



Corvallis
SCHOOL DISTRICT

NOTICE

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

Date & Time	Meeting Type	Location	Agenda
Monday, December 10, 2012 6:30 PM	Regular	District Office Board Room, 1555 SW 35th Street, Corvallis, OR 97333	See attached.

**If you would like to watch live-streaming of the School Board meeting, please navigate to the District's YouTube channel: <https://www.youtube.com/channel/UC9Jtpte5dmilZi9kySBJbVQ?>
A recording of the meeting will also be posted to that channel.**

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

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

Monday, December 10, 2012



Corvallis

SCHOOL DISTRICT

6:30 PM

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

Meeting Details: Monday, December 10, 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/UC9Jtpe5dmilZI9kySBJbVQ?> A recording of the meeting will also be posted to that channel.

- I. CALL TO ORDER AND ROLL CALL
- II. PLEDGE OF ALLEGIANCE
- III. COMMITTEE/BOARD MEMBER ITEMS
- IV. STUDENT REPRESENTATIVE REPORTS
- V. SUPERINTENDENT'S REPORT
- VI. PUBLIC TESTIMONY
- VII. STAFF TESTIMONY
- VIII. SPECIAL REPORTS
 - VIII.A. Budget Process and Parameters
 - VIII.A.1. Adopt 2013-14 Budget Parameters
 - VIII.B. Special Education Task Force Update

HIGHLIGHTS OF THE ORIGINAL SPECIAL EDUCATION REVIEW REPORT

From Diane Fentress-Rowe and Tass Morrison

“Build upon the strong foundation of support that exists between general ed and special ed as well the high level of competence that exists across all levels and with all of our staff.”

Issue identified in the report:

Life Skills

Support for students who do not currently qualify for Life Skills but with significant needs
Life Skills program delivery and consistency across levels

Behavior

Behavior support for teachers, students and administrators
Implementation of behavior Response to Intervention (RTI) Processes and Procedures
Behavior Intervention Curriculum, Instruction and Assessment Materials
Continuum of Services for Behavior Support
Staff Training in Behavior Issues

Curriculum

Adequate funding for high quality special education materials
Assistive technology to supplement curriculum delivery
Alignment of general and special education curriculum and standards
Professional development on adopted curriculum and assessments
Research based delivery and curriculum models at all schools

Assistive Technology

Adequate funding for equipment and training
A replacement plan for equipment, including equipment in special education classrooms
Determination of how Kurzweil materials will be inputted in the system regularly and of who is assigned to do this task in each school

RTI

Implementation of response to intervention (RTI) & move toward its use for eligibility
Definition of Tier 2 and 3 interventions and designation of personnel to deliver these interventions
Timely identification of students in need of specialized instruction, which is sometimes delayed by the RTI process as currently implemented
Improved parental understanding of the role of RTI in our schools
Regular programmatic fidelity checks
Better understanding of the laws that establish RTI as a preferred practice

District Level Restructure

Sufficient professional development for special educators aligned with general education
Equal access to special education services across all schools
LRC teachers administering basic academic assessments
Private School special education support
Paperwork support for IDEA compliance tasks
School access to budget resources and oversight
Special education & behavior forms standardization
Service delivery model standardization across all levels
Autism support
Spanish language support for special education
Better understanding of special education law
Educational assistant training and support
Improve IEP goals writing and monitoring
Support and training for building and district administrators
Development of a Youth Services Team (cross-community resource child-study team)
Advocacy for special education from district leadership
504 oversight and support
Communication issues:

- Building-to-building communication
- Teacher-to-teacher communication

SEAC

Communication issues:

- Parent communication (Difficult/critical conversations)
- District office communications
- Special Education information and services for parents

Highlights from Original Report

See page 1 in Board Book



	TIMELINE
May – June, 2012	Convene Task Force; begin work in action teams.
November, 2012	Action teams present findings to task force.
December, 2012	Student Services presents progress to the Board.
January – February, 2013	Student Services prepares action plan from task force action team reports
March, 2013	Student Services presents action plan to the task force and then to the Board
On-going	Implementation

Tenor of the Process to Date

- Positive energy
- Spark for change

Action Team Membership

Technology	Life Skills	Behavior	Curriculum	RTI
Eric Beasley	Matt Boring	Jeff Brew	Bryan Traylor	Rosemary O'Neil
Denise Cardinali	Pat Templeton	Malia Brown	Jennifer Carlin	Patrice Jones
Mary Devine	Art Koebel	Hilary Harrison	Leigh Santy	Stephanie Martin
Peter Gelser	Cindy Pedersen	Georgeann Harty	Dan Bregar	Catherine Bullis
Mary Johnson	George Estreich	Shelley Powers		Jodie Wyatt
				Geoff Penrose

Recommendations

See Page 2 in Board Book

Improving Communication

- SEAC
- Daily meetings
- Team approach
- Monthly professional development for teachers
- Building time

What has already been accomplished?

See page 3 in Board Book

RECOMMENDATIONS

Short Term (1 year)

RTI Action Team:

- Establish a comprehensive district-wide K-12 articulated commitment for RTI
- Research and purchase a K-12 RTI data collection and tracking tool
- Create and train administrators in fidelity-check tools and systems
- Identify critical junctures in the RTI process at which parent communication is mandatory

Behavior Action Team:

- Establish a diverse Behavior RTI committee to research, select or develop:
 - a. a uniform multi-gate screening process including a universal screening tool.
 - b. standardized processes for responding to data (decision rules).
 - c. evidence-based interventions focusing on skill development.
 - d. progress-monitoring tools for behavior.
- Articulate a clear district-wide RTI process for behavior and train school personnel on its use.
- Ensure that any grant goals and activities are in alignment with the work of the Behavior RTI Committee and vice versa.
- Articulate a “509J” model of behavior support including principles and practices.
- Investigate district-level self-contained behavior classrooms and building-level inclusion models that follow the principles of effective supports for students with ED.
- Clarify the roles of community partners in supporting our students and families.
- Provide training to all district special educators regarding identification of students with behavior issues, goal development and specially-designed instruction delivery.
- Reestablish the Youth Services Team to provide “wrap-around” services to selected families.
- Utilize district Universal Screening and ODR data to allocate resources for behavior support.

Life Skills Action Team:

- Secondary IEP goals, when appropriate, should be tied to standards and to actual subjects.
- For students with an upcoming school transition, involve those who will work with the students not just those who have worked with him/her.
- Establish a standardized weekly (daily in some cases) check in format.
- Collect and make available easily accessible data to make IEP goals specific and measurable.
- Explore ways that technology can augment how reports and data on students are collected and distributed to teachers and parents.
- Reduce unnecessary red tape, get teachers relief from the paper load, and re-establish trust with our parent community.
- Allow EAs to communicate directly with families.

Technology:

- Implement iPads in special education classrooms.
- Bring in Bookshare expert to present to special educators and general educators and define the processes for eligibility for Bookshare use.
- Investigate text to speech solutions (iPads/netbooks) and speech to text.
- Conduct an assistive technology needs-assessment as part of the IEP process
- Provide training on best practice.
- Provide technology training for EA's.

Curriculum:

- More effectively align IEP goals and specially designed instruction to curriculum in general education classrooms.
- Be sure general education staff has the tools and skills to support students with disabilities to be successful with grade level learning standards.
- Involve special education staff in curriculum adoption process to insure the curriculum is effective with students with disabilities.
- Make sure special education staff have access to viable curriculum and receive training on implementing curricula with fidelity.

Long Term (2-5 years)**RTI:**

- Establish a shared and research-based understanding of Guaranteed and Viable Curricula, perform a gap analysis between where we are and where we need to be, and then close the gaps.
- Establish a protocol for identifying students as requiring specially-designed instruction solely through the RTI process, train staff in its use, and expect its use as the primary identifier.
- Provide expertise and support to facilitate the creation of RTI-friendly school schedules.

Behavior:

- Train staff at all levels how to identify social skill gaps in students as well as strategies to teach the skills directly.
- Train all relevant staff on the development of FBAs and BIPs.
- Train building-level behavior support teams on the development and revision of behavior support plans.

Technology:

- Move to 1 to 1 internet-based devices
- Ensure strategic assistive technology resource allocation
- Include technology competency as part of HR process

Curriculum:

- Review research on best practices for curriculum implementation in special education and general education classrooms.
- Complete an analysis of current curriculum and instructional practices in every school.
- Include special education teachers in curriculum based professional development.

Other

RTI:

- Expect best practice instructional strategies as part of the CORE instruction
- Provide an on-line manual of forms for aligned processes
- Make teacher and administrator evaluation systems congruent with new state guidelines for student performance

Behavior:

- Articulate clear entrance and exit criteria for CLASS Program
- Develop better plans for managing behavior for students who don't qualify for Life Skills but have low functional skills
- Build communication / trust between staff and parents with students with behaviors.

Life Skills:

- "All means all." Our vision and then our strategies need to be informed by the desire to include everyone. Right now, while we might profess a philosophy of "all" kids, our practices do not reflect this belief.
- Identify and then insist on professional behaviors that must change to support improvement.

Curriculum:

- Engage new staff in our systems to insure long term continuity
- Ensure highest quality staff work with students of greatest need
- Evaluate what programs and curriculum works for students at all levels
- Keep the Dual Immersion schools in mind as changes are made

What Has Already Been Accomplished

Staffing model that is more responsive to targeted needs

Better communication and working relationship with SEAC

Better access for special education teachers and students to general education curriculum, funding and staff

Inclusion of special education in all district level instructional decisions

Infusion of technology into special education classrooms

Monthly professional development for special education teachers and building administrators

Building administrators better informed about special education issues as #1 point person in each school

Quick response time from district office using daily district meeting approach

Less compartmentalization between special education and general education; more flexibility in use of resources to meet the needs of all students

Improved staffing through school input into hiring process

Dedicated help desk and e-mail account to handle technical special education questions from staff

Daily tracking of deployments of district response, following up on requests.

Weekly visibility of staff in buildings, making sure they check in with principals.

Collaborating with outside agencies to improve building support for behavior issues

Increased staffing for behavior support

K-12 perspective, rather than elementary vs. secondary perspective

Team approach to systemic compliance issues that need resolution



Corvallis

SCHOOL DISTRICT

IX. CONSOLIDATED ACTION

IX.A. Minutes

IX.A.1. November 5, 2012

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

I. CALL TO ORDER AND ROLL CALL

The meeting was called to order at 6:32 p.m. in the Board Room of the Central Administration Building, 1555 SW 35th Street, Corvallis, OR 97333. The secretary recorded those present as listed below.

<p><u>BOARD MEMBERS PRESENT</u> Anne Schuster, Chair Tom Sauret, Vice Chair Blake Rodman Judy Ball Lisa Corrigan Matt Donohue Chris Rochester</p>	<p><u>EXECUTIVE STAFF PRESENT</u> Dr. Erin Prince, Superintendent Kevin Bogatin, Assistant Superintendent Steve Nielsen, Business Services Director Jennifer Duvall, Human Resources Director</p> <p><u>STUDENT REPRESENTATIVES PRESENT</u> Keene Corbin, CHS Katelynn Monroe, CHHS Victoria Jansen, CVHS</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

Vice Chair Sauret shared about: his attendance at meetings of the Long Range Facilities Master Plan (LRFMP) planning group; his attendance at a meeting with the Boys & Girls Club of Corvallis regarding the former LPMS library.

Director Rodman shared about his membership on an Oregon School Activities Association panel that is dealing with eligibility.

Director Corrigan shared about: her attendance at meetings of the LRFMP planning group; her attendance at a meeting of the Corvallis Public Schools Foundation; her attendance at the town hall with Oregon Chief Education Officer Rudy Crew.

Chair Schuster shared about: her participation in the CLASS Grant project; her attendance at the Oregon School Boards Association (OSBA) listening session; the merging of the District's Sustainability and Wellness Committees.

IV. STUDENT REPRESENTATIVE REPORTS

CV representative Jansen shared about: Mr. & Mrs. CV; Healthy Generations Committee; her membership on the site council; an upcoming joint community concert involving 509J's orchestra.

CHHS representative Monroe shared about: OAKS testing; a partnership with the residents around College Hill.

CHS representative Corbin shared about: school spirit; fundraising toward prom; Winter Smiles fundraiser and canned food drive; his attendance at a recent student leadership event.

V. SUPERINTENDENT'S REPORT

Dr. Prince talked about the following topics: town hall with Dr. Rudy Crew, Chief Education Officer; her attendance at a recent statewide school principals conference; her participation on a superintendent panel at the University of Oregon Panel; her participation in the SMART Program's Two Millionth Book celebration at Mt. View.

VI. PUBLIC TESTIMONY

No one testified.

VII. STAFF TESTIMONY

No one testified.

VIII. SPECIAL REPORTS

A. Professional Learning Communities (PLC) Report – Garfield Elementary School Kindergarten

The following Garfield Elementary staff presented: Juan Baez, Principal; Val Boggs, Teacher; Elvira Huidor-Dever, Teacher; Bonni Villaman, Teacher; Trish Barker, Teacher.

Information shared included:

- We develop everything as a team due to the success it yields, even though it's easier to work alone.
- Common Core State Standards (CCSS) are loaded on their iPads.
- New kindergarten intake interview that was developed is based on the CCSS.
- Without the extra PLC time, it would be a monumental task to try to get everything done, to talk with each other and to come up with strategies.
- The current allotment of PLC time is inadequate; however, staff put in extra time outside of their normal schedules because they love the work they're doing.
- Future goal is to cross-group.
- They address the whole child, keeping in mind that children need a lot of nurturing.
- Appreciation for the positive impact Mr. Baez has had on the culture of the school.
- Appreciation for Assistant Superintendent Bogatin's strong stance that "not collaborating is not acceptable."
- Collaboration results in bridging and connection. It's about focusing on what's best for the students; it is very enriching for students.
- PLC collaboration is a blessing for the new teacher on the team; without that collaboration, her job would be extremely difficult.

Director Donohue referred to the Lincoln Elementary PLC presentation from last year and "the box" staff had described that contained the files of all of the students that they were able to talk about during PLC time. He noted that the kindergarten teachers are creating Garfield's version of the box and asked how they are integrating that vertically. Ms. Boggs replied that the box allows teachers to track a lot of data; there is an online box as well. One challenge with the physical box is that there is just one to be used by four teachers.

Ms. Huidor-Dever added that at the end of last year, she and her teaching partner asked the first grade team what essential things they needed from the data that Ms. Huidor-Dever and her partner had collected in their box; the data was then compiled into one sheet that was greatly appreciated by the first grade teachers the following year.

Ms. Villaman noted that in the past, folders held whatever teachers thought should be in there. Now staff uses common formative assessments; they're talking about creating portfolios for each student that follows that student's common formative assessments throughout his/her grade school career.

Dr. Prince asked the teachers to share how PLCs have changed their teaching. Responses included:

- It helps me focus my teaching.
- It eliminates feelings of isolation.
- It eliminates the "popular teacher" phenomenon because we look more alike than different.
- It helps me better focus and utilize the skills of my Educational Assistant.

- We will have PLCs whether or not the District provides the time for it but I have more of a drive to improve on that PLC time because the District supports us and provides time for PLCs.
- Although our team doesn't necessarily have the most perfect use of PLC time yet, the more we evolve, the better that time is used in ways that are essential to the teaching.

Vice Chair Sauret asked if the team is seeing the outcomes they'd envisioned. The team answered in the affirmative and added additional comments including:

- We didn't know how to analyze data before PLCs.
- Our TAG students are guaranteed to be challenged every day.
- We collaborated to intervene for kids entering kindergarten without the ability to count to even 10 (one of the new kindergarten standards is counting to 100). As a result, all students were able to count to 100 in both Spanish and English unless they had specific learning disabilities.

Dr. Prince commended the team on their phenomenal collaborative spirit; she shared how the team had pulled together to support the addition of another kindergarten class after the school year had started.

Chair Schuster called a break from 7:58–8:05 p.m.

B. Student Achievement Data Update

Mr. Bogatin gave a presentation outlining District-wide student achievement and the ELL/Title III Corvallis Improvement Plan. (Filed as Supplemental Item #V-4 in the Official 2012-13 Board Minutes.)

The information he shared included:

- When cut scores increase, achievement scores drop; the data compared is not “apples to apples.”
- Ratings (outstanding, satisfactory and unsatisfactory) now have more to do with growth targets than participation rate.
- 509J students exceed in all grade levels when compared with state averages.
- Regarding the subgroups that are underachieving, while the change in cut scores plays a role, it's not the entire reason.

Mr. Bogatin noted how the District has responded to the data, including:

- Implement explicit English Language Development (ELD) instruction in elementary magnet schools and strengthen explicit ELD instruction at all elementary schools.
- Implement academic language instruction in core content classes at magnet schools.
- Implement sheltered instruction strategies at magnet schools that meet the needs of struggling English Language Learners (ELLs) in core content courses.

- Implement secondary math and reading interventions that will meet the needs of struggling ELLs.
- Implement explicit study skill instruction at secondary magnet schools.
- Implement explicit phonemic awareness and phonics instruction in English and Spanish literacy at the elementary level magnet schools.

Director Rochester expressed a desire for a future presentation regarding the District's English language development programs and the implications.

Dr. Prince said that staff is using ACT's EXPLORE/PLAN, starting with this year's 8th graders, to garner detailed information about students' readiness for college.

In response to a question from Director Ball regarding whether the percentages of students who take the ACT and SAT are representative of the District's population, Mr. Bogatin said he doesn't currently have that information but he will obtain it. Director Corrigan pointed out that participation rates increase when a school offers the testing during the school day vs. on a Saturday. Mr. Bogatin noted that it is tricky to work the testing into the high school schedule.

Chair Schuster said she is appalled at the scores for Oregon and the Nation in readiness for college level coursework in biology. Mr. Bogatin said those scores speak to the concern that we are not preparing our students for Science, Technology, Engineering, and Mathematics (STEM). He said we have to convince parents who didn't do well in math and science that their kids still can pass those subjects. He added that the quality of science and math in this district is great; once students have reading and math down, the element of science can come.

Director Donohue asked if we know how many students meet the reading and math criteria, and whether or not we are getting them all effectively into science curriculum. Mr. Bogatin responded that the bigger question is how to allocate resources and support teachers to get elementary students more involved and interested in science. Mr. Bogatin said that teachers have more control and power than they may realize; they can make a content area come alive or die, depending on whether or not they like it.

Dr. Prince added that Dr. Mike Schmoker, who presented at a recent state-wide principals conference, emphasized the need for more reading and writing around non-fiction. Ms. Lincoln said she can attest to the fact that reading and writing in math class is just as important as it is in other subjects.

Mr. Bogatin pointed out that the District really has not had any staff development around science.

C. Calendar Process

Ms. Duvall described this year's calendar process, including:

- No committee.
- Start with a survey of staff and parents, asking about conferences, Thanksgiving week, and PLC time, which are the big topics of interest.
- Work with the District's Leadership Team and the certified employee association for feedback before seeking Board feedback and input on a draft calendar.
- Schedule the Board vote for February so parents can have the information early.
- Have a two-year calendar, which is also helpful to parents.
- The Board will have a conversation about conferences.
- Even though the Board would be approving a two year calendar, future modifications can be made for the second year because the second year is just a framework at this time.

Board members provided feedback including:

- Support for a tiered level calendar.
- Seek feedback about how the calendar could be improved.
- Solicit input from parents and staff before obtaining Board input.
- Parents could remember better if PLC times were all on the same day.
- Include in the survey the question along the lines of, "Is this the best way to have PLC time?"
- Give the current format a chance to work before attempting to change it, especially at the high school level, which has undergone changes two years in a row.
- The calendar is, to some extent, unfriendly to working parents.
- Use the survey to garner the level of interest for a consistent start time and differing end times; have people weigh their preferences.
- Think about options that haven't been considered before.
- Can we accommodate more PLC time if it's good for kids?
- Innovation overload is a problem; there comes a time when you have to let things work out for a while. People can't be on the learning curve all the time; at some point they stop learning.
- Let people learn what works for them in terms of PLCs; then try to extract best practices and move them across the schools.
- Our community resources and services have struggled to keep up with the substantial changes that have been made to our calendar; query service providers and factor that into the process.
- If the data indicates a need to go a completely different way, communicate early to the Board to keep the process moving efficiently.
- Be sensitive to families, especially those with kids at more than one level.
- Be open-minded to any novel solution that would make the childcare issues work.
- Have just a few people work on the calendar; learn from the success of the small group that addressed the concerns about the high school schedule.

D. 509J By The Numbers

Business Services Director Steve Nielsen reminded the Board that “509J By The Numbers” folds three previously-separate reports into one. He outlined the changes to this year’s report aimed at making it more user friendly and meaningful. In the interest of time, Mr. Nielsen provided a cursory review of the report. (Filed as Supplemental Item V-5 in the Official 2012-13 Board Minutes.)

Board member comments included:

- Adams and Mt. View, whose enrollments have shrunk, both had their boundaries changed during the last boundary process; the drop in numbers has to do with that.
- The underutilization of a cluster of northern Corvallis schools is a structural problem that really bears hard thinking.

In response to a question from Director Donohue about whether we’re getting to the tipping point at Cheldelin in terms of the increase in class sizes, the school getting smaller and the class sizes increasing, Cheldelin teacher Marsha Lincoln (an audience member) said that the school is using FTE for intervention. Kids are getting a double-dose of math and reading, which forced core class sizes larger.

Director Rochester departed the meeting at approximately 8:50 p.m.

Discussion included:

- Students who avail themselves of online charter schools are reflected in the report.
- Students who wish to attend online charter schools don’t need to go through the transfer process.
- The intent of the Vital Signs Report, a result of the Program and Resources Review (PR2) Committee, was not to signal emergencies but rather to alert District staff to issues they needed to think about before they became problems.

Director Corrigan asked about the imbalance between the two high schools, opining that it’s time for the community to have a discussion about it. Mr. Nielsen responded that the wording of the administrative regulation is such that if the enrollment difference between schools is under 7% at the beginning of the transfer process, transfers are allowed the rest of the year instead of just long enough to reach the 7% threshold. He added that the Dual Language Immersion and Life Skills paths lead to Linus Pauling Middle School and Corvallis High School.

Chair Schuster asked why the number of residents in the middle schools doesn’t balance out the way it does for the high schools. Mr. Nielsen responded that it is because Franklin comes into play. He added that 9th graders are not counted the same at both high schools. Dr. Prince pointed out that if a student doesn’t get enough credits in 9th grade, s/he is considered a 9th grader the following year.

E. Budget Process and Parameters

Mr. Nielsen touched on economic forecasts and PERS increases, both of which are “known” factors. He touched on “unknown” factors such as the presidential election, the governor’s budget, legislative action regarding the budget, and labor negotiations. He outlined four questions for future Board discussion regarding budget parameters:

Use of Reserves – *Do we want to maintain the planned path for fiscal years 2013-14 and 2014-15?* The Rainy Day Fund (\$3,341,500), Contingency Fund (\$1,237,900) and Unappropriated Ending Fund Balance (\$2,475,800) represent a total of \$7,055,100 or 14.2% of General Fund Operating Resources as of July 1, 2012. The decision was made in adopting the 2012-13 budget that we would use 40% or \$1,336,600 of the Rainy Day Fund in fiscal years 2012-13 and 2013-14 and the remaining 20% in fiscal year 2014-15 to help balance the budget.

Class Sizes – *Do we want to maintain the new, increased class size targets set in the 2012-13 budget (Page 4, Appendix C)?* Actual class size numbers are published on pages 12-16 of the 509J by the Numbers report. Generally, we are up slightly on average per class over last year, but below the new target/maximum scale adopted for 2012-13.

Budget Ratio – *Do we want to maintain the current allocation of 85% to staff and 15% to operational expenses?*

Carryover Policy – *Are there any changes you would like to see to this policy for 2013-14?* Last year it was decided to move from a 100% carry-over model for departments and schools, to 50% of unexpended funds to roll forward to the next year. This was to help ensure that more current year dollars were being spent on current year students, but allowed for timing differences and planning at each location.

Board comments included:

- Seek feedback not only from Board members but from the citizen members of the Budget Committee.
- Use the feedback as a starting point for discussion about the four questions.
- Allot adequate time next month to allow for a productive conversation.
- Provide data on the reserves and the possibilities if we use it all next year
- Have the citizen members of the Budget Committee sit with the board for 30-45 minutes at the beginning of the next meeting, ensuring that they receive the background information as soon as possible.

In response to a question from Director Rodman, Mr. Nielsen said that all but one of the principals feel the 50% carryover is fair; it balances the need to spend this year’s dollars on this year’s kids with the need for planning for larger purchases.

F. Long Range Facilities Master Planning (LRFMP)

Mr. Nielsen reported that he, Vice Chair Sauret, Director Corrigan, and Maintenance Supervisor Kim Patten had already done some initial planning. Mr. Nielsen said a committee, formed hopefully by the start of 2013, would involve staff and community members. In response to a question from Director Donohue, Mr. Nielsen confirmed that the LRFMP process would include gathering data regarding the efficiencies and limitations of our facilities.

Vice Chair Sauret expressed the need for the Board to determine priorities for the long range plan, adding that State statutes exist regarding such things as cooperating with city and county local governments. He added that the facilities audit will be critical to the entire LRFMP process. Mr. Nielsen pointed out that the analysis may point to refurbishing existing buildings vs. rebuilding them.

IX. CONSOLIDATED ACTION**MOTION #7:**

It was moved by Director Donohue and seconded by Director Corrigan to approve the consolidated action items. The motion was voted on and passed unanimously.

The following items were approved:

- A. Minutes** – September 24, 2012 and October 8, 2012.
- B. Licensed Personnel Recommendations**

Recommendation to Hire

- Amy Wright: Spanish/Elective Teacher, 0.67 FTE, Cheldelin Middle School, effective October 22, 2012 (Temporary).
- Cody Hansen: Special Education Teacher, 0.70 FTE, Adams Elementary School, effective November 5, 2012 (Temporary).

X. CONSOLIDATED INFORMATION

The Board received the following information:

A. Non-Licensed Personnel Information**Recommendation to Hire**

- Adams, William Scott: Electrician Specialist, 8.0 hours, District Office; effective October 22, 2012 (Regular).
- Breder-Albright, Stephanie: Educational Assistant 2, 1.7 hours, Corvallis High School; effective October 16, 2012 (Limited Term).
- Doyle, Carol: School to Career Transition Specialist, 5.5 hours, Crescent Valley High School;

- effective October 10, 2012 (Regular).
- Wilson, Laura: Educational Assistant 2, 2.5 hours, Wilson Elementary School; effective October 15, 2012 (Limited Term).
- Lorie Kerstin Colon Casey: Administrative Assistant 1, 6.0 hours, Linus Pauling Middle School; effective October 30, 2012 (Limited Term).
- Otte, Marti: Educational Assistant 2, 3.75 hours, Wilson Elementary School; effective October 15, 2012 (Regular).

Termination/Resignation/Layoff

- Lorie Kerstin Colon Casey: Administrative Assistant 1, 6.0 hours, Linus Pauling Middle School; effective November 16, 2012 (Resignation).

B. Unaudited Financial Statements – September 30, 2012 (Filed as Supplemental Item #VI-3 in the Official 2012-13 Board Minutes.)

XI. ADJOURNMENT

There being no further business before the Board, Chair Schuster adjourned the meeting at 9:35 p.m.

Anne Schuster, Board Chair

Dr. Erin Prince, Superintendent

Prepared By: Julie Catala

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Corvallis

SCHOOL DISTRICT

IX.A.2. November 26, 2012

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

I. CALL TO ORDER AND ROLL CALL

The meeting was called to order at 6:05 p.m. in the Linus Pauling Middle School Library, 1111 NE Cleveland Avenue, Corvallis, OR, 97330. The secretary recorded those present as listed below.

<u>BOARD MEMBERS PRESENT</u> Anne Schuster, Chair Tom Sauret, Vice Chair Blake Rodman Judy Ball Lisa Corrigan Matt Donohue Chris Rochester	<u>EXECUTIVE STAFF PRESENT</u> Dr. Erin Prince, Superintendent Kevin Bogatin, Assistant Superintendent Steve Nielsen, Business Services Director Jennifer Duvall, Human Resources Director <u>ELEMENTARY PRINCIPALS PRESENT</u> Patty Pearson Aaron Hale Juan Baez Bryan Traylor Denise Gorthy Shahnaz Sahnou (teacher; on behalf of Principal Lisa Harlan) Rosemary O'Neil Jeff Brew
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A quorum was present and due notice had been published.

II. SCHOOL IMPROVEMENT PLANS – ELEMENTARY SCHOOLS

Dr. Prince outlined the evening's agenda. Mr. Bogatin provided some background about the structure of this year's school improvement plans (SIPs). Board members split into groups and visited with all of the elementary school principals, to have deeper conversations about their SIPs.

Following the rotations, Board members offered their thoughts and questions about the conversations, including:

- Write SIPs in lay terms instead of educational jargon.
- To what degree have principals directed or encouraged their teachers to use their professional learning community (PLC) time on issues/challenges related to the SIP?
- Why was there no specific strategy about how to use PLCs to attain SIP goals?

- PLCs have focused so much on teaching that they haven't focused on learning; until PLCs are sufficiently embedded in the outcomes and appear in the SIPs, we have a long way to go to fully enculturate PLCs into the system.
- With regard to SIP preparation, provide opportunities for administrators to share ideas with each other that have worked for them, particularly around interventions or methodology.
- All the SIPs were really high quality and it was clear there was a lot of thought behind them.
- If the goal every year is to improve student achievement, then look at the order of the "Results Indicators" and "Desired Benefits" categories; maybe the desired outcomes should be more of the student achievement we're hoping to see from SIP goals and the measurable results should be how we can improve learning.
- Although it is human nature to rationalize and make excuses for why we're not doing as well as we could, none of the administrators did that tonight; it was refreshing and impressive to hear leaders say "we can do better."
- I now have a better understanding of why we have so much further to go in math than in reading.
- What is not addressed in the SIPs is whether we have our best teachers teaching our neediest students.
- Stop teaching in silos; consider how breaking down walls may benefit kids but also may lead to potentially improved teacher satisfaction.
- Several SIPs have no reading goal although none of our schools have all their students reading at grade level; removing that particular focus from SIPs is a very high risk proposition because what gets into plans is what gets focused on.
- Very careful needs assessments were done for the SIPs.
- Maybe SIPs should have a secondary version; the SIP would be the short term but we would always focus long term on the outcomes we want to see, such as preparing elementary students for middle school, and middle school students for high school, not just focus on what we're producing this year.
- We need to have a balanced approach so we don't drop one thing to fix another this year.
- Almost all principals expressed the need for math focus and support.
- Themes emerged around the need for RTI, common formative assessments, teacher development, math coaches and the concept of "invented here" vs. "not invented here". One school said they really like to come up with their own math common formative assessments and another school said they would like help and to use other schools' assessments.
- Now is the time to look at whether PLCs should be more than once a month and include District-wide teams.
- It was impressive that no principal made a pitch for resources.
- I was reminded of just how complex this business is and how much is expected of teachers and administrators.
- I was reminded of the chronic underfunding of education, and the rapidly increasing social pressures that are coming into the District and are aggregating rapidly.
- Education is becoming increasingly capital intensive.

- If we want to devote more resources to math, something else would have to be done to a lesser extent.
- The effect of the normative bias of teachers toward literacy was to devalue, whether intentionally or not, mathematics; it's a problem that needs to be addressed urgently.
- Every principal wants to do math RTI, which is the next focus; however, I don't think that literacy is going to suffer because everyone has it down.
- We're ahead of the curve in that we're developing our own software programs for interventions because strong programs don't currently exist.
- There seemed to be a high interest in technology; a lot of piloting is underway.
- I came away with the belief that principals need time to talk to each other because I realized that I was disseminating information through this evening's rotational discussions.

Board members offered their thoughts about process, including:

- I liked many features of the SIP, such as the common format.
- I was dissatisfied with not having a summary. Even the form used could become more structured and would probably take less time to put things into.
- Adams' SIP included a graph showing data trends over time. It was extraordinarily helpful and made it so much more meaningful to review.
- Would like clarity about the timing of SIP preparation.
- Overall, we need to look at ways to be better able to hit the ground running in the fall.
- Having an opportunity to have a back/forth discussion with school leadership is invaluable; we need more of it.
- The small group format worked well.
- The timing between rotations was about right.
- Having the SIPs to review before the meeting was helpful.
- Perhaps build SIP conversations into a portion of a retreat or a work session early in the year, so Board members will know early on what the big concerns are.

Dr. Prince closed the evening by saying that she finds it absolutely extraordinary to have seven highly committed, intelligent and passionate Board members so engaged in administrators' success as leaders.

III. ADJOURNMENT

There being no further business before the Board, Chair Schuster adjourned the meeting at 9:00 p.m.

Anne Schuster, Board Chair

Dr. Erin Prince, Superintendent

Prepared By: Julie Catala

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Corvallis

SCHOOL DISTRICT

IX.A.3. December 3, 2012

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

I. CALL TO ORDER AND ROLL CALL

The meeting was called to order at 6:10 p.m. in the Linus Pauling Middle School Library, 1111 NE Cleveland Avenue, Corvallis, OR, 97330. The secretary recorded those present as listed below.

<u>BOARD MEMBERS PRESENT</u> Anne Schuster, Chair Tom Sauret, Vice Chair Blake Rodman Judy Ball Lisa Corrigan Matt Donohue Chris Rochester	<u>EXECUTIVE STAFF PRESENT</u> Dr. Erin Prince, Superintendent Kevin Bogatin, Assistant Superintendent Steve Nielsen, Business Services Director Jennifer Duvall, Human Resources Director <u>MIDDLE SCHOOL PRINCIPALS PRESENT</u> Geoff Penrose Lisa Krause Eric Beasley Marcianne Koetje <u>HIGH SCHOOL PRINCIPALS PRESENT</u> Matt Boring Alicia Ward-Satey Cherie Stroud Michael Beck Melissa Harder
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A quorum was present and due notice had been published.

II. SCHOOL IMPROVEMENT PLANS – SECONDARY SCHOOLS

Board members split into groups and visited with all of the secondary school principals, to have deeper conversations about their School Improvement Plans (SIPs).

Following the rotations, Board members offered their thoughts and questions about the conversations, including:

- Impressed with all of the schools and the things taking place in them.
- A wonderful group of administrators; so lucky to have you.

- SIPs uniformly had really good identification of the issues, had really good ideas and were pretty unique in their approaches.
- With Common Core State Standards (CCSS) and the PreK-20 education model statewide, we're now getting the tools and infrastructure to be able to reach kids in preschool who need interventions. What are we doing to have the conversations or create the resources and framework to identify and intervene with struggling preschool students before they enter our system?
- Pleased to hear everyone talk about common grading rubrics within schools, among schools, etc.
- A common theme in the SIPs was writing and it will be a good thing for our kids to have it integrated across all subjects. Also likes integrating science.
- It was refreshing to hear about proficiency and that students are allowed to double up on math. Thank you for that brave, new, courageous thinking and not saying "no" to kids who want to change the track they're on.
- This has been another evening of tremendous learning.
- Looking at the data and the approach behind the SIPs was even more informative than the SIPs themselves.
- It is inspiring to know how our administrators are thinking about these issues and addressing struggling kids, and trying to make their schools work for all students.
- I haven't seen anything like these conversations before in terms of value for the Board.
- I am so glad to hear there's such a push toward proficiency in so many areas. What's being proposed at Cheldelin Middle School could be ground breaking; to finally have an education system in which grades mean something and you can be confident that if the student has the grade s/he knows the material.
- Impressed that the high schools are focusing more and earlier on making sure the kids are on track to graduate; more of that is filtering down to the levels below.
- At first, I had the feeling that the opportunity for these discussions was provided because the Board wanted to hear the principals talk about their schools; however, the experience I had was that the principals were really here to get to tell the Board about their schools.
- I was really impressed with the energy and enthusiasm of our school leaders.
- How often in your schools do you talk about pedagogy? We hear so much these days about content/standards/benchmarking/scores but not much about "how" things get taught – the overarching philosophy about how kids learn best and what it is that we need to teach them. Pedagogy has to do with the experience kids have at school. Are we extending the conversation to that level in our school meetings?
- It's clear to me that the resource constraints in the District are really starting to bite and they're not going to go away, even if they ease a bit.
- The graduation problem is a K-12 problem that has to be thought about in the broadest possible context; our graduation rate is too low and our knowledge acquisition rate is too low.
- It is very impressive to see and hear the extreme amount of intelligence and experience among our management.
- Impressed with the degree of candor.
- Impressed with the focus on what middle school students can do and how wonderful they

can be; when empowered, they can do anything.

- All of the SIPs looked to the future, which is what they need to do.
- I like the fact that SIPs are data driven.
- The District needs to integrate learning planning from kindergarten through 12th grade; that whole process needs to get seamlessly together.
- It's good to see that we're focusing on things that tie back to the achievement compact; the achievement compact has some real utility to it.

Board members offered their thoughts about the process, including:

- Ask principals to what degree it works for them to have to repeat their presentations four times in one night; it might be more effective to divide into two groups and have roundtable discussions.
- It would be really rich if there were a way to have all levels at the same time; it would allow cross-disseminating information between principals.
- Have this process a lot earlier in the year so the Board would have the information before beginning work on budgets, contracts, and policies.
- Hold this process as a retreat and allow enough time for all the principals to make one presentation each.
- Almost all of what we do in the retreats is not nearly as important as these SIP discussions.
- I would like annual feedback on how each school's SIP has done. The progress report would be invaluable to get an idea of what resources are needed, where things are working, etc.; it could help the Board in our resource decisions.
- Tonight's event began with a presentation by each principal; however, it cut into the time available for interaction, which is the part of the process that's extraordinary and most useful.
- Receive more of the materials ahead of time; not just the SIPs but the data and the pieces behind them. That way, we could come together and have an intelligent conversation that would be more useful for the Board; we don't have to be spoon-fed this information.
- This process has been extraordinarily valuable not only in terms of the SIPs but about getting to know what's going on in our schools.
- Although a retreat with all principals for this purpose would be wonderful, I don't want that to be the only opportunity for us to hear from our principals about what goes on in their schools; the information they provide is far too valuable to only hear once a year.
- I'm satisfied with this process.
- The SIP is a pretty good focus rather than "tell me about your school – how's it going?"
- I'd be interested to know if the principals felt that this exercise was useful to them.
- The bigger question is whether the Board has the collective wisdom to translate this exercise into resources to help the schools meet their goals.
- Have a conversation at the end of the year as to whether the principals saw these conversations informing Board decisions.

Dr. Prince closed the evening by saying that this exercise wasn't just show and tell; administrators really want to support the Board with resource allocation and policy making based on what's going on in our schools. Dr. Prince said that the leaders at all levels are extraordinary, courageous, relentless, and absolutely tenacious. Dr. Prince thanked the Board for their time, support and energy, as well as for the great questions.

III. ADJOURNMENT

There being no further business before the Board, Chair Schuster adjourned the meeting at 8:50 p.m.

Anne Schuster, Board Chair

Dr. Erin Prince, Superintendent

Prepared By: Julie Catala

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Unadopted Minutes



Corvallis

SCHOOL DISTRICT

IX.B. Licensed Personnel Recommendations

BOARD MEETING DATE: December 10, 2012

FOR ACTION

SUBJECT: Licensed Personnel Action

1. Issue: Information on licensed-personnel recommendations

a. Recommendation to Hire:

Stacy Henderson: Special Education Teacher, 1.0 FTE, Lincoln Elementary School, effective November 7, 2012 (Temporary).

Alexandra Fell: Title I Reading Specialist, 0.375 FTE, Waldorf and Zion Lutheran Schools, effective November 26, 2012 (Temporary).

b. Termination/Resignation/Layoff:

Heather Welburn: ELL Teacher, 1.0 FTE, Lincoln Elementary School, effective November 9, 2012 (Resignation).

ACTION REQUESTED: Approve recommendations.

CONTACT PERSON: Jennifer Duvall



Corvallis

SCHOOL DISTRICT

IX.C. OSBA Resolutions and Elections

Corvallis School District 509J
Board of Directors

BOARD MEETING DATE: **December 10, 2012**

FOR ACTION

SUBJECT: Oregon School Boards Association (OSBA) Elections and Resolutions

ISSUE: School boards are required to elect members of OSBA's Board of Directors and Legislative Policy Committee, and to vote on the adoption of OSBA's proposed resolutions. School Board action in a public meeting is required. The region in which the Corvallis School District falls does not have a candidate for the Board of Directors on the 2012 ballot; however, action is needed to determine the vote that will be cast on behalf of the Corvallis School Board for the sole item on the ballot: the resolution regarding 2013 OSBA Legislative Policies and Priorities. Following Board action, Board Secretary Julie Catala will submit the official votes to OSBA on behalf of the Board.

ACTION REQUESTED: Adopt the attached resolution regarding 2013 OSBA Legislative Policies and Priorities.

CONTACT PERSON: Anne Schuster



Resolution to Adopt the Proposed 2013 OSBA Legislative Policies and Priorities

We, as OSBA members, do accept and resolve to support and participate in the 2013 OSBA Legislative Policies and Priorities proposed and recommended by the OSBA Board of Directors as follows:

Proposed Legislative Priorities

Provides Adequate Funding

OSBA will actively support legislation that increases K-12's share of state resources and provides each school district and Education Service District (ESD) the funds necessary to provide a quality public education for every student. OSBA believes a balanced approach is necessary to grow state and local revenue, including promoting job growth, focusing on economic development and restructuring Oregon's revenue system.

Supports Student Achievement

OSBA will actively promote legislation that prioritizes support for increased student achievement to ensure that every student is college or career ready upon completion of their academic program. OSBA supports efforts to close academic achievement gaps and provide services to all students who need extra supports.

Empowers Local Boards and Highlights Shared Accountability

OSBA will actively support legislation that gives locally elected boards the ability to make decisions in the best interests of their students and communities, including mandate relief and tools which give districts relief from cost drivers within the educational enterprise. OSBA will highlight the need for shared accountability to improve student achievement between state and federal policy makers, the business community, locally elected board members and the voters of Oregon.

Proposed Legislative Policies

Section 1: Finance

1.1 Investing in Oregon's Public Schools to Ensure Adequate, Competitive Funding

During the 2003-2005 biennium, almost 45% of Oregon's General Fund and Lottery resources went to fund K-12 public education. Today the State School Fund receives about 39% of these funds. OSBA supports increasing K-12's share of state resources so that Oregon's schools are competitive nationally and globally and each school district and ESD has the funds necessary to support their operational, instructional and student achievement goals. OSBA supports the role of locally elected school boards to set spending priorities and opposes using the State School Fund distribution formula to mandate specific expenditures; OSBA supports school funding equalization. OSBA supports continued funding of local option equalization grants; local option property tax revenue should not be included in the State School Fund. OSBA supports increased funding for all levels of the 0-20 education enterprise to support increased achievement for every child and student. OSBA supports the Quality of Education Commission's (QEC) effort to promote best practices to improve student outcomes and encourages the Commission to work with the OEIB to identify funding necessary to achieve 40-40-20.

1.2 Reforming Tax Policy

OSBA supports efforts to provide the revenue necessary to attain the educational goals of the K-12 and post-secondary systems in Oregon and restructure Oregon's tax policy to reduce the volatility of Oregon's current system. OSBA supports modification of the state's personal and corporate income tax kicker law to allow "kicker" funds to be deposited into a "rainy day" account and used in times of economic distress. OSBA supports the authority of local districts to seek voter approval for supplemental operating revenue from a variety of additional sources, including local option levies.

1.3 Mandate Relief, Paperwork Reduction and Public Funds for Public Schools

OSBA will advocate for mandate relief and paperwork reductions for school districts and ESDs as a means to streamline bureaucracy, remove duplicative or unnecessary reporting and get more resources into the classroom. OSBA opposes any mechanism that diverts public funds, including tax credits and vouchers, to private or religious schools or erodes financial support of the public school system.

1.4 State Department of Education Supporting Districts

OSBA supports funding for Oregon Department of Education programs and state level initiatives that provide quality technical and programmatic assistance and supports to school districts and ESDs which are targeted at improving student achievement.

1.5 Financial and Program Accountability

OSBA supports a strong system of meaningful school district and ESD financial accountability for the expenditure of public funds and program accountability for student achievement and outcomes.

1.6 State Bonding for District Capital and Infrastructure Needs

OSBA supports use of state resources and the issuance of state general obligation bonds to assist school districts and ESDs in providing modern, well equipped schools and classrooms and buildings that provide safe, structurally sound and healthy learning environments to promote student achievement.

Section 2: Programs

2.1 School Improvement

OSBA supports state-level school improvement efforts provided they are implemented in ways that grant local school officials maximum flexibility to incorporate community needs and priorities.

2.2 Special Education

OSBA supports increased categorical funding and enhanced levels of state and federal aid for the costs associated with special education programs. OSBA supports fully funded placements for students with the most severe low-incidence, high-cost disabilities, including those served in out-of-district or out-of-state placements.

2.3 Education Service Districts

OSBA supports the role of education service districts (ESDs) to assist school districts in achieving Oregon's educational goals by providing equitable, high-quality, cost-effective, locally-responsive educational services on a regional basis.

2.4 Curriculum, Technology and Online Education

OSBA supports providing a well rounded curriculum for all students, including opportunities for music, art, PE, world languages and co-curricular activities. OSBA supports curriculum related decisions made at the district level and opposes instructional mandates. OSBA supports the use of English Language Learner and language immersion programs as a viable way to provide needed support while integrating non-native English speakers into the standard district curriculum. OSBA supports increasing access to technology to enhance and support curriculum delivery and promote greater student achievement. OSBA supports removing online education programs from the charter school statute. OSBA supports state level funding to support and improve the technology infrastructure available to school districts and ESDs.

2.5 Public Charter Schools

OSBA supports public, district sponsored charter schools as an additional tool to provide educational options to students. OSBA opposes changes to the charter school law that would channel public funds to private and religious schools, allow entities other than school district boards to authorize charter schools within their boundaries, mandate direct access to the State School Fund by charter schools or decrease school district funding and oversight of charter schools.

2.6 Career and Technical Education (CTE)

OSBA supports new and continued partnerships with community colleges, higher education, apprenticeship programs and the business community to increase educational and career opportunities for students.

Section 3: Personnel

3.1 Collective Bargaining and Management Rights

OSBA supports local control of collective bargaining and opposes statewide bargaining and the creation of a statewide salary schedule. OSBA supports changing the collective bargaining structure to eliminate “status quo” bargaining and establish shorter bargaining time lines. OSBA supports the right of districts to look for ways to contain costs by contracting with outside providers for services.

3.2 Employee Rights and Benefits

OSBA supports determination and definition of school employee rights and benefits through the collective bargaining process at the local level. OSBA supports an actuarially-sound statewide retirement program for school employees that balances benefit adequacy for employees against costs for employers. OSBA supports local boards working with employee groups to provide the most cost effective health insurance plans, including OEBC opt out.

3.3 Teacher and Administrator Licensing

OSBA supports licensing requirements that assure a level of preparation necessary to teach to rigorous academic standards, recognize licenses from other states and understand the challenges districts face attracting and retaining qualified personnel. OSBA supports working collaboratively with the Teacher Standards and Practices Commission (TSPC) and the teacher preparation programs within higher education to prepare educators to increase student achievement and address the needs of all students in Oregon.

3.4 Teacher and Administrator Quality

OSBA recognizes that teacher and administrator quality is one of the most important factors in improving student achievement. OSBA supports local and state programs to provide professional development and training for teachers and administrators that is rigorous and leads to a system of continuous improvement and growth in student achievement. OSBA supports rigorous, quality, ongoing evaluations of teachers and administrators, which include consideration of student achievement and growth.

Section 4: Governance and Operations

4.1 Oregon Education Investment Board (OEIB)

OSBA will work to support the efforts of the OEIB to create a seamless system of education in Oregon from pre-kindergarten through post-secondary that improves student outcomes at all levels. OSBA strongly supports the appointment of current public school board members to serve on the OEIB. OSBA believes increased state and federal expectations for student outcomes must be accompanied by increased state and federal investments necessary to achieve the goals.

4.2 State Board of Education

OSBA supports a state Board of Education as the appropriate state-level policy-making body for elementary and secondary schools and community colleges.

4.3 Local Governance

OSBA members believe that locally elected school district and ESD boards are best equipped to make decisions in the best interests of their students and communities and will strongly advocate for Oregon's tradition of democratically elected, local governance of schools. OSBA opposes measures that would place additional restrictions on local voters' ability to govern their school districts.

4.4 School Safety and Student Wellness

OSBA supports local measures that promote safety and wellness in the school environment for students, staff, parents, patrons and the community as a whole.

Submitted by: OSBA Board of Directors



Corvallis

SCHOOL DISTRICT

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

Corvallis School District 509J
Board of Directors

BOARD MEETING DATE: December 10, 2012

FOR INFORMATION ONLY

SUBJECT: Non-licensed Personnel Information

1. Issue: Information on non-licensed-personnel

a. Recommendation to Hire:

Amarillys Rodriguez: Administrative Assistant 1 / Educational Assistant 2, 7.25 hours; Linus Pauling Middle School; effective November 26, 2012 (Limited Term).

CONTACT PERSON: Jennifer Duvall

BOARD MEETING DATE: December 10, 2012

**FOR INFORMATION ONLY-
ADDENDUM**

SUBJECT: Non-licensed Personnel Information

1. Issue: Information on non-licensed-personnel

a. Recommendation to Hire:

Darcy Anglemier: Educational Assistant 2 – Life Skills, 3.75 hours, Linus Pauling Middle School; effective December 3, 2012 (Limited Term).

b. Termination/Resignation/Layoff:

Linda McNelly: Technology/Computer Lab Assistant 2, 6.0 hours, Cheldelin Middle School; effective December 14, 2012 (Resignation).

Mary “Chris” Miller: Technology/Computer Lab Assistant 2 / Educational Assistant 2, 3.0 hours, Adams Elementary School; effective December 14, 2012 (Retirement).

Cheryl Wiesinger: Educational Assistant 2, 6.5 hours, Cheldelin Middle School; effective December 10, 2012 (Resignation).

CONTACT PERSON: Jennifer Duvall



Corvallis

SCHOOL DISTRICT

X.B. Unaudited Financial Statements - October 31, 2012

BOARD MEETING DATE: December 10 , 2012

SUBJECT: October 31, 2012 Financial Statements (Unaudited)

Explanation:

General Fund

The Statement of Revenues and Expenditures for the periods ending October 31, 2011 and 2012 follows this report. FY 2012-13 year-to date revenues are approximately \$8.7 million or 17.5 percent of budget. In FY 2011-12, revenue was \$10.6 million or 20.7 percent.

Current Highlights

On November 19, 2012, the Oregon quarterly economic forecast from the state economist was released and I provided an overview at that time. By the time of the board meeting, the Governor's budget will have been released. I will provide you with timely updates to keep you abreast of current information.

Interest earnings are \$10,474 higher than the prior year-to-date due to an increase in the Local Government Investment Pool rate from 0.5% to 0.6% along with the General Fund cash balance being a higher proportion of the District's total cash on hand. Reductions in other funds cash balances over time include the \$6 million payment to PERS in June 2011 to aid in lowering PERS rates, \$1.6 million prepayment on Pension Obligation bonds in June 2011, and \$3.5 million for the Crescent Valley High School roof project this fiscal year. Pooled interest earnings are allocated proportionally by funds cash balances.

Other Local Revenues in FY 2012-13 are ahead of the prior year by \$25,000 mainly due to the receipt of E-Rate funds. The receipt of these funds is on a variable basis and we expect to see continued timing fluctuations.

In the Supporting Services expenditure category, the District experienced delayed billings by First Student for transportation activities in the approximate amount of \$200,000 due to company changes. Billings and payments were back on schedule by the end of November.

Community Services expenditures in the current year-to-date are \$32,040 as compared to the prior year-to-date of \$9,424. In the prior year, the Foundation Director position was filled later in the year resulting in lower expenditures.

Previously Reported Highlights

September 2011 revenues include the receipt of \$1.392 million from the state for the FY 2011-12 School Year Subaccount (SYS Fund). The SYS Fund was a one-time appropriation last year by the state legislature of \$100 million from the Education Stability Fund for the purpose of supporting smaller class sizes or for the enhancement of learning opportunities. The SYS Funds were distributed to school

districts in a lump sum in September rather than spread over the school year and we will not receive any SYS funds this year.

State revenues for general support for FY2012-13 reflects the adjustment for decreased enrollment for the prior year incorporated into the state funding formula. The district planned the FY2012-13 budget accordingly and the revenue is on track with budgeted expectations.

The district has received the county assessors' Notification of Property Taxes Imposed for FY2012-13. The Local Option Levy continues to be impacted by compression due to decreases in the gap between real market values and assessed values. The district budgeted \$4,541,500 for Local Option Levy, and the imposed amount is \$4,211,840. This is \$384,000 less than last year's imposed amount and \$330,000 less than budgeted. Updated projections forecast total collections at \$4.1 million. This will be watched closely throughout the year and into the future as it impacts the next fiscal year.

In addition to key items noted for the current month, General Fund expenditures are higher than the prior year which would typically not be expected with a smaller budget. The significant portion of the increase is due to timing differences including the change of paycheck distribution from 12 checks per year to 10 as bargained for Certified and most Classified staff as well as the purchase of textbooks, technology and supplies.

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

Presenter: **Steve Nielsen, Business Services Director**

Supplementary Materials: **1. Statement of Revenue and Expenditures, fiscal year to date as of October 31, 2011 and 2012**

2. Schedule of Investments as of October 31, 2012

3. Schedule of Cash Disbursements greater than or equal to \$1,000 for the period of October 1-31, 2012

Corvallis School District 509J
Statement of Revenues and Expenditures
Fiscal Year to Date as of October 31, 2011 and 2012 Respectively (Unaudited)

General Fund

	FY2011-12			FY2012-13		
	Budget	Actual		Budget	Actual	
Revenues:						
Local Sources						
Property Taxes	\$ 22,500,000	\$ 147,167	0.7%	\$ 23,055,300	\$ 133,697	0.6%
Local Option Taxes	4,775,000	29,911	0.6%	4,541,500	29,094	0.6%
Earnings on Investments	50,000	15,804	31.6%	100,000	26,278	26.3%
Other	316,000	39,965	12.6%	316,000	65,851	20.8%
Intermediate Sources	240,000	-	0.0%	230,000	-	0.0%
State Sources						
General Support	22,460,965	8,930,415	39.8%	20,560,265	8,400,849	40.9%
State School Fund - Subaccount	-	1,392,730	-	-	-	-
Common School Fund	546,857	-	0.0%	603,120	-	0.0%
Other	100,000	-	-	100,000	-	0.0%
Federal Sources	74,299	-	0.0%	8,000	-	0.0%
Total Revenue	\$ 51,063,121	\$ 10,555,992	20.7%	\$ 49,514,185	\$ 8,655,769	17.5%
Expenditures:						
Instruction	\$ 32,621,179	\$ 5,714,751	17.5%	\$ 30,924,859	\$ 6,408,328	20.7%
Supporting Services	21,669,474	6,103,012	28.2%	20,718,041	5,890,860	28.4%
Community Services	92,800	9,424	10.2%	124,300	32,040	25.8%
Facilities Improvements	1	-	0.0%	1	-	-
Transfers to Other Funds	5	-	0.0%	2	-	0.0%
Total Expenditures	\$ 54,383,459	\$ 11,827,187	21.7%	\$ 51,767,203	\$ 12,331,228	23.8%
Excess of Revenues over Expenditures	\$ (3,320,338)	\$ (1,271,195)		\$ (2,253,018)	\$ (3,675,459)	
Beginning Fund Balance	9,692,879	10,171,758	104.9%	7,971,475	8,249,911	103.5%
Budgeted Contingencies	3,820,341	-		3,242,747	-	
Unappropriated Ending Fund Balance	2,552,200	-		2,475,710	-	
Fund Balance, October 31	\$ -	\$ 8,900,563		\$ -	\$ 4,574,452	

Corvallis School District 509J
 Schedule of Investments
 October 31, 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 ³
Subtotal Commercial Paper					\$ 2,762,149	\$ 2,700,000
<u>Local Government Investment Pool:</u>						
General Account				Average Annualized Rate		\$ 16,342,835
Debt Service Account				0.6000%		36
Subtotal LGIP ¹						\$ 16,342,870
<u>Local Government Investment Pool - Pension Bond Debt Service:</u>						
Pension Bond Debt Service Account: ⁴				0.6000%		\$ 906,505
<u>Total Investments</u>						<u>\$ 19,949,376</u>

1. The maximum amount (in any combination of accounts) that the Local Government Investment Pool (LGIP) allows in an account is \$44,999,213.
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%	86.5%
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%	13.5%
US Bancorp 2.125% 2/15/13	13.5%	
TOTAL		100.00%

Benchmarks as of 10/31/12:

3-Month U. S. T-Bill bond equivalent yield:	0.11%
3-Mo. Jumbo CDs	0.08%

Corvallis School District 509J
Schedule of Cash Disbursements greater than or equal to \$1,000
For the period of October 1, 2012 - October 31, 2012

<u>Fund, Object, Vendor</u>	<u>Amount</u>
100 - General Fund	\$ 376,482.09
Charter School Payments	
INAVAL COMMUNITY PARTNERS	\$ 41,614.98
Computer Software	\$ 3,986.66
ELEARNING AND TEACH SOLUTIONS	\$ 2,870.16
SOLARWINDS	\$ 1,116.50
Consumable Supplies and Materials	\$ 38,985.38
APPLE, INC	\$ 8,329.00
COASTWIDE LABORATORIES	\$ 5,695.21
GREAT LAKES SPORTS	\$ 1,317.27
HANGSAFE HOOKS	\$ 1,094.27
INGRAM LIBRARY SERVICES	\$ 5,265.12
MILLER PAINT COMPANY	\$ 2,393.53
OFFICE MAX	\$ 6,622.54
PLATT ELECTRIC SUPPLY CO	\$ 1,146.32
PLUMBMASTER, INC	\$ 1,001.61
SAXTON BRADLEY	\$ 1,979.45
SCHOOL SPECIALTY	\$ 1,474.43
WELLS FARGO	\$ 2,666.63
Copier Charges	
OSU PRINTING	\$ 5,280.63
Electricity	\$ 32,985.99
CONSUMERS POWER INC	\$ 10,220.66
PACIFIC POWER AND LIGHT	\$ 22,765.33
Fuel	
NW NATURAL	\$ 3,923.54
Garbage	
ALLIED WASTE SERVICES	\$ 8,168.11
Legal Services	
GRAHAM M HICKS, PC	\$ 1,384.00
Other Communication Services	\$ 13,522.64
CENTURYLINK	\$ 1,329.20
COMCAST	\$ 12,193.44
Other Non-instructional Prof. and Tech.	\$ 52,722.80
BENTON COUNTY HEALTH DEPT.	\$ 47,879.50
MAXIM HEALTHCARE SERVICES	\$ 3,843.30
NETSYS CONSULTING	\$ 1,000.00
Postage	
GARTEN SERVICES, INC	\$ 7,574.60
Printing and Binding	
HENDERSON'S COPYTRONIX	\$ 3,134.56
Reimbursable Student Transportation	\$ 6,685.10
GO GET'EM TAXI	\$ 5,397.50
MINDY DYE	\$ 1,287.60

<u>Fund, Object, Vendor</u>	<u>Amount</u>
100 - General Fund continued	
Rentals	
CORVALLIS RENTAL INC	\$ 1,588.98
Repairs and Maintenance Services	\$ 37,185.45
ANALYTICAL LABORATORY	\$ 1,141.00
BENTON COUNTY PUBLIC WORKS	\$ 1,157.08
CAMPBELL CONSTRUCTION NW	\$ 1,540.00
COASTWIDE LABORATORIES	\$ 3,519.52
KONE INC	\$ 2,259.41
PROGRESSIVE DESIGN BUILDERS	\$ 4,720.00
RAMM PAINTING INC.	\$ 2,700.00
REYNOLD ELECTRIC INC	\$ 8,368.44
SNYDER ROOFING	\$ 11,780.00
Technology Equip \$1,000 - \$4,999	
HEWLETT-PACKARD CORPORATION	\$ 28,800.60
Telephone	\$ 4,565.95
AT&T MOBILITY (TECH)	\$ 1,399.41
CENTURYLINK	\$ 3,166.54
Textbooks	\$ 58,308.25
HOUGHTON MIFFLIN HARCOURT	\$ 18,755.88
NORTHWEST TEXTBOOK DEPOSITORY	\$ 28,352.80
SCHOOL SPECIALTY	\$ 7,929.60
TEXTBOOK WAREHOUSE	\$ 1,393.75
WELLS FARGO	\$ 1,876.22
Travel, Out of District	
HILTON PORTLAND	\$ 1,147.50
Water and Sewage	
CITY OF CORVALLIS	\$ 24,916.37
203 - Food Service Fund	\$ 114,632.53
Dues and Fees	
BENTON COUNTY HEALTH DEPT.	\$ 1,927.00
Food - Food Service Only	\$ 41,899.64
COCA-COLA	\$ 1,109.28
DUCK DELIVERY PRODUCE	\$ 14,033.60
FRANZ FAMILY BAKERIES	\$ 4,912.79
LOCHMEAD DAIRY	\$ 19,072.53
RIVERWOOD ORCHARD AND FARM	\$ 1,550.00
SYSCO FOOD SERVICE	\$ 1,221.44
Inventories	\$ 65,163.26
COSTCO ALBANY	\$ 2,341.33
FOOD SERVICE OF AMERICA	\$ 27,223.53
MCDONALD WHOLESALE CO	\$ 35,598.40
Repairs and Maintenance Services	\$ 5,642.63
AAA QUALITY APPLIANCE CARE	\$ 2,179.13
ADVANCED ENVIRONMENTAL	\$ 3,463.50

204 - District Donation Fund	\$ 2,925.00
Consumable Supplies and Materials	
CORVALLIS SPORTS PARK	\$ 1,925.00
Other Non-instructional Prof. and Tech.	
STOKES AUCTION GROUP	\$ 1,000.00
208 - Construction Excise Tax & Land Fund	\$ 29,282.96
Buildings Acquisition	\$ 10,157.20
GLUMAC	\$ 3,212.50
LYNCH MECHANICAL CONST.	\$ 6,944.70
Const. Contracts Payable-Retained Percentage	
LYNCH MECHANICAL CONST.	\$ 19,125.76
296 - Grants Fund	\$ 56,298.06
Consumable Supplies and Materials	
WELLS FARGO	\$ 1,589.46
Other Non-instructional Prof. and Tech.	
OLD MILL CENTER	\$ 45,206.60
Travel, Out of District	\$ 9,502.00
COSA	\$ 1,050.00
CTL CORPORATION	\$ 2,415.00
HILTON PORTLAND	\$ 1,020.00
THINK SOCIAL PUBLISHING	\$ 2,484.00
WELLS FARGO	\$ 2,533.00
297 - Student Body Funds	\$ 19,917.90
Consumable Supplies and Materials	\$ 18,495.90
CORE COMMUNICATIONS	\$ 6,246.00
HENRY SCHEIN INC	\$ 1,569.42
SEW ON	\$ 4,997.00
TAMS-WITMARK MUSIC LIBRARY	\$ 3,760.00
UPBEAT INC.	\$ 1,923.48
Technology Equip \$1,000 - \$4,999	
WELLS FARGO	\$ 1,422.00
298 - Designated Revenue Fund	\$ 52,831.45
Consumable Supplies and Materials	\$ 10,714.24
GEORGIE'S CERAMIC & CLAY CO	\$ 2,066.79
KID CARPET.COM	\$ 1,599.96
UPBEAT INC.	\$ 2,027.49
WORLD'S FINEST CHOCOLATES	\$ 5,020.00
Electricity	
PACIFIC POWER AND LIGHT	\$ 13,902.51
Other Non-instructional Prof. and Tech.	
OLD MILL CENTER	\$ 25,091.90
Repairs and Maintenance Services	
RAMM PAINTING INC.	\$ 1,000.00
Travel, Out of District	\$ 2,122.80
The Washington Ballet	\$ 1,040.00
WELLS FARGO	\$ 1,082.80

601 - Insurance Fund	\$ 439,840.13
Buildings Acquisition	\$ 15,690.21
FEI TESTING & INSPECTION, INC	\$ 1,117.50
PBS ENGINEERING & ENV.	\$ 5,160.00
ROWELL BROKAW ARCHITECTS, P.C.	\$ 9,412.71
Const. Contracts Payable-Retained Percentage	
GREENBERRY CONSTRUCTION	\$ 5,123.00
Group Insurance	\$ 402,119.05
LIFEMAP ASSURANCE COMPANY	\$ 17,178.45
REGENCE BCBS OF OREGON	\$ 376,134.10
WILLAMETTE DENTAL GROUP	\$ 8,806.50
Other Non-instructional Prof. and Tech.	\$ 7,333.87
BARKER-UERLINGS INSURANCE	\$ 5,173.87
CPR WORKS, LLC	\$ 2,160.00
Property Insurance Premiums	
AMERICAN BANKERS INSURANCE	\$ 2,474.00
Repairs and Maintenance Services	
GREENBERRY CONSTRUCTION	\$ 7,100.00
Grand Total	\$ 1,092,210.12



Corvallis

SCHOOL DISTRICT

X.C. Board Policy ING - Animals in District Facilities - Revised - First Reading

Corvallis School District 509J
Board of Directors

BOARD MEETING DATE: December 10, 2012

FOR INFORMATION

SUBJECT:

Board Policy ING—Animals in District Facilities—Revised—First Reading

Issue: We want parents of students to be notified when animals are brought into the classroom. Due to allergies or other concerns, parents may request a student be excused from handling or touching any animal. Currently our policy and administrative agreement are not in alignment. Our policy has been reworded for clarity.

Options Considered: Not revising the policy.

Involvement: District office and building staff.

Consequences: Procedures will remain unclear.

Cost Impact: None

CONTACT PERSON(S): Kevin Bogatin, Kerry Richey

ANIMALS IN DISTRICT FACILITIES

Animals are generally prohibited on district property.

However, permission may be obtained from the principal before animals are brought into the school for specified educational purposes. Animals must be adequately cared for and appropriately secured. Parents of students will be notified in advance of animals being brought into the classroom. Due to allergies or other concerns, parents may request a student be excused from handling or touching any animal.

~~Only the teacher or students designated by the teacher and with written parent permission are to handle the animals.~~

If animals are to be kept in the classroom on days when classes are not in session, arrangements must be made for their care.

Any unanticipated costs associated with the animal's presence on school property will be the responsibility of the animal's owner (i.e., flea treatments, false alarms, medical bills).

Animals may not be transported on a school bus or in any district vehicles.

~~Animals serving the disabled~~ Service animals shall be an exception to this policy.

END OF POLICY

Legal References:

[ORS 336.067](#)

[ORS 346.620](#)

[OAR 581-053-0010](#)

[OAR 581-053-0015](#)

[OAR 581-053-0545\(4\)\(c\)\(V\)](#)

[OAR 581-053-0550\(5\)\(u\)](#)

Americans with Disabilities Act of 1990, 104 Stat. 327, 42 U.S.C. § 12101 et seq. (2006).



Corvallis

SCHOOL DISTRICT

X.D. Board Policy KG - Community Use of District Facilities - Revised - First Reading

Corvallis School District 509J
Board of Directors

BOARD MEETING DATE: December 10, 2012

FOR INFORMATION

SUBJECT:

Board Policy KG—Community Use of District Facilities—Revised—First Reading
Administrative Regulation KG-AR—Facility Usage Rules and Procedures—Revised—For
Information

Issue:

Minor change only for policy KG—Community Use of District Facilities—our Facilities and
Maintenance Department is no longer called Auxiliary Services.

The administrative regulation—Facility Usage Rules and Procedures was reviewed for current
practice and procedures. Updates were made to insurance requirements, use of specialty rooms,
facility usage fees, and the granting of reduced rates for facility users. We have been working
this fall to notify users of the changes taking place.

Options Considered: Not revising the policy and administrative regulation.

Involvement: District staff, risk management, building principals, athletic directors.

Consequences: Policy and administrative regulation will remain outdated.

Cost Impact: Unknown

CONTACT PERSON(S): Kevin Bogatin, John Meyer, Kerry Richey, Glenda Gassner

Community Use of District Facilities

The Board supports the community education concept, which encourages the use of district facilities by community members for recreation, education, and service activities. All school and school-sponsored activities/events will maintain priority in facility use. The district reserves the right to grant permission for facility use and to deny any and all facility use permits at its sole discretion. All users of district facilities are responsible for leaving said facilities in the same condition in which they found them. The district will seek to recover all costs associated with the rental or leasing of all district facilities, but may establish criteria for a reduced fee or free use. The superintendent or designee(s) is authorized to cancel facility use permits when such action is in the best interests of the school district and/or the facility is needed for a school or school-sponsored activity or event.

Approval for use of a facility does not constitute approval or endorsement by the Board of the organization or group. The Board is not responsible for words or actions taken by organizations, groups, or individuals during their use of the buildings and or facilities.

~~Auxiliary Services Department~~ The Facilities and Maintenance Department, as designated by the superintendent, will provide oversight of the fee structure, contracts, availability, and scheduling of all district facilities and equipment.

The district reserves the right to require police supervision at any event the superintendent or designee deems necessary and to charge the user for the supervision.

The Board expects the users to treat the facilities with respect. The Board reserves the right to remove any facility from public use.

Short and long-term (over three months) use of district facilities must be made through the ~~Auxiliary Services Department~~ Facilities and Maintenance Department. The user must agree to all guidelines and conditions on the Facility Permit or the Contract for Facilities Use and Services. An individual, group, or organization may be denied future use of district facilities in the event of non-compliance of agreements, damage to facilities, improper use of facilities, or other harmful or illegal activities.

The superintendent shall establish administrative regulations for facility use, fees, and processes in accordance with policy.

END OF POLICY

Legal References:

ORS 330.430
ORS 332.107
ORS 332.172



Corvallis

SCHOOL DISTRICT

X.E. Administrative Regulation KG-AR - Facility Usage Rules and Procedures
- Revised - For Information

Facility Usage Rules and Procedures

I. POLICY STATEMENT

The district cooperates with the community in providing use of the district facilities when possible without interference with the education and activity programs of the schools or the requirements for maintenance, operation, safety, and security of the physical plant and grounds.

II. APPLICATION PROCEDURE

Groups wishing to use district facilities must complete a facility use application, which may be obtained from the site's building use coordinator. To assure reservations of the facility, the application shall be submitted to the school or building office far enough in advance to allow ample time to properly plan for the use of the facility, preferably 15 working days before the scheduled event, but no more than six months in advance of use. (Long-term users with contracts ~~may be~~ **are** excluded and fall under a separate agreement. For information regarding long-term contract use contact the Facilities and Maintenance Department.) The application must be signed by the building use coordinator, approved, and on file in the Facilities and Maintenance office prior to usage of facilities.

Proof of liability insurance also is required for long-term users (use occurring for a period lasting more than three months) and intermittent users (use occurring at irregular intervals and/or over a time period of three months or less) and must be submitted to the Facilities office after the facility use application has been approved, and at least one business day prior to the use of the facility. Refer to the following sections for insurance requirements.

- VIII. Hold Harmless Agreement
- IX. Insurance Requirements

The facilities only can be used after the appropriate forms have been completed.

Subject to section III. Availability, it is the building administrator's responsibility to ascertain that the proposed activity:

- A. Will not be harmful to the school facility.
- B. Will not interrupt the school's programs.
- C. Will appropriately fit into the building use calendar.
- D. Will have adequate and appropriate supervision.
- E. Will not cause or allow a breach in security.
- F. Will comply with section XIV. Priority Use.
- G. Has a required clause to hold harmless the district.

The approved application supersedes any prior representations or agreements.

III. AVAILABILITY

- A. The district reserves the right to grant or deny permission for use of facilities at its sole discretion.
- B. Use of district facilities for church, partisan, political, or sectarian purposes may be granted; however, such approval does not imply district endorsement or sponsorship of these activities.
- C. Those organizations that have failed to pay for previous usage will be denied use until the past due debt is paid in full.
- D. Unauthorized use of the district facilities or failure to comply with the facility use application or administrative regulation may result in cancellation of application or denial of any future use.
- E. Nothing shall be sold, given, exhibited, or displayed unless prior written permission is granted by the district.
- F. Priority will be given in accordance with the guidelines established in Section XIV. Priority Use.
- ~~G. If admission is charged, the district charge for the use of the facility will be the standard fee plus 15 percent of the gross gate. Donations and pledges are not considered admission fees.~~
- GH.** Summer use must be scheduled with the building at least five business days prior to the last day of school.

IV. CANCELLATION

Request for the cancellation of the application shall be made to the building use coordinator or the Facilities and Maintenance office no less than 48 business hours preceding the scheduled use of the facility. A regular charge shall be made in accordance with the usage application for the facility engaged and not used unless such notice to cancel is given.

The Board authorizes the superintendent/designee to cancel building use applications when it is apparent that such action is necessary for the best interests of the district. Whenever possible, the district will provide at least a 48-hour cancellation notice if a group's approval to use a facility must be revoked. Should a facility be closed due to loss of utilities, inclement weather, and/or other considerations, every effort will be made to communicate said closure and the facility use fee will be returned.

V. SUPERVISION

All groups using any facility will provide supervision. The building administrator/designee will determine and insert on the building use application the level and type of supervision required and may require that a district employee be present. A district staff representative likely will be required whenever a large group or many children will assemble, or in other situations in which potential for harm to person or property is high. Disagreements regarding the level of supervision required that cannot be resolved between the requestor and the building administrator/facilities manager should be appealed to the superintendent/designee.

When supervision by a district employee is requested or required the sponsoring group will be charged ~~\$40.00~~ \$30.00 per hour for food service or other qualified employees. All district employees who are hired by the district to supervise will be paid through the district payroll department.

The district reserves the right to require certified security and/or law enforcement services at any event the administration deems necessary in its sole discretion and to charge the user the actual cost incurred by the district.

VI. SECURITY

District keys or keycards are not to be shared or given to non-district employees without appropriate record keeping and accountability. If the building administrator deems it necessary to issue a key and/or keycard, a \$25.00 deposit is required. The deposit will be retained at the school; it will be refunded when the key and/or keycard is returned or will be forfeited if the key and/or keycard is not returned by the date specified. Keys and keycards must be returned promptly.

VII. SAFETY, LIABILITY, AND CARE OF FACILITIES

Putting up decorations or scenery or moving pianos or other furniture is prohibited unless written permission is granted and inserted on facility use application. The use of school equipment and/or furniture is not included in the facility use application and is prohibited unless written permission is included in the facility use application. All electrical equipment and arrangements shall be controlled by the district or its representatives.

Representatives of the district must have access to all rooms at all times. The building administrator, designated supervisor, or facilities manager/designee has the right to stop any activity at any time if in his or her judgment there is a violation of Rules of Conduct for Use of District Facilities, KG-AR section XIII., or if the activity is deemed to be hazardous to personnel, property, equipment, or participants.

Any damages to district (e.g., grounds, building, or equipment) shall also be assumed by the user. If damages occur during the use of a facility, documentation must be provided by the event supervisor detailing the date, time, location, nature of the damage, and the responsible party. The building administrator and the Facilities and Maintenance office should be notified immediately and photos taken if possible.

Returning the facility and/or grounds to the condition it was prior to usage, including cleanup and the return of all keys and/or keycards is the responsibility of the user. Failure to comply will result in additional charges, including the cost of cleanup, repair, re-keying, and possible denial of future facility use.

The maximum number of people permitted in the various buildings or facilities shall be restricted to any and all fire marshal requirements of the National Fire Protection Association (NFPA).

The district assumes no responsibility for personal properties left on the premises.

VIII. HOLD HARMLESS AGREEMENT

User shall release, indemnify, and hold harmless Corvallis School District, its directors, officers, and agents, from any and all claims and liabilities (including costs and attorneys fees) arising out of or in connection with user's use of Corvallis School District facilities. The release and indemnity agreement is intended to release Corvallis School District from any and all claims and liabilities, including but not limited to negligence by the Corvallis School District. This agreement shall appear on the application.

IX. INSURANCE REQUIREMENTS

Long-term users (use occurring for a longer period than three months) shall maintain liability insurance in the amount of not less than \$1,000,000 for comprehensive general liability including bodily injury or death and property damage per occurrence and not less than \$2,000,000 aggregate. User shall also provide workers' compensation coverage that satisfies Oregon law for their subject workers. The district shall be named as an additional insured and provide the district with 30 calendar days' written notice of cancellation or material modification of the insurance contract. A certificate of liability insurance with additional insured endorsement shall be provided by the user upon approval of the signed facility use application and on file in the Facilities office by one business day prior to the event.

Intermittent users (use occurring at irregular intervals and/or over a time period of three months or less) may ~~apply for a waiver of insurance.~~ request in writing exceptions for lower limits of insurance ~~If the request is made in writing, exceptions for lower limits of insurance may be granted~~ with the approval of the district's Risk Management office. User may need to consider purchasing event insurance from an insurance carrier.

Any organization sponsoring the use of a building and/or grounds shall assume liability for any accidents that occur upon the grounds or in the building during the times such facilities are in use under its direction.

X. SPECIALIZED FACILITIES, EQUIPMENT, AND USAGE

A. Gyms and Multipurpose Rooms

Appropriate (non-marking) gym shoes are required for all participants involved in active sports and games.

B. Weight Rooms/~~Mat Room with Climbing Wall~~

Non-district use of weight rooms ~~and the mat room with the climbing wall at Linus Pauling Middle School (LPMS)~~ have special potential of injury to person or

damage to property. Therefore, all weight rooms and the LPMS mat room with climbing wall are not available for use.

C. Kitchens and Cafeterias

1. For activities that would not involve actual food preparation or operation of kitchen equipment (e.g., receptions), access to kitchen facilities will be allowed only under the supervision of an appropriate school employee whose responsibility would be to consult with the district's kitchen manager prior to the activity and to see that kitchen facilities are left as mutually agreed. Supervision would be an additional charge, as referenced in KG-AR section V.
2. For activities involving actual food preparation, district employed kitchen workers must be present. The actual number required depends upon the activity and must be determined by the district Food Service kitchen manager or director at an additional charge, as referenced in KG-AR section V.
3. ~~Food labs are restricted and not available for use.~~

D. Computer Labs, Food Labs, Technology Classrooms, Mat Room

Non-district use of computer labs, food labs, or technology classrooms (e.g., auto or wood shops), or arts rooms (e.g., photo, ceramics, jewelry labs), or mat room have special potential for damage to property or theft, as well as liability, and is generally prohibited.

The district electronic communication system has not been established as a public access service or a public forum. Commercial and/or inappropriate personal use of the district's system is strictly prohibited.

E. Playing Fields

Users renting playing fields without access to restroom facilities may be required to provide portable restrooms and garbage service for participants. Failure to comply will result in denial of future use. The district also reserves the right to restrict the use of fields due to weather or over-use.

F. Administration Office

The Corvallis School District 509J administration buildings are not available for outside use.

G. District Theaters

A separate facility use policy exists for the use of district theaters. Applications can be made by contacting the district theaters manager.

XI. RATE CATEGORIES

A. Groups Granted Free Use

The following groups, organizations, or activities will be granted free use of district facilities providing such use shall in no way interfere with or be detrimental to school functions. Such free use will be limited to those times when a district employee is on regularly scheduled duty. A charge will be made for the use of the facility when a district employee is required to be present or when extra heating, utility costs, or cleanup are incurred beyond the normal operating hours.

1. Parent club meetings and activities.
2. After-school district sponsored activities.
3. Wellness activities for district employees only.
4. Fundraising activities for educational, athletic, or fine art purposes benefiting district programs.
5. Educational meetings or conferences pertaining to the operation of the district.
6. ~~Other groups or organizations may apply for a granted free or reduced rate by submitting a Free Use or Reduced Rate Request form annually.~~

B. Groups Granted a Reduced Rate

1. Specialized Instruction

Individuals who provide individual instruction to enhance academic, athletic, or fine arts achievement of district students will be required to follow the facility use application procedure and submit proof of liability insurance or a signed waiver of insurance. The building administrator must approve all applications before any instruction tutoring can take place. ~~In lieu of a permit fee, the tutor shall pay 15 percent of whatever he/she charges students.~~ (Example: early bird and after school classes.)

2. Other Groups

Other groups or organizations may apply for a ~~granted free or reduced rate~~ by submitting a ~~Free Fee Use or~~ Reduced Rate Request form annually. The requests will be accepted or rejected depending on whether they advance the district's education goals. ~~Factors taken into consideration~~ when granting a reduced rate include, but are not limited to:

- Are only students participating?
- May all students participate ("no cut")?
- What is the non-profit, tax exempt status of the group?
- Are fees are charged to participants?

C.3. Groups Expected to Pay Regular Rate

The following groups, organizations, or activities will be expected to pay regular rate, as prescribed by the district's fee schedule.

- 1.a. Schools other than those in the district.
- 2.b. Political organizations.
- 3.e. Commercial organizations.
- 4.d. Religious organizations.
- 5.e. Professional organizations.
- 6.f. Fraternal organizations.
- 7.g. Outside Labor Unions.
- 8.h. Social groups.
- 9.i. Recreational groups not covered by long-term use agreements.
- 10.j. Fund raising activities where the net proceeds are identified and retained for other than school district programs the direct benefit of the patron.

D.4. Payment on Approval of Permit

Payment, when required, for use of a district facility shall be made to the district business office upon receipt of invoice from the Corvallis School District application approval, unless special arrangements have been made previously. Failure to pay will disqualify the group or user from use of district facilities.

XII. ~~FREE FEE USE OR REDUCED RATE REQUEST FORM~~

All users requesting ~~free use or~~ use at a reduced rate must fill out and submit a ~~Free Use or Reduced Rate Request for Corvallis School District 509J Facilities form~~. The form must be submitted with the users application to the facility they are requesting to use and must be approved by the building administrator before being submitted to the Facilities and Maintenance office for final approval.

XIII. RULES OF CONDUCT FOR USE OF DISTRICT FACILITIES

- A. Users are required to sign the Application and Agreement for Use of School District Property certifying they have read, understand, and will comply with the conditions stated on the reverse side of that application under Rules for the Use of District Facilities before facility use is granted.
~~Rules For the Use of District Facilities statement before facility use is granted (see Attachment D).~~
- B. The facility use application shall list any exceptions to the rules and regulations covering the community use of buildings or grounds that users are required to follow.

XIV. PRIORITY USE

The district supports the community education concept, encouraging the use of district facilities by the community for recreation, education, and service activities. There is a strong desire to be supportive of as many services and opportunities for patrons as possible. The district acknowledges that community programs and groups must work together collaboratively to ensure the success of all programming options.

The district reserves the right to restrict use of facilities at any time during the year due to condition and safety. Notice will be posted and every effort will be made to contact groups with pending reservations should facilities be closed.

The district additionally reserves the right to cancel outside use of facilities due to loss of utilities, inclement weather, and/or other considerations. Every effort will be made to communicate said closures.

Unused facilities may be rented under conditions separate from the guidelines described within this document; unused classrooms within facilities currently operating as 509J schools may also be leased to community groups fostering an ~~early-childhood~~ opportunity that fits the needs of the district or school, e.g., early childhood programs operating in elementary schools.

Long-term (longer than three months) rental/leases of district facilities (both active schools and inactive facilities) **may** require a negotiated contract and will be reviewed on a case by case basis with specific review as to the potential impacts on the educational environment. The guidelines noted within this document are intended for use specifically with short-term situations.

A. Key Considerations for Developing Priorities

1. Does it serve our students?
2. Does it help our students meet identified achievement goals?
3. Does it promote better learning for our students?
4. Does it promote an opportunity for all to learn skills and sportsmanship?
5. Does it meet community's need for after school care and help keep our students safe and supervised?
6. Does it serve the needs of the community?

B. School Day Priorities

1. First priority will be given to Corvallis School District programs. No outside use will be considered until district program needs, including athletics and activities, are met. Student program needs will outweigh the needs of programs focused on staff.
2. Second priority will be given to district-sponsored programs operating for the benefit of district students.

3. Third priority will be given to volunteer organizations with the primary focus to support district students in district curriculum.
4. Other outside uses during the school day are generally prohibited.

C. Non School Day and After School Day Priorities

1. First priority will be given to Corvallis School district programs. No outside use will be considered until district maintenance and educational program needs (including, but not limited to parent open houses, performances, athletics, and activities) are met. Student programs will receive priority scheduling over adult/staff programs.
2. Second priority will be given to district-sponsored programs operating for the benefit of district students.
3. Third priority will be given to non-profit programs designed to build skills of district students in non-cut/all-play activities allowing every interested student to participate.
4. Fourth priority will collaboratively take into consideration the need for non-profit programs designed to develop skills of district students in competitive activities and non-profit adult recreation.
5. Fifth priority will be given to non-profit groups and government organizations conducting activities for adults, or intended for mixed adult and youth participants.
6. Sixth priority will be given to organized groups not recognized as non-profit or private individuals engaging in activities for the benefit of students and community patrons.
7. Final priority is fund-raising activities, with priorities given first to non-profit groups, then to private individuals, and lastly, to for-profit organizations.

D. Additional Guidelines

1. Meetings will be held seasonally for the purpose of allocating facilities and fields. Meeting dates and times will be determined by the Facilities and Maintenance office. Participants will include representatives from the Corvallis School District 509J and contracted community partners such as Boys and Girls Club and the City of Corvallis.
2. Practices for individual teams within priority programs may be limited so the district's available space serves as many community needs as possible.
3. Age-appropriate placement is advised whenever possible (i.e., middle school aged programming should be scheduled at a middle school, elementary programming should be scheduled at an elementary school). It is recommended that adult activities be placed at either high school or middle school facilities.
4. Age-appropriate timing is preferred.

XV. FEE SCHEDULES

A minimum base fee is charged for the first three hours with an additional hourly fee after that. Fees include user’s set up and break down times needed to access the building or grounds. Fees also are determined by school days (non-school hours) and non-school days. Non-school days are charged at a higher rate than school days (non-school hours). Additional fees may be charged to the user if supervision, kitchen, or custodial staff is required.

XVI. FACILITY AND FIELD USAGE FEES

	School Days (non-school hours)	Non-School Days*
	Hourly Rate	Hourly Rate
ELEMENTARY/K-8 SCHOOL FACILITIES (including Harding)		
Classroom	\$ 12.00	\$ 18.00
Special Classroom (shops, labs)**	\$ 18.00	\$ 26.00
Cafeteria (Garfield & Mt. View)	\$ 33.00	\$ 52.00
Cafeteria & Kitchen***	\$ 46.00	\$ 65.00
Gymnasium	\$ 39.00	\$ 77.00
All Fields Per Field	\$ 20.00	\$ 20.00
	(\$60/Day Max for Fields)	(\$60/Day Max for Fields)
MIDDLE SCHOOL FACILITIES		
Classroom	\$ 12.00	\$ 18.00
Special Classroom (shops, labs, mat room)**	\$ 18.00	\$ 26.00
Linus Pauling Auditorium	\$ 33.00	\$ 52.00
Cafeteria	\$ 46.00	\$ 72.00
Cafeteria & Kitchen***	\$ 65.00	\$ 90.00
Large Gymnasium	\$ 49.00	\$104.00
Small Gymnasium	\$ 39.00	\$ 77.00
Football Field/Track	\$ 20.00	\$ 20.00
All Other Fields Per Field	\$ 20.00	\$ 20.00
HIGH SCHOOL FACILITIES		
Classroom	\$ 12.00	\$ 18.00
Special Classroom (shops, labs, mat room)**	\$ 18.00	\$ 26.00
Cafeteria	\$ 46.00	\$ 72.00
Cafeteria & Kitchen***	\$ 65.00	\$ 90.00
Large Gymnasium	\$ 77.00	\$104.00
Small Gymnasium	\$ 39.00	\$ 77.00
CHS Artificial Turf/Track****	\$ 85.00	\$ 85.00
CVHS Football Field/Track	\$ 20.00	\$ 20.00
All Other Fields Per Field	\$ 20.00	\$ 20.00

Special Use Permit Fee (all facilities)

All fees charged in hourly increments only. Reduced rate may apply to some areas.

Certificate of Liability Insurance may be required.

District Theaters have a separate rate sheet that can be obtained from the District Theaters Office.

*Supervision or Custodial coverage may be required on non-school days at an additional rate of \$40/hour.

**Use of special classrooms generally prohibited, but use may be granted on a case-by-case basis.

***Cafeteria and Kitchen—Permission from Food Service/additional charge for kitchen supervisor required.

****CHS Artificial Turf/Track subject to approval by Athletic Director & Facilities.

FIELD USAGE FEES

	School Days (non-school hours*)		Non-School Days*	
	Base Rate First 3 Hours	Each Extra Hour	Base Rate First 3 Hours	Each Extra Hour
ELEMENTARY/K-8 SCHOOL FACILITIES				
Classroom	\$ 44.00	\$ 10.00	\$ 72.00	\$ 20.00
Cafeteria	\$150.00	\$ 24.00	\$240.00	\$ 50.00
Cafeteria & Kitchen**	\$210.00	\$ 30.00	\$300.00	\$ 60.00
Gymnasium	\$200.00	\$ 36.00	\$340.00	\$ 58.00
Classroom w/computers***	\$ 90.00	\$ 30.00	\$320.00	\$ 48.00
MIDDLE SCHOOL FACILITIES				
Classroom	\$ 44.00	\$ 10.00	\$ 72.00	\$ 20.00
Special Classroom (shops, etc)	\$ 72.00	\$ 20.00	\$120.00	\$ 38.00
Cafeteria	\$210.00	\$ 30.00	\$330.00	\$ 60.00
Cafeteria & Kitchen**	\$290.00	\$ 42.00	\$410.00	\$ 82.00
Gymnasium	\$270.00	\$ 60.00	\$480.00	\$ 88.00
Classroom w/computers***	\$ 90.00	\$ 30.00	\$450.00	\$ 80.00
HIGH SCHOOL FACILITIES (including Harding)				
Classroom	\$ 44.00	\$ 10.00	\$ 72.00	\$ 20.00
Special Classroom (shops, etc)	\$ 72.00	\$ 20.00	\$120.00	\$ 38.00
Cafeteria	\$210.00	\$ 30.00	\$330.00	\$ 60.00
Cafeteria & Kitchen**	\$290.00	\$ 42.00	\$410.00	\$ 82.00
Small Gymnasium				
Gymnasium	\$270.00	\$ 60.00	\$480.00	\$106.00
Classroom w/computers***	\$ 90.00	\$ 30.00	\$480.00	\$106.00
Special Use Permit Fee (all facilities)	\$ 50.00 Per Day			

District Athletic Fields Charge has a separate schedule listing charge by field.

District Theaters have a separate rate sheet that can be obtained from the District Theaters Office.

(Minimum base rate of three hours will be charged.)

*Supervision or Custodial coverage may be required on non-school days at an additional rate of \$30/hour

**Cafeteria and Kitchen—Permission from Food Service/additional charge for kitchen supervisor required

***Classroom with computers—Additional permission required for security purposes

XVII. FIELD USAGE FEES

	School Days (non-school hours)		Non-School Days	
	Rate	Each Additional Hour	Rate	Each Additional Hour
ELEMENTARY/K-8 SCHOOL FACILITIES All fields per field	\$60.00 per day	n/a	\$60.00/Day	n/a
MIDDLE SCHOOL FACILITIES Football Field Track All other fields per fields	\$60.00 base rate \$60.00 base rate \$60.00 per day	\$18.00 \$18.00 n/a	\$60.00 base \$60.00 base \$60.00/day	\$18.00 \$18.00 n/a
HIGH SCHOOL FACILITIES CVHS Football Field CVHS Track *CHS Artificial Turf/Track Baseball Fields Softball Fields Soccer Fields	\$60.00 base rate \$60.00 base rate \$85.00/hour \$60.00 base rate \$60.00 base rate \$60.00 base rate	\$18.00 \$18.00 \$85.00 \$18.00 \$18.00 \$18.00	\$60.00 base \$60.00 base \$85.00/hour \$60.00 base \$60.00 base \$60.00 base	\$18.00 \$18.00 \$85.00 \$18.00 \$18.00 \$18.00

(Minimum base rate consists of the first three hours)

Certificate of Liability Insurance required.

Supervision or Custodial coverage may be required on non-school days at an additional rate of \$30/hour

*CHS Artificial Turf/Track subject to approval by Athletic Director & Facilities.



Request must be received 15 business days prior to your event

**Free Use or Reduced Rate Request
For Corvallis School District 509J Facilities**

Requesting Organization _____ **Date** _____

Organization Description (check one):

- Non-profit, tax exempt status designation (attach copy of IRS certification)
- Corvallis School District 509J
- Benton County/City of Corvallis
- Business
- Individual

Event Title _____ **Date of Event** _____

Organization Representative (print name) _____

(First) (Last)

Mailing Address (print) _____

(Street or PO Box)

(City) (State) (Zip)

Daytime Contact Number () _____

Requesting (please check one or both): Free Use Reduced Rate

Briefly describe the activity for which you are requesting ~~free use or~~ fee reduction for use of a facility: _____

1. Do only district students benefit? Yes No What grade levels _____
(75-100% reduction of facility use fee may apply)

2. Do both district and non district students benefit? Yes No What grade levels _____
(50-100% reduction of facility use fee may apply)

3. May all students participate ("no cut") Yes No

4. Do you charge a fee? Yes No How much \$ _____
What for? _____

5. Will scholarships be offered? Yes No

6. In season sport? Yes No

7. Total Attendees _____ # Adults _____ # Students _____

Signed _____ **Date** _____

Building Administrator _____ **Date** _____

- Application request attached
- Certificate of liability insurance attached

For Facilities Office Use Only

1. Organization/Individual meets the basic eligibility requirements for a fee exemption/reduction? Yes No

2. Is the facility use application ~~Are permits~~ approved for the dates and times requested? Yes No

3. Will the district incur extra costs (i.e., additional staff time) if this fee exemption is granted? Yes No

(If "yes" approximately how much additional cost and for what?) \$ _____ for _____

4. What is the projected rental value of the facility use (if available)? \$ _____

5. The recommendation regarding this rental fee exemption or reduction request is:

- Approved - Free Use / Reason: _____
- Approved - Reduced Rate / Terms of reduction: _____
- Denied / Reason: _____

Facilities Administrator _____ **Date** _____

This application for an exemption/reduction of rental fees is:

Approved **Reduction Terms** _____

Denied **Reason Denied** _____

**Corvallis 509J Public School District
Rules for the Use of District Facilities**

Violation of any of the following rules may lead to cancellation of the facility use application and denial of any future use.

1. ~~All groups will provide adequate and appropriate supervision.~~
2. ~~Any organization sponsoring the use of the building or grounds shall assume all liability for any accidents that occur upon the grounds or in the buildings.~~
3. ~~Participants are not to enter the building until the time specified in the facility use application.~~
4. ~~All participants and the accompanying audience are to remain in the agreed upon area as described by the facility use application.~~
5. ~~Use, possession or sale of alcoholic beverages or illegal substances is prohibited anywhere on district property. This also includes any usage of these substances inside private vehicles.~~
6. ~~Use, possession or sale of tobacco or illegal substances is prohibited anywhere on school district property. This also includes any usage of these substances inside private vehicles.~~
7. ~~The user is responsible for control of the audience and participants to prevent running around the building, bouncing balls, playing on unauthorized equipment, littering the premises or damaging property.~~
8. ~~Harassment of school district personnel or other users of the facility may be cause for the cancellation of the facility use application.~~
9. ~~Failure to return a key in a timely manner may result in forfeiting the key security deposit.~~
10. ~~Unauthorized use of district facilities or failure to comply with all the conditions of the facility use application or policy will result in cancellation of the application and denial of future facility use.~~
11. ~~The building and grounds being used are to be left in good condition. Litter and spills are to be cleaned up by the user or an additional fee will be charged to the user.~~
12. ~~Abuse of gym equipment such as backboards, rims, nets and bleachers will not be tolerated and may lead to the cancellation of the facility use application and denial of future facility use.~~
13. ~~District programs have priority for the use of facilities and may cause cancellation of use by outside groups.~~
14. ~~Banners and advertising must comply with district standards and applicable board policy.~~
15. ~~Parking of motorized vehicles is prohibited on district fields.~~
16. ~~Any use of any type of open flame cooking devices requires prior special approval.~~
17. ~~User and attendees must abide by school board policy KGB, Public Conduct on District Property.~~

I have read and agree to these rules.

Group or Organization: _____

Print Name: _____

Signature: _____ Date _____

It is mutually understood in this agreement that the user will abide by all Corvallis School District rules governing community use of district facilities and be totally responsible and liable for user's activities. User agrees to indemnify, defend and hold harmless Corvallis School District 509J from any and all liability arising from any act or omission related to the use of district facilities, including, but not limited to the content or any activities occurring on district property. It is further understood that the area used will be left in an orderly condition, and that the organization will assume full responsibility for any unnecessary breakage or destruction of property beyond normal use. A Certificate of Liability Insurance in the amount of \$1,000,000 per occurrence and \$2,000,000 aggregate for long term users is required and must accompany this form.



Corvallis

SCHOOL DISTRICT

- XI. EXECUTIVE SESSION - The Board will meet in Executive session at 5:45 p.m. under ORS 192.660(2)(d) - To consult with persons designated for labor negotiations.
- XII. 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.

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

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

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

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

SCHOOL BOARD MEMBERS			
Judah Largent	541-231-8415	Terese Jones, Co-Vice Chair	541-230-1673
Sami Al-Abdrabbuh	541-283-6611	Shauna Tominey, Co-Vice Chair	541-829-8411
Chris Hawkins	541-602-2045	Luhui Whitebear, Chair	541-714.3305
Sarah Finger McDonald	541-908-3756		

EXECUTIVE STAFF MEMBERS	
Ryan Noss, Superintendent	541-757-5841
Melissa Harder, Assistant Superintendent	541-766-4857
Lauren Wolfe, Finance Director	541-757-5874
Jennifer Duvall, Human Resources Director	541-757-5840
Kim Patten, Operations Director	541-757-3849
Kim Nelson, Executive Assistant to the Superintendent; Board Secretary	541-757-5841