
Jaguar Elementary School	Kathryn Jones Harrison Elementary School
Wildcat Elementary School	Letitia Carson Elementary School

The Task Force recommended additional District buildings to consider for renaming:

- Adams Elementary School
- Cheldelin Middle School
- Dixie School2
- Franklin K-8 School
- Garfield Elementary School
- Harding Center3

[1] This is the correct spelling of the name according to the Cultural Resources Manager for the Confederated Tribes of the Grand Ronde.
[2] This building is not being operated as a District school; it houses the Linn Benton Lincoln Education Service District's Early Childhood Learning Center.
[3] This building houses the College Hill alternative high school program, the Central Instructional Media Center, District psychologists, and the WINGS Transition Program for students between the ages of 18 to 21 who are eligible for special education services and have not earned a high school standard diploma.

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- Lincoln Elementary School
- Linus Pauling Middle School

Superintendent Noss acknowledged the significant investment of time and resources involved with the renaming process, and recommended establishing a different process for review and possible renaming of any buildings in the future. Specifically, he advised that only one building name be reviewed at a time and while a process is underway for one site, no other building be considered for renaming until the completion of the previous process. Additionally, Superintendent Noss strongly recommended that a thorough historical review be a key component in any renaming process.

Should the Board wish to pursue renaming of additional buildings, Superintendent Noss recommended:

- Establishing a new process in which only one building name is reviewed at a time.
- Select Dixie School as the first name to be reviewed.

Superintendent Noss thanked Director Whitebear for being the Board's liaison to the Task Force, adding that her engagement in all of the meetings maintained the connection between the Board's resolution and the work of the Task Force.

Director Whitebear thanked her fellow Board members for trusting her with that responsibility. She expressed appreciation for the work of Task Force members, and noted the large amount of community, student, and staff engagement through the process. She emphasized that the renaming work was done thoughtfully and without haste.

Board members discussed the Superintendent's recommendations. Some of their comments included:

- The future will be very bright with names our students will look up to.
- This process and the learning from it will be there for generations to come.
- Special thanks to Superintendent Noss, Task Force members, staff, students, and the community, and to this board for having the courage to say we need to do this work.
- The historical research is a great gift for our community that will have life beyond the school district; others in our community can use that as a touchstone in terms of who we need to talk to, and who do we need to celebrate in our past and in our history.
- I completely agree with the Superintendent's proposed timeline; take a pause, look at these names and people, see what this outcome means, and provide input.
- I agree with taking each school in turn; it has been a tremendous amount of effort and I understand that it does take time; getting it right is by far more important than going fast.
- I am glad that Dixie School was recommended as the first name to be reviewed.

Director Whitebear offered some information and opinions regarding the people whose names Superintendent Noss recommended, including:

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- Bessie Coleman was a Native American as well as a Black woman; it is important to continue to tell about the shared heritage and background.
- I hope the community is able to learn more about what it means to have one's entire nationhood stripped from them.
- It is remarkable that Kathryn Jones Harrison helped two tribes to be restored.
- The Siletz Tribe was the first in Oregon, the second in the entire nation, to get their sovereignty back, which is very significant for local and national histories.
- It is powerful that the Superintendent recommended three women's names; there are currently no schools in Corvallis named after women and it is a huge step forward for us as a community.

In response to a question from Director Whitebear, Superintendent Noss said policy is clear that renaming schools is the role of the Board; if the Board does not intend to follow his recommendations for next steps, they will need to determine a process. He added that doing historical research beyond that done by the Task Force is critical for any name the Board considers, including why the names currently on other District buildings were chosen.

Board discussion resumed and included some of the following comments:

- I really appreciate the work of all who volunteered and took part in this work.
- The historical research included in the Superintendent's report provides information about some impressive people; I strongly encourage the community to read it.
- I strongly agree that Dixie School is the one we need to carefully consider renaming even though it is not being used as a school.
- I am pleased that the names recommended are for women.
- Having recurring conversations, spanning several years, about why certain names should or should not be considered could take a toll on people from historically marginalized backgrounds who are impacted negatively by racism.
- The concern stems from the number of times the community will have to hear justification for racist behavior.

Chair Al-Abdrabbuh noted that no Board action is needed at this meeting and that the community will be able to weigh in over the summer. He asked Superintendent Noss whether it would be helpful for the Board to show its intention to move forward with his recommendations.

Superintendent Noss indicated that his recommendations were based on Board Resolution 20-0801; it is the Board's prerogative how to move forward but it would be helpful for Superintendent Noss for the Board to indicate which way they are leaning. He added that the resolution provided the framework and structure for the conversations and the decision-making of the Task Force.

Board discussion continued. Some of the comments included:

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- I have no objection to moving forward with a review of the additional building names but agree with the concern about a prolonged process and its resulting impact on the community.
- The Board needs to provide clarity for the Superintendent as to the criteria that should be used to evaluate the individuals for whom the remaining schools are named.
- Why would the Board need to come up with new criteria beyond what it had provided to guide the work of the School Renaming Task Force?
- There was one clear disqualifier in the resolution; maybe that should have been included with the recommendations so it was clearer why the names were put forward for removal.
- It would be hard to understand the amount of staffing and historic research the Board might invest if it were to re-review the recommendations that had been based on the Board's own criteria.
- I assume that Task Force members suggested reviewing the names of those additional buildings because they thought the broader context of the resolution applied.
- If the Board feels the Task Force did its job, the Board should use the Task Force's recommendations; conducting an entire review of the names would be a disservice to the hard work the Task Force has already done.

Director Conroy expressed dismay at the length of time between the Board meeting at which Resolution 20-0801 was introduced and the meeting at which it was adopted. He opined that the Board moved too quickly and did not allow for adequate community discourse as to why Hoover, Jefferson, and Wilson elementary schools were given those names, nor what benefits those people might have brought to the community. He used the term "circling the wagons" three times during his comments to characterize how he felt about the Board's timing of the vote on the resolution and the length of time available for public input.

Chair Al-Abdrabbuh asked Director Conroy for clarification of his position regarding the seven buildings the Task Force recommended for renaming consideration.

Director Conroy replied that if the Board is considering changing the names of other buildings, it is a good idea to engage in a dialogue about what the problem is. He encouraged historical research about why the names for those seven buildings were chosen, and that the Board engage in a community dialogue about the positives and negatives of those people. He added that if the Board chooses to proceed with renaming Dixie School, it would be a great opportunity to learn why it was named as such.

Vice Chair Finger McDonald expressed concern that the Task Force's report includes a list of buildings to consider for renaming; however, it does not include information about where those buildings' names may meet the criteria of Resolution 20-0801 and where they may not.

Director Whitebear opined that the Task Force was as transparent as possible, pointing out that the meeting notes and slides have been on the District's web page, with the last items posted in

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January. She added that there were community announcements along the way; it is unfortunate that it is being framed as an attempt to silence the community.

Director Whitebear requested an apology from Director Conroy for his use of overt racist language by using the phrase "circling the wagons" multiple times earlier in the meeting. Director Whitebear said that phrase is an overt statement against Indigenous people, which has been used historically and in contemporary times; as a Board member that the community trusts to represent them at Board meetings, she should not have to put up with overt racism from a colleague.

Director Conroy said he is sorry he used that phrase, adding that it was not intended to be overt or even unintentional racism. He explained that he was trying to say that the Board established the renaming criteria in a short period of time and is now attempting to use the criteria to advance the same discussion regarding other District buildings; it is unfair to a full discussion and dialogue. Director Conroy went on to say that his use of that phrase was intended to illustrate a protective barrier that prevents the Board from discussing the relative weight of some racist behavior, or some other improper behavior, that would be overbalanced by something good, positive, enduring, or valuable; the sheltering of those criteria should not be passed forward. He said that phrase was the wrong statement and he did not mean to express any sort of racist behavior or attitude; he told Director Whitebear he did not mean to offend her and that he is sorry for doing so.

Chair Al-Abdrabbuh acknowledged that this kind of conversation is very hard and traumatic to navigate; however, the Board needs to ensure that everybody feels comfortable engaging in it.

Chair Al-Abdrabbuh asked if any other Board members wished to speak on the topic at hand. None did.

Director Adams reminded the Board that Superintendent Noss is seeking the Board's direction on how to proceed over the next couple of months.

MOTION:
It was moved by Director Adams and seconded by Director Whitebear that the Board direct the superintendent to draft resolutions for the renaming of Husky, Wildcat, and Jaguar schools as recommended.

Director Jones offered some thoughts, which included:

- I am having a difficult time moving beyond that conversation; it is challenging and this is not a great environment to be trying to have this kind of exchange.
- I want to say to Director Whitebear that I am both grateful and also a little bit heartbroken that you needed to ask for that apology to happen in this meeting.
- What I can take out of that exchange is that it really does not matter, in terms of the wound inflicted, if the racism is intentional.

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- I hear very much Director Conroy saying that's not what I meant and I'm sorry because that's not the message that I want to send. But that does not mean there is no wound; accidental, unintentional, or otherwise, the wounds are real.

Director Whitebear provided some comments, including:

- I want to thank my colleagues for pointing out that what happened in this meeting is exactly what I do not want to happen in the community by engaging in these kind of conversations over the span of years.
- That is all I was trying to say and I think it played out in real time.
- I wanted to let my colleagues know that I am usually really good at being able to refocus because the amount of things that I have had to endure in my life have made it where I can easily say let's keep moving but I am really having a hard time with that right now.
- I seconded Director Adam's motion because I just want to move on from this moment; I do not know if that is the right response, but I want the District to be able to continue doing the work and honor the work of the Task Force because we trusted them to do that work.
- If that means doing one little step at a time to honor their work, then I support that.

Director Adams requested a short break. Following the break, Director Adams reiterated his motion, which had been seconded by Director Whitebear.

The motion was voted on and passed unanimously.

Chair Al-Abdrabbuh noted that he tried hard to find in the historical record the rationale for the names of some of the schools in the District. He added that the work in which the Board is engaged is unprecedented; it is a way for us to really do the learning and to really share our values through the renaming of schools.

XI. BOARD POLICY JBB – RACIAL EDUCATIONAL EQUITY – SECOND READING

A written report was provided to the Board before the meeting. (The report is posted online with the informational packet of this meeting and will be filed with the official 2020-21 Board records.)

Chair Al-Abdrabbuh noted that this policy had its first reading at the last Board meeting. He welcomed Marcianne Rivero Koetje, the District's ELL and Equity Coordinator, to the meeting and opened the floor for Board questions or a motion.

MOTION:
It was moved by Director Adams and seconded by Director Whitebear to approve the revised version of policy JBB – Racial Educational Equity as presented.

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Chair Al-Abdrabbuh pointed out that the Board has been working on this policy for a very long time and that Board members had engaged in a professional development process that included a commitment to navigate the difficult conversations around racial equity. He complimented the leadership of Ms. Rivero Koetje and Superintendent Noss for developing the policy in a way that is grounded with the community and their lived experiences, centering race and committing to reverse the racism in our educational institution and community. Chair Al-Abdrabbuh opined that if the Board commits to implementing and acting on the tenets of the policy, phenomenal positive change can occur. He added that his vote in favor of this policy is one of his proudest this year.

The motion was voted on. Director Adams, Chair Al-Abdrabbuh, Director Baker, Vice Chair Finger McDonald, Director Jones, and Director Whitebear voted in favor of the motion; Director Conroy voted against it. The motion carried 6-1.

Director Conroy indicated that he had voted against the motion, not because he is against the underlying idea of racial equity but because the suggested revisions to the policy change its focus to one primarily of race. He added that while he is not against racial equity and a focus on improving equity for all people, he prefers to retain the language of the old policy in which the Board committed to centering all of its work through an equity lens. He opined that the focus on race takes away from the good work done by a previous board.

Director Whitebear asked for a point of order, and requested that Board members refrain from uttering racist comments during the meeting. She opined that a person cannot claim to support racial equity work yet vote against a racial equity policy; doing so is an attempt to justify racism using coded language and is inappropriate.

Director Conroy asked whether Director Whitebear was referring to the comments Director Conroy had just made or to the comments he had made earlier in the meeting regarding "circle the wagons." He asked for another opportunity to explain his use of that phrase.

Director Whitebear said she does not wish to engage in that conversation and respectfully declines responding to Director Conroy's question.

Chair Al-Abdrabbuh turned the focus of the meeting to the next item on the agenda.

XII. DIANNE EFSEAFF MEMORIAL SCHOLARSHIP APPROVAL

A written report was provided to the Board before the meeting. (The report is posted online with the informational packet of this meeting and will be filed with the official 2020-21 Board records.) Boards may choose to participate in the full scholarship program or the half-program; Corvallis School District would participate in the half-program.

Chair Al-Abdrabbuh explained that the scholarship application was tentatively submitted to the Oregon School Boards Association (OSBA), pending Board approval. He said participating in the scholarship program would help the Board be more deliberative in its community

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engagement while furthering the Board's work around educational equity, especially racial educational equity. He opened the floor for discussion or a motion.

Director Conroy referred to discussion during the previous agenda item and asked whether he would be allowed to explain his use of the phrase "circle the wagons." Chair Al-Abdrabbuh indicated that the explanation could happen during the Board Comments portion of the agenda.

MOTION:
It was moved by Director Adams and seconded by Vice Chair Finger McDonald to approve participation in the half-Oregon School Boards Association's Diane Efseaff Memorial Scholarship Program. Chair Al-Abdrabbuh indicated his desire to vote via unanimous consent and asked if any Board member objected to the motion; hearing no objections, Chair Al-Abdrabbuh declared the motion approved.

XIII. BOARD POLICY BC/BCA – BOARD ORGANIZATION – REVISED – SECOND READING

The Board received written information regarding this item prior to the meeting. (The document is posted online with the informational packet of this meeting and will be filed with the official 2020-21 Board records.)

MOTION:
It was moved by Director Adams and seconded by Director Baker to approve the revised version of Policy BC/BCA – Board Organization as presented.

Director Adams stated that Oregon law requires school boards to hold annual organizational meetings no later than July 31; however, the organizational meeting can take place earlier than July 1.

Chair Al-Abdrabbuh noted that the revisions submitted for approval would require the District's organizational meeting to happen no sooner than July 1 each year; whereas, the current language allows the Board to hold its organizational meeting prior to July 1.

In response to a question from Director Conroy, Director Adams said some school boards hold their organizational meeting before July 1; however, a newly-elected board member may not participate in any meeting prior to July 1 because their term of office does not begin until July 1.

Director Adams restated the motion.

In response to a question from Director Jones, Chair Al-Abdrabbuh explained that the revisions being considered would change current practice and prevent holding the annual organizational meeting and electing officers before July 1.

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Chair Al-Abdrabbuh took the vote. Director Jones voted in opposition to the motion; all other Board members voted in favor of it. The motion carried.

XIV. BOARD MEETING CALENDAR FOR 2021-22 APPROVAL

(This document is posted online with the informational packet of this meeting and will be filed with the official 2020-21 Board records.)

Chair Al-Abdrabbuh expressed appreciation for Board Secretary Parker Schulze and other District staff who ensured the calendar is appropriate for people who want to attend Board meetings without jeopardizing their religious and cultural holidays.

MOTION:
It was moved by Director Adams and seconded by Director Jones to approve the 2021-22 Corvallis School Board meeting calendar as presented.

Director Adams noted that Board Secretary Schulze went through a lot of effort to identify the dates on the calendar; however, it is an important component of changing organizational culture.

Director Jones noted a prior commitment on the same date as the Board retreat; she said she would attempt to resolve the conflict.

Chair Al-Abdrabbuh indicated his desire to vote via unanimous consent and asked if any Board member objected to the motion; hearing no objections, Chair Al-Abdrabbuh declared the motion approved.

XV. SUPERINTENDENT'S 2021-24 EMPLOYMENT CONTRACT

(This document is posted online with the informational packet of this meeting and will be filed with the official 2020-21 Board records.)

Chair Al-Abdrabbuh reported that he and Vice Chair Finger McDonald worked with Superintendent Noss to navigate changes to the Superintendent's rolling three-year contract. Chair Al-Abdrabbuh noted that the compensation is a little bit higher than the average of our comparator/peer districts, which is consistent for other employee groups in the District. He added that Superintendent Noss' evaluation was spectacular this year and urged the Board to approve the contract.

Vice Chair Finger McDonald noted that the main concern during contract negotiations was to have the same expectation for compensation for Superintendent Noss as we have for our other employees. She said the Board values Superintendent Noss' service and the main goal was to indicate the Board's appreciation.

MOTION:
It was moved by Director Adams and seconded by Director Whitebear to approve the contract as submitted.

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Director Adams said Superintendent Noss' performance has been increasingly exemplary over his tenure; research has shown that continuity in leadership has an impact on student outcomes.

Director Jones offered some comments, including:

- Compensation of the superintendent is something that I feel the most disconnected from as a board member.
- I have no objection to anything in this contract but I do not feel qualified to represent to the community why it is a good contract, because the Board received it after it had been negotiated.
- Future negotiations should allow the Board an opportunity to outline the general scope of desired outcomes and ensure the contract aligns with Board goals.
- Increase the transparency of the process so Board members can better advocate for the outcome.
- Continuity of leadership should have fiscal implications.

Chair Al-Abdrabbuh expressed support for changing the process in the future and offered to share the parameters and information regarding why this contract is not only competitive but also appropriate.

Director Conroy offered some comments, including:

- Superintendent Noss is an exceptionally strong superintendent, the best that I have been around in my career.
- Superintendent Noss is a great listener; he is a person who works hard with a variety of people; he does a great job of leading his leaders, including building administrators.
- This is an appropriate and very important contract to enter into so that Superintendent Noss hopefully stays with the District until retirement.

The motion was voted on and unanimously approved.

XVI. EMPLOYMENT CONTRACT ADDENDUMS – FINANCE AND OPERATIONS DIRECTOR AND HUMAN RESOURCES DIRECTOR; EMPLOYMENT CONTRACT – ASSISTANT SUPERINTENDENT

(These documents are posted online with the informational packet of this meeting and will be filed with the official 2020-21 Board records.)

MOTION:
It was moved by Director Adams and seconded by Vice Chair Finger McDonald to approve the employment contract and addendums as submitted.

Board member comments included:

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- Going back to that discussion about continuity, it is nice to see Assistant Superintendent Harder entering into a three-year contract.
- The Superintendent and Assistant Superintendent have demonstrated outstanding leadership this year and have worked great as a team while navigating their own personal adversity.
- I extend that sentiment to the other leaders mentioned in this agenda item; they are award-winning leaders in their professions and are well known in the community.

The motion was voted on and unanimously approved.

XVII. NON-REPRESENTED EMPLOYEE BENEFITS AND COMPENSATION

(This document is posted online with the informational packet of this meeting and will be filed with the official 2020-21 Board records.)

Superintendent Noss said the rationale behind the proposal is based on the fact that the non-represented employee group did not take a cost of living adjustment or a step last year. He noted a desire to ensure those employees are compensated at or slightly above average of similar positions in comparable districts, as well as to help them catch up after a year without those benefits.

Board member comments included:

- It is important for the public to be aware of all the different positions in this group; it includes not only administrators but many others who also do hard, important work.
- This employee group's willingness to forego an increase last year really speaks volumes about their sacrifice and commitment.

It was moved by Director Adams and seconded by Director Conroy to approve the Non-Represented Employee Salary and Benefits Agreement for 2021-22. Chair Al-Abdrabbuh indicated his desire to vote via unanimous consent and asked if any Board member objected to the motion; hearing no objections, Chair Al-Abdrabbuh declared the motion approved.

XVIII. PLANNING FOR SCHOOL BOARD EVALUATION PROCESS

Chair Al-Abdrabbuh noted that a survey from Oregon School Boards Association (OSBA) will be forthcoming, and asked to have the responses submitted by the end of this month. There was no objection to the deadline. Chair Al-Abdrabbuh explained that an OSBA facilitator will consolidate and analyze the responses, and that data will be discussed at the upcoming Board retreat.

XIX. CONSOLIDATED ACTION

MOTION:

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It was moved by Director Adams and seconded by Director Jones to approve the Consolidated Action items with the exception of Policy BFC. <u>The motion was voted on and unanimously approved.</u>

The following items were approved:

A. **Minutes** – January 7, 2021; February 4, 2021; February 18, 2021; March 11, 2021; April 8, 2021; May 6, 2021

B. **Licensed Personnel Action** – (This document is posted online with the informational packet of this meeting and will be filed with the official 2020-21 Board records.)

C. **Board Policies – <u>FOR ACTION</u>:**

1. **Policy BFC – Adoption and Revision of Policies – Second Reading**

This item was removed from Consolidated Action and discussed separately.

MOTION:
It was moved by Director Adams and seconded by Director Jones to change policy BFC to insert "to allow adequate time for public input" after "reading" so the sentence will read "the second reading/adoption will take place at least two weeks after the first reading to allow adequate time for public input unless the board determines that the situation requires more urgency."

Director Adams noted that his intention behind the motion is to change the above-referenced sentence to provide clarity as to why the time limit is there.

Director Whitebear voiced her intention to either vote no on the motion or to abstain from the vote altogether because she does not feel the policy needs to be revised.

Chair Al-Abdrabbuh clarified what a yes vote means, as well as what a no vote means. He asked Director Adams to re-read his motion:

I move to amend the change to policy BFC under consideration to insert the phrase "to allow adequate time for public input" after the word "reading" such that the sentence will read "The second reading/adoption will take place at least two weeks after the first reading to allow adequate time for public input unless the board determines that the situation requires more urgency."

In response to a question from Director Jones, Director Adams' affirmed that his proposed amendment is to clarify the reason why there will be at least two weeks between the first and second readings of a policy. He added that the Board has spent what feels like six months discussing this issue, and it is the intent behind the amendment; therefore, he believes it should be included in the policy.

UNADOPTED MINUTES

Chair Al-Abdrabbuh took the vote. Directors Baker and Whitebear abstained from the vote; the remaining Board members voted in favor of the motion. The motion carried.

Lengthy Board discussion ensued regarding whether or not the amendment was necessary. Some of the comments included:

- This policy tries to guarantee at least a minimum amount of time for the Board and the community to react; it encourages more discussion.
- This policy says the Board, as a matter of routine, will take two weeks between the first and second readings; if necessary, the Board can move faster but will explain why.
- The Board already has a way to ask for more time to review policies.
- The policy does not need to be revised because it already does everything we need it to.
- The policy as it exists gives the Board the power to balance expediency and thoroughness, deliberation and community engagement, and to decide how much weight to put on each of the two criteria, depending on the issue at hand.
- If the amendment were to be approved, one could theorize that a policy would be required to govern how the Board decides if something rises to the level of an exception.
- The Board wants to ensure community engagement but this is not the policy to ensure that.
- The issue of community engagement is not about the timeline for first and second readings.
- Rather than amending this policy, we need to have a conversation that includes the community regarding what is not working around our community engagement.
- Changing this policy will not fix the problem and we do not have a clear vision of what community engagement is going to be.
- This policy change feels like a reaction to the school renaming resolution.
- The intent behind the policy change is laudable but we are considering it in isolation rather than as part of a comprehensive framework to address community engagement.
- This board has committed to doing professional development next year on community engagement and bringing the community into our processes.
- Working on community engagement next year will provide more answers and is the place to start before looking at any policy in this regard.

Chair Al-Abdrabbuh raised the issue of suspending discussion on this policy.

UNADOPTED MINUTES

MOTION:
It was moved by Vice Chair Finger McDonald and seconded by Director Adams to table Policy BFC.

Board discussion regarding the method of tabling an agenda item, whether it be to a specific date or indefinitely. Director Whitebear asked if the word "indefinitely" could be added to the motion.

There was no objection to the suggestion; therefore, Chair Al-Abdrabbuh restated the motion.

MOTION:
It was moved by Vice Chair Finger McDonald and seconded by Director Adams to table Policy BFC indefinitely.

Director Conroy noted that having a vote on the amended policy would put on record how Board members feel about having two weeks between first and second readings. He opined that the Board could approve the amended policy and still have a long-term discussion regarding community engagement.

Board discussion ensued and included some of the following comments:

- I heard a clear desire to not approve the amended policy.
- I do not think this policy change is what we need because it is in isolation of every other policy in governance that we use around community engagement and I think that entire process needs to be reviewed.
- This policy was in Consolidated Action; tabling it removed it from that list to allow us to approve the rest of consolidated action.

Chair Al-Abdrabbuh took the vote. Director Conroy voted in opposition to the motion and the remaining Board members voted in favor of it. The motion carried.

UNADOPTED MINUTES

2. **Policy EEA - Student Transportation Services - Revised - Second Reading** – (This document is posted online with the informational packet of this meeting and will be filed with the official 2020-21 Board records.)

3. **Policy IKFB – Graduation Exercises – Revised – Second Reading** – (This document is posted online with the informational packet of this meeting and will be filed with the official 2020-21 Board records.)

4. **Policy JB – Equal Educational Opportunity – Revised – Second Reading** – (This document is posted online with the informational packet of this meeting and will be filed with the official 2020-21 Board records.)

5. **Policy JEBA – Early Entrance – Revised – Second Reading** – (This document is posted online with the informational packet of this meeting and will be filed with the official 2020-21 Board records.)

6. **Policy JFCM – Threats of Violence – Revised – Second Reading** – (This document is posted online with the informational packet of this meeting and will be filed with the official 2020-21 Board records.)

7. **Policy JHCD – Medications (fka Prescription Medications) – Revised – Second Reading** – (This document is posted online with the informational packet of this meeting and will be filed with the official 2020-21 Board records.)

8. **Policy LBEA – Resident Student Denial for Virtual Public Charter School Attendance – NEW – Second Reading** – (This document is posted online with the informational packet of this meeting and will be filed with the official 2020-21 Board records.)

D. **Resolution No. 21-0602 – Transfer of Appropriations** – (This document is posted online with the informational packet of this meeting and will be filed with the official 2020-21 Board records.)

E. **Resolution No. 21-0603 – Organizational Resolution** – (This document is posted online with the informational packet of this meeting and will be filed with the official 2020-21 Board records.)

F. **Insurance Renewals for 2021-22** – (This document is posted online with the informational packet of this meeting and will be filed with the official 2020-21 Board records.)

G. **Purchase Approval: Voice Amplification for Secondary** – (This document is posted online with the informational packet of this meeting and will be filed with the official 2020-21 Board records.)

H. **Accept Election Results** – (This document is posted online with the informational packet

UNADOPTED MINUTES

of this meeting and will be filed with the official 2020-21 Board records.)

Chair Al-Abdrabbuh commented that it is the Board's responsibility to accept the certified election results, regardless of the outcome of the election; it means a lot to him as a Board member and he does not take the responsibility lightly.

XX. CONSOLIDATED INFORMATION

The Board received the following 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 2020-21 Board records.)

B. **Virtual Charter School Enrollment** – (This document is posted online with the informational packet of this meeting and will be filed with the official 2020-21 Board records.)

In response to a question from Director Adams, Superintendent Noss said enrollment of students residing in the District but attending a virtual charter school outside of the District is reported to the District by the charter schools rather than by the Oregon Department of Education.

Director Adams asked that the District report to the Board annually on virtual charter school enrollment. He added that the data would provide strategic information for the Board to show where the District is positioned in the education market in this community, and how it is changing over time.

Assistant Superintendent Harder reported that Policy LBEA, which the Board passed tonight, requires the District to give the Board this information twice annually.

C. **April Financial Statements (Unaudited)** – (This document is posted online with the informational packet of this meeting and will be filed with the official 2020-21 Board records.)

XXI. BOARD MEMBER COMMENTS

Director Adams suggested changing the start time of Board meetings from 6:30 p.m. to 5:30 p.m., so Board meetings could end earlier. He pointed out that the Springfield School Board begins their meetings at 5:00 p.m. Director Conroy expressed support for an earlier start time but recommended adjusting placement of public comment on the agenda to a fixed time later in the meeting to prevent negatively impacting the community's ability to provide comment during the meeting. Superintendent Noss clarified that the duration of Board meetings would stay the same. He said he would discuss the issue with staff.

UNADOPTED MINUTES

Director Conroy referred to his previous request to discuss his use of the term "circle the wagons" and the exchange involving Director Whitebear. Director Conroy noted that the first three results of a Google search he had done of the phrase did not indicate any racist meaning.

Chair Al-Abdrabbuh interjected that he understands Director Conroy is searching for a resource for this purpose; however, a board member had shared the impact, the effect, and the meaning of the words. Chair Al-Abdrabbuh expressed his desire to ensure that Board meetings are mindful of everybody and are safe for everybody. He asked Director Conroy to be mindful not to justify a resource as a way to counter what another board member shared.

Director Conroy was incredulous at not being allowed to provide the definitions of that phrase. He said he felt unfairly attacked when he was characterized as overtly racist, yet he is sorry Director Whitebear felt that way.

Chair Al-Abdrabbuh responded that Director Conroy has the freedom to say what he will during this portion of the meeting but noted the tenets of Oregon's "All Students Belong" regarding language and symbols that have historically hurt individuals. Chair Al-Abdrabbuh reiterated the board member's request that Director Conroy refrain from using that phrase.

Director Conroy closed his comments on the matter by saying that he is not racist, and while he did not intend that phrase to be overtly racist, he understands that it could be taken that way; he apologized for causing hurt.

UNADOPTED MINUTES

Director Conroy then turned his attention to his tenure on the Board and the reasons he had chosen to serve. He offered words of thanks to his fellow Board members, Superintendent Noss, and those who supported his election to and service on the Board. He cautioned the community to be aware of the political nature of school boards; he expressed his desire that elections not be divisive along traditional party lines but rather center around what is good for kids regardless of background or their parents' political parties.

Director Whitebear referred to the previous conversations regarding racist statements. Some of her comments included:

- I do not accept Director Conroy's apology because he continued to use the phrase in question even when he had been asked several times not to.
- I had planned to make a motion to censor Director Conroy from continuing to say those harmful phrases not only to me but to the public who may be watching and who finds that terminology harmful as well.
- As elected officials, our job is not to continue trying to bring down someone who has expressed pain to their colleagues.
- It seems highly inappropriate to bring up the same comment to defend oneself nearly two hours after the initial conversation.
- To be clear for the public, that terminology had been used by settlers who wanted to "circle their wagons" in defense from the "savages" that were out to get them. It referred to a line of defense for people who are under attack.
- I hope that now it is very clear to the public why that terminology is harmful; it has been used historically and in contemporary times to talk down upon Indigenous people in particular.
- The phrase is one of many that some would consider idioms at this point because they have been adopted into popular use, even though they have historically inaccurate and harmful messages associated with them.
- Let this serve as an educational opportunity for the public to understand why that phrase is harmful.
- Hopefully the public can learn from what has happened so that terminology does not cause harm to students or staff in our district.

Director Conroy said he is stunned that one board member was allowed to offer their perspective on the meaning of the phrase while another was not; nevertheless, he will end his comments and move on.

Chair Al-Abdrabbuh offered some comments, including:

- As a school board, we have to be committed to continuing to learn; I feel the discomfort and the pain from this conversation and I want to make sure we do better as a board, we do better as an institution, and we commit that it is never alright to be comfortable at the expense of others.

UNADOPTED MINUTES

- Thank you to my colleagues and our district for doing this work and for my colleagues volunteering their time for the commitment.
- Let us make sure everybody feels safe and commit to creating a safe environment.
- One thing I am certain about is we cannot have closure right now; closure is not going to be alright if it is at the expense of one of us.
- I want to acknowledge Director Whitebear's experienced pain and reiterate that.
- I want to make sure that our students know that we are always there for them. They need to speak their mind, they need to feel safe to share what they want; however, when we hurt others we want to be aware of it.
- I feel really sad that today we do not have closure, not everybody feels alright; that by itself is not alright but as a board of education we need to be committed that we are going to change that.

XXII. ADJOURNMENT

There being no further business before the Board, Chair Al-Abdrabbuh adjourned the meeting at approximately 10:54 p.m.

_____ _____

Sami Al-Abdrabbuh, Board Chair Ryan Noss, Superintendent

Prepared By: Julie Catala

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UNADOPTED MINUTES

Corvallis
SCHOOL DISTRICT

XIII.B. 2021-22 School Calendar Change for Bessie Coleman Elementary School

Corvallis
SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Ryan Noss, Superintendent
Meeting Date: October 14, 2021

Approve 2021-22 School Day Calendar Change for Bessie Coleman Elementary School ACTION REQUESTED

Background

Pursuant to Board Policy IC/ICA, the Board is responsible to approve the school year calendar and must take action to alter the calendar whenever reasonable.

The 2021-22 school year calendar was adopted by the Board on December 19, 2019.

Emergency alterations to the start date for Kathryn Jones Harrison and Letitia Carson Elementary were necessary due to unforeseen construction delays. Instead of starting on Wednesday, September 8, 2021, these two schools started on Monday, September 13, 2021. Due to the emergency nature of this alteration, School Board members were informally made known of this situation by the Superintendent.

At this time, it has become apparent that it will also be necessary to alter the calendar for Bessie Coleman Elementary School. Instead of returning to school from winter break on Monday, January 3, 2022, Bessie Coleman Elementary students will return on Thursday, January 6, 2022. This move will enable staff adequate time to prepare the new Bessie Coleman facility for safe student use.

Even with these alterations to the calendars for all three schools, the district anticipates it will be able to provide the full 900 hours of instruction required by Oregon law.

ACTION REQUESTED:

Adopt the adjustment of the 2021-22 school year calendar for Bessie Coleman Elementary School; acknowledge the previous emergency designation of an alternative start date for Kathryn Jones Harrison and Letitia Carson Elementary Schools.

ATTACHED:

Updated At a Glance Calendar.

MOTION REQUESTED:

"I move to approve the adjustment of the 2021-22 Elementary School academic calendar."

School Year Calendar At A Glance - Elementary Schools

Updated October 1, 2021

KEY	
	Holiday (non-school day)
	Non-school day
	Possible make up days
C	Conferences (non-school day)
[	Beginning of quarter
]	End of semester
*	Delayed start for impacted schools

Kathryn Jones Harrison Elementary & Letitia Carson Elementary - Alternative start date (Monday, September 13) due to bond construction.

Bessie Coleman Elementary - Delayed return date after winter break (Thursday, January 6) to allow sta to prepare for students in the new building.

September 2021

Mon	Tue	Wed	Thu	Fri
		8	9	10
13 *	14	15	16	17
20	21	22	23	24
27	28	29	30	

October 2021

Mon	Tue	Wed	Thu	Fri
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

November 2021

Mon	Tue	Wed	Thu	Fri
1	2	3 C	4 C	5 C
[8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

December 2021

Mon	Tue	Wed	Thu	Fri
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

January 2022

Mon	Tue	Wed	Thu	Fri
3	4	5	6 *	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

February 2022

Mon	Tue	Wed	Thu	Fri
	1	2]	3	4
[7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28				

March 2022

Mon	Tue	Wed	Thu	Fri
	1	2	3	4
7	8	9 C	10 C	11 C
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

April 2022

Mon	Tue	Wed	Thu	Fri
				1
4	5	6	7	8
11	12	13	14	15]
18	19	20	21	22
25	26	27	28	29

May 2022

Mon	Tue	Wed	Thu	Fri
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

June 2022

Mon	Tue	Wed	Thu	Fri
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
	Summer Break			

First day of school is September 8.

Monday - Thursday dismissal time is 2:30 pm.

All Fridays: 1 hour early release.

2 hour early release on Fridays marked with the clock icon.

Last day of school is June 17.

Adopted 12/19/19

The Corvallis School District does not discriminate on the basis of age, citizenship, color, disability, gender expression, gender identity, national origin, parental or marital status, race, religion, sex, or sexual orientation in its programs and activities, and provides equal access to designated youth groups. The following person has been designated to handle inquiries regarding discrimination: Jennifer Duvall, Human Resources Director and Title IX Coordinator, jennifer.duvall@corvallis.k12.or.us 541-757-5840 | 1555 SW 35th Street, Corvallis, OR 97333

Corvallis
SCHOOL DISTRICT

XIII.C. Licensed Personnel Action

Corvallis
SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Jennifer Duvall, Human Resources Director
Meeting Date: October 14, 2021

Licensed Personnel Action — ACTION REQUESTED

1. Issue:
   a. Recommendation to Hire

Name	Position	FTE	Building	Start Date	Contract Status
Lambert, Connor	Corvallis Online	1.00	Corvallis Online	8/30/2021	Temporary Teacher
Pederson Pastor, Sue	Special Education Teacher	0.50	District Office	8/30/2021	Temporary Teacher
Zinkhan, Morgan	Corvallis Online	1.00	Corvallis Online	8/30/2021	Temporary Teacher

   b. Additional Information/Leaves/Reduction

Name	Position	FTE of leave	Building	Effective	Notes
Laney De Battro, Savannah	Third Grade - Bilingual	1.00	Garfield Elementary School	10/31/2021	Employee Resignation
Amiton, Lauren	Mental Health Therapist	1.00	Adams/Letitia Carson Elementary School	10/6/2021	Employee Resignation

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

Corvallis
SCHOOL DISTRICT

XIV. CONSOLIDATED INFORMATION

XIV.A. Non-Licensed Personnel Information

Corvallis
SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Jennifer Duvall, Human Resources Director
Meeting Date: October 14, 2021

Non-licensed Personnel Information NO ACTION REQUIRED

Recommendation to Hire

Name	Preferred Name	Position	Hrs	Building	Start Date	Contract Status
LaFollette, Jamie		Educational Assistant 2	6.50	Bessie Coleman Elementary	9/8/2021	Regular/Probationary
Lassiter, Rachel		Administrative Assistant 1	3.00	Linus Pauling Middle School	9/13/2021	Regular/Probationary
Staffieri, Brennan		Educational Assistant 2	7.00	Cheldelin Middle School	9/10/2021	Regular/Probationary
Schwarzgruber, Claire		Educational Assistant 2	8.00	Corvallis High School	9/20/2021	Regular/Probationary
Marcus, Ashley		Mental Health & Wellness Skills Trainer	8.00	Bessie Coleman & Kathryn Jones Harrison Elementary	9/20/2021	Regular/Probationary
Le, Catherine		Educational Assistant 2/LRC	7.00	Corvallis High School	9/15/2021	Regular/Probationary
Lemke-Davis, Hayley		Educational Assistant 2	7.00	Cheldelin Middle School	9/22/2021	Regular/Probationary
Wahl, Rachel		Educational Assistant 2	7.00	Cheldelin Middle School	9/22/2021	Regular/Probationary
Moses, Caroline		Educational Assistant/Bilingual	6.50	Lincoln Elementary School	10/4/2021	Regular/Probationary
Fein, Michelle		Educational Assistant 2	4.00	Bessie Coleman Elementary	9/29/2021	Limited Term
Juarez Lopez, Isabel		Translator	4.00	District Office	10/4/2021	Regular/Probationary
Patten, Zachary		Educational Assistant-Lifeskills/Bus Rider	4.00	District Office	10/4/2021	Regular/Probationary

Corvallis SCHOOL DISTRICT

Eddings, Patrick	Connor	Educational Assistant- Lifeskills	7.50	Mountain View Elementary	10/4/2021	Regular/Probationary
Castellon, Priscilla		Administrative Assistant 1- Attendance	7.00	Crescent Valley High School	10/14/2021	Regular/Probationary

Hansen, Breanna		Educational Assistant 2	6.50	Adams Elementary	10/11/2021	Regular/Probationary
Coudriet, Virginia		Food Service Assistant	4.00	Food Service/ Cheldelin Kitchen	10/18/2021	Regular/Probationary
Leon, Barbara		Administrative Assistant 1	4.00	Facilities & Maintenance	10/11/2021	Regular/Probationary
Magana, Yulissa		Educational Assistant 2 - Bilingual	6.00	Garfield Elementary	10/18/2021	Regular/Probationary

Termination/Resignation/Retirement

Name	Preferred Name	Position	Hrs	Building	Effective	Reason
Howard, Allison		Accounting Specialist-Accounts Payable	8.00	Business Service/District Office	9/16/2021	Resignation
Baker, LeeAnn		Assessment Technician & Career Center Specialist	8.00	Corvallis High School	10/18/2021	Resignation
Liddell, Andrea		Food Service Specialist & Assistant	8.00	Mountain View Elementary & Central Kitchen	10/15/2021	Resignation
Horowitz, Jessica	Jess	Educational Assistant Lifeskills	7.25	Corvallis High School	10/8/2021	Resignation
Lamer, Ann		Educational Assistant 2	4.00	Letitia Carson Elementary	10/15/2021	Resignation
Cook, Erika		Administrative Specialist	8.00	District Office	10/19/2021	Termination

Leonard, Nicholas	Nick	Maintenance Lead	8.00	Facilities & Maintenance	10/14/2021	Resignation

Corvallis
SCHOOL DISTRICT

XIV.B. Virtual Charter School Enrollment

Corvallis
SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Erika Cook
Meeting Date: October 14, 2021

Virtual Charter School Enrollment

NO ACTION REQUIRED

Background

Board Policy LBEA requires district staff to semiannually calculate the percentage of the number of students residing in the district, who are enrolled in a virtual public charter school not sponsored by the district. Calculations are to be conducted utilizing data collected for state reporting purposes on or around October 1 and May 1 of each year.

When the established percentage is more than three percent (3%), the district will request direction from the Board as to its intent to approve or deny additional resident students enrollment to a virtual public charter school outside of the district boundary, subject to the requirements in Oregon Administrative Rule (OAR) 581-026-0305(2). Such direction will be in effect until the next semiannual review date for the upcoming academic term.

As the calculated percentage is less than 3%, no action is requested of the Board.

Virtual Charter 3% Calculation — AS OF OCT 4, 2021

Per LBEA/OAR 581-026-0305

DATA	Number	Percentage of Total	Reference
Students enrolled within the district	6,306	80.89%	District Enrollment as of 10-04-2021
Students enrolled in public charter schools located in the district	98	1.26%	MCCS Enrollment as of 10-04-2021
Students residing in the district enrolled in virtual public charter schools not located within the district boundary	129	1.65%	Most recent individual enrollment reports voluntarily shared by virtual charter schools
Home-schooled students who reside in the district and who have registered with the educational service district	271	3.48%	Active Home School Enrollments with LBL-ESD, 10-04-2021
Students enrolled in private schools located within the school district	992	12.72%	As surveyed 09-17-2021
TOTAL	7,796		

Corvallis
SCHOOL DISTRICT

XIV.C. Unaudited Financial Statements - August 2021

Corvallis
SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Olivia Meyers Buch, Finance and Operations Director
Meeting Date: October 14, 2021

August Financial Statements (Unaudited) NO ACTION REQUIRED

Background

The Statement of Resources and Requirements for the General Fund for the period ending August 31, 2020 and August 31, 2021 follow this report.

Year-to-date operating revenues through the end of August 2021 total $9.7 million or 11.8% of total budgeted operating revenues as compared to $10.7 million or 13.3% through the end of August 2020. As usual, revenues from the state school fund constitute the majority of funds received at this point in the year.

The beginning fund balance reflects an increase of $2.2 million over the adopted budget of $12.7 million. Overall, total operating revenues in 2020-21 were 99.6% of budget while total operating expenditures were 90.5% of budget.

Year-to-date operating expenditures through the end of August 2021 total $5.1 million or 5.9% of total budgeted operating expenditures as compared to $5.4 million or 6.3% through the end of August 2020.

Projected resources and requirements through June 30, 2021 result in an ending fund balance of $13.6 million, or 16.3% of projected operating revenues. The projected ending fund balance reflects an increase in fund balance, or operating surplus, of $1.3 million. All General Fund reserves are projected to be at or above the designations outlined in board policy on June 30, 2021.

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

Supplementary Materials

1. Statements of Resources and Requirements as of August 31, 2020 and 2021
2. Schedule of Investments as of August 31, 2021
3. Schedule of Cash Disbursements greater than or equal to $1,000 for the period of July 1 – August 31, 2021

Corvallis School District 509J
Statement of Resources and Requirements
Fiscal Year to Date as of August 31, 2020 and 2021 Respectively (Unaudited)

General Fund

	FY 2020-21					FY 2021-22				
	Amended Budget	Actuals Thru 8/31/2020	% of Budget	Projected Thru 6/30/2021	% of Budget	Adopted Budget	Actuals Thru 8/31/2021	% of Budget	Projected Thru 6/30/2022	% of Budget
RESOURCES										
State School Fund Formula Revenue										
State School Fund - General Support	$ 38,680,046	$ 10,259,485	26.5%	$ 38,513,035	99.6%	$ 37,769,442	$ 9,706,783	25.7%	$ 38,804,790	102.7%
Property Taxes Levied by District	30,973,627	-	0.0%	31,096,320	100.4%	31,981,778	-	0.0%	32,003,198	100.1%
Common School Fund	644,846	-	0.0%	1,010,696	156.7%	692,538	-	0.0%	692,538	100.0%
County School Funds	260,000	-	0.0%	93,864	36.1%	260,000	-	0.0%	260,000	100.0%
Local Option Taxes Levied by District	8,080,492	-	0.0%	8,120,767	100.5%	8,351,253	-	0.0%	8,354,957	100.0%
Earnings on Investments	413,000	-	0.0%	361,048	87.4%	261,500	-	0.0%	311,500	119.1%
Other	1,491,275	453,345	30.4%	1,004,825	67.4%	2,978,096	31,480	1.1%	3,003,096	100.8%
Total Operating Revenues	**$ 80,543,286**	**$ 10,712,830**	**13.3%**	**$ 80,200,556**	**99.6%**	**$ 82,294,607**	**$ 9,738,263**	**11.8%**	**$ 83,430,079**	**101.4%**
Beginning Fund Balance	$ 12,679,136	$ 12,679,136	100.0%	$ 12,679,136	100.0%	$ 12,725,508	$ 14,888,067	117.0%	$ 14,888,067	117.0%
TOTAL RESOURCES	**$ 93,222,422**	**$ 23,391,966**	**25.1%**	**$ 92,879,691**	**99.6%**	**$ 95,020,115**	**$ 24,626,330**	**26.5%**	**$ 98,318,146**	**103.5%**
REQUIREMENTS										
Salaries	$ 41,671,984	$ 1,546,866	3.7%	$ 40,414,104	97.0%	$ 42,738,878	$ 1,874,468	4.4%	$ 42,311,489	99.0%
Associated Payroll Costs	25,470,225	882,364	3.5%	24,080,561	94.5%	25,624,787	860,682	3.4%	25,368,539	99.0%
Purchased Services	12,425,872	635,103	5.1%	8,508,046	68.5%	13,088,355	807,968	6.2%	12,433,937	95.0%
Supplies and Materials	4,514,057	950,731	21.1%	2,960,401	65.6%	3,847,138	1,015,198	26.4%	3,462,424	90.0%
Capital Outlay	125,000	-	0.0%	218,660	174.9%	100,000	2,950	3.0%	100,000	100.0%
Other Objects	1,948,662	1,423,706	73.1%	1,809,852	92.9%	1,063,382	513,514	48.3%	1,042,114	98.0%
Total Operating Expenditures	**$ 86,155,800**	**$ 5,438,769**	**6.3%**	**$ 77,991,624**	**90.5%**	**$ 86,462,540**	**$ 5,074,779**	**5.9%**	**$ 84,718,504**	**98.0%**
Contingency	2,013,582	-	-	-	-	2,057,365	-	-	-	-
Rainy Day Reserves	1,987,321	-	-	-	-	4,114,730	-	-	-	-
Unappropriated Reserves	3,065,719	-	-	-	-	2,385,480	-	-	-	-
TOTAL REQUIREMENTS	**$ 93,222,422**	**5,438,769**	**5.8%**	**$ 77,991,624**	**83.7%**	**$ 95,020,115**	**$ 5,074,779**	**5.3%**	**$ 84,718,504**	**89.2%**
ENDING FUND BALANCE		**$ 17,953,197**		**$ 14,888,067**			**$ 19,551,551**		**$ 13,599,642**	
Contingency				2,005,014	2.5% *				2,085,752	2.5% *
Rainy Day Reserves				4,010,028	5.0% *				4,171,504	5.0% *
Unappropriated Reserves				8,873,026	11.1% *				7,342,386	8.8% *
* Percent of Operating Revenue				**14,888,067**	**18.6%**				**13,599,642**	**16.3%**

Corvallis School District 509J
Schedule of Investments
August 31, 2021

Type of Investment	Investment Date	Maturity/ Call Date	No. of Days	Bond Equivalent Yield	Purchase Price	Par (Maturity) Value
U.S. Treasury Obligations:						
	12/22/20	09/15/21	267	0.045%	$101.97	5,000,000
	01/06/21	09/15/21	252	0.040%	$101.86	2,900,000
	01/15/20	09/30/21	624	1.517%	$99.97	2,500,000
	08/18/20	10/15/21	423	0.098%	$103.21	6,500,000
	05/28/20	10/15/21	505	0.085%	$103.85	3,600,000
	01/06/21	10/15/21	282	0.042%	$102.19	2,900,000
	01/06/21	11/15/21	313	0.043%	$101.68	2,900,000
	11/16/20	12/15/21	394	0.061%	$102.77	10,000,000
	11/16/20	01/15/22	425	0.060%	$102.84	6,350,000
	01/06/21	01/15/22	374	0.044%	$102.52	2,900,000
	01/06/21	02/15/22	405	0.043%	$102.17	2,900,000
	01/15/21	02/15/22	396	0.051%	$102.65	6,360,000
	01/06/21	04/15/22	464	0.043%	$102.81	2,900,000
	04/13/21	04/15/22	367	0.041%	$102.22	4,850,000
	01/06/21	05/15/22	494	0.046%	$102.31	2,900,000
	01/06/21	06/15/22	525	0.050%	$102.45	2,900,000
	01/06/21	08/15/22	586	0.052%	$102.33	2,900,000
	01/06/21	09/15/22	617	0.058%	$102.43	2,900,000
	01/06/21	10/15/22	647	0.064%	$102.32	2,900,000
	01/06/21	11/15/22	678	0.063%	$102.90	2,900,000
	01/06/21	12/15/22	708	0.063%	$103.03	2,900,000
US Government-Sponsored Enterprises (Total):						
	01/15/19	09/10/21	974	2.500%	$101.27	6,000,000
	10/15/20	10/08/21	358	0.096%	$100.00	5,915,000
	05/28/20	11/19/21	540	0.100%	$102.25	3,000,000
	12/28/20	12/14/21	351	0.050%	$100.04	6,530,000
	01/06/21	12/16/21	344	0.050%	$100.04	2,900,000
	01/06/21	03/11/22	429	0.050%	$102.60	2,900,000
	01/06/21	07/13/22	553	0.055%	$100.22	3,000,000
Total Investments outside of Local Government Investment Pool:						$ 113,105,000

Local Government Investment Pool:	Average Annualized Rate	
General Account	0.55%	$ 23,398,392
Debt Service Account	0.55%	5,566
Debt Service Account - GO 2018 Bond Series	0.55%	15,618,123
Debt Service Account - GO 2020 Bond Series	0.55%	2,428,879
Subtotal LGIP [1]		$ 41,450,960
Pension Bond Debt Service Account:[2]	0.55%	$ 418,911
Total Investments		$ 154,974,871

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 twice a year to the bond holders of the PERS bond debt.

Compliance with Investment Policy

Type of Investment	Maximum % of Portfolio per Policy DFA	Current Percent
U.S. Treasury Obligations	100.0%	53.5%
U.S. Government Agency Securities and Instrumentalities of Government-sponsored Corporations	90.0%	19.5%
State of Oregon Local Investment Pool	100.0%	27.0%
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 8/31/21:

3 Month U.S. Treasury Yield Curve Rate	0.04%
3 Month Jumbo Certificate of Deposit Rate	0.83%

Corvallis School District 509J
Schedule of Cash Disbursements greater than or equal to $1,000
For the period of August 1 to August 31, 2021

Vendor by Fund and Object	Check Total
100 - General Fund	
Change Fund	
PETTY CASH - CORVALLIS HIGH SCHOOL	2,500.00
PETTY CASH - CRESCENT VALLEY HIGH SCHOOL	2,500.00
Charter School Payments	
INAVALE COMMUNITY PARTNERS, INC	88,358.00
Computer Software	
DUDE SOLUTIONS INC	4,467.01
IXL LEARNING	2,250.00
LEXIA LEARNING SYSTEMS, LLC	2,560.75
MYSTERY SCIENCE INC	1,249.00
NEWSELA	84,307.77
OETC	44,945.64
PARCHMENT INC	3,575.00
PDQ.COM CORPORATION	3,600.00
WELLS FARGO	9,877.50
Consumable Supplies and Materials	
AMAZON CAPITAL SERVICES	10,605.36
CPI	3,188.60
HOME DEPOT CREDIT SERVICES	6,926.48
LIGHTSPEED TECHNOLOGIES, INC	1,944.00
PACIFIC SPORTS TURF, INC	10,118.00
PANERA, LLC	1,372.94
SCHOLASTIC INC.	1,225.86
SPAETH LUMBER & HOME CENTER	1,417.24
WAXIE SANITARY SUPPLY	1,113.71
Equipment $5,000 and greater	
STEWART SIGNS	2,950.00
Equipment-like items $1,000 - $4,999	
ELEMENT GRAPHICS, INC	4,129.15
Fuel	
NW NATURAL	4,156.03
Garbage	
REPUBLIC SERVICES	5,160.21
VALLEY LANDFILLS	1,222.16
Instructional, Professional and Technical Service	
DHS RECEIVING AND TRUST	27,619.38
Legal Services	
HUNGERFORD LAW FIRM LLP	1,218.35
OREGON SCHOOL BOARDS ASSOCIATION	1,600.00
Other Communication Services	
COMCAST/INSTITUTIONAL NETWORKS	21,462.10

Corvallis School District 509J
Schedule of Cash Disbursements greater than or equal to $1,000
For the period of August 1 to August 31, 2021

Vendor by Fund and Object	Check Total
T-MOBILE	6,800.00
Other Non-instructional Professional and Technical	
CORVALLIS CLINIC - OCCUPATIONAL MEDICINE	3,520.00
MAXIM STAFFING SOLUTIONS	13,102.50
RUSSELL, STEVEN S	2,405.00
SELECTEMP EMPLOYMENT SERVICES	3,499.81
Other Professional Services - Certified Subs	
EDUSTAFF	1,635.98
Payroll Deductions & Withholdings	
VOYA RETIREMENT INSURANCE & ANNUITY CO	3,025.00
Petty Cash	
PETTY CASH - CRESCENT VALLEY HIGH SCHOOL	1,400.00
Printing and Binding	
FRANKLIN PRESS	2,738.00
Redemption of Principal	
US BANK EQUIPMENT FINANCE	4,017.46
Rentals	
CORVALLIS RENTAL EQUIPMENT INC	3,289.05
Repairs and Maintenance Services	
COOLSYS COMMERCIAL & INDUSTRIAL SOLUTION	17,739.22
GOCYCLE GOALS - ALSTADT CONSULTING	3,600.00
K-12 TECH MIDWEST	2,137.28
LES SCHWAB TIRE CENTER - 3RD STREET	2,373.67
REXIUS	5,960.00
TECH DEFENDERS	3,798.28
Technology Taggable Equip <$5,000	
APPLE INC	58,775.60
CDW GOVERNMENT	2,182.71
OETC	4,146.00
Telephone	
AT&T MOBILITY-ACCT#837370420 (TECH)	2,146.84
CENTURYLINK	4,443.14
Travel, Out of District	
NEWSELA	6,938.46
OREGON ASSOCIATION OF SCHOOL BUSINESS	1,700.00
OREGON SCHOOL BOARDS ASSOCIATION	1,680.00
SPYGLASS	3,917.87
Water and Sewage	
CITY OF CORVALLIS	40,885.36
100 - General Fund Total	**565,477.47**
204 - District Donation Fund	
Consumable Supplies and Materials	

Corvallis School District 509J
Schedule of Cash Disbursements greater than or equal to $1,000
For the period of August 1 to August 31, 2021

Vendor by Fund and Object	Check Total
FRED MEYER CUSTOMER CHARGES	2,000.00
GROCERY OUTLET - CORVALLIS	5,615.32
Printing and Binding	
LIFETOUCH	1,803.01
204 - District Donation Fund Total	**9,418.33**
208 - Designated Facilities Fund	
Buildings Acquisition	
CITY OF CORVALLIS - DEVELOPMENT SERVICES	24,591.28
MODERN BUILDING SYSTEMS	52,746.25
RENT A FENCE LLC	1,074.00
Repairs and Maintenance Services	
SYNERGY SECURITY SOLUTIONS	1,706.98
208 - Designated Facilities Fund Total	**80,118.51**
296 - Grants Fund	
Cleaning Services	
CINTAS	2,128.29
Computer Software	
CRISISGO INC	17,981.25
POINT AND CLICK SOLUTIONS INC	2,080.84
Consumable Supplies and Materials	
NORTHWEST TECHNICAL PRODUCTS	2,875.02
PANERA, LLC	6,344.40
SCHOLASTIC INC.	6,117.57
Equipment $5,000 and greater	
NORTHWEST TECHNICAL PRODUCTS	33,230.92
Equipment-like items $1,000 - $4,999	
NORTHWEST TECHNICAL PRODUCTS	9,837.31
Other Non-instructional Professional and Technical	
BOYS & GIRLS CLUB OF CORVALLIS	241,425.28
CITY OF CORVALLIS - PARKS & RECREATION	1,588.00
296 - Grants Fund Total	**323,608.88**
297 - Student Body Funds	
Computer Software	
HUDL	2,200.00
Consumable Supplies and Materials	
ELEMENT GRAPHICS, INC	1,772.76
MEDCO COMPANY	3,684.89
Equipment $5,000 and greater	
STEWART SIGNS	5,600.00
Other Non-instructional Professional and Technical	
MID-VALLEY VOLLEYBALL OFFICIALS ASSN	3,764.50
OREGON ELITE ALL-STAR CHEERLEADING	1,820.00

Corvallis School District 509J
Schedule of Cash Disbursements greater than or equal to $1,000
For the period of August 1 to August 31, 2021

Vendor by Fund and Object	Check Total
Technology Equip $1,000 - $4,999	
BSN SPORTS LLC	3,081.52
Travel, Student Out of District	
OREGON SCHOOL ACTIVITIES ASSOCIATION	3,190.00
297 - Student Body Funds Total	**25,113.67**
298 - Designated Revenue Fund	
Buildings Acquisition	
FORTIS CONSTRUCTION	57,296.96
GLUMAC	5,360.00
Computer Software	
LEXIA LEARNING SYSTEMS, LLC	7,339.25
Equipment $5,000 and greater	
STEWART SIGNS	3,284.00
Other Non-instructional Professional and Technical	
LLAMA MOVERS LLC	1,905.00
298 - Designated Revenue Fund Total	**75,185.21**
400 - Capital Projects Fund	
Architect/Engineer Services	
FOUNDATION ENGINEERING	3,563.00
PBS ENGINEERING & ENVIRONMENTAL INC	17,091.66
PIVOT ARCHITECTURE	444,148.94
WENAHA GROUP INC	107,413.22
Buildings Acquisition	
ACC COST CONSULTANTS LLC	11,753.00
ADEMCO INC	2,891.97
CITY OF CORVALLIS - DEVELOPMENT SERVICES	1,586.98
CLAIR COMPANY INC	15,571.72
CONVERGINT TECHNOLOGIES	35,895.00
DRY BOX INC	1,765.00
EC ELECTRIC	225,000.00
EDNETICS INC	11,801.16
ELEVATE BUILDING COMMISSIONING LLC	9,375.00
FORTIS CONSTRUCTION	7,552,839.60
GERDING BUILDERS, LLC	1,812,520.40
GLOBAL EQUIPMENT COMPANY INC	2,133.20
GLUMAC	7,618.50
KAY-TWELVE LLC	12,449.31
LLAMA MOVERS LLC	72,092.00
PACIFIC POWER	6,946.00
POSTMASTER - CORVALLIS	5,328.88
SCHOOL SPECIALTY LLC	1,074.66
STONER ELECTRIC INC	10,701.45

Corvallis School District 509J
Schedule of Cash Disbursements greater than or equal to $1,000
For the period of August 1 to August 31, 2021

Vendor by Fund and Object	Check Total
SUDDATH	1,178.50
VIRCO	5,784.15
WENAHA GROUP INC	28,685.87
WILLAMETTE VALLEY PLANNING, LLC	4,260.00
Improvements Other Than Buildings	
NORTHWEST PLAYGROUND EQUIPMENT INC	18,362.77
Other Non-instructional Professional and Technical	
CRIMINAL INFORMATION SERVICES INC	1,701.25
400 - Capital Projects Fund Total	**10,431,533.19**
601 - Insurance Fund	
Consumable Supplies and Materials	
CLARITY CONSULTING GROUP LLC	2,247.00
Group Insurance	
WILLAMETTE DENTAL GROUP (GROUP Z1329)	29,538.00
Other Non-instructional Professional and Technical	
CITY OF CORVALLIS - FIN/AR	7,341.44
601 - Insurance Fund Total	**39,126.44**
Grand Total	**11,549,581.70**

Corvallis
SCHOOL DISTRICT

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

XVI. 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