



**Corvallis**  
SCHOOL DISTRICT

# NOTICE

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

<b>Date &amp; Time</b>	<b>Meeting Type</b>	<b>Location</b>	<b>Agenda</b>
Monday, May 21, 2012 6:30 PM	Special	District Office Board Room, 1555 SW 35th Street, Corvallis, OR 97333	See attached.

**Accessibility:** *To request accommodations for board meetings, please contact Kim Nelson at 541-757-5841 or [kim.nelson@corvallis.k12.or.us](mailto:kim.nelson@corvallis.k12.or.us) at least 48 hours before the meeting.*

**If you would like to watch live-streaming of the School Board meeting, please navigate to the District's YouTube channel: <https://www.youtube.com/channel/UC9Jtpte5dmilZl9kySBjVQ?> A recording of the meeting will also be posted to that channel.**

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

**For more information, please contact Kim Nelson at 541-757-5841 or at [kimberly.nelson@corvallis.k12.or.us](mailto:kimberly.nelson@corvallis.k12.or.us)**



# Corvallis

SCHOOL DISTRICT

Monday, May 21, 2012  
6:30 PM

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

Meeting Details: Monday, May 21, 2012, 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. PLEDGE OF ALLEGIANCE
- II. SPECIAL REPORTS
  - II.A. Career and Technical Education (CTE)

## Career & Technical Education

\* 46,000 different job classifications in America.

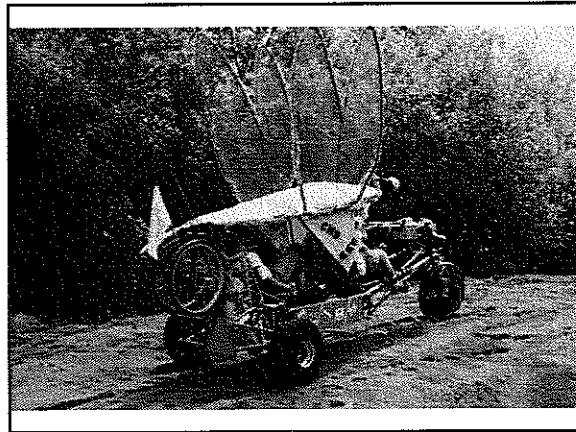
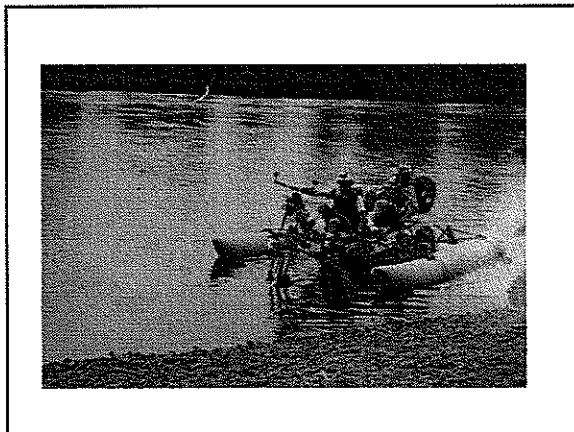
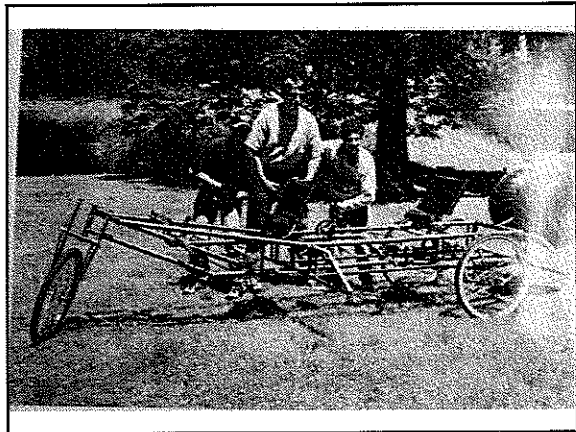
\* Only 53% of students in Oregon who start a four-year degree finish.

## CTE

Educate and prepare students for:

- Careers which require a four year degree (engineering, architecture, physics)
- Careers which require a one or two year degree (automotive, welding, machining, drafting)
- Careers which require no degree (millwork, logging, maintenance,)

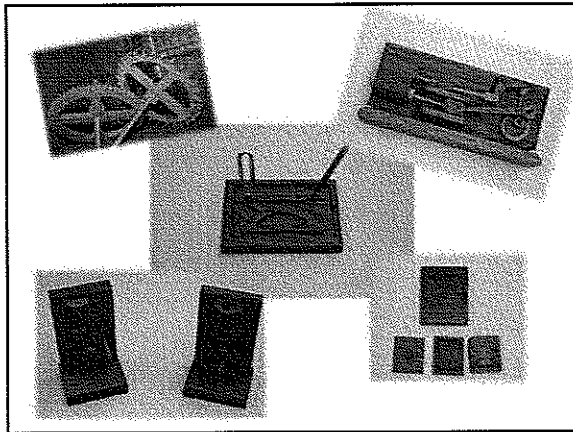
through hands on learning



### Racing Electric Cars



### Vehicular Design



### Beginning Metals Manufacturing

#### Machining

- Vertical milling
- Lathe turning
- Horizontal band saw
- Pedestal & bench grinder
- Iron worker
- Plasma Arc cutter

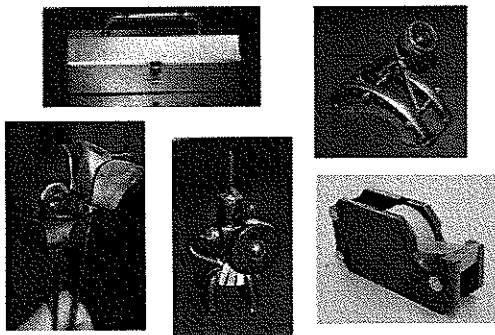
#### Welding

- Shielded metal arc welding
- Gas metal arc welding
- Oxy-acetylene welding
- Brazing
- Soldering
- Spot welding

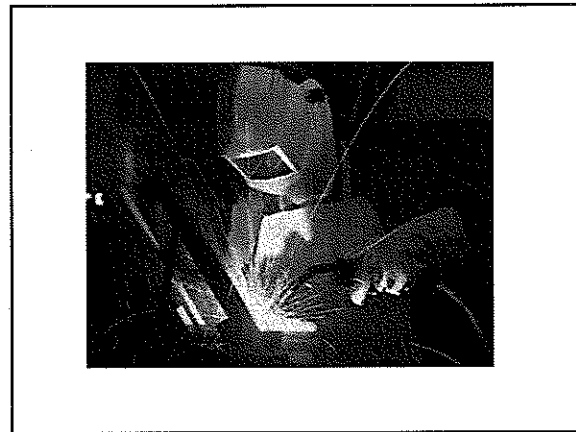
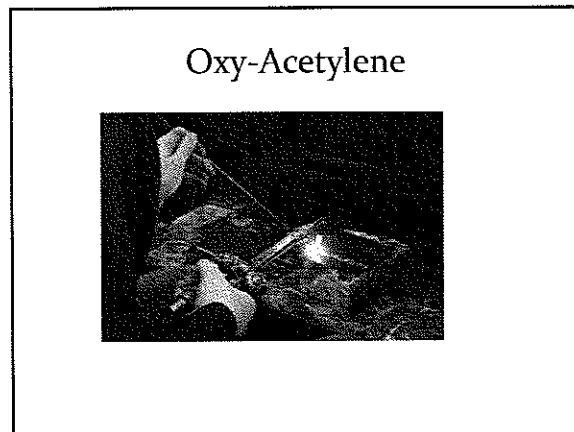
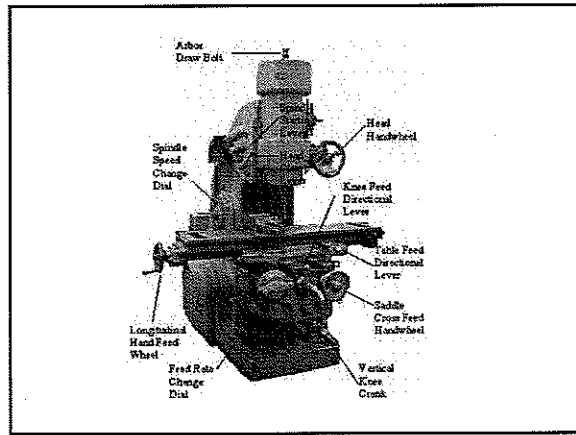
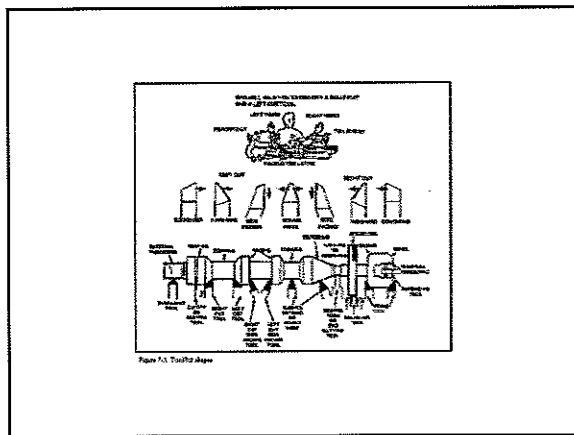
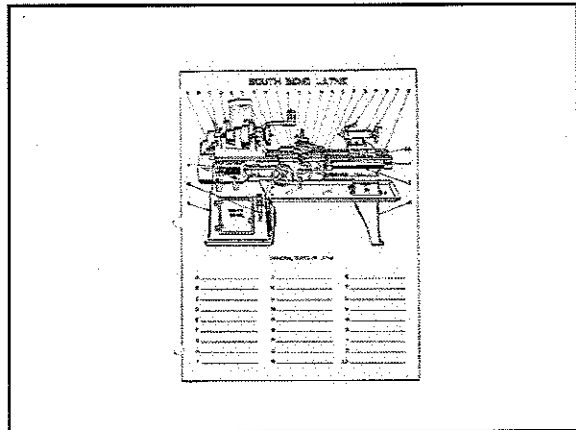
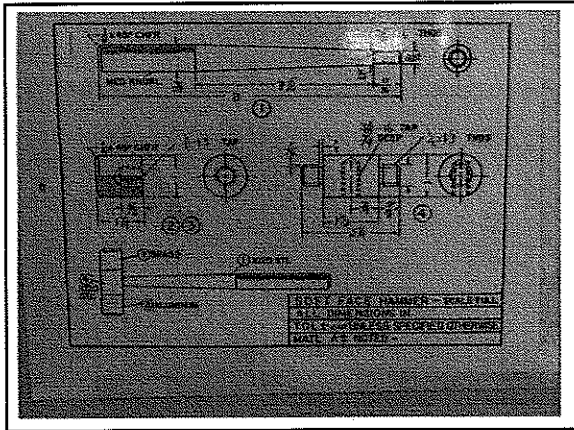
#### Projects

- Layout Project
- Sheet metal box
- Toolbox
- Tape dispenser
- Brazing project
- Rocket launcher
- Rose
- Solid Works

### Beginner Projects







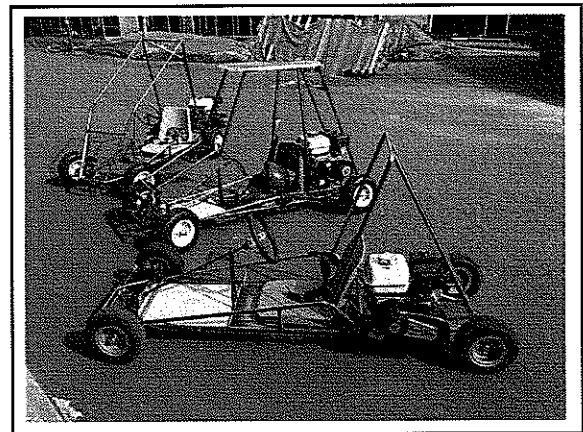
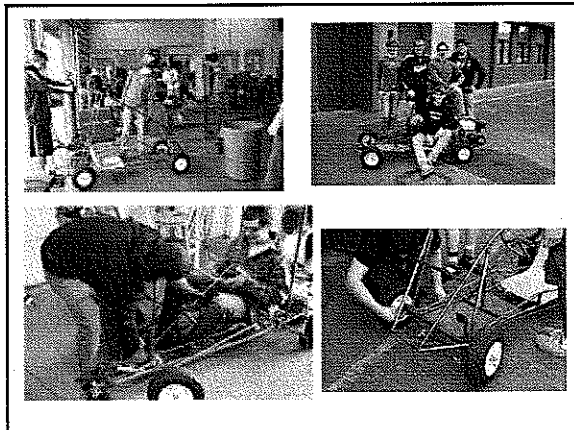
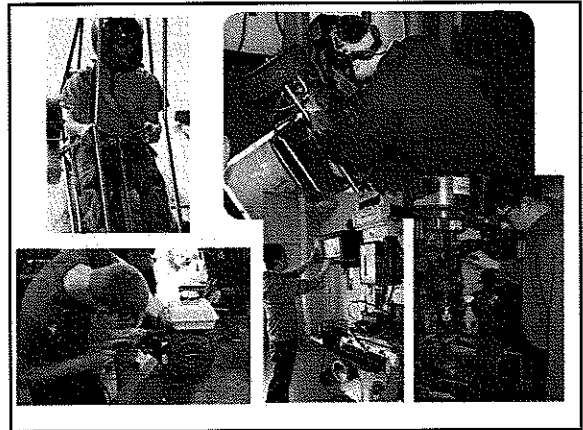
## Advanced Metals

### Design

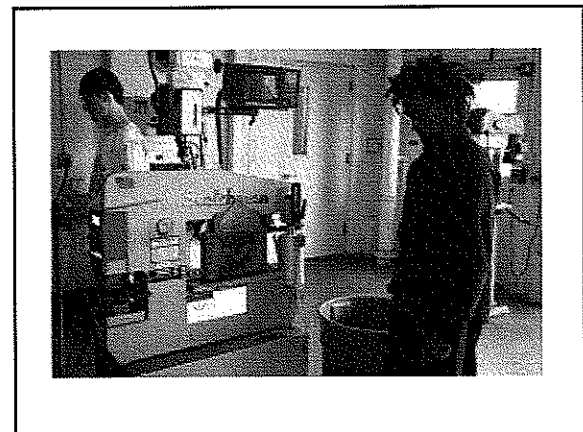
- \* Thumbnail Sketches
- Solid Works
- Wire Frames
- Team Work
- Electric or Motorized karts
- Motorcycles

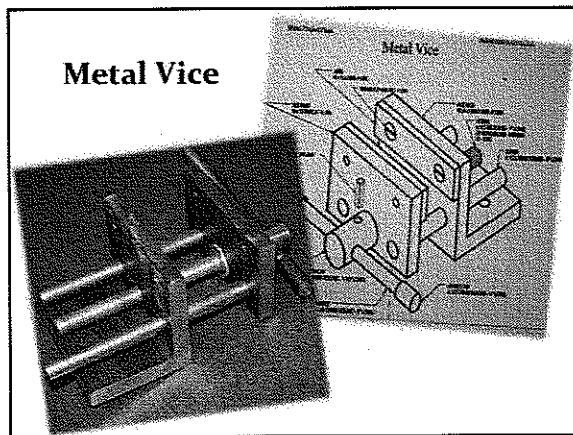
### Machining/ Welding

- \* Gas Tungsten Arc Welding
- \* Plasma Arc Cutting
- \* Advanced Machining and Welding Techniques
- \* Computer Aided Design
- \* Computer Aided Manufacturing



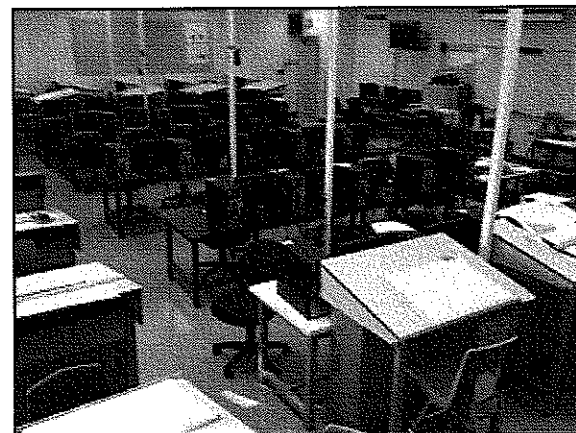
## Life Skills Students

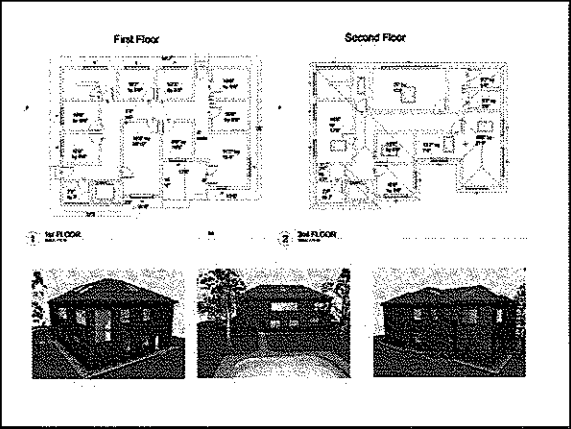
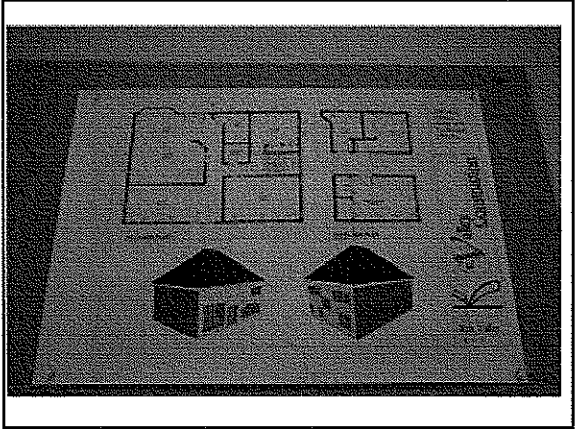
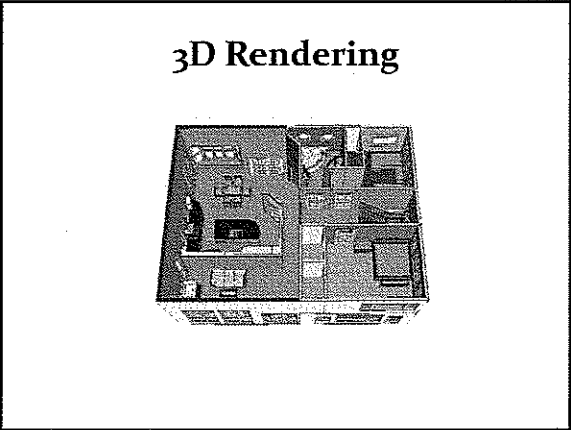
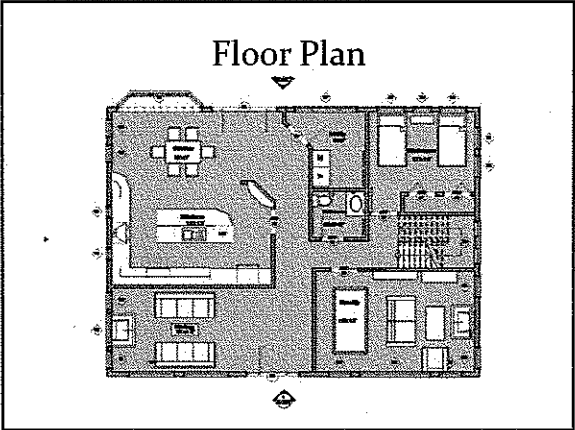
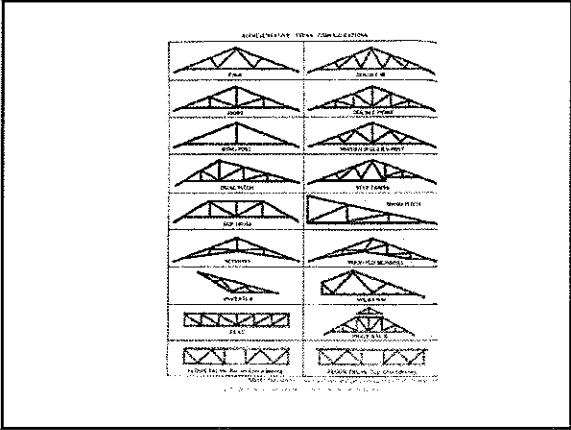
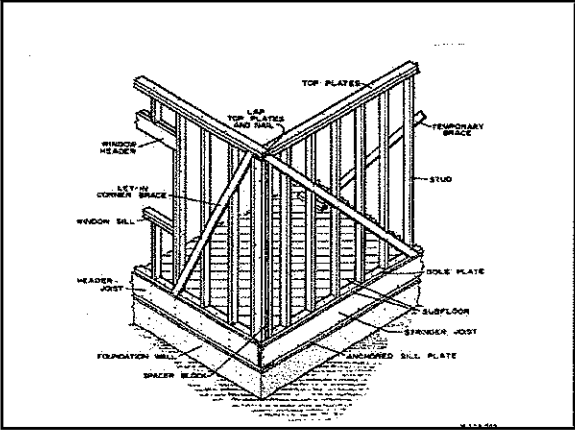


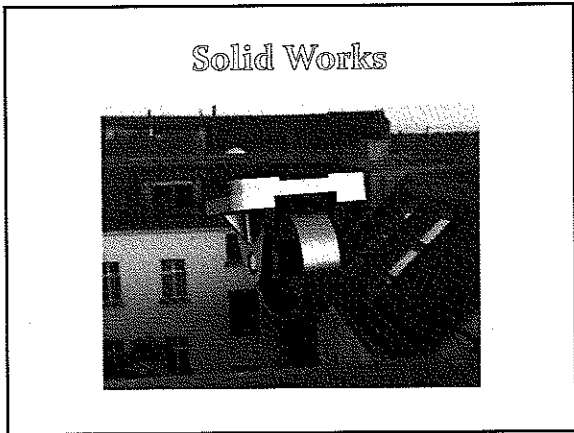
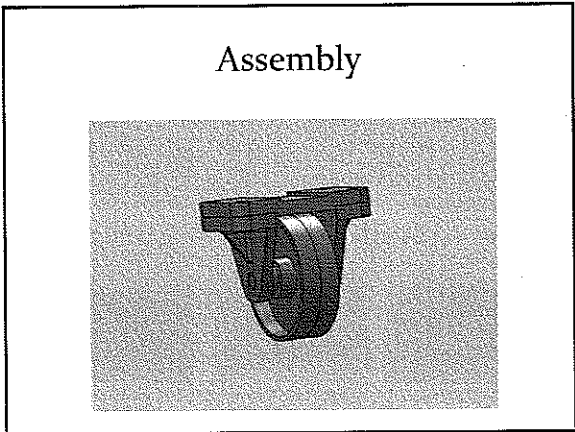
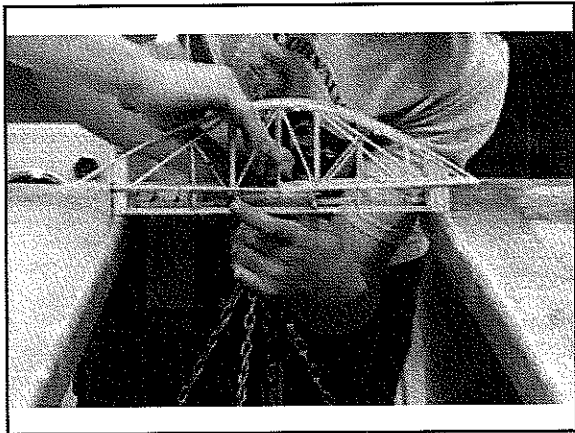
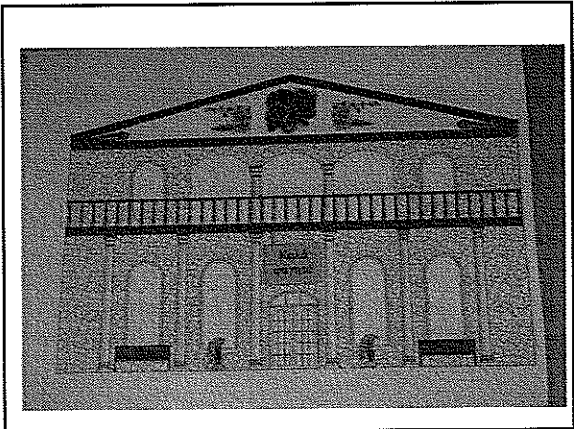
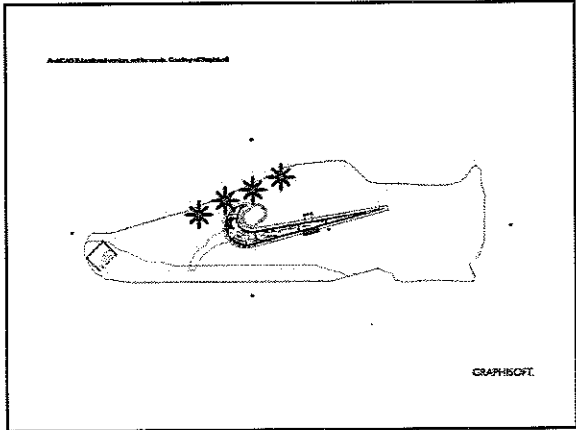


**Engineering/ Architecture Drawings**  
 Designed with A+ CAD/ Archi-CAD/ SolidWorks/ Photo 360

<u>Architecture</u>	<u>Engineering Drawings</u>
Floor plan	Single view drawings
Elevations	Orthographic drawings
Electrical	Cross-sections
Site plan	Dimensioning
Cross-section	Exploded views
Detail drawings	Assemblies
Model bridge	Rendered views
¼ scale model house	







## Woodworking and Construction

- |   |  |
|---|--|
| <p>Woods 1</p> <ul style="list-style-type: none"><li>• Measurement</li><li>• Hand tools and safety</li><li>• Bandsaw</li><li>• Drill press</li><li>• Planer</li><li>• Jointer</li><li>• Tablesaw</li><li>• Router</li><li>• Sanders</li></ul> | <p>Woods 2/Construction</p> <ul style="list-style-type: none"><li>• Advanced techniques in joinery</li><li>• Cabinetmaking</li><li>• Design process</li><li>• Time and materials estimation</li><li>• Framing</li><li>• Roofing</li><li>• Trim and window installation</li></ul> |
|---|--|

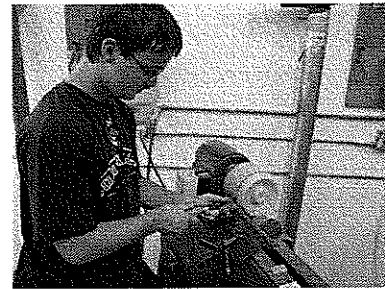
## Remolding a House

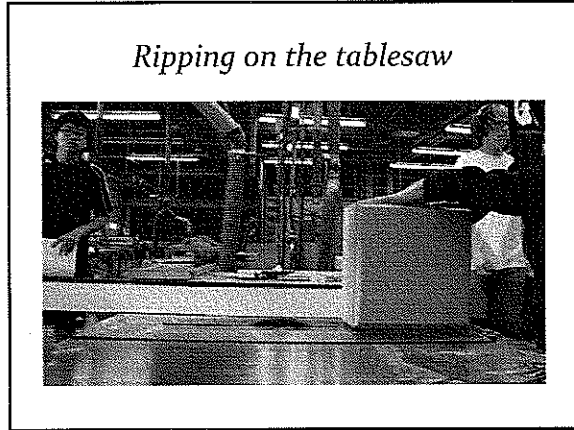
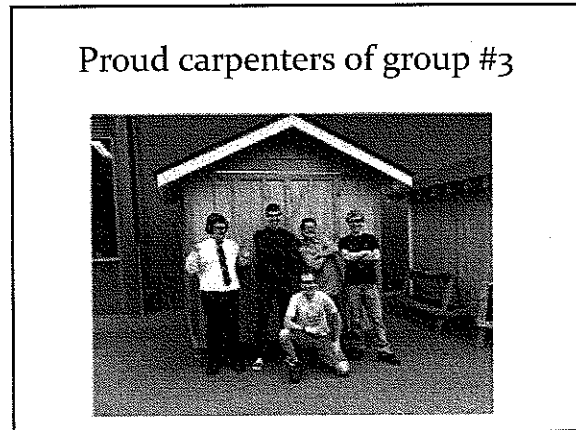
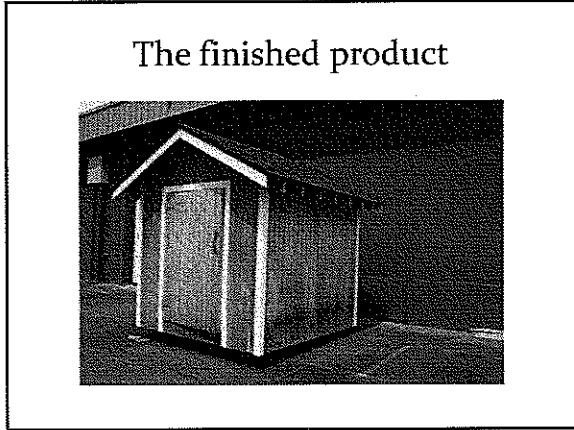
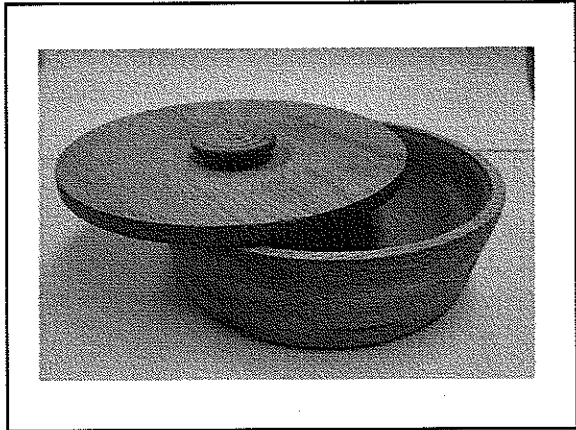


### *Turning a bowl*

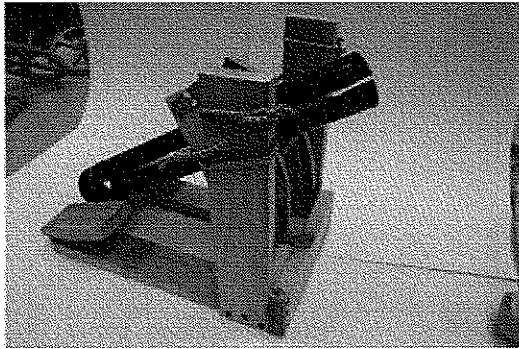
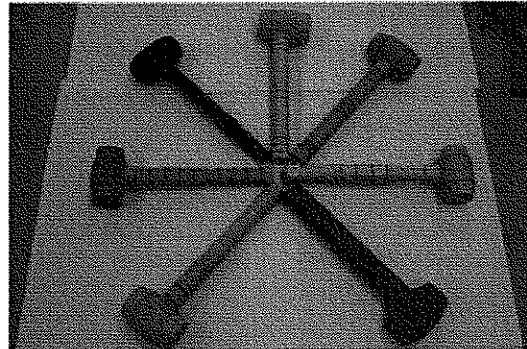


### *Parting off the lid*





Bench with mortise and tennon joints

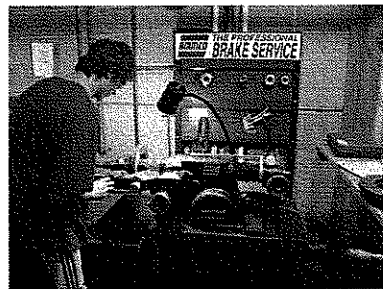


## Automotive

- | Autos 1                   | Autos 2                  |
|---------------------------|--------------------------|
| • Tools and safety        | • Clutches               |
| • Cooling system          | • Manual transmission    |
| • Tires and wheels        | • Automatic transmission |
| • Brakes                  | • Rear axle              |
| • Suspension and steering | • Transfer case          |
| • Engine design           | • Transaxle              |
| • Engine fundamentals     | • Batteries              |
| • Engine tune up          | • Starting system        |
|                           | • Charging system        |



Brake lathe

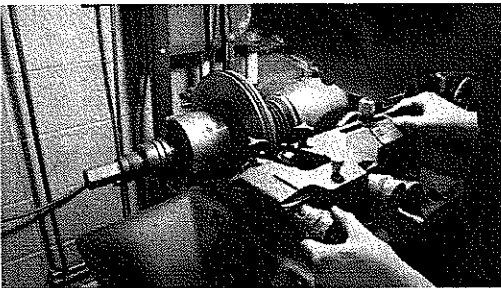




*Servicing drum brakes*



*Resurfacing a rotor*



*Mounting a tire  
on the tire  
machine*

# Information Management CTE Program of Study



A comprehensive, structured approach for delivering academic and career and technical education to prepare students for postsecondary education and career success.

*U.S. Department of Education*

# Program Classes

- Intro to Computer Programming through Game Design
- Web Design 1 & 2
- Oracle Databases



# Intro to Computer Programming through Game Design

- Graphic User Interface (GUI)
  - Friendlier to use
- Attracts more diverse population
  - Pulls more female and ELL students
- Focuses on main paradigms
  - Learn paradigms without syntax challenges
- “Fun” class (despite learning)



# Intro to Computer Programming through Game Design

- Focus on paradigms
  - Analysis, Logic & Problem Solving
  - Methodologies – Functional, Logical, Imperative & Object Oriented
  - Techniques - IF/Else, Looping, Recursion, Input & Output
  - Terms & Phrase – Data types, Procedures, Classes and Inheritance, Scope, etc.



# Web Design 1 & 2

- Project Based Learning – each skill builder
- Basic Page & Site Creation Skills
- Attracts diverse population
- Creative Opportunities
- Meets LBCC College NOW competencies
- Industry standards (W3 Consortium standard)
- “Fun” class (despite learning)



# Web Design 1 & 2

## Learning Industry Standards

- Language Standards – HTML, CSS & Widgets
- Server/Client Relationship – data, content, etc
- Analysis – “why” of Web sites
- Terms & Phrase – CSS, Widgets, Linking, Images, Security, etc.
- Life Cycle – building “planned” sites for ease of maintenance
- Constantly changing – “learning to learn”

# Oracle Databases

- Post-secondary degree program
- Learn & apply higher-order thinking skills
- Part of LBCC Program – 4 College Credits
  - 1 Additional class prepares for Certification
- Prepares them for advanced study in
  - Computer science
  - Engineering
  - Business



# Oracle Databases

Exposure to professional skills used in technology and business careers:

- Software development
- Systems analysis
- Database administration
- Management consulting

*Oracle certification – a distinction that provides an additional competitive edge in the job market*



# “Intro” Student Success Stories...

OGPC 5.0 – first year competing, the team won Pro-Choice (*Professionals favorite*)

A recent female grad is attending DigiPen Institute of Technology next year.

Two students created a game they sold online one summer. Splitting profits, 1 got a used car; the other saved for college.



# Web Student Success Stories...



Two students currently get paid for Web site development and maintenance.

CV Web site – student designed and developed  
Students support a variety of extra curricular sites

# Web Student Success Stories...

Female Oracle student, through mother's connections, got part-time summer job after completing class.

Students completing class with transferable credits – enter college with higher standing, getting classes they want as freshmen.

## Oracle Academy

The ability to do something well...

**IT Skills**



opportunity →

IT and Business Career Preparation

Certification Resources

Faculty Professional Development

Curriculum and Training Resources

Database, Middleware, and Enterprise Applications

Hosted Technology

The Oracle Academy offers a complete portfolio of software, curriculum, hosted technology, faculty training, support, and certification resources to education institutions globally. Students gain hands-on experience with the latest technologies and develop industry-relevant skills prior to entering the workplace.

Supports over 1.5 million students in 95 countries.

# Computer & Information Technology Occupations

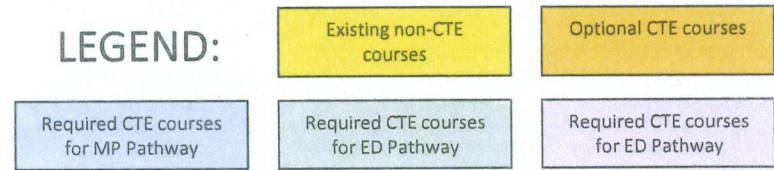
Bureau of Labor Statistics 2012



	OCCUPATION 	JOB SUMMARY	ENTRY-LEVEL EDUCATION  	2010 MEDIAN PAY  
	<a href="#"><u>Computer and Information Research Scientists</u></a>	Computer and information research scientists invent and design new technology and find new uses for existing technology. They study and solve complex problems in computing for business, science, medicine, and other uses.	Doctoral or professional degree	\$100,660
	<a href="#"><u>Computer Programmers</u></a>	Computer programmers write code to create software programs. They turn the program designs created by software developers and engineers into instructions that a computer can follow.	Bachelor's degree	\$71,380
	<a href="#"><u>Computer Support Specialists</u></a>	Computer support specialists provide help and advice to people and organizations using computer software or equipment. Some, called technical support specialists, support information technology (IT) employees within their organization. Others, called help-desk technicians, assist non-IT users who are having computer problems.	Some college, no degree	\$46,260
	<a href="#"><u>Computer Systems Analysts</u></a>	Computer systems analysts study an organization's current computer systems and procedures and make recommendations to management to help the organization operate more efficiently and effectively. They bring business and information technology (IT) together by understanding the needs and limitations of both.	Bachelor's degree	\$77,740
	<a href="#"><u>Database Administrators</u></a>	Database administrators use software to store and organize data, such as financial information and customer shipping records. They make sure that data are available to users and are secure from unauthorized access.	Bachelor's degree	\$73,490
	<a href="#"><u>Information Security Analysts, Web Developers, and Computer Network Architects</u></a>	Information security analysts, web developers, and computer network architects all use information technology (IT) to advance their organization's goals. Security analysts ensure a firm's information stays safe from cyberattacks. Web developers create websites to help firms have a public face. Computer network architects create the internal networks all workers within organizations use.	Bachelor's degree	\$75,660
	<a href="#"><u>Network and Computer Systems Administrators</u></a>	Network and computer systems administrators are responsible for the day-to-day operation of an organization's computer networks. They organize, install, and support an organization's computer systems, including local area networks (LANs), wide area networks (WANs), network segments, intranets, and other data communication systems.	Bachelor's degree	\$69,160
	<a href="#"><u>Software Developers</u></a>	Software developers are the creative minds behind computer programs. Some develop the applications that allow people to do specific tasks on a computer or other device. Others develop the underlying systems that run the devices or control networks.	Bachelor's degree	\$90,530

# Pre-Engineering Program of Study -- CVHS

## LEGEND:



### Recommended Non-CTE Courses

9<sup>th</sup> Grade

Algebra 1  
Or  
Geometry

Biology

10<sup>th</sup> Grade

Geometry  
Or  
Algebra 2

Chemistry

11<sup>th</sup> Grade

Algebra 2  
Or  
PreCalculus

Physics  
Articulated with  
LBCC Physics 201  
and GS 104

12<sup>th</sup> Grade

PreCalculus  
Or  
Calculus

4<sup>th</sup> Year of  
Science  
(Preferably an  
advanced science)

Post K-12

Woodworking

Advanced  
Woodworking

Apprenticeship  
Experiences

- Laborers
- Electricians
- Weatherization
- Blazer Industries

Introduction to Engineering  
Articulated with LBCC Intro to CAD (EG4.407)

**Manufacturing  
Processes**

Metals & Welding  
•Articulated with LBCC  
Manufacturing Processes 1  
(MA3.396)

**Mechatronics**

Electricity /  
Electronics

Introduction to  
Mechatronics

**Engineering  
Design**

CAD – Solid  
Modeling  
Articulated with LBCC  
Solidworks 1  
(MA3.427)

Architecture

Engineering II

All courses following Introduction to Engineering can be taken in any order in any year.

Trades Apprenticeships  
2-Year Engineering Technician Program

4-Year Engineering or  
2-Year Engineering Tech Program



# Corvallis

SCHOOL DISTRICT

## III. CONSOLIDATED ACTION

### III.A. Minutes

#### III.A.1. March 12, 2012

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

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

**I. CALL TO ORDER AND ROLL CALL**

<p><u>BOARD MEMBERS PRESENT</u> Anne Schuster, Chair Blake Rodman, Vice Chair Judy Ball Lisa Corrigan Matt Donohue Chris Rochester Tom Sauret</p>	<p><u>EXECUTIVE STAFF PRESENT</u> Dr. Erin Prince, Superintendent Kevin Bogatin, Assistant Superintendent Roy Burling, Business Services Director Jennifer Duvall, Human Resources Director Julie Catala, Executive Assistant to the Superintendent</p> <p><u>STUDENT REPRESENTATIVES PRESENT</u> Lucas Luna, CVHS</p> <p><u>STUDENT REPRESENTATIVES EXCUSED</u> Neda Kazerouni, CVHS Maysa Shakibnia, CHS Joe Cihak, CHS</p>
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A quorum was present and due notice had been published.

**II. PLEDGE OF ALLEGIANCE**

Chair Schuster led the group in the Pledge of Allegiance.

**III. COMMITTEE/BOARD MEMBER ITEMS**

Director Corrigan updated the Board on her attendance at the play “Annie” and “You Can’t Take it With You”; at the Franklin K-8 Pan-Asian Celebration; at the Spring Fun Run for Kids; and at the boys 5A playoffs for basketball.

Director Rochester updated the Board on a visit to Garfield Elementary School.

Director Ball updated the Board on her attendance at a Wellness Council meeting, and a meeting of the Oregon Education Investment Board.

Chair Schuster shared about: the award-winning book The Shape of the Eye, written by Jefferson parent George Estreich; her attendance at the high school career fair and participation in mock interviews with the junior class; her attendance at the Sustainability Coalition Town hall meeting; Leadership Corvallis; Kindergarten night; her attendance at both “Annie” and the boys’ 5A basketball game; The Corvallis Environmental Center held tasting tables for the community and provided blueberries for 4,000 children; Crescent Valley and Corvallis High Schools are starting a student composting program.

#### **IV. STUDENT REPRESENTATIVE REPORTS**

Lucas Luna of Crescent Valley High School reported on the following topics: the success of mock interviews for juniors at the annual high school career fair; Impact Day, a day for breaking down stereotypes in school; fundraising efforts for Mr./Mrs. CV include auctioning off parking spots, and Shamrock Grams; new Litter Bug program, which encourages students not to litter.

#### **V. SUPERINTENDENT’S REPORT**

##### **A. Special Ed. Review Next Steps**

Dr. Prince provided information about the Special Education review and next steps. She also shared the following: she participated in Read Across America and read to 5<sup>th</sup> grade students at Jefferson Elementary School; she toured Corvallis Community Outreach, Inc.; she attended the Corvallis High School playoff game; she attended the annual Spring Fun Run for Kids; she presented at the Corvallis City Club as well as at Leadership Corvallis for their Education Day.

#### **VI. PUBLIC TESTIMONY**

Janiece Harrison, 7340 NW Madrone Way, Corvallis. Member of Youth M.O.V.E., which is a group of kids that range in age from 14 to 25, that promote youth motivating youth. Graduated from Corvallis High School last year. Ms. Harrison was one of the first students in Home Court program. Home Court gave her instruction and support, and would like the program to continue, as it helped her and others. Was briefly enrolled in CLASS; it wasn’t the right program for her, but it did help other students. Alternative education does not work for everyone, sometimes it is not enough, some students do not do well in large crowds. She would like the School Board and the district to help schools be inclusive for all students.

Michael Anderson, student at Crescent Valley High School. Mr. Anderson currently participates in the Home Court program, which has introduced him to like-minded people, who are his

friends. The program has been an invaluable resource. Found that the standard high school setting was not working for him. Going to program at College Hill has helped him to enjoy learning and his grades have improved dramatically, because teachers were willing to work around his problems. He now feels ready and prepared for college. Believes that a big high school is not the best environment for everyone to learn in, but is worried that the direction of the current program for alternative education is for students that fall into the category of delinquent. Mr. Anderson does not think the current system should be replaced, but believes that a separate program should exist.

Erik Swartzendruber, 495 SE Standish Avenue, Corvallis. Mr. Swartzendruber is the President of the Board of Charter Schools. Gave an update to the School Board on Muddy Creek Charter School, including the following: Muddy Creek Charter School building updates, currently have four new heat pumps; partnership with ART group; Wildlife Stewards contest will be hosted at the school; update on projects and place learning, as well as local field trips; looks forward to a continued partnership with the Corvallis School District.

Denise Cardinali, 6017 SW Grand Oaks Drive, Corvallis. Ms. Cardinali appreciates the Special Education report, but feels it poorly reflects the input of parents. The questions on the survey were too difficult to answer; feels that a survey should have questions that generate meaningful responses. Spoke to the Board of families that have chosen to leave Special Education, and parents that are worried their children will not get a diploma. District administration should look at the students who have left Special Education, who are now in middle and high school. Administrators should also look into families that have left the district, because Special Education was not working for them.

Susan Melero, 1687 NW Division Street, Corvallis. A self-advocate for disabled people, stated that Special Education is the number one priority for people with disabilities. Attended Special Education, and received a modified diploma from a high school in Albany, but had a difficult time with bullying from other students. Hopes that students currently in Special Education have a better experience in school than she did. Wants people with disabilities to advance.

Peter and Sara Gelser, 4030 NW Glen Eden Dr., Corvallis, OR. Have a child with intellectual disabilities, and advocate for children with disabilities. Stated that it has been frustrating not being heard. Admire the creativity and passion of Principal Matt Boring of Corvallis High School, and Superintendent Prince. Ms. Gelser feels hopeful for all children who are starting school, that there is now someone taking the lead. It is important to value all students, and to ensure that children with disabilities get the same opportunities as everyone else. She hopes that the district can create a culture that assumes competency in its students. Mr. Gelser, in the past, has asked for leadership in the district, and would like steps to be taken in regards to issues in Special Education.

## **VII. STAFF TESTIMONY**

No staff testified.

## **VIII. SPECIAL REPORTS**

### **A. Homeless Student Issues**

Crescent Valley High School Principal Cherie Stroud, Family Outreach Advocate Carolyn Hinds, and Councilor Annika Mauelshagen, gave a PowerPoint presentation about Homeless Student Issues. (Filed as Supplemental Item #VII-18 in the Official 2011-12 Board Minutes.)

A summary of the presentation, along with answers by staff to questions from Board members, follows:

- It is Federal Law for a school district to employ an advocate for homeless students.
- Housing in Corvallis is expensive; there are many issues that need to be solved.
- Housing issues can be a barrier to learning.
- Currently 37% of students in the district qualify for free and reduced lunch.
- The Corvallis School District identified 175 students a year that are served by homeless advocates, but this number does not represent them all.
- Homes of Hope program—main mission includes rent in the Corvallis community that does not exceed \$300 a month.
- Community partnerships are very important, i.e. the Homeless and Education Resource Team (HEART) program out of Spokane, Washington, which is a program that is in place to address and support the educational needs of students who find themselves in temporary or transitional housing during the school year.
- Unlike Eugene and Portland, Corvallis does not have a campground and does not currently allow car camping in church parking lots.
- It is difficult for children to stay connected to school when they are moving around all the time.
- It is important to understand that many different lifestyles are labeled as “poverty.”
- The district should develop programs that incorporate the life experiences of children who live in poverty.

### **B. PLC Report – Lincoln Second Grade Team**

The Lincoln Second Grade team including teachers, Sidney Rosen, Lural Ramirez, and Shahnaz Sahnaw gave a report on Professional Learning Communities (PLC).

A summary of the report as well as answers by staff from questions from Board Members follows:

- Whenever the PLC meets, there is a focus on four essential guiding questions: What do we want our students to learn? How do we know they’ve learned it? What do we do for the kids who haven’t learned it? What do we do for the kids who already know it?
- Their PLC box is an organizational tool that holds information such as student information, history of interventions that were used, Tier paperwork, assessments, and parent contact log. These files follow the students from grade to grade.

- Hoping to develop an electronic system for all information that is currently included in the PLC box.
- Confidentiality is a drawback to implementing an electronic system.
- It is important to keep track of the several interventions that are used on students. Any system of organization is useful, as everything is documented.
- Common Formative Assessments (CFA).
- Teachers appreciate the opportunity to support and learn from one another during PLC time.
- PLC note taking form is a uniform way to keep track of and disseminate information.
- It is important to look at the grade as a whole, not just classroom by classroom.
- RTI and Tier paperwork means that teachers don't have to start over from scratch as students move through the grades.
- PLC time is very specific to the Corvallis School District.
- PLC time helps teachers to know the strengths and needed growths of all their students. It makes the teacher's work more efficient and effective.
- During the previous school year, a lot of work was done in developing the CFA forms, now it is ready for subsequent years.
- PLC process gives teachers time to look at interventions that have taken place on individual students, and how the students responded to them.
- PLC process has a hierarchy of goals to achieve as well as a calendar to follow.

### C. PLC Report – Freshmen Success Rate

Crescent Valley High School Principal Cherie Stroud and Corvallis High School Principal Matt Boring gave a PowerPoint presentation to the Board reporting on the freshman success rate for the first semester of the 2011-12 school year. (Filed as Supplemental Item #VII-19 in the Official 2011-12 Board Minutes.)

A summary of the presentation, along with answers by staff to questions from Board members follows:

- At Corvallis High School, out of 396 freshmen, 83 students earned a 4.0 GPA, and 57 students failed at least one class.
  - Student grade level is retained in the computer system; some students start in the system in the 9<sup>th</sup> grade, but did not receive enough credits to advance to the 10<sup>th</sup> grade, so they stay in the system as 9<sup>th</sup> graders.
  - The failure rate in 11<sup>th</sup> and 12<sup>th</sup> grade is 9.7 percent, as opposed to 17 percent in the 9<sup>th</sup> grade.
  - This is the first year at Corvallis High School that Pre-Algebra was not offered to students. There were 41 F grades in Algebra I.
  - The district must admit that without offering Pre-Algebra, students were put in a situation where they could not succeed in Algebra I.
  - Of the 57 freshman who failed a class, approximately one half were on free and reduced lunch.

- Hispanic students make up 13 percent of the freshman class, but 30 percent of the students who are failing the classes.
- Approximately 11 percent of 9<sup>th</sup> grade students are on IEPs.
- In the past, when a student failed Algebra I in the fall semester, they could not retake the class until the next fall. A new system has been developed to give students an opportunity to catch up during an intensive block offered in the spring.
- Student failure rate is expensive for the district; it costs approximately \$500 per class when a student fails.
- At Crescent Valley High School, 51 percent of all grades finished at the A level, four percent at the F level. Freshmen lag behind in A's and are further ahead in F's.
  - Special education students' rate of failure is much higher than other student groups.
  - 6.8 percent 9<sup>th</sup> grade failure rate is mostly due to Algebra I.
  - TAG students have a 6 percent failure rate.
  - Retaining students in grades is not enough; students do learn that failure is an option.
  - Of the 9<sup>th</sup> graders who failed this semester, 42 percent are on free and reduced lunch. 56 percent of them have been in the district their entire life.
  - It is important to pay attention to the level students enter high school at, meet them at that level, and move them on from there.
  - Many 9<sup>th</sup> graders were not prepared for Algebra I.
- Spreading classes out should be beneficial; some of the district's most at-risk students have the worst attendance.
- An intensive block is useful to students who come into high school under grade level. There are some benefits to an intensive block, but a year-long program is essential.
- At the middle school level, staff is working really hard to put interventions in at their level.
- Both high schools are holding an FTE for pre-algebra.
- Open dialogue between middle school and high school is necessary and a positive first step.
- Necessary to have a conversation about what a grade means. The district should understand if poor grades are a result of student's not doing homework, or not truly understanding the material.
- With changes in curriculum, early consistent intervention will help students and teachers alike in the future.
- Students often have a history of struggle in classes, but it is not until they get to high school that they are retained a grade level for the first time.
- It is important for the School Board and the district as a whole to not be afraid of the data that is presented, and understand this is a complex issue. Understand that change takes time.

#### **D. Preliminary Budget Recommendations**

Superintendent Erin Prince gave a Budget Process Update to the Board. (Filed as Supplemental Item #VII-20 in the Official 2011-12 Board Minutes.)

The presentation focused on recommendations given by the Budget Task Force, which included; one-time savings, renewable savings, and sustainable savings. The presentation also touched on other resource-saving strategies suggested by the Budget Task Force.

## IX. CONSOLIDATED ACTION

**MOTION #18:** It was moved by Director Donohue and seconded by Director Rodman to approve the consolidated action agenda.

The motion was voted on and passed unanimously.

The following items were approved:

### A. MINUTES

- a. January 23, 2012
- b. February 6, 2012

### B. SUPPORT SERVICES ITEMS

#### 1. Licensed Personnel Recommendations Including Annual Contract Renewals

##### Annual Contract Renewals:

- Personnel recommendations for the 2012-2013 school year, grouped by contract status. (Filed as Supplemental Item #IV-4 in the Official 2011-2012 Board Minutes.)

2. **School Board Guiding Principles and Priorities for 2011-12** (filed as Supplemental Item # IV-5 in the Official 2011-12 Board Minutes).
3. **Resolution No. 12-0301 – Increase In and Transfer of Appropriations Related To Unpredicted SB1149 and BETC Pass Through Funds** (filed as Supplemental Item #III-2 in the Official 2011-12 Board Minutes).
4. **Board Policies.** The Board approved the following policies. (All are filed as Supplemental Item #XII-4 in the Official 2011-12 Board Minutes.)
  - Board Policy **DBK**—Budget Transfer Authority—Revised—Second Reading
  - Board Policy **DM**—Cash in District Buildings—New—Second Reading
  - Board Policy **EBBCC**—Use of Automated External Defibrillator (AED)—Rescinded
  - Board Policy **EFAB**—Handling Lost, Stolen, and Misused Meal Tickets
  - Board Policy **GCB**—Temporary Licensed Staff—Rescinded
  - Board Policy **JED**—Student Absences and Excuses—Revised—Second Reading

## X. CONSOLIDATED INFORMATION

The Board received the following information:

### 1. Non-Licensed Personnel Information

Recommendation to Hire:

- Maria Gutoski: Student Behavior Support 1, 4.0 hours, Garfield Elementary School; effective February 13, 2012 (Limited Term).
- Kim Murphy: Educational Assistant 2 – Supported Ed, 4.75 hours, Lincoln Elementary School; effective February 6, 2012 (Limited Term).

Termination/Resignation/Layoff:

- Brian Pecor: Student Behavior Support 1, 7.5 hours, Crescent Valley High School; effective June 14, 2012 (Resignation)

### 2. Board Policies and Administrative Regulations. The Board received the following:

- Administrative Regulation **EBBCC-AR**—Use of Automated External Defibrillator (AED)—Revised/Renamed EI-AR(3)
- Board Policy **GAA**—Personnel: Definitions—Revised—First Reading
- Board Policy **GBCC**—Privileged Information (Student Confidentiality)—Revised—First Reading
- Board Policy—**GBL**—Personnel Records—Revised—First Reading
- Board Policy—**GCBDE/GDBDE**—Military Leave of Absence—Revised—First Reading
- Board Policy **GCEA**—Substitute Teachers—Revising—First Reading
- Board Policy **GBH/JECAC**—Staff/Student/Parent Relations—Revision—First Reading
- Board Policy **JECAC/GBH**—Staff/Student/Parent Relations—Revision—First Reading
- Administrative Regulation—**IIBGA-AR**—Electronic Communications System—Revised—For Information

## XI. ADJOURNMENT

There being no further business before the Board, Chair Schuster adjourned the meeting at 9:29 p.m.

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Anne Schuster, Board Chair

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Dr. Erin Prince, Superintendent

Prepared By: Amanda Moser

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# Corvallis

SCHOOL DISTRICT

III.A.2. April 2, 2012

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

The meeting was called to order at 6:34 p.m. in the Board Room of the Central Administration Building, 1555 SW 35<sup>th</sup> Street, Corvallis, OR 97333. The secretary recorded those present as listed below.

**I. CALL TO ORDER AND ROLL CALL**

<p><u>BOARD MEMBERS PRESENT</u> Anne Schuster, Chair Blake Rodman, Vice Chair Judy Ball Lisa Corrigan Matt Donohue Chris Rochester Tom Sauret</p>	<p><u>EXECUTIVE STAFF PRESENT</u> Dr. Erin Prince, Superintendent Kevin Bogatin, Assistant Superintendent Roy Burling, Business Services Director Jennifer Duvall, Human Resources Director Kathleen Walker, Student Services Director Julie Catala, Executive Assistant to the Superintendent</p> <p><u>STUDENT REPRESENTATIVES PRESENT</u> Lucas Luna, CVHS Neda Kazerouni, CVHS Joe Cihak, CHS</p> <p><u>STUDENT REPRESENTATIVES EXCUSED</u> Maysa Shakibnia, CHS</p>
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A quorum was present and due notice had been published.

**II. PLEDGE OF ALLEGIANCE**

Chair Schuster led the group in the Pledge of Allegiance.

**III. COMMITTEE/BOARD MEMBER ITEMS**

Director Sauret notified the Board of a Question and Answer document released by the Oregon Education Investment Board; also the OEIB is to provide a webinar for district staff and Board Members in regards to achievement compacts.

Chair Schuster notified the Board of her joining the State Board for OSBA, and her attendance at

a conference put on by the Oregon Education Association.

#### **IV. STUDENT REPRESENTATIVE REPORTS**

Lucas Luna, and Neda Kazerouni of Crescent Valley High School spoke on the following topics: the upcoming Mr. and Ms. CV Pageant; fundraising for Mr./Ms. CV has been successful; 8<sup>th</sup> grade open house delayed due to school closures; visiting Japanese exchange students; CV theater will be premiering “Cinderella”; Spring blood drive; students happy with earlier release time in new schedule.

Joe Cihak of Corvallis High School spoke on the following topics: Mr. Spartan raising money for the Mario Pastega House—fundraising efforts include Hoop Jam, a garage sale, canned-goods drive, and silent auction; students like consistent start time of new high school schedule, and earlier release time is easier for student athletics; shift of mentoring period into two-50 minute blocks will be positive for students; CHS won the state basketball championships; the start of Spring sports; Prom will be announced soon.

#### **V. SUPERINTENDENT’S REPORT**

Superintendent Prince spoke on the following topics: Two Corvallis High School students took first and second place in a state geographic spelling be; four high school students will be going to Indianapolis for a national debate championship; Senate bill 1581, regarding achievement compacts. Compacts are expected to be delivered in April and must be returned by July 1. The school district needs to determine if we have district or Board goals that fit in to the compacts; three instructional days were lost due to inclement weather. Make-up days will extend the school year further into June; request for the Board to freeze her salary and take four furlough days, due to upcoming budget reductions.

#### **VI. PUBLIC TESTIMONY**

No public testimony was offered.

#### **VII. STAFF TESTIMONY**

No staff testified.

#### **VIII. SPECIAL REPORTS**

##### **A. PLC Report – Linus Pauling Middle School Math**

Assistant Superintendent Kevin Bogatin and Linus Pauling Middle School math teachers Paul

Regan, Jenni Peterson, and Marion Thenell, presented a report on Professional Learning Communities (PLC).

A summary of the presentation, along with answers from staff by questions from Board Members follows:

- Before PLC time was created, there was no means for teachers to contact one another for guidance, especially new teachers.
- This is the first or second year of middle school getting PLC time; it is still a work in progress.
- PLCs at the elementary level are the result of a lot of district resources; the middle school level does not have the level of those resources yet.
- PLC time was first used for adopting textbooks; middle school and high school staff collaborated on math textbook adoption.
- This year, PLC time has primarily been taken up with Common Core State Standards.
- With Common Core State Standards still coming out, teachers are learning how to assist students in all levels and requirements.
- Teachers come away from PLC with new ideas and resources, and the reassurance that other teachers are facing similar struggles.
- LPMS teachers have been able to meet with at Cheldelin and Corvallis High School.
- Staff would like to meet with elementary and high school teachers, to create a PLC community.
- General topics covered in PLC time include; intervention ideas, OAKS testing, and peer tutoring conversations.
- Agenda items are covered, as well as issues that come up.
- Balancing when PLC time will be held with part-time staff can be a challenge.
- Shared teaching strategies and assessments, means that teachers have multiple resources to draw from when teaching and assessing common core standards.
- Students receive the benefit of more than one teacher, because teachers can get ideas from one another during PLC.
- Peer tutoring has been successful; brought students in during lunch and after school. Some students double up on math in order to get more exposure.
- Purchased intervention program called, “America’s Choice.” Looking at technology-based solutions.
- Middle school teachers see 160 students a day, in 45 minute time spans.
- Collecting data, putting it in usable form, and getting information back out to teachers is extremely difficult. Need to find a more meaningful way of processing data.
- Class sizes in core math are very high. A cap of 15 students has been set for intervention classes.
- Middle school teachers cannot teach to interventions in class, unlike at the elementary level. In middle school, more creative methods have to be taken.
- It can be difficult to make changes mid-year in regards to interventions, as a student’s entire schedule may need to be changed.
- Interventions are more effective with younger students.
- Assessment pieces are important; teachers can find out what students want to learn about.

## **B. PLC Report – Cheldelin Middle School Science**

Cheldelin Principal Geoff Penrose, along with Cheldelin science teachers Janice Rosenberg and Britten Clark-Huyck presented a PLC report.

A summary of the presentation, along with answers from staff by questions from Board Members follows:

- PLC time is beneficial to teachers as they can share ideas and not teach in isolation. The value the district has placed on professional development is greatly appreciated.
- .3 FTE in science at Cheldelin. Some teachers have colleagues that teach the exact same content, some do not.
- Standards are a great way to teach, it helps to focus on what content to teach to students.
- Use of Model-Based inquiry. Students represent what they know on paper. Teachers can then see what the students have learned and what they already know, and are able to adjust instruction in order to benefit the students.
- New scoring guide for work samples includes engineering and design. PLC time allowed teachers to develop a project that would give students more experience in these areas.
- Alignment of middle school and high school schedules with allow for more time for cross collaboration between teaching staff.
- PLC time is essential in creating a learning environment for students.
- Cheldelin has full 6<sup>th</sup> grade intervention program, and students did very well on tests. Most time and effort is put into 6<sup>th</sup> grade interventions.
- The process of curriculum adoption is transitioning toward technology, not textbooks.
- A greater collaboration with high school teachers would be beneficial.
- Technology is becoming more of a reality for students and curriculum adoption.
- There is a place for online learning for students, but there are gaps in that system as well. The district was to use teachers to their full benefit and potential.
- Staff is looking into grading practices.
- Cross-curriculum is being written at Cheldelin.
- The differences in standards can be challenging in terms of combining math and science lessons.
- Elementary science teachers are doing a great job; incoming sixth graders are prepared for the middle school curriculum.
- Teachers must also develop a process for students who come into the class already familiar with the material.
- Sustainability in education was a common theme that was adopted by all grade level PLCs.
- Student assessment is done through smaller quizzes; teachers can see where students need more help.
- Balancing the needs of all teachers during PLC time can be difficult, but it is important.

## IX. CONSOLIDATED ACTION

Director Ball asked that Board Policy GBCC be held for discussion. She also asked that the words “In six years” be removed from the beginning of a sentence on page 62 of the February 27, 2012 minutes.

Director Rochester noted that although he supports the adoption of the music curriculum (item B.3.), he was surprised at the cost; he expressed his desire to conduct due diligence to ensure that the cost of the technology is a justifiable expense. Director Ball noted similar concerns.

**MOTION #19:** It was moved by Director Rodman and seconded by Director Corrigan to approve the consolidated action agenda with the exception of item B.5. – Policy GBCC and with the change in the February 27, 2012 minutes requested by Director Ball.

The motion was voted on and passed unanimously.

The following items were approved.

### A. MINUTES

- a. February 27, 2012

### B. SUPPORT SERVICES ITEMS

#### 1. Licensed Personnel Recommendations

##### Recommendation to Hire:

- Marcianne Koetje: Assistant Principal, 1.0 FTE, Linus Pauling Middle School, effective July 1, 2012 (Probationary).

##### Termination/Resignation:

- Helene (Beth) Lambright: Music Teacher, 0.60 FTE, Lincoln Elementary School, effective June 15, 2012 (Resignation).
- Tony Vandermeer: Social Studies Teacher/Career Education Specialist, 0.67 FTE, Crescent Valley High School, effective June 30, 2012 (Resignation).
- Chris Boatwright: Third Grade Teacher, 1.0 FTE, Wilson Elementary School, effective June 30, 2012 (Retirement).
- Janet Cover: Second Grade Teacher, 1.0 FTE, Adams Elementary School, effective June 30, 2012 (Retirement).
- Linda (Faye) Cummins: Fourth Grade Teacher, 1.0 FTE, Jefferson Elementary School, effective June 30, 2012 (Retirement).
- Doug King: Physical Education Teacher, 1.0 FTE, Cheldelin Middle School, effective June 30, 2012 (Retirement).

##### Annual Contract Renewals:

- Kevin Bogatin: Recommending contract extension for the 2012-2013 school year (Probationary Status – 3rd Year). Under separate agreement from the non-represented group.

2. **2012-13 School Board Meeting Schedule** (Filed as Supplemental Item #IV-6 in the Official 2011-12 Board Minutes).
3. **K-5 Music Curriculum Adoption** (Filed as Supplemental Item #IV-7 in the Official 2011-12 Board Minutes).
4. **Board Policies.** The Board approved the following policies. (All are filed as Supplemental Item #XII-4 in the Official 2011-12 Board Minutes.)
  - Board Policy **GAA**—Personnel: Definitions—Revised—Second Reading
  - Board Policy—**GBL**—Personnel Records—Revised—Second Reading
  - Board Policy—**GCBDE/GDBDE**—Military Leave of Absence—Revised—Second Reading
  - Board Policy **GCEA**—Substitute Teachers—Revising—Second Reading
  - Board Policy **GBH/JECAC**—Staff/Student/Parent Relations—Revision—Second Reading
  - Board Policy **JECAC/GBH**—Staff/Student/Parent Relations—Revision—Second Reading
5. Board Policy **GBCC**—Privileged Information (Student Confidentiality)—Revised—Second Reading

**Held for discussion:**

Director Ball requested that this policy be pulled for further review. She opined that the policy was written in such a way that it could be overly broad or overly specific; either way, she could not support adopting the revision. She noted that even without the revision, the policy is not acceptable due to its vague wording. The policy will be returned to staff for further work and brought to the Board again at a later date.

## **X. CONSOLIDATED INFORMATION**

1. Non-Licensed Personnel Information  
Termination/Resignation:
  - Joseph Ivers: Maintenance 4 – Electrician, 8.0 hours, District Office; effective March 31, 2012 (Retirement).
2. Unaudited Financial Statements – February 29, 2012 (filed as Supplemental Item #X-10 in the 2011-12 Official Board Minutes).
3. The Board Received the following policies and Administrative Regulations:
  - Board Policy **GBN/JBA**—Sexual Harassment—Revised—First Reading
  - Administrative Regulation **GBN/JBA-AR**—Sexual Harassment Complaint Procedure—Revised—For Information
  - Board Policy **JBA/GBN**—Sexual Harassment—Revised—First Reading
  - Administrative Regulation **JBA/GBN-AR**—Sexual Harassment Complaint Procedure—Revised—For Information
  - Board Policy **IGBA**—Students with Disabilities—Child Identification Procedures—Revision—First Reading
  - Administrative Regulation **IGBA-AR**—Students with Disabilities—Child Identification Procedures—Revision—For Information
  - Board Policy **IGBAF**—Special Education—Individualized Education Program

- (IEP)—Revision—First Reading
- Board Policy **IGBAH**—Special Education—Evaluation Procedures—Revision—First Reading
- Administrative Regulation **IGBAJ-AR**—Special Education—Free Appropriate Public Education (FAPE)—Revision—For Information
- Board Policy—**IKFB**—Graduation Exercises—Revision—First Reading
- Administrative Regulation **LBE-AR**—Public Charter Schools—Revised

## XI. ADJOURNMENT

There being no further business before the Board, Chair Schuster adjourned the meeting at 8:28 p.m.

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Anne Schuster, Board Chair

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Dr. Erin Prince, Superintendent

Prepared By: Amanda Moser

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# Corvallis

SCHOOL DISTRICT

III.A.3. April 16, 2012

**MINUTES**  
Work Session of the  
**BOARD OF DIRECTORS**  
Corvallis School District 509J

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

**I. CALL TO ORDER AND ROLL CALL**

<u>BOARD MEMBERS PRESENT</u> Anne Schuster, Chair Blake Rodman, Vice Chair Judy Ball Lisa Corrigan Matt Donohue Chris Rochester Tom Sauret	<u>EXECUTIVE STAFF PRESENT</u> Dr. Erin Prince, Superintendent Kevin Bogatin, Assistant Superintendent Julie Catala, Executive Assistant to the Superintendent  <u>STUDENT REPRESENTATIVES PRESENT</u> Lucas Luna, CVHS  <u>STUDENT REPRESENTATIVES EXCUSED</u> Maysa Shakibnia, CHS Neda Kazerouni, CVHS Joe Cihak, CHS
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A quorum was present and due notice had been published.

**II. PLEDGE OF ALLEGIANCE**

Chair Schuster led the group in the Pledge of Allegiance.

**IV. SUPERINTENDENT'S REPORT**

Oregon Career Information Systems Director Cheryl Buhl and CHS Counselor Cathy Wright presented the Oregon Career Information System Les Adkins Award for Career Guidance Excellence to Donna Keim, Corvallis High School Career Education Advisor.

Superintendent Prince spoke on the following topics: Lincoln Elementary School was named a 2012 Celebrating Student Success Champion, awarded by the Oregon Department of Education. Lincoln has experienced 40-60 percent jump in students reaching state reading standards, and 20-

30 percent in math standards; Linus Pauling Middle School took third place in Oregon Battle of the Books; Cheldelin Middle School and Hoover Elementary School also had teams in the competition; 2012-13 school calendar will be changed to add extra days to the end of the year, to use in case of inclement weather; all administrative and non-represented employees have agreed to no COLA, step, or insurance increases for the next year, along with four furlough days.

## **VIII. SPECIAL REPORTS**

### **A. Linn-Benton County Service Learning Task Committee**

Corvallis High School Career Education Advisor Donna Keim, member of the Linn-Benton Service Learning Task Committee, and Crescent Valley High School student Jonathan Elliot gave a presentation regarding service learning programs at the Corvallis School District.

A summary of the presentation, along with answers by presenters to questions from Board members, follows:

- The Linn-Benton County Service Learning Task Committee was convened two years ago.
- Goal is to keep service learning a focal point to training new teachers.
- Important to understand the difference between community service and service learning.
- There is a value to service learning; it is used in the real world and gives students experience.
- Service learning teaches students to become self-directed learners.
- Service learning projects can fit into any subject matter.
- Greater Albany School District incorporated service learning training for staff during professional development in August, and as a result has more staff involvement.
- Service learning brings student driven organizations to the forefront.
- The library at College Hill Alternative High School was developed in part to student drive and service learning opportunities.
- Currently there are 15 businesses in the area that are trained to accept students for service learning opportunities. The amount of business participating is kept low, in order to maintain the quality of the program.
- It is important to notify students and staff of the various projects that are available.
- There are many opportunities for students; many students use 4H to meet their service learning requirement.
- Service learning is an important factor in dropout prevention.
- The district should give profession development time for staff to become trained in service learning in order to have greater staff involvement.
- Student, Jonathan Elliot, developed a website for Interfaith Caregivers as part of his service learning opportunity.
- Service learning opportunities in the sciences are easier to come by, because the State of Oregon has developed packets for schools that include lists of projects for students to complete.

## **B. Instructional Technology Update**

Assistant Superintendent Kevin Bogatin, Title I and Elementary Curriculum Coordinator Amy Lesan, Technology Services Manager Rob Singleton, Hoover Elementary School Principal Bryan Traylor and Linus Pauling Middle School Principal Eric Beasley gave a PowerPoint presentation on Instructional Technology. (Filed as Supplemental Item #VII-21 in the Official 2011-12 School Board Minutes.)

A summary of the presentation along with answers by staff to questions from Board Members follows:

- Technology is an area of ongoing interest for the Corvallis School District.
- Canby School District is a pioneering school district in terms of the use of iPods and iPads to assist children, and has shown associated gains in achievement as measured by OAKS.
- Online textbooks are an innovation that is rapidly developing.
- Science classes have made a proposal to adopt iPad learning, using e-textbooks.
- Students must have a device or be lent one in order to access new technology.
- The district will look into leasing programs and other models of how to adopt technology and keep it sustainable for years to come.
- Funding for purchase of technology would come from Instructional materials budget, technology budget, and the Corvallis Public Schools Foundation. Some middle school principals would be contributing from individual school budget.
- Students with special needs are one group that could really benefit from this technology.
- Technology can increase the possibility of more distraction in the classroom. It will never replace classroom management or teacher awareness.
- It is important to view this as an instructional process, not just the technology that is being used. We need to assess what are the best tools for teachers to use in their classrooms.
- The focus in the classroom should be more about the learning environment and the engagement that is created between teachers and students, not about the technology.
- Linus Pauling Middle School has recently purchased Toshiba Netbooks that are mainly used for word processing.
- The district has an opportunity to look at how technology can serve us better.
- The Corvallis Public Schools Foundation wants to support the goals of the district. It has decided to broaden out its mini-grants program.
- It is important to have a pilot program for new technology in the district.
- Positive outcomes will happen, if technology is used intelligently in the classroom.
- There is a cost associated with textbook purchasing, the district is not looking to purchase right now, instead focus on classroom technology.
- The price of technology is consistently coming down, which is an important factor when thinking about the needs of replacing pieces in the future.
- Student centered technology will encourage teachers and staff to learn about the various ways technology can be used in the classroom.
- There are organizations that are looking to keep e-learning software free for academic

institutions.

- Board members commended the committee on their forward-focused work. Director Ball challenged the committee to go further and faster with technology adoption, perhaps by focusing on middle schools, in particular, to foster greater engagement and preparation of students for high school.

## **XII. ADJOURNMENT**

There being no further business before the Board, Chair Schuster adjourned the meeting at 8:21 p.m.

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Anne Schuster, Board Chair

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Dr. Erin Prince, Superintendent

Prepared By: Amanda Moser

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# Corvallis

SCHOOL DISTRICT

## III.B. Licensed Personnel Recommendations

**BOARD MEETING DATE: May 21, 2012**

**FOR ACTION**

**SUBJECT: Licensed Personnel Action**

---

1. Issue: Information on licensed-personnel recommendations

a. Termination/Resignation/Layoff:

Kelly Chrisler: Fifth Grade Teacher, 1.0 FTE, Mt. View Elementary School, effective June 30, 2012 (Resignation).

Barbara Holt: First Grade Teacher, 0.50 FTE, Hoover Elementary School, effective June 30, 2012 (Retirement).

Carolyn Schinman: Special Education Teacher, 0.50 FTE, Lincoln Elementary School, effective April 30, 2012 (Resignation).

b. Request for leave:

Amanda Cooper-Rovnan: Fifth Grade Teacher, 1.0 FTE, Adams Elementary School, requesting 1.0 FTE leave for the 2012-2013 school year.

Julie Williams: Physical Education/Health Teacher, 1.0 FTE, Corvallis High School, requesting 0.17 FTE leave for the 2012-2013 school year.

Karrie Woodruff: Spanish Teacher, 0.67 FTE, Crescent Valley High School, requesting 0.17 FTE leave for the 2012-2013 school year.

c. Other:

Cindy Pedersen: Special Education Coordinator, 1.0 FTE, District Office, layoff effective July 1, 2012; Offered Teacher On Special Assignment in Special Education, 1.0 FTE effective July 1, 2012 (Temporary).

Correction: Dow Yeh is a music teacher at Jefferson Elementary School, 1.0 FTE, requesting 0.20 FTE leave; the original submission recorded Dow Yeh at Hoover Elementary School.

**ACTION REQUESTED:** Approve recommendations.

---

**CONTACT PERSON:** Jennifer Duvall

Corvallis School District 509J  
Board of Directors

**BOARD MEETING DATE: May 21, 2012**

**FOR ACTION-  
ADDENDUM**

**SUBJECT: Licensed Personnel Action**

---

1. Issue: Information on licensed-personnel recommendations

a. Request for leave:

Laura Rathja: Kindergarten / ELL Teacher, 1.0 FTE, Adams Elementary School,  
requesting 0.50 FTE leave for the 2012-2013 school year.

**ACTION REQUESTED:** Approve recommendations.

---

**CONTACT PERSON:** Jennifer Duvall



# Corvallis

SCHOOL DISTRICT

III.C. Contract Award - Cheldelin Boiler Replacement Project

Corvallis School District 509J  
Board of Directors

**BOARD MEETING DATE:**

**May 21, 2012**

**FOR ACTION**

**SUBJECT:** Contract Award – Cheldelin Boiler Replacement Project

---

Issue: Two existing gas boilers and expansion tanks at Cheldelin Middle School have exceeded their life expectancy and need to be replaced with high-efficiency condensing boilers. The project will include replacement of two heating water pumps and the domestic hot water heat exchanger. This project is scheduled for the summer of 2012. Replacing these systems will provide opportunities for energy efficiencies and system redundancy in the event of any mechanical issues.

Glumac Engineering designed the new system and the project was advertised in the Daily Journal of Commerce and the Gazette Times. A mandatory pre-bid meeting was held on Wednesday, April 18, 2012 where twelve contractor representatives were present.

Bids are due Tuesday, May 15, 2012 at 2:00 PM and the bid results will be published via an addendum to the school board by Friday, May 18, 2012.

Involvement: Kim Patten (Maintenance Supervisor), Paul Jennison (HVAC Technician), Glumac Engineering

Consequences: A delay in bid award could compromise the District's ability to complete the project during the 2012 summer. And, the efforts to continue maintenance on the existing equipment will be very costly and time consuming for maintenance staff.

Cost Impact: The project will be funded by SB1149 and Construction Excise Tax resources. This project is included in the FY2012-13 proposed budget.

**ACTION REQUESTED:** Award the contract for the Cheldelin Middle School Boiler Replacement Project.

---

**CONTACT PERSONS:** Kim Patten, Roy Burling

Corvallis School District 509J  
Board of Directors

**BOARD MEETING DATE:** **May 21, 2012** **FOR ACTION - Updated**

**SUBJECT:** Contract Award – Cheldelin Boiler Replacement Project

---

Issue: Two existing gas boilers and expansion tanks at Cheldelin Middle School have exceeded their life expectancy and need to be replaced with high-efficiency condensing boilers. The project will include replacement of two heating water pumps and the domestic hot water heat exchanger. This project is scheduled for the summer of 2012. Replacing these systems will provide opportunities for energy efficiencies and system redundancy in the event of any mechanical issues.

Glumac Engineering designed the new system and the project was advertised in the Daily Journal of Commerce and the Gazette Times. A mandatory pre-bid meeting was held on Wednesday, April 18, 2012 where twelve contractor representatives were present.

Bids were due Tuesday, May 15, 2012 at 2:00 PM and we received six bids as follows:

Contractor	Total Bid
Lynch Mechanical Construction, LLC	\$384,969
MPP Piping, Inc.	\$387,405
Professional Mechanical, Inc.	\$388,917
Harder Mechanical Contractors, Inc.	\$393,747
Gormley Plumbing & Mechanical	\$406,515
Hammerquist, Inc.	\$410,565

Involvement: Kim Patten (Maintenance Supervisor), Paul Jennison (HVAC Technician), Glumac Engineering

Consequences: A delay in bid award could compromise the District's ability to complete the project during the 2012 summer. And, the efforts to continue maintenance on the existing equipment will be very costly and time consuming for maintenance staff.

Cost Impact: The project will be funded by SB1149 and Construction Excise Tax resources. This project is included in the FY2012-13 proposed budget.

**ACTION REQUESTED:** Award a contract for the Cheldelin Middle School Boiler Replacement Project to Lynch Mechanical Construction, LLC in the amount of \$384, 969.

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**CONTACT PERSONS:** Kim Patten, Roy Burling



# Corvallis

SCHOOL DISTRICT

## III.D. Healthy Sexuality Curriculum Adoption

**BOARD MEETING DATE:**

**FOR ACTION**

**SUBJECT:** Healthy Sexuality Curriculum Adoption

---

Issue: Oregon has revised the standards and law in the area of human sexuality: Oregon Revised Statute 336.455 reads that “each school district shall provide age-appropriate human sexuality education courses in all public elementary and secondary schools.”

Currently, there is inconsistent implementation of human sexuality curriculum across schools; additionally some of the materials in use are outdated. Board Policy requires periodic review of healthy sexuality curriculum materials. Also, we were fortunate to receive a grant and guidance from Oregon Department of Education to walk us through the process of curriculum alignment and adoption. For these reasons, one area of focus for curriculum adoption this year is healthy sexuality curriculum.

Options Considered:

- Review current curriculum and policy and chose not to revise
- Review current curriculum and policy and revise as necessary\*
- Review current curriculum and policy and revise during next Health adoption cycle through ODE

\*Option chosen because we received the grant and the health teachers were very interested in doing this work.

Involvement: The following groups of people were involved for this curriculum review: School Health Advisory Committee (SHAC) Team members include:

- Health teachers representing 5th, middle school (MS) and high school (HS)
- District Office/Instructional Services
- Parents
- Administrators MS and HS
- Local Pediatrician
- Local Faith Group Representatives
- Benton County Health Department Representative
- School District Nurse
- LGTB University Representative
- DAPAC (Diversity Action Committee)

Consequences: Our current policy is currently out of alignment with the ODE recommended policy. Failure to revise policy and curriculum will result in not meeting current Oregon standards.

- HIV-AIDS LAW  
[Oregon Revised Statute 336.455](#) Human sexuality education courses; criteria
- REVISED ADMINISTRATIVE RULE (12/04/09) [OAR 581-022-1440](#): Comprehensive Sexuality Education, Infectious Diseases Including Acquired Immune Deficiency Syndrome (AIDS), Human Immunodeficiency Virus (HIV), and Hepatitis B and C.

Cost Impact: We received \$10,000 WISE in Oregon Grant. This grant covered substitute cost for teachers to work on curriculum, teachers to attend the statewide conference on healthy sexuality, substitute or stipend for committee work. The curriculum that is being recommended is a free curriculum. The training will be a minimal cost that we will fold into the professional development plan for 2012-13.

**ACTION REQUESTED:** Approve the curriculum recommended by the School Health Advisory Council, as outlined on page two of the attached document entitled “Supporting Information.”

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**CONTACT PERSON:** Amy Lesan, Instructional Services Department

**Supporting Information**  
**Healthy Sexuality Materials Curriculum Adoption**  
**Corvallis School District 509J**  
**May 21, 2012**

*Curriculum Adoption Update – In the upcoming weeks you will receive updates for all of the areas we are adopting this year. The focus of this document will be the Healthy Human Sexuality materials. Below is a brief timeline and update to where we are in this process.*

**WHY ARE WE LOOKING AT THIS MATERIAL ADOPTION NOW?**

- There has been a revision of Oregon health standards and laws in the area of human sexuality
- There is inconsistent implementation of human sexuality curriculum, some of which is outdated (e.g. video from 1980s)
- Board policy requires periodic review of human sexuality curriculum
- Currently, we have funding through ODE to provide guidance and leadership in this area

**WHO IS INVOLVED IN THE PROCESS?**

- All MS and HS Health teachers
- Representative 5<sup>th</sup> Grade teachers
- School Health Advisory Committee (SHAC) Team, members include:
  - Health teachers representing 5<sup>th</sup>, middle school (MS) and high school (HS)
  - District Office/Instructional Services
  - Parents
  - Administrators MS and HS
  - Local Pediatrician
  - Local Faith Group Representatives
  - Benton County Health Department Representative
  - School District Nurse
  - LGTB University Representative
  - DAPAC (Diversity Action Committee)

**WHAT PLANNING AND WORK HAVE BEEN DONE?**

In the spring of 2011, I was informed that we needed to update our policy regarding healthy sexuality materials. As I began to investigate this, we concurrently received a parent complaint regarding the video we currently use in our Human Development Unit in 5<sup>th</sup> grade. I uncovered that our curriculum hadn't been updated for between 7 years and 15 years depending on the grade level; the elementary video in use is from the 80's. I made a contact at ODE and discovered that they had support staff to walk us through a curriculum alignment and materials adoption. At this time, I also applied for, and was awarded, a grant titled WISE in Oregon for which we received \$10,000 to help fund the following process.

Beginning in the fall this school year, we began a series of meetings for two groups: one, the health teachers in the district and the other, the SHAC, as described above. The ultimate goal for both groups is to come together to present updated sexual health policy, standards and materials to the school board for adoption this school year and use in the classroom next year.

Below is a timeline and brief description of meetings that occurred for both groups.

<u>Date/Timeline</u>	<u>SHAC(Representative Group)</u>	<u>All Health Teachers</u>
Fall (October and November)	<ul style="list-style-type: none"> <li>• Introductions</li> <li>• Process, Timeline and Commitment</li> </ul>	<ul style="list-style-type: none"> <li>• Review standards</li> <li>• Understand law</li> <li>• Reviewed local data</li> </ul>
Winter (January and February)	<ul style="list-style-type: none"> <li>• Review of Standards</li> <li>• Understanding of current law</li> </ul>	<ul style="list-style-type: none"> <li>• Alignment of standards</li> <li>• Curriculum review and development</li> <li>• Recommendation to SHAC</li> </ul>
Spring (April and May)	<ul style="list-style-type: none"> <li>• Review of curriculum options</li> <li>• Healthy Sexuality Conference Update</li> <li>• Presentation to School Board</li> </ul>	<ul style="list-style-type: none"> <li>• Attend Healthy Sexuality Conference</li> <li>• Materials Update to SHAC</li> <li>• Presentation to School Board</li> </ul>
Fall (2012-13)	<ul style="list-style-type: none"> <li>• Begin Work on new Health Issue 2012-13 school year (possibly Drug and Alcohol Prevention)</li> </ul>	<ul style="list-style-type: none"> <li>• Training on new healthy sexuality materials</li> <li>• Participation on SHAC</li> </ul>

On Thursday, April 26, the SHAC met to review materials suggested by the health teachers. Each team (Elem, MS, HS) presented their recommendation of materials to address all of the laws, regulations and age appropriate topics. We found there was not one go to canned curriculum that addressed all of the standards. The two main materials we are recommending are linked [below](#).

**THE RECOMMENDATION IS:**

- **K-5<sup>th</sup> Grade Human Growth and Development** – Update previous adoption with some additions from FLASH and Alberta Health Services
- **MS Health** – Primarily FLASH Curriculum with some supplemental curriculum from Alberta Health Services
- **HS Health** –FLASH curriculum with some supplements from Alberta Health Services

**Healthy Sexuality Curriculum Materials:**

<http://www.kingcounty.gov/healthservices/health/personal/famplan/educators/flash.aspx>  
<http://www.teachingsexualhealth.ca/>

**Additional Resources:**

The following links will provide you additional information regarding state standards and current law regarding teaching healthy sexuality:

**Healthy Sexuality Law:**

<http://www.ode.state.or.us/search/page/?=1772>  
<http://www.ode.state.or.us/search/page/?=2918>

**Age Appropriate Topics as determined by ODE Health Education Team:**

<http://www.ode.state.or.us/opportunities/grants/hklb/hivaid/age-development-approp-topic-2010.pdf>

**COST:**

The FLASH curriculum and associated training in the fall has no charge to the district. The Alberta Health Services curriculum is also free. Below is the budget I anticipate for adoption of healthy sexuality materials:

Item	Cost	Notes
K-3, Updated Notebook copying cost	\$600.00	Estimated cost of copying the revised notebook for each K-3 teacher
4-5 Updated Notebook copying cost	\$200.00	Estimated cost of copying the revised notebook for each 4-5 classroom teacher
FLASH Curriculum, 6-12	\$0.00	Once adopted, each Health teacher will receive a copy of the curriculum
Alberta Health Services Curriculum	\$0.00	All materials are online
Training for Elementary – stipend for teacher trainers	\$277.00	Two trainers, half day each to prepare and train
Training for MS/HS Health Teachers – stipend for teacher trainers	\$277.00	Two trainers, half day each to prepare and train
Training time for Elem, MS and HS Health teachers	\$0.00	Build into professional development plan
Translation of parent letters and home connections work	\$200.00	(Estimate)
Translation of 4-5 <sup>th</sup> grade notebook into Spanish to be taught in Spanish at Lincoln and Garfield	\$1000.00	(\$20.00/hour for 50 hours) Weighing options of this; will discuss at DAPAC and with principals at DLI schools
Total (with translated curriculum)	\$2554.00	

**Materials available for preview at the district office:**

**Grades K-3 and 4-5:** Healthy Human Sexuality Notebooks with units, skills, standards, teacher resources

**Grades 6, 7, 8:** Scope and Sequence, Grade level standards and unit outlines

**Health 1, 2:** Course outline

**Computer laptop** to access the FLASH and Alberta Health Services websites



# Corvallis

SCHOOL DISTRICT

## III.E. Science Digital Curriculum Adoption (Middle School and CVHS)

Corvallis School District 509J  
Board of Directors

**BOARD MEETING DATE:**

**FOR ACTION**

**SUBJECT:** Science Digital Curriculum Adoption (Middle School and CVHS)

---

Issue: Our science curriculum at the middle and high school levels is outdated and up for re-adoption. (The state adoption year for science was last year.) However, the science standards for the state and nation will be changing soon (within the next 2 years) and we knew we need to carefully spend allocated textbook adoption funds.

Options Considered:

Renewing adoption of current textbooks

Purchasing new textbooks

Purchasing digital textbooks and hardware for those texts

Purchasing hardware and utilizing free digital curriculum\*

\*Option recommended.

We recommend spending the textbook allocated funds for these schools on iPads and iPad accessories necessary for utilizing the iPad as a textbook (e.g., app. purchases).

Involvement:

A team of administrators visited Tillamook School District to learn about their purchase of iPads and CK-12 last year through their textbook adoption process. Another team of teachers and administrators visited Canby School District to learn about using iPad technology in the classroom. Additionally, a team of potential adopters and users of new technology in their classroom attended the Instructional Technology Strategy Conference (ITSC) in Portland, OR. After attending and/or hearing about the above professional development both the middle school science teachers and CVHS science teachers met with instructional services and ultimately proposed adopting CK-12 and iPads in lieu of purchasing textbooks.

For your information, here is a blurb about CK-12:

CK-12 Foundation is a non-profit organization with a mission to reduce the cost of textbook materials for the K-12 market both in the U.S. and worldwide. As a leading member of the OER movement, CK-12 is using an open-content, web-based collaborative model termed the "FlexBook." With these free, common core aligned and NSES aligned digital textbooks, CK-12 intends to pioneer the generation and distribution of high quality educational STEM content that will serve both as core text as well as provide an adaptive environment for learning through the FlexBook Platform™.

Consequences:

Current science textbooks are very old and outdated. Some have copyright dates from the 1980's. This is a group of teachers eager and ready to take on a new and exciting challenge in this digital age.

Cost Impact:

CK-12 curriculum is a free online curriculum. Training on the materials and iPads will be covered in Title II and technology budgets

**ACTION REQUESTED:** Approve CK-12 digital science curriculum for use at Linus Pauling, Franklin, and Cheldelin Middle Schools, and at Crescent Valley High School.

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**CONTACT PERSON:**      **Amy Lesan, Elementary Coordinator**



# Corvallis

SCHOOL DISTRICT

## IV. CONSOLIDATED INFORMATION

### IV.A. Non-Licensed Personnel Recommendations

**BOARD MEETING DATE: May 21, 2012**

**FOR INFORMATION ONLY**

**SUBJECT: Non-licensed Personnel Information**

---

1. Issue: Information on non-licensed-personnel

a. Termination/Resignation/Layoff:

Amanda Moser: School Board Administrative Assistant, 4.0 hours, District Office, effective May 22, 2012 (Resignation).

Joseph Turnquist: Food Service Assistant, 1.75 hours, Linus Pauling Middle School, effective May 11, 2012 (Resignation).

Allison Wright: Educational Assistant 2, 7.0 hours, Linus Pauling Middle School, effective June 30, 2012 (Resignation).

Teresa Wydronek: Administrative Assistant 1, 1.0 hour, Cheldelin Middle School; effective July 1, 2012 (Layoff). Due to probationary status not eligible for recall. Continues 6.5 hours, Educational Assistant 2 – LRC at Cheldelin Middle School.

b. Voluntary Reduction:

Mary (Chris) Miller: Technology Computer Lab Assistant 2/EA2, 4.5 hours, Adams Elementary School, voluntary reduction of 1.5 hours per day, continue working 3.0 hours per day.

c. Other:

Izza Porter: Administrative Assistant 1, 7.0 hours Linus Pauling Middle School; original submission of request for leave was for 7.0 hours, the request has changed to 1.0 hour of leave for the 2012-2013 school year.

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**CONTACT PERSON:** Jennifer Duvall

**BOARD MEETING DATE: May 21, 2012**

**FOR INFORMATION ONLY-**  
**ADDENDUM**

**SUBJECT: Non-licensed Personnel Information**

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1. Issue: Information on non-licensed-personnel
    - a. Termination/Resignation/Layoff:  
Andrea Surfleet: Library Media Assistant, 4.0 hours, Jefferson Elementary School, effective June 30, 2012 (Resignation).
    - b. Request for Leave:  
Jill Bell: Educational Assistant 2, 7.5 hours, Cheldelin Middle School; requesting 7.5 hour leave for 2012-2013 school year.
    - c. Voluntary Reduction:  
LouAnne Greig: Library Media Assistant 2/Educational Assistant 2, 5.25 hours, Adams Elementary School, voluntary reduction of 1.5 hours per day, continue working 3.75 hours per day.
    - d. Other:  
Deborah Bell: Accounting Manager, 1.0 FTE, District Office; rescinding retirement submitted to board on May 7<sup>th</sup>, 2012.
- 

**CONTACT PERSON: Jennifer Duvall**



# Corvallis

SCHOOL DISTRICT

IV.B. Unaudited Financial Statements - April 30, 2012

**BOARD MEETING DATE:** May 21, 2012

**FOR INFORMATION**

**SUBJECT:** April 30, 2012 Financial Statements (Unaudited)

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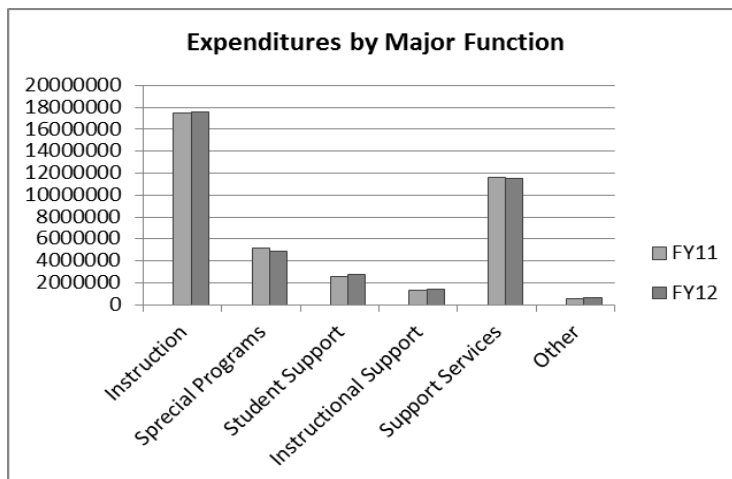
Explanation:

General Fund

The Statement of Revenues and Expenditures for the periods ending April 30, 2011, and April 30, 2012, follows this report. Overall, revenue and expenditure totals are tracking as expected.

FY12 year-to-date revenues are \$47.3 million, or 92.7 percent of budget. In FY11, revenue was \$45.9 million, or 89.6 percent.

FY12 year-to-date expenditures are \$38.8 million as compared to the prior year of \$38.7 million, an increase of 0.1 million. As an alternate viewpoint to compare expenditures to date, below is a chart grouping activity by major functions.



Note the close alignment with the prior year, with only slight increases or decreases by function to achieve the \$.1 million overall increase to date.

If you have any questions regarding the financial statements or would like additional information please contact Roy Burling.

Presenter(s): **Roy Burling, Business Services Director**  
**Debbie Bell, Accounting Manager**

- Supplementary Materials:
- 1. Statement of Revenue and Expenditures, fiscal year-to-date as of April 30, 2011 and April 30, 2012**
  - 2. Schedule of Investments as of April 30, 2012**
  - 3. Schedule of Cash Disbursements greater than or equal to \$1,000 for the period of April 1 - 30, 2012**

Corvallis School District 509J  
Statement of Revenues and Expenditures  
Fiscal Year to Date as of April 30, 2011 and 2012 Respectively (Unaudited)

**General Fund**

	FY 2010-11			FY 2011-12		
	Budget	Actual		Budget	Actual	
<b>Revenues:</b>						
Local Sources						
Property Taxes	\$ 22,067,550	\$ 20,097,784	91.1%	\$ 22,500,000	\$ 21,258,393	94.5%
Local Option Taxes	5,494,000	4,557,666	83.0%	4,775,000	4,354,805	91.2%
Earnings on Investments	100,000	98,652	98.7%	50,000	74,778	149.6%
Other	363,522	185,954	51.2%	316,000	218,656	69.2%
Intermediate Sources	415,000	96,363	23.2%	240,000	198,163	82.6%
State Sources						
General Support	21,740,525	19,048,991	87.6%	22,460,965	19,367,401	86.2%
State School Fund - Subaccount	-	-	-	-	1,392,731	-
Common School Fund	229,500	388,160	169.1%	546,857	411,523	75.3%
Other	-	-	-	100,000	-	0.0%
Federal Sources	769,425	1,396,283	181.5%	74,299	54,071	72.8%
<b>Total Revenue</b>	<b>\$ 51,179,522.00</b>	<b>\$ 45,869,853.00</b>	<b>89.6%</b>	<b>\$ 51,063,121.00</b>	<b>\$ 47,330,521.00</b>	<b>92.7%</b>
<b>Expenditures:</b>						
Instruction	\$ 33,930,411	\$ 22,662,534	66.8%	\$ 32,682,850	\$ 22,485,746	68.8%
Supporting Services	22,002,515	15,995,993	72.7%	21,666,397	16,275,985	75.1%
Community Services	139,844	48,048	34.4%	92,800	58,958	63.5%
Facilities Improvements	1	-	0.0%	1	-	-
Transfers to Other Funds	5	-	0.0%	5	-	0.0%
<b>Total Expenditures</b>	<b>\$ 56,072,776.00</b>	<b>\$ 38,706,575.00</b>	<b>69.0%</b>	<b>\$ 54,442,053.00</b>	<b>\$ 38,820,689.00</b>	<b>71.3%</b>
Excess of Revenues over Expenditures	\$ (4,893,254)	\$ 7,163,278		\$ (3,378,932)	\$ 8,509,832	
Beginning Fund Balance	11,810,178	12,834,129	108.7%	9,711,863	10,171,758	104.7%
Budgeted Contingencies	4,227,948	-		3,780,731	-	
Unappropriated Ending Fund Balance	2,688,976	-		2,552,200	-	
<b>Fund Balance, April 30</b>	<b>\$ -</b>	<b>\$ 19,997,407</b>		<b>\$ -</b>	<b>\$ 18,681,590</b>	

Corvallis School District 509J  
 Schedule of Investments  
 April 30, 2012

Type of Investment	Investment Date	Maturity/ Call Date	No. of Days	Bond Equivalent Yield	Purchase Price	Par (Maturity) Value
<u>Commercial Paper</u>						
US Bancorp 2.125%	08/26/11	02/15/13	539	0.543%	\$ 2,762,149	\$ 2,700,000 <sup>Note 3</sup>
<u>Subtotal Commercial Paper</u>					<u>\$ 2,762,149</u>	<u>\$ 2,700,000</u>
				Average Annualized Rate		
<u>Local Government Investment Pool:</u>						
General Account				0.5300%		\$ 39,542,207
<u>Debt Service Account</u>				0.5300%		<u>571</u>
<u>Subtotal LGIP <sup>1</sup></u>						<u>\$ 39,542,777</u>
<u>Local Government Investment Pool - Pension Bond Debt Service:</u>						
Pension Bond Debt Service Account: <sup>2</sup>				0.5300%		<u>\$ 1,529,763</u>
<u>Total Investments</u>						<u>\$ 43,772,540</u>

1. The maximum amount (in any combination of accounts) that the Local Government Investment Pool (LGIP) allows in an account is \$47,474,164
2. The PERS 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.
3. This investment was purchased at a premium to (or in excess of) the par (maturity) value. The investment includes semi-annual coupon payments, that together with the par values exceed their purchase price and yield the Bond Equivalent Yield displayed

Compliance with Investment Policy

Type of Investment	Maximum Percent of Portfolio per Policy	Current Percent
US Government-Sponsored Enterprises (Total):	90.0%	0.0%
US Treasury Obligations	100.0%	0.0%
Local Government Investment Pool	100.0%	93.8%
Bankers Acceptances	25.0%	0.0%
Repurchase Agreements	25.0%	0.0%
State and Local Government Securities	25.0%	0.0%
Time Certificates of Deposit & Collateralized Money Market	50.0%	0.0%
Commercial Paper (bonds and promissory notes issued by corporations)	10.0%	6.2%
US Bancorp 2.125% 2/15/13	6.17%	
TOTAL		100.00%

Benchmarks as of 4/30/12:

3-Month U. S. T-Bill bond equivalent yield:	0.09%
3-Mo. Jumbo CDs	0.13%

Corvallis School District 509J  
Schedule of Cash Disbursements greater than or equal to \$1,000  
For the period of April 1, 2012 - April 30, 2012

Fund, Object, Vendor	Amount	Fund, Object, Vendor	Amount
<b>100 - General Fund</b>	<b>\$ 429,579.86</b>	<b>100 - General Fund continue</b>	
<b>AV Materials</b>		<b>Garbage</b>	
LIBRARY VIDEO COMPANY	\$ 1,430.74	ALLIED WASTE SERVICES	\$ 8,182.75
<b>Charter School Payments</b>		<b>Legal Services</b>	
INAVALE COMMUNITY PARTNERS	\$ 39,078.16	GRAHAM M HICKS, PC	\$ 1,501.35
<b>Computer Software</b>		<b>Other Communication Services</b>	
UPTIME SCIENCES	\$ 10,694.06	CENTURYLINK	\$ 1,319.03
<b>Consumable Supplies and Materials</b>	<b>\$ 117,112.29</b>	<b>Other Non-instructional Professional/Tech</b>	<b>\$ 15,251.94</b>
APPLE COMPUTER	\$ 30,378.00	BRENT BAKER	\$ 1,040.00
BENSON'S INTERIORS, INC	\$ 2,031.84	MAXIM HEALTHCARE SERVICES	\$ 2,503.80
CAMBIUM LEARNING INC	\$ 3,544.65	STANLEY SECURITY	\$ 2,528.14
CCI	\$ 1,411.57	SUNBELT STAFFING	\$ 9,180.00
CDW GOVERNMENT INC	\$ 2,271.22	<b>Postage</b>	
COASTWIDE LABORATORIES	\$ 1,544.13	GARTEN SERVICES, INC	\$ 8,996.30
CRUCIAL TECHNOLOGY	\$ 1,559.88	<b>Reimbursable Student Transportation</b>	<b>\$ 8,400.84</b>
GEORGIE'S CERAMIC & CLAY	\$ 1,422.31	FIRST STUDENT INC	\$ 3,498.34
GRACEWINDS MUSIC	\$ 2,280.80	GO GET'EM TAXI AND TRANSPORT	\$ 4,902.50
HAZELDEN	\$ 5,775.00	<b>Repairs and Maintenance Services</b>	<b>\$ 19,896.83</b>
JW PEPPER & SON INC	\$ 1,732.20	ADVANCED WOODCRAFT	\$ 4,405.00
OETC	\$ 10,396.00	BENTON COUNTY PUBLIC WORKS	\$ 3,547.61
OFFICE MAX	\$ 10,310.53	CAMPBELL CONSTRUCTION NW	\$ 1,100.00
ON TRACK	\$ 7,972.85	KONE INC	\$ 5,075.09
OSU PRINTING	\$ 1,289.21	OBRIST MASONRY, INC	\$ 1,200.00
PLATT ELECTRIC SUPPLY CO	\$ 1,950.93	REYNOLD ELECTRIC INC	\$ 4,569.13
SAXTON BRADLEY	\$ 23,247.00	<b>Taxes and Licenses</b>	
SCHOOL SPECIALTY	\$ 5,022.51	DEPART. OF CONSUMER & BUSINESS	\$ 1,792.00
WELLS FARGO REMITTANCE	\$ 2,971.66	<b>Technology Equip \$1,000 - \$4,999</b>	
<b>Copier Charges</b>		APPLE COMPUTER	\$ 1,858.00
OSU PRINTING	\$ 15,464.97	<b>Telephone</b>	<b>\$ 4,381.82</b>
<b>Dues and Fees</b>		AT&T MOBILITY-ACCT#837370420 (TECH)	\$ 1,349.71
OREGON SCHOOL BOARDS ASSN	\$ 2,500.00	CENTURYLINK	\$ 3,032.11
<b>Electricity</b>	<b>\$ 63,242.16</b>	<b>Travel, Out of District</b>	
CONSUMERS POWER INC	\$ 13,143.45	NEW HORIZONS COMPUTER CENTER	\$ 4,950.00
PACIFIC POWER AND LIGHT	\$ 50,098.71	<b>Tuition Payments to Other Districts</b>	
<b>Equipment \$5,000 and greater</b>		SALEM-KEIZER SCHOOL DISTRICT	\$ 27,615.00
CDW GOVERNMENT INC	\$ 8,989.89	<b>Water and Sewage</b>	
<b>Equipment-like items \$1,000 - \$4,999</b>		CITY OF CORVALLIS	\$ 9,662.15
ANTHRO CORPORATION	\$ 2,484.46		
<b>Fuel</b>	<b>\$ 54,775.12</b>		
BENTON COUNTY PUBLIC WORKS	\$ 2,962.03		
NW NATURAL	\$ 51,813.09		

<b>Fund, Object, Vendor</b>	<b>Amount</b>
<b>203 - Food Service Fund</b>	<b>\$ 42,225.31</b>
<b>Food - Food Service Only</b>	<b>\$ 21,806.35</b>
DUCK DELIVERY PRODUCE INC	\$ 6,531.53
FRANZ FAMILY BAKERIES	\$ 2,380.57
LOCHMEAD DAIRY	\$ 11,034.26
TALEN PIZZA, INC	\$ 1,859.99
<b>Inventories</b>	<b>\$ 15,466.03</b>
MCDONALD WHOLESALE CO	\$ 10,270.57
SYSCO FOOD SERVICE	\$ 5,195.46
<b>Other Agencies - Fed Contract Revenue</b>	
KINGS VALLEY CHARTER SCHOOL	\$ 4,952.93
<b>204 - District Donation Fund</b>	<b>\$ 7,637.00</b>
<b>Consumable Supplies and Materials</b>	<b>\$ 5,107.00</b>
LIDS TEAM SPORTS	\$ 3,784.00
TRYSTING TREE GOLF CLUB	\$ 1,323.00
<b>Rentals</b>	
CORVALLIS COUNTRY CLUB	\$ 1,400.00
<b>Travel, Student Out of District</b>	
BOYS & GIRLS CLUB	\$ 1,130.00
<b>296 - Grants Fund</b>	<b>\$ 14,235.18</b>
<b>Consumable Supplies and Materials</b>	<b>\$ 6,868.18</b>
APPLE COMPUTER	\$ 3,877.00
CAMBIUM LEARNING INC	\$ 1,913.73
RECEPTION MAGAZINES.COM	\$ 1,077.45
<b>Technology Equip \$1,000 - \$4,999</b>	
APPLE COMPUTER	\$ 2,787.00
<b>Travel, Out of District</b>	
33RD INSTITUTE	\$ 4,580.00
<b>297 - Student Body Funds</b>	<b>\$ 53,408.52</b>
<b>Cash Donations to Other Agencies</b>	
SMART	\$ 1,119.50
<b>Consumable Supplies and Materials</b>	<b>\$ 21,011.92</b>
AMERICAN PROM	\$ 1,085.65
ANDYMARK, INC	\$ 1,855.28
BIGFOOT LACROSSE	\$ 1,482.00
EWING IRRIGATION PRODUCTS	\$ 4,068.69
LES & BOBS SPORTS AND APPAREL	\$ 3,358.00
SEW ON	\$ 5,640.90
SHIRT CIRCUIT	\$ 2,241.40
VALLEY ATHLETICS	\$ 1,280.00

<b>Fund, Object, Vendor</b>	<b>Amount</b>
<b>297 - Student Body Funds continue</b>	
<b>Equipment \$5,000 and greater</b>	
VARSITY SCOREBOARDS	\$ 8,589.19
<b>Non-reimbursable Student Transportation</b>	
FIRST STUDENT INC	\$ 4,495.26
<b>Other Curricular Activities</b>	
OREGON SCHOOL ACTIVITIES	\$ 2,940.00
<b>Postage</b>	
GARTEN SERVICES, INC	\$ 1,073.88
<b>Printing and Binding</b>	
JOSTENS INC	\$ 4,480.00
<b>Rentals</b>	<b>\$ 6,538.00</b>
CITY OF CORVALLIS - AQUATIC	\$ 5,343.00
OREGON STATE UNIVERSITY ALUMNI	\$ 1,195.00
<b>Travel, Student Out of District</b>	<b>\$ 3,160.77</b>
HAMPTON INN & SUITES	\$ 1,959.21
RED LION CONVENTION CENTER	\$ 1,201.56
<b>298 - Designated Revenue Fund</b>	<b>\$ 19,076.24</b>
<b>Consumable Supplies and Materials</b>	<b>\$ 6,367.02</b>
HIGH TEMP INC	\$ 2,575.84
NANCY MEITLE	\$ 1,805.58
SHIRT CIRCUIT	\$ 1,985.60
<b>Instructional, Professional and Technical</b>	
PORTLAND STATE UNIVERSITY	\$ 1,045.00
<b>Travel, Student Out of District</b>	<b>\$ 11,664.22</b>
OREGON SHAKESPEARE FESTIVAL	\$ 5,085.20
THE ASHLAND HOSTEL	\$ 1,200.00
WELLS FARGO REMITTANCE CENTER	\$ 5,379.02
<b>601 - Insurance Fund</b>	<b>\$ 938,482.60</b>
<b>Group Insurance</b>	<b>\$ 931,347.85</b>
LIFEMAP ASSURANCE COMPANY	\$ 18,701.89
PACIFICSOURCE HEALTH PLANS	\$ 892,146.55
SAIF CORPORATION	\$ 1,388.01
WILLAMETTE DENTAL GROUP	\$ 19,111.40
<b>Other Non-instructional Professional and Tech</b>	<b>\$ 7,134.75</b>
BARKER-UERLINGS INSURANCE	\$ 7,134.75
<b>702 - Corvallis Public School Foundation Fund</b>	<b>\$ 5,131.50</b>
<b>Rentals</b>	
OSU FOUNDATION	\$ 5,131.50

**Grand Total** **\$ 1,509,776.21**



# Corvallis

SCHOOL DISTRICT

IV.C. Board Policy IGAI—Human Sexuality, AIDS/HIV, Sexually Transmitted Diseases, Health Education—Revision—First Reading

Corvallis School District 509J  
Board of Directors

**BOARD MEETING DATE:** May 21, 2012

**FOR INFORMATION**

**SUBJECT:** Board Policy—IGAI—Human Sexuality, AIDS/HIV, Sexually Transmitted Diseases, Health Education—Revision—First Reading

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Issue: House Bill 2509 created new language that results in change to policy language and a revision of OAR 581-022-1440.

This new version of policy IGAI is highly recommended by OSBA.

Options Considered: Not revising policy IGAI.

Involvement: District office staff

Consequences: Policy will remain outdated.

Cost Impact: Unknown.

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**CONTACT PERSON(S):** Amy Lesan, Kerry Richey

**HUMAN SEXUALITY, AIDS/HIV, SEXUALLY TRANSMITTED DISEASES,  
HEALTH EDUCATION**

The district shall teach an age appropriate, comprehensive plan of instruction focusing on human sexuality, HIV/AIDS and sexually transmitted disease prevention in elementary and secondary schools as an integral part of health education and other subjects.

Course material and instruction for all education courses that discuss human sexuality shall enhance a student's understanding of sexuality as a normal and healthy aspect of human development. In addition, the HIV/AIDS and sexually transmitted disease prevention education and the human sexuality education comprehensive plan shall provide instruction at least annually, for all students in grade 6-8 and at least twice during grades 9-12.

Parents, teachers, school administrators, local health department staff, other community representatives and persons from the medical community who are knowledgeable of the latest scientific information and effective education strategies shall develop the plan of instruction.

The Board shall approve the plan of instruction and require that it be reviewed and updated biennially in accordance with new scientific information and effective educational strategies.

Parents of minor students shall be notified in advance of any human sexuality and AIDS/HIV district instruction. Any parent may request that his/her child be excused from that portion of the instructional program under the procedures set forth in ORS 336.035 (2).

The comprehensive plan of instruction shall include the following information that:

1. Promotes abstinence for school age youth and mutually monogamous relationships with an uninfected partner for adults;
2. Allays those fears concerning HIV that are scientifically groundless;
3. Is balanced and medically accurate;
4. Provides balanced and accurate information on risks and benefits of contraception and other disease reduction measures;
5. Discusses responsible sexual behaviors and hygienic practices;

**HUMAN SEXUALITY, AIDS/HIV, SEXUALLY TRANSMITTED DISEASES,  
HEALTH EDUCATION—IGAI**  
(continued)

6. Stresses avoidance of high risk behaviors such as sharing of needles and syringes for injecting drugs and steroids or for tattooing and body piercings;
7. Discusses ~~emotional, physical and psychological consequences of sexual intercourse and unintended pregnancy~~ the characteristics of the emotional, physical, and psychological aspects of a healthy relationship and the benefits of delaying pregnancy beyond the adolescent years as a means to better ensure a healthy future for parents and their children;
8. Stresses that HIV/STDs and Hepatitis B/C can be serious ~~possible~~ hazards of sexual contact;
9. Provides students with information about Oregon laws that address young people's rights and responsibilities relating to childbearing and parenting;
109. Advises students of laws pertaining to their financial responsibility for their children;
1140. Advises students of consequences of having sexual relations with persons younger than 18 years of age to whom they are not married;
1244. Encourages family communication;
1342. Teaches that (a) no form of sexual expression is acceptable when it physically or emotional harms oneself or others and (b) not to make unwanted physical and verbal sexual advances;
1443. Teaches it is wrong to take advantage of or exploit another person;
1544. Validates the importance of ~~ones~~ honesty, respect, and responsibility for one's actions;
1645. Uses culturally and gender sensitive materials, language, and strategies that recognize different gender identities, ~~sexual~~ orientations, and gender roles.

The comprehensive plan of instruction shall include skill based instruction that:

1. Assists students to develop and practice effective communication skills, development of self esteem and ability to resist peer pressure;
2. Provides students with the opportunity to learn about and personalize peer, media, and community influences that both positively and negatively impact their decisions to abstain from sexual intercourse;
3. Enhances students' ability to access valid health information and resources related to their sexual health;

**HUMAN SEXUALITY, AIDS/HIV, SEXUALLY TRANSMITTED DISEASES,  
HEALTH EDUCATION—IGAI**  
(continued)

4. Teaches how to decline unwanted sexual advances, or accept the refusal of unwanted sexual advances, through the use of refusal and negotiation skills;
5. Is research based or best practices; and
6. Aligns with the Oregon Health Education Contender Standards and Benchmarks.

Abstinence from sexual intercourse is to be stressed, but not to the exclusion of other methods for preventing pregnancy, HIV infection, hepatitis B/C infection and other sexually transmitted diseases. Such courses are to acknowledge the value of abstinence while not devaluing or ignoring those students who have had or are having sexual relationships. Further, sexuality education materials, including instructional strategies and activities must not, in any way use shame or fear based tactics.

Materials and information shall be presented in a manner sensitive to the fact that there are students who have experienced sexual abuse.

END OF POLICY

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**Legal Reference(s):**

[ORS 336.035](#)  
[ORS 336.107](#)  
[ORS 336.455-336.475](#)  
[ORS 339.370](#)  
~~SB379~~

[OAR 581-022-070](#)  
[OAR 581-022-1440](#)  
[OAR 581-022-1910](#)



# Corvallis

SCHOOL DISTRICT

- V. ACHIEVEMENT COMPACT DISCUSSION
- VI. BOARD SELF-EVALUATION RESULTS
- VII. EXECUTIVE SESSION – The Board will meet in Executive Session at 5:15 p.m. under ORS 192.660 (2)(d) – To consult with persons designated for labor negotiations.
- VIII. ADJOURNMENT

\*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](mailto: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 35<sup>th</sup> Street, Corvallis, OR 97333. E-mail may be sent to [schoolboard@corvallis.k12.or.us](mailto: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](mailto: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](mailto:kim.nelson@corvallis.k12.or.us) or submitted between 8:00 am – 5:00 pm Monday through Friday at 1555 SW 35<sup>th</sup> Street, Corvallis, OR 97333. Additional information is available on the district website.

<b>SCHOOL BOARD MEMBERS</b>			
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		

<b>EXECUTIVE STAFF MEMBERS</b>	
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