



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, March 11, 2013 6:30 PM	Regular	District Office Board Room, 1555 SW 35th Street, Corvallis, OR 97333	See attached.

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

If you would like to watch live-streaming of the School Board meeting, please navigate to the District's YouTube channel: <https://www.youtube.com/channel/UC9Jtp5dmilZl9kySBJbVQ?>
A recording of the meeting will also be posted to that channel.

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

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



Corvallis

SCHOOL DISTRICT

Monday, March 11, 2013
6:30 PM

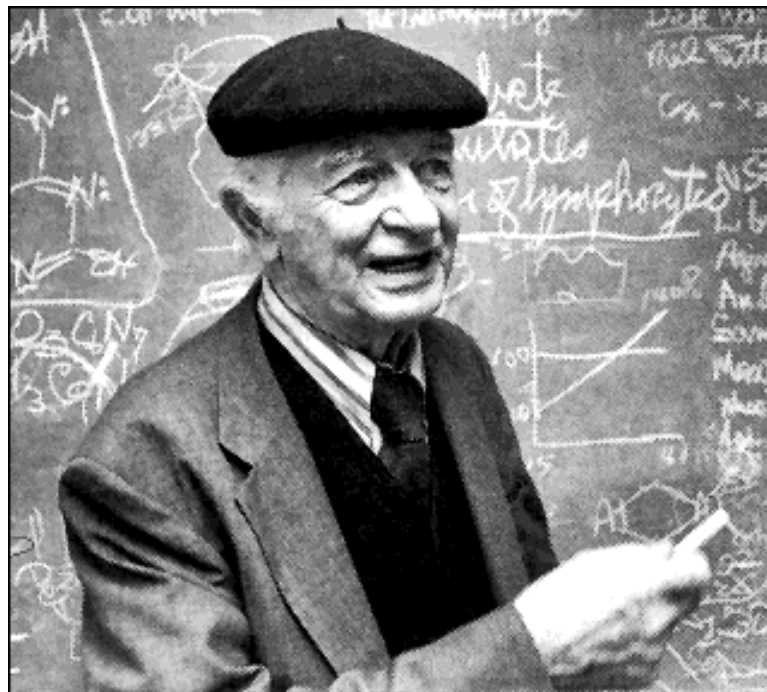
AGENDA
Regular Meeting of the
BOARD OF DIRECTORS
Corvallis School District 509J

Meeting Details: Monday, March 11, 2013, 6:30 PM in the District Office Board Room,
1555 SW 35th Street, Corvallis, OR 97333.

If you would like to watch live-streaming of the School Board meeting, please navigate to the District's YouTube channel: <https://www.youtube.com/channel/UC9Jtpte5dmilZI9kySBjbVQ?> A recording of the meeting will also be posted to that channel.

- I. CALL TO ORDER AND ROLL CALL
- 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. PLC Report – Linus Pauling Middle School

LINUS PAULING MIDDLE SCHOOL



LPMS INTERVENTION PLC

- Introduction of LP Staff
- SMART Goal:



All learners will be on a trajectory toward meeting or exceeding essential skill requirements. We will screen for students not currently on a trajectory to achieve essential skills, respond with a tiered intervention, and monitor progress.

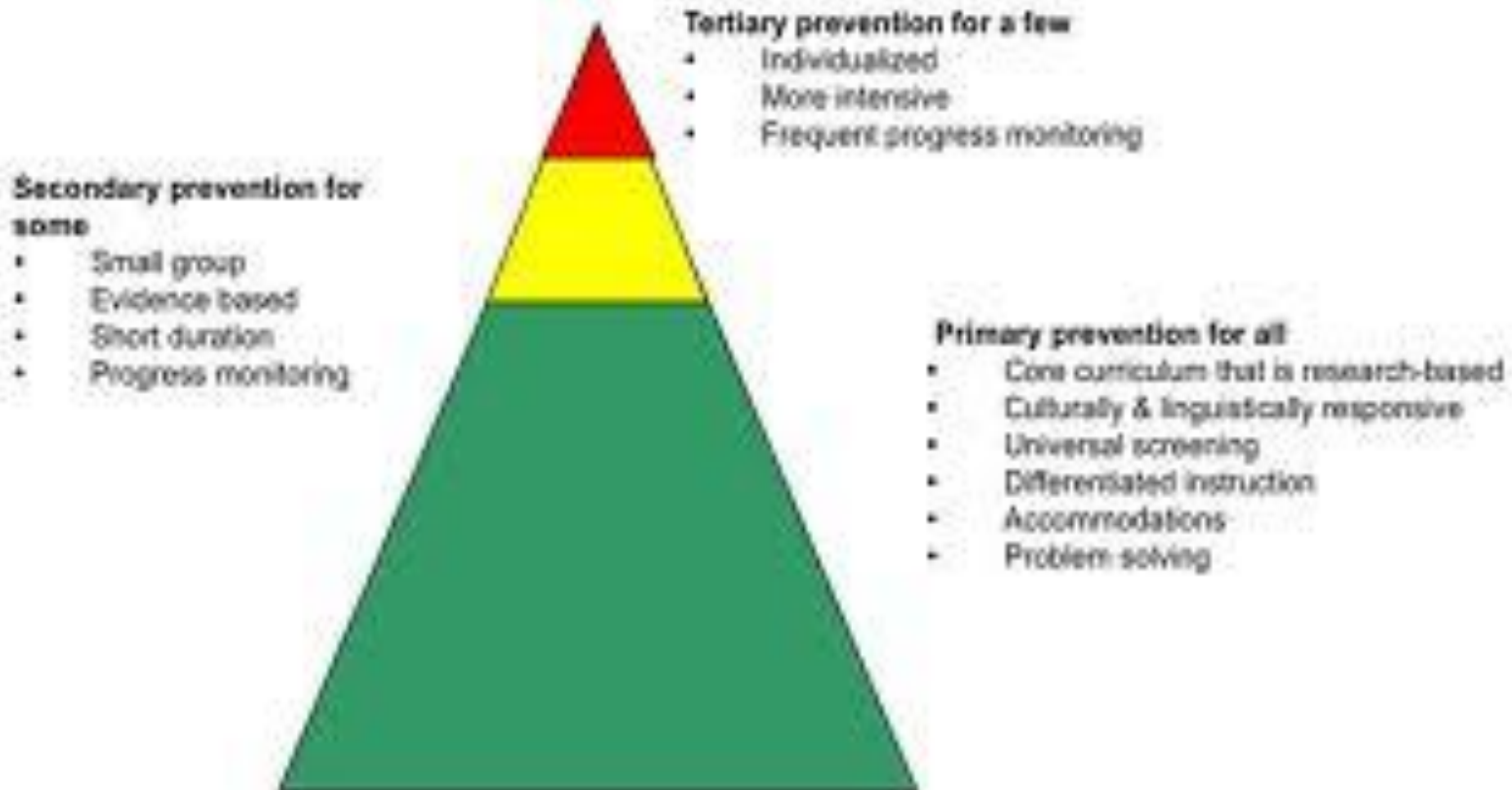


So WHAT Is RTI...

A framework for *prevention and early intervention* which involves determining whether *all students are learning and progressing adequately* when provided with *high quality instruction and intervention*.



Full Continuum of Support





Academic Systems

Behavioral Systems

Intensive
7-35
Students

IEP/504
Technology: Ipad and SmartBoard
Language!
Read 180*
System 44
ELD Read/Write
Ramp Up

1-5%

IEP/504
FBA/BIP
SSTeam
Meet w/Counselor, Admin,
CLASS (Full Day Alt. Ed)
LPMS Discipline Levels

Mental Health Referral
Home Court
Placement Change

Strategic
35-105
Students

Reading Class
Read 180*
Math Navigator

HWC
Math and Literacy Labs
RTI TOSA
Alt. Ed
Technology: Ipad, Smart
Board

Peer Tutors
In-Class Interventions
Before/After Class Help
Academic Skill Group
Bridge Club

5-15%

CICO
Responsibility Card
Peer Mediation
Conference w/team
Schedule Change

Behavior Contract

HWC
Informal Mentorship
Alt. Ed
Social Skill Group
Attendance Ladder
LPMS Discipline Levels

Universal
560-630
Students

PLC

SIOP

CFA's

Word Generation

Articulated Curriculum

Step Up Writing

Classroom Interventions
Honor Roll

Technology: Ipad,

SmartBoard

SOAR Curriculum

XLT

Grades (Pinnacle)

80-90%

LPMS Discipline Levels
Team meetings
Advisory
PBIS Activities and Celebrations

PRIDE Menu
Paws for Pride
Tardy Trackers
Paws-itive Postcards
Second Step (Bullying/Social Skills)

PRIDE Assemblies

WEB
PRIDE

Identifiers

Minors—4+ in a 4 week period
Referrals—3+ in a 4 week period
OAKS—Not Meeting
Attendance—5+ absences in 30
day period
Grades—2+ F's 3+D's

Differentiated Instruction
Oregon Battle of the Books
Enrichment Opportunities
Rigorous Electives (music,
languages, fine arts)
Advanced Classes

Differentiated Instruction
Peer Mediators
Peer Mentorship
WEB Leadership

Enrichment

DURING PLC AND GRADE LEVEL MEETINGS: COLLABORATIVE INTERVENTIONS

- Looking at the fluency data, what small group of students should we focus on?
- What is a collaborative intervention that we could implement to increase reading fluency and/or math?



PBIS: AVERAGE REFERRALS PER MONTH

○ Last Year

- September 58
- October 150
- November 193
- December 122
- January 230
- February 194

○ Current

- September 30
- October 168
- November 142
- December 166
- January 183
- February 91

YTD we have reduced
the number of referrals by
167

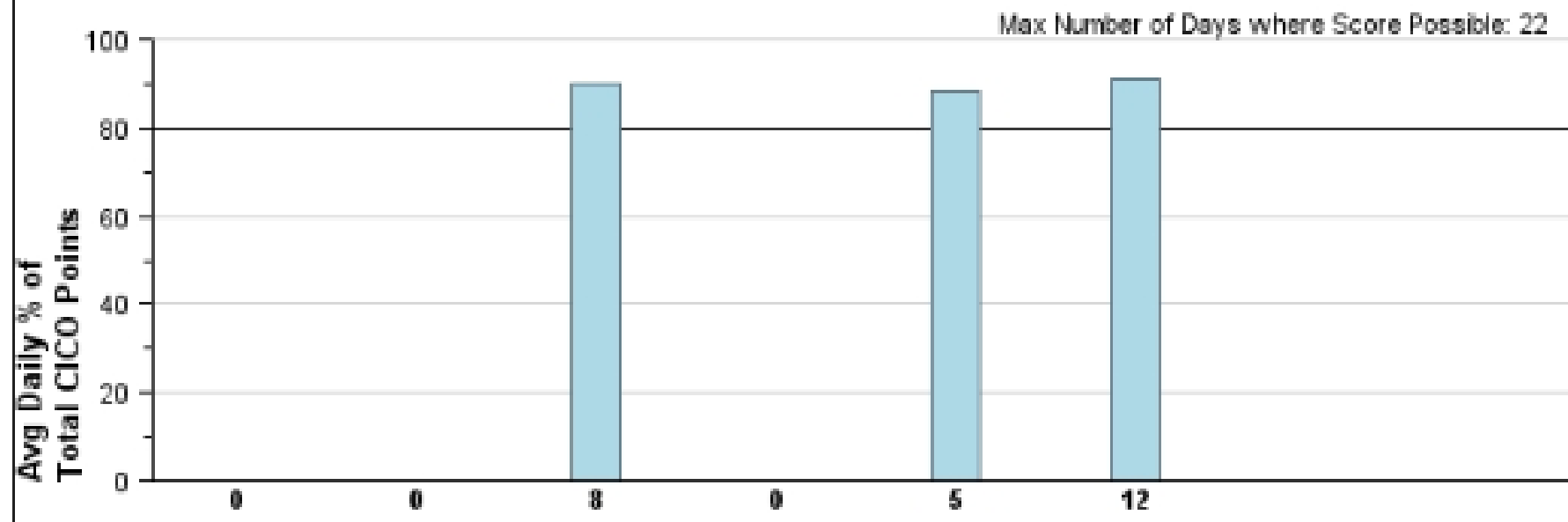


PRIDE ADVISORY: USING IPADS TO CREATE VIDEOS ABOUT COMPASSION



CICO Average Daily Points By Student Report

February 7 - March 8, 2013



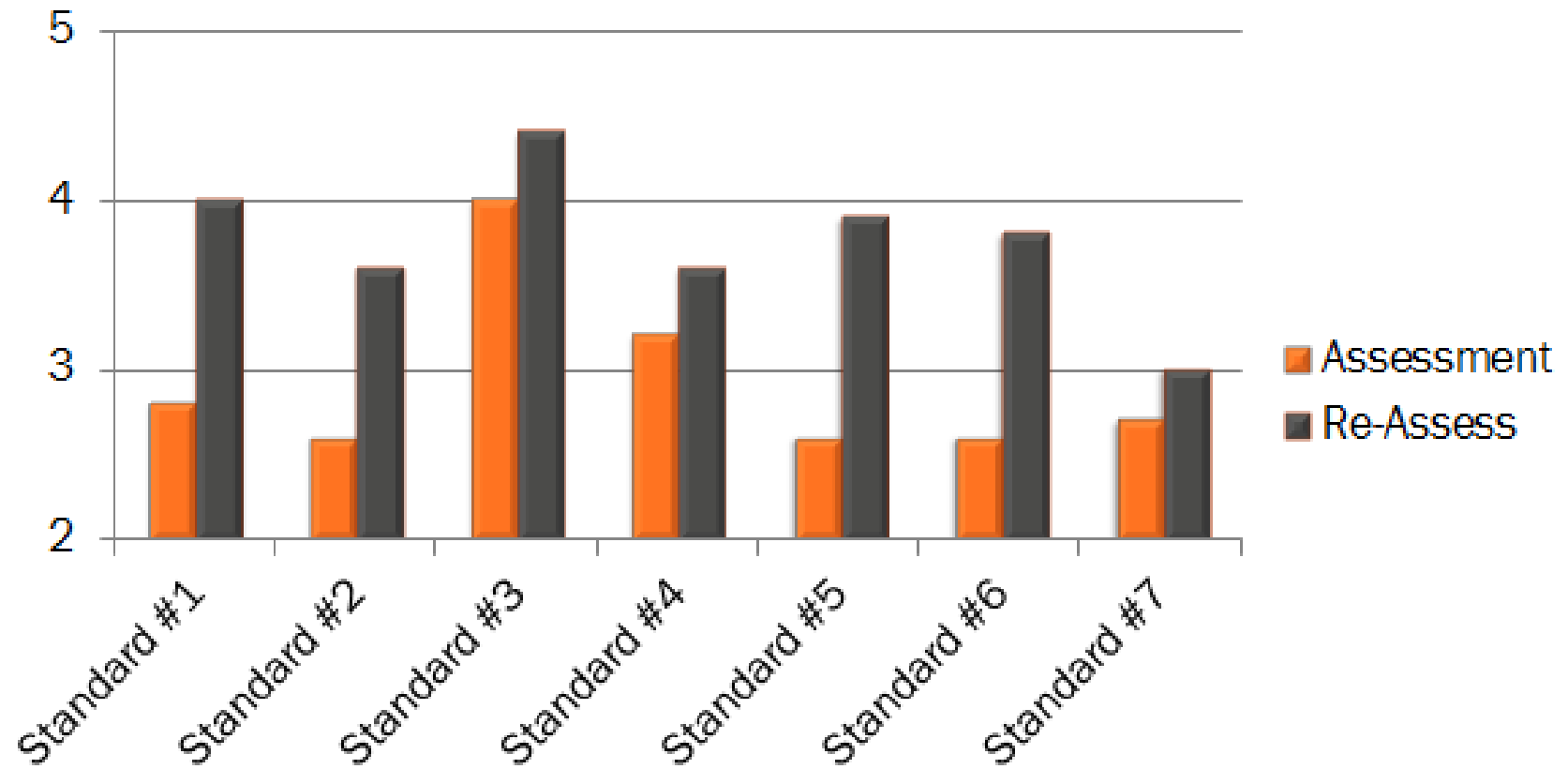
7th and 8th Grade Student Reading Progress in Tier 3 Reading Program READ 180

Average Fall to Winter Growth at LPMS is 116 Lexile

	Fall SRI	Winter SRI	Lexile Gain
Student 1	457	525	+68
Student 2	399	612	+213
Student 3	455	747	+292
Student 4	485	642	+157
Student 5	769	780	+11
Student 6	484	599	+115
Student 7	321	461	+140
Student 8	753	848	+95
Student 9	492	534	+42
Student 10	481	542	+61
Student 11	896	1021	+125
Student 12	704	777	+73



MATH CONCEPTS STUDENTS IN A MATH LAB



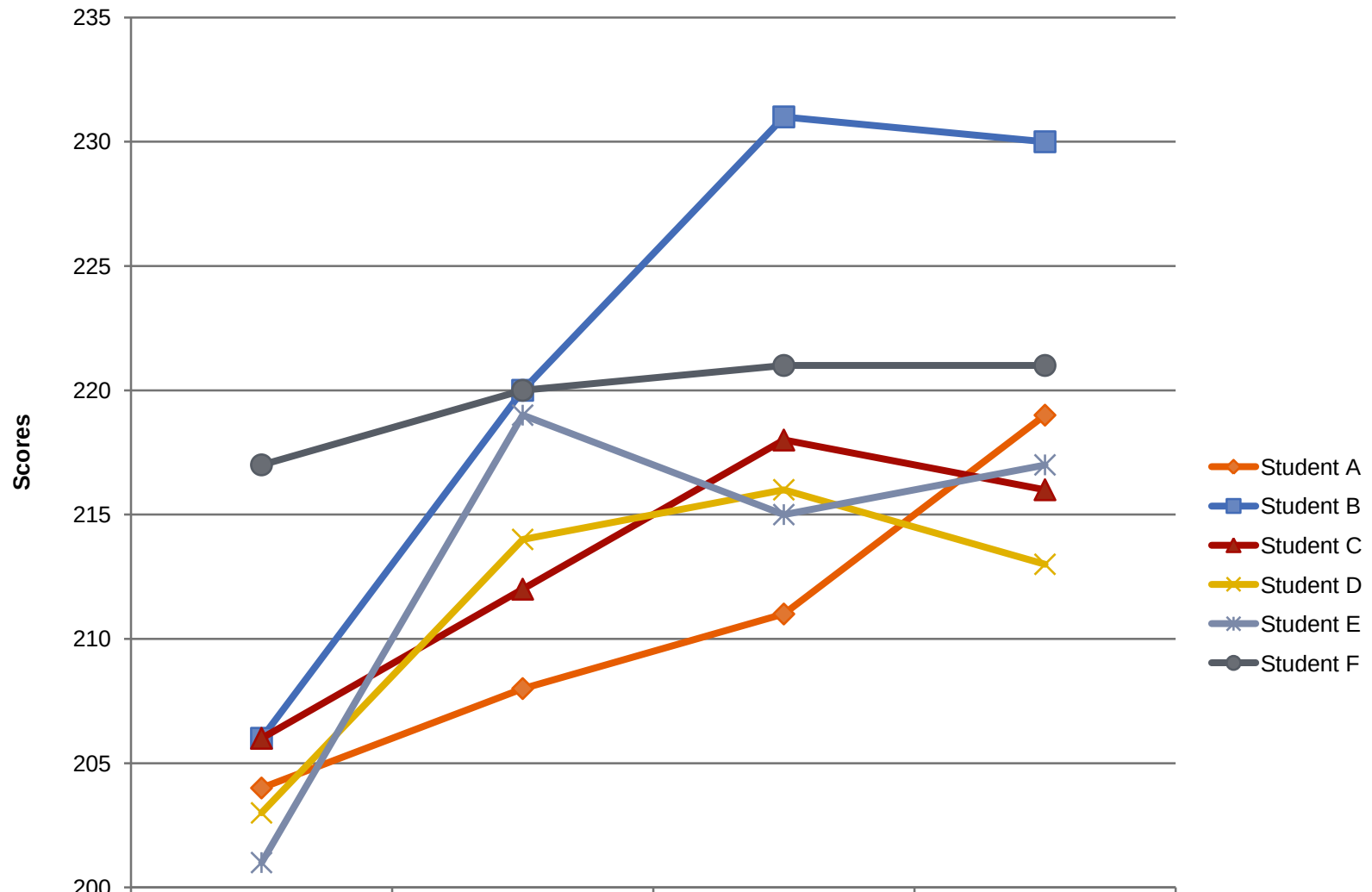
Benefits

Proficiency
Time on Task
1:1 peer tutoring



Math lab gives me extra help in learning my math standards and time to study and practice for a re-take. I like knowing that I have another chance. – 7th grade student

OAKS Scores for Ramp-Up Students



	2011 Score	3.12.12	4.26.12	5.24.12
Student A	204	208	211	219
Student B	206	220	231	230
Student C	206	212	218	216
Student D	203	214	216	213
Student E	201	219	215	217
Student F	217	220	221	221



CORE MATH CONCERN

Students Entering Match Concepts Class at LP

	% not met	% not met	% not met
Grade tested	Current 8	Current 7	Current 6
5th Oaks	*18.70%	38%	54%
6th Oaks	*58%	50%	
7th Oaks	53%		



Linus Pauling Middle School, 2011-2012

Percentage of Students Meets or Exceeds

Grade	Reading	Mathematics	Science
Grade 6	82%	65%	N/A
Grade 7	83%	64%	N/A
Grade 8	81%	72%	81%



Our current 7 period schedule math classes are not long enough. We need to extend the amount of core minutes in math especially for 6th graders entering the math concepts class. This would require 3 additional labs or .5 FTE beyond our current allocation.

Math Teacher 1

Per. 1 Math Concepts

Per. 2 Concepts Lab A/B

Per. 3 Math Concepts

Per. 4 Concepts Lab A/B

Per. 5 Math Concepts

Per. 6 Concepts Lab A/B

Math Teacher 2

Per. 1 Math Concepts

Per. 2 Concepts Lab A/B



Questions





Corvallis
SCHOOL DISTRICT

VIII.B. Special Education Task Force Action Plan/Update

**SPECIAL EDUCATION TASK FORCE
ACTION PLAN**

Goal 1: RTI

Beginning the 2014-15 school year, the district will fully implement RTI systems K-12 in behavior, language arts, and math.

<u>What needs to be done?</u>	<u>By whom?</u>	<u>By when?</u>	<u>With what?</u>	<u>Evidence of completion?</u>
Specific actions to improve educational practices	Who will provide the leadership to assure that this strategy is accomplished?	When will this strategy or action begin and end?	What existing resources will you use or what resources will you need to accomplish this strategy?	What evidence is needed to demonstrate progress and achievement of this strategy?
Articulate for leadership a district vision for RTI systems in behavior, language arts, and math	Superintendent Assistant Superintendent	Complete by February 15, 2013	Recommendations from the Special Education Task Force Leadership meeting time	Agendas and materials from Leadership Team meetings
Review and revise the RTI protocols for reading and create the protocol for writing, math and behavior, including a continuum of services, triggers for parent communication, decision making rules, universal screen, diagnostic tools, menu of interventions, progress monitoring, and data use.	Student Services Coordinators with help from Student Services Support Staff	Start: March 1, 2013 Complete: August 1, 2013	Team of teachers and leaders in each area: reading, writing, math, and behavior Existing models	Written protocols Clearly articulated continuum of services in each area

Implement data collection and progress monitoring software system tools	Technology Manager and Student Services Coordinators	Begin conversations with ESD March, 2013 Software in place by October 1, 2013	Either use LBL's new system or purchase own if LBL system does not meet the need. Will need to explore options with the ESD.	Viable data collection systems in place across the district
Perform a gap analysis between where we are and where we need to be with guaranteed and viable curriculum linked to standards	Student Services Coordinators	Start: April 1, 2013 Complete: December 15, 2013	RTI protocols	Comprehensive summary of district curriculum across content areas
Train administrators on the protocols and the software	Superintendent Asst. Superintendent Student Services Coordinators	Start: August 1, 2013 Complete: November 1, 2013	Written protocols	Agendas of meetings
Purchase curriculum to fill gaps identified through gap analysis and train on curriculum use	Student Services Coordinators	Start: January 15, 2014 Complete: June 15, 2014	Gap analysis Instructional materials budget	Purchase orders Agendas and sign in sheets from trainings
Monitor and sustain district fidelity to the decision making rules through unified district procedures and processes	Principals District Leadership	Start: September 1, 2014 No end date: On-going	Walk-through tools RTI software system data	Written district monitoring procedures Fidelity checklists/forms used during walkthroughs School and district RTI software reports

Goal 2: Behavior

In addition to establishing RTI systems for behavior (in Goal 1), establish systems to support staff with difficult student behavior and to foster community partnerships.

<u>What needs to be done?</u>	<u>By whom?</u>	<u>By when?</u>	<u>With what?</u>	<u>Evidence of completion?</u>
Specific actions to improve educational practices	Who will provide the leadership to assure that this strategy is accomplished?	When will this strategy or action begin and end?	What existing resources will you use or what resources will you need to accomplish this strategy?	What evidence is needed to demonstrate progress and achievement of this strategy?
Clarify in writing the role of community partners in providing services and how to access them. Re-establish the Student Threat Assessment Team through the CFCC partnership	Student Services Coordinators Behavior Coordinator	Start: January 15, 2013 Complete: June 15, 2013	Behavior Coordinator STAT process CFCC, ACIST	Articulated communication to district leadership regarding process and outcomes of CFCC team documented by communications and agendas
Investigate effective models for serving students with challenging behavior, from self-contained behavior classrooms to building level inclusion models	Assistant Superintendent Student Services Coordinators Behavior Coordinator	Start: February 15, 2013 Complete: May 1, 2013	Research Best practice School/district visits	Articulated K-12 plan for a behavior continuum
Articulate a district philosophy regarding appropriate approaches to behavior including the role of self-contained programs and removal vs. inclusion in general ed classrooms	Assistant Superintendent Student Services Coordinators Behavior Coordinator	Start: March 1, 2013 Complete: August 1, 2013	RTI Teams	Articulated philosophy as part of RTI protocols

Train staff in identifying and addressing social skill gaps, including de-escalation techniques, FBA and BIP development and implementation	Student Services Coordinators Student Services Support Behavior Coordinator	Start: March 1, 2013 Complete: June 15, 2014	Behavior Coordinator School Support Specialists School Counselors	Agendas and sign in sheets
Implement an effective model for serving students with challenging behavior	Assistant Superintendent Student Services Coordinators Student Services Support Behavior Coordinator	Start: May 1, 2013 Complete: On-going	Reallocation of existing resources	Articulated K-12 plan for a behavior continuum
Train special education staff on goal development and specially designed instruction related to behavior	Student Services Coordinators Student Services Support Behavior Coordinator	Start: September 1, 2013 Complete: December 1, 2013	Student Services Support Staff	Agendas and sign in sheets IEP goals and attachments in TieNet

Goal 3: Life Skills

Develop a vision for our Life Skills programs and align our strategies to this vision.

<u>What needs to be done?</u>	<u>By whom?</u>	<u>By when?</u>	<u>With what?</u>	<u>Evidence of completion?</u>
Specific actions to improve educational practices	Who will provide the leadership to assure that this strategy is accomplished?	When will this strategy or action begin and end?	What existing resources will you use or what resources will you need to accomplish this strategy?	What evidence is needed to demonstrate progress and achievement of this strategy?
Train Life Skills teachers in CCSS's and their use in goal development	Student Services Coordinators Student Services Support	Start: February 15, 2013 Complete: January 15, 2015	LBCC Records Manager/TieNet Student Services Support	Training agendas and sign in sheets IEP's in TieNet
Explore ways that technology can augment how reports and data on students are shared with parents	Student Services Coordinators Student Services Support Technology Manager Data and Assessment Specialist	Start: Conversation with LBL ESD March 1, 2013 Complete: June 15, 2014	New LBL ESD student information system RTI software reports	Meeting agendas and minutes
Life Skills teachers work with the district to develop a transition plan with emphasis on ensuring successful strategies with each student are replicated at the next level	Student Services Coordinators Student Services Support	Start: April 1, 2013 Complete: June 15, 2013	Student Services Administrative Meeting Time Special Education Monthly Professional Development Time Substitute Budget	A written plan for a more smooth transition between schools /classrooms Guidelines for transition for all teachers to follow

Through research, training, and/or visitation, explore other models of service delivery that meet the needs of students fitting our current criteria for Life Skills programs	Assistant Superintendent Student Services Coordinators Student Services Support	Start: October 1, 2013 Complete: January 15, 2014	Professional development budget	Research documents Visitation records Agendas
Train teachers in data retrieval and data collection so that goals are specific, reflective of student needs, and measurable.	Student Services Coordinators Student Services Support Technology Manager Data and Assessment Specialist	Start: November 1, 2013 Complete: June 15, 2014	Monthly special education trainings Title IIA budget Software systems	Agendas and sign in sheets
Develop a written district vision and guidelines for educating all students in their least restrictive environment and match programs to the vision	Assistant Superintendent Student Services Coordinators Student Services Support	Start: January 1, 2014 Complete: June 15, 2014	IDEA and OAR's District placement guidelines	Written vision statements and guidelines
Explore ways to reduce unnecessary red tape and provide teachers relief from paperwork	Student Services Coordinators Student Services Support Records Manager	Start: January 15, 2013 Complete: June 15, 2013	Budget to pay for substitutes to involve teachers in the conversation	Agendas and minutes of committee meetings

Enhance systems for communications that build and maintain trust between Life Skills students, parents and IEP team members, including a systematic and frequent way to check in with families	Student Services Coordinators Student Services Support	Start: February 1, 2014 Complete: April 1, 2014, with on-going implementation	Sub-committee of parents and Life Skills teachers with district leadership	Written standardized communication guidelines for all Life Skills programs
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Goal 4: Assistive Technology

Establish a district wide system for assistive technology acquisition and implementation.

<u>What needs to be done?</u>	<u>By whom?</u>	<u>By when?</u>	<u>With what?</u>	<u>Evidence of completion?</u>
Specific actions to improve educational practices	Who will provide the leadership to assure that this strategy is accomplished?	When will this strategy or action begin and end?	What existing resources will you use or what resources will you need to accomplish this strategy?	What evidence is needed to demonstrate progress and achievement of this strategy?
Improve text to speech options, including tablet and non-tablet options	Student Services Coordinators Student Services Support Technology Coordinators	Start: January 15, 2013 Complete: June 15, 2014	Apple Trainer Assistive Technology Budget	Agendas and sign in sheets
Provide special education teachers and EA's training on best practice and use of assistive technology for special education students	Student Services Coordinators	Start: January 15, 2013 Complete: February 1, 2014	Apple Trainer	Agendas and sign in sheets
Move to one to one internet-based devices for each student	Technology Coordinator Student Services Coordinators	Start: February 15, 2013 Complete: June 15, 2016?	Technology budget Instructional Materials Budget	Articulated plan and records of implementation

Establish a district budget for supporting existing and planned assistive technology tools for special education students, including funds for a district assistive technology coach	Assistant Superintendent Technology Coordinator Student Services Coordinators	Start: March 1, 2013 Complete: June 15, 2013	Reallocation of existing resources to support assistive technology needs	Line item in the budget to support assistive technology
Provide guidelines for determining assistive technology in IEP meetings and a plan/map of assistive technology effective with specific disabilities	Student Services Coordinators Student Services Support	September 1, 2013	December 15, 2013	IEP meeting minutes Assistive Technology decision making form in student's SPED file.
Train special and general educators in use of Bookshare	Student Services Coordinators Student Services Support	Start: January 15, 2014 Complete: June 1, 2014	Monthly special education trainings General education training time OTAP	Agendas and sign in sheets

Goal 5: Curriculum

In addition to establishing RTI systems for curriculum (Goal 1), the district will align special education services with general education services.

<u>What needs to be done?</u>	<u>By whom?</u>	<u>By when?</u>	<u>With what?</u>	<u>Evidence of completion?</u>
Specific actions to improve educational practices	Who will provide the leadership to assure that this strategy is accomplished?	When will this strategy or action begin and end?	What existing resources will you use or what resources will you need to accomplish this strategy?	What evidence is needed to demonstrate progress and achievement of this strategy?
Include special educators on all curriculum adoption teams	Student Services Coordinators	Start: March 1, 2013 Complete: On-going	Instructional Materials Budget	Composition of adoption teams
Include special education teachers in all professional development, including training in curriculum	Student Services Coordinators	Start: March 1, 2013 Complete: On-going	Professional development budgets	Agendas and sign in sheets
Train all special education teachers in CCSS's and their use in goal development	Student Services Coordinators TOSAs Student Services Support	Start: September 1, 2013 Complete: June 15, 2014?	TieNet LBL ESD Monthly special educator trainings	IEP goals in TieNet
Provide general education teachers and administrators training in and access to TieNet	Student Services Coordinators Technology Coordinator	Start: October 1, 2013 Complete: June 15, 2014	Records Manager	Access lists



Corvallis
SCHOOL DISTRICT

VIII.C. Technology Update

Corvallis District Technology Plan Outline 2012-2015

Goal 1: Align technology implementation strategies to the district's Continuous Improvement Plan and individual school-improvement plans.

- Ensure that technology strengthens existing goals.
- Ensure that technology supports meaningful and engaged learning for all students.
 - Create a review process that includes evaluation of existing technology

Goal 2: To use information and communication technologies as an integral part of the learning process.

- Develop a vision of a technology-rich learning environment
 - Standard classroom
 - Interactive whiteboard or equivalent technology
 - HDMI projector
 - Document camera or stand for iPad
 - Classroom amplification
 - AppleTV or AirServer.com service
 - iPad cart classroom or program
 - 1:1 iPad classroom, program or grade level
- Move testing away from labs and into classrooms
- Assess infrastructure needs at the classroom, building and district levels to determine the technical design of the technology infrastructure.
 - WiF building walk-throughs
- Research and develop best practices and best of breed technology resources
- Assistive Technology
 - Kurzweil
 - iPad
 - Read2Go + Bookshare
 - SpEd apps
 - Other text-to-speech apps

Goal 3: Develop professional development opportunities to ensure district staffs are proficient at using technology to improve student learning.

- Assistive Technology including Kurzweil
- Utilize a variety of existing and emerging technologies within and beyond the district to enhance teaching and learning.
 - Inter-school collaboration
 - Inter-district collaboration

Corvallis District Technology Plan Outline 2012-2015

- Utilize technology as a tool to enhance learning throughout the curriculum, including critical-thinking strategies and problem-based learning practices.
 - iPad and iPad Apps
 - Google Docs, Sites, Calendar and Groups
 - Various web-based resources (ex. Kahn Academy) that integrate with computer labs and 1:1 and classroom iPads.
 - Onsite training with individual teachers (train the trainer) – Byron and Dan Bowdoin?
 - Additional Apple Professional Development sessions

2011-12 iPad Deployment

Item	Unit Cost	Quantity
Science iPads + covers	\$400	480
Science cart (incl. Mac laptop, adapter, cable)	\$2020	13
Science Apps per iPad	\$32	480
3 rd GradeJE iPads + covers	\$400	60
3 rd Grade JE cart	\$2020	2
3 rd Grade JE Apps	\$32	60
9 th Grade Acad. iPads + covers	\$400	80
9 th Grade Acad. cart	\$2020	2
9 th Grade Acad. Apps	\$32	80
LRC iPads + covers	\$400	60
LRC Apps	\$32	60
WINGS iPads + covers	\$400	5
Wings Apps	\$32	5
LifeSkills iPads + covers	\$400	30
LifeSkills Apps	\$32	30
Speech iPads +	400	8

Corvallis District Technology Plan Outline 2012-2015

covers		
Speech Apps	32	8
Homecourt iPads + covers	\$400	4
Homecourt Apps	\$32	4
Title I iPads + cover	\$400	6
Title I Apps	\$32	6
Literacy iPads + covers	\$400	40
Literacy Apps	\$32	40
		Total Cost:
		Total iPad Count:

Total iPad count district-wide, incl. department and building-purchased: 1114 as of Dec. 2012

2012-13 iPad Deployment Costs

1. Computer replacement available budget
2. Foundation grants
3. Expenses
 - a. 4 carts with laptop and app credit: \$15,137
 - b. WiFi -
 - i. Building walk-throughs with 3-year approach to campus-wide coverage
 - ii. Convert access points district-wide to broadcast:
 1. CSD_Wireless – all district-provided laptops, netbooks and devices
 2. Guest – limited bandwidth. Non-staff BYOD.
 3. Staff – requires splashscreen for username/password.
 - c. AppTrack – MDM + VPP Management = \$1,000 one-time setup + \$7/iPad/year
 - i. MS Science: 320 = \$2240
 - ii. HS Science: 160 = \$1120
 - iii. Jefferson 3rd Grade: 60 = \$420

Note: if teachers use AppTrack, then the MacBook Air on the cart may not be necessary and could be deducted from the overall cost of the cart. iBook Author requires Mac OS.

- d. Showbie.com - \$1,000/year for up to 50 teachers and unlimited students

Insurance

Corvallis District Technology Plan Outline 2012-2015

The District did not purchase Apple Care with any of the iPad purchases to date as it was not deemed cost effective given the limited nature of the coverage. Parents and students in a 1:1 program are required to sign the *Student Agreement Checkout Agreement* form. Staff are required to sign the *Staff Equipment Checkout Agreement* form for each device checked out in their name, including classroom sets of iPads. Beyond individual coverage, there is currently not a mechanism for staff and parents to insure themselves against damage or theft of district-issued equipment. It is proposed the district register with a specialized insurance plan that would allow staff and parents to opt-in for additional coverage on district-provided devices at their expense. The two examples provided indicate a model in which the individuals seeking coverage deal directly with the supplemental insurance company for payment of plan and claims.

Another option is to position the District as the “insurance” carrier. The District would provide iPads and then charge \$50/year to parents for replacement/repair costs.

1:1 iPad Adoption Strategies

The following options should be explored for expanding the 12/13 pilot program:

1. Continue to use available Computer Replacement funds and combine with Foundation grants for purchase of iPads and supporting materials. Develop a master plan for gradual expansion through a phased-in approach. Identify student subpopulations to target for expansion each year. Incorporate sustainability into this model that incorporates a 3-4 year replacement cycle of iPads.
2. Require parents to supply their student with a specific device. Use Computer Replacement funds combined with Foundation grants to supplement F&RL families with district-provided devices. Parents purchase on their own or buy direct from the district? Develop expectation that teacher instructional strategies would center around capabilities of devices based on a 3-4 year replacement cycle.
3. BYOD. Students arrive expected to troubleshoot and support their own device. Leave list of acceptable devices open-ended or develop a short-list of recommended devices. Determine criteria by grade level for type of acceptable device (tablet, laptop, handheld).

Timeline

Goal is to convert our current pilot program to 1:1 district-wide by the end of 14/15. Determine phased-in approach priorities each year and map funding sources for additional deployments and replacements.

Goals

- Align 1:1 implementation to District goals
- Develop plan to achieve transformational level
- Leverage Apple's experience with other districts
- Benefit from Apple's philosophy of focusing on student learning and support for guiding best-practices, instructional strategies, and pedagogy.

Transformation

Redefinition

Creation of new tasks previously not possible

Modification

Significant task redesign, combine things in new ways

Augmentation

Substitute with direct functional advantage

Substitution

Direct tool substitute but no functional advantage

Enhancement

Apple's Design Principles

- 21st Century Skills
- Relevant and Applied Curriculum
- Informative Assessments
- Culture of Creativity
- Social and Emotional Connections
- 24/7 access to resources
- Accessibility



Corvallis
SCHOOL DISTRICT

IX. CONSOLIDATED ACTION

IX.A. Licensed Personnel Recommendations Including Annual Contract
Renewals

Corvallis School District 509J
Board of Directors

BOARD MEETING DATE: March 11, 2013

FOR-ACTION

SUBJECT: Licensed Personnel Action

1. Issue: Information on licensed personnel recommendations

a. Annual Contract Renewals:

Attached are the personnel recommendations for the 2013-2014 school year, grouped by contract status.

Recommendations: Approve attached recommendations

Involvement: District Staff

ACTION REQUESTED: Approve recommendations.

CONTACT PERSON: Jennifer Duvall



ADMINISTRATORS
Personnel Recommendations
for the 2013-2014 School Year

The following are licensed administrators listed by status with recommendations indicated for the 2013-2014 school year.

1. Administrators currently in first year of a three year contract for the period July 1, 2012 to June 30, 2015 and will continue in second year of contract for 2013-2014.

Beck, Michael	Crescent Valley High
Brew, Jeffrey	Wilson Elementary
Duvall, Jennifer	District Office
Gorthy, Denise	Jefferson Elementary
Harder, Melissa	Crescent Valley High
Harlan, Lisa	Lincoln Elementary
McAfee, Sally	District Office
O'Neil, Rosemary	Mt. View Elementary
Pearson, Patricia	Adams Elementary
Stroud, Cheryl	Crescent Valley High
Traylor, Bryan	Hoover Elementary
Ward-Satey, Alicia	Corvallis High
Wright, Eric	Corvallis High

2. Administrators currently in first year of a two year contract to be offered an initial three year contract for the period July 1, 2013 to June 30, 2016.

Nielsen, Stephen	District Office
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3. Administrators currently in third probationary year to be renewed and offered an initial three year contract for the period July 1, 2013 to June 30, 2016.

Bogatin, Kevin	District Office
Lesan, Amy	District Office
Penrose, Geoffrey	Cheldelin Middle

4. Administrators currently in second probationary year to be renewed and offered a one year contract for the period July 1, 2013 to June 30, 2014.

Beasley, Eric	Linus Pauling Middle
Boring, Matthew	Corvallis High
Hale, Aaron	Franklin School
Koetje, Marcianne	Linus Pauling Middle
Krause, Lisa	Cheldelin Middle

Administrators Personnel Recommendations continued

5. Administrators currently in first year and cannot recommend for rehire due to temporary status.

Santy, Leigh

Garfield Elementary



**LICENSED PERSONNEL
Recommendations
for the 2013-2014 School Year**

The following are licensed staff members listed by status with recommendations indicated for the 2013-2014 school year.

CONTRACT EXTENSION FOR THE PERIOD OF JULY 1, 2013 TO JUNE 30, 2015

Name	Building	Current Status
Adams, Maria	Lincoln Elementary	Contract Teacher
Alexander, Kathy	Garfield Elementary	Contract Teacher
Anderson, Marian	Franklin School	Contract Teacher
Andresen, Carol Ann	Franklin School	Contract Teacher
Apple McConahy, Angela	Wilson Elementary	Contract Teacher
Argo, Claudia	Garfield Elementary	Contract Teacher
Ash, Connie	Adams Elementary	Contract Teacher
Banuelos, Irma	Lincoln Elementary	Contract Teacher
Barron, Justin	Hoover Elementary	Contract Teacher
Baumgartner, Sandra	Mt. View Elementary	Contract Teacher
Becerra, Christopher	Corvallis High	Contract Teacher
Beck-Ard, Laura	Corvallis High/Crescent Valley High	Contract Teacher
Behrens, Gerhard	Adams Elementary	Contract Teacher
Bell, Sandra	Cheldelin Middle	Contract Teacher
Benning, Tamara	Cheldelin Middle	Contract Teacher
Benson, Mary	Wilson Elementary	Contract Teacher
Beran, David	Crescent Valley High	Contract Teacher
Berg, Katherine	Lincoln Elementary	Contract Teacher
Berman, Holly	Linus Pauling Middle	Contract Teacher
Berrey, Thomas	Cheldelin Middle	Contract Teacher
Birdseye, Deborah	Jefferson Elementary	Contract Teacher
Boedtke, Beatrice	Linus Pauling Middle	Contract Teacher
Boggs, Valerie	Garfield Elementary	Contract Teacher
Bolden, Christy	Garfield Elementary	Contract Teacher
Boley, Janet	Crescent Valley High	Contract Teacher
Bontrager, Beth	Hoover Elementary	Contract Teacher
Boock, Kristin	Wilson Elementary	Contract Teacher
Bradley, Paul	Wilson Elementary	Contract Teacher
Brewer, Jeanette	Wilson Elementary	Contract Teacher
Brooks, Greta	Corvallis High	Contract Teacher
Bryan, Jerry	Wilson Elementary	Contract Teacher
Buchanan, Paul	Crescent Valley High	Contract Teacher
Bullis, Catherine	District Office	Contract Teacher

CONTRACT EXTENSION FOR THE PERIOD OF JULY 1, 2013 TO JUNE 30, 2015 continued

Cadotte, Melissa	Cheldelin Middle	Contract Teacher
Carlin, Jennifer	Lincoln Elementary	Contract Teacher
Carrick, Margaret	Hoover Elementary/Jefferson Elementary	Contract Teacher
Carter, Wanda	Franklin School	Contract Teacher
Caster, Gregory	Garfield Elementary/Hoover Elementary	Contract Teacher
Caster, Trudi	Corvallis High/Crescent Valley High	Contract Teacher
Chilvers, Jody	Linus Pauling Middle	Contract Teacher
Clausing Lee, Marianne	Mt. View Elementary	Contract Teacher
Cook, Matthew	Franklin School	Contract Teacher
Cooper-Rovnan, Amanda	Currently on leave	Contract Teacher
Corkery, Catherine	Linus Pauling Middle	Contract Teacher
Cornell, Margaret	Crescent Valley High	Contract Teacher
Criscione, Anicia	Hoover Elementary	Contract Teacher
Criscione, Matthew	Hoover Elementary	Contract Teacher
Crisostomo, Roseanne	Lincoln Elementary	Contract Teacher
Crotti, Theodora	Corvallis High	Contract Teacher
Cunningham, Jeanette	Garfield Elementary	Contract Teacher
Davila Williams, Nancy	Garfield Elementary	Contract Teacher
Davis, Laura	Adams Elementary	Contract Teacher
Day Isaias, Kara	Wilson Elementary	Contract Teacher
Dazey, William Eric	Corvallis High	Contract Teacher
Delamater, Jeanine	Hoover Elementary	Contract Teacher
Delp, Laura	Linus Pauling Middle	Contract Teacher
Demarest, Ellen	District Office	Contract Teacher
Demeo, Barbara	Mt. View Elementary	Contract Teacher
Diaz, Susan	Corvallis High	Contract Teacher
Dillon, Timothy	Hoover Elementary	Contract Teacher
Donne, Carolyn	Wilson Elementary	Contract Teacher
Duerfeldt, Ross	Corvallis High	Contract Teacher
Dunfield, Linda	Mt. View Elementary	Contract Teacher
Duvall, Robert	Corvallis High	Contract Teacher
Eastwood, Victoria	Crescent Valley High	Contract Teacher
Egan, Lisa	Corvallis High	Contract Teacher
Ellingson, Craig	Crescent Valley High	Contract Teacher
Ellis, Charlyn	Corvallis High	Contract Teacher
Endo, Linda	District Office	Contract Teacher
England, Jennifer	Franklin School	Contract Teacher
Erickson, Kristin	Jefferson Elementary	Contract Teacher
Fagan, Michael	Linus Pauling Middle	Contract Teacher
Fischer, Tracey	Adams Elementary	Contract Teacher
Fong, Sandra	Linus Pauling Middle	Contract Teacher
Foster, Gail	Mt. View Elementary/Franklin School	Contract Teacher
Foulkes, Beatriz	Garfield Elementary	Contract Teacher
Fowler, Sheila	Crescent Valley High	Contract Teacher
Free, Stacey	Franklin School	Contract Teacher
Froot, Ellen	Crescent Valley High	Contract Teacher

CONTRACT EXTENSION FOR THE PERIOD OF JULY 1, 2013 TO JUNE 30, 2015 continued

Gable, David	Cheldelin Middle	Contract Teacher
Gabonay, Erika	Crescent Valley High	Contract Teacher
Garcia, Angela	Crescent Valley High/Cheldelin Middle	Contract Teacher
Garrison, Gregory	Corvallis High	Contract Teacher
Gibner, Stephanie	Crescent Valley High	Contract Teacher
Gosser, Anna Marie	Hoover Elementary	Contract Teacher
Graham, Cheryl	Hoover Elementary	Contract Teacher
Griffin, Leslie	Corvallis High	Contract Teacher
Griffith, Carol	Harding Center	Contract Teacher
Hackethorn, Kristen	Corvallis High	Contract Teacher
Hagel Jr, Maughn	Corvallis High	Contract Teacher
Halsey, Julie	Crescent Valley High	Contract Teacher
Hammond, Diana	Linus Pauling Middle	Contract Teacher
Hannigan, Angela	District Office	Contract Teacher
Harris, Nathan	Garfield Elementary	Contract Teacher
Harrison, John	Linus Pauling Middle	Contract Teacher
Hasenstein, Liisa	Linus Pauling Middle	Contract Teacher
Hawkins, Christine	Adams Elementary/District Office	Contract Teacher
Hawkinson, Paige	Franklin School	Contract Teacher
Hayes, Rebecca	Hoover Elementary	Contract Teacher
Heath, Thomas	Jefferson Elementary	Contract Teacher
Hee, Malia	Crescent Valley High	Contract Teacher
Hibbert, Kelsey	Cheldelin Middle/Linus Pauling Middle	Contract Teacher
Hiesterman, Megan Lawshe	Hoover Elementary	Contract Teacher
Holcomb, Lisa	Garfield Elementary	Contract Teacher
Holmberg, Sue	District Office	Contract Teacher
Holt, Robert	Corvallis High	Contract Teacher
Hoover, Kimberlee	Cheldelin Middle	Contract Teacher
Howe, Ronald	Crescent Valley High	Contract Teacher
Huffaker, Roxie	Cheldelin Middle	Contract Teacher
Hyde, Gregory	Corvallis High	Contract Teacher
Janes, Kristine	Cheldelin Middle/Crescent Valley High	Contract Teacher
Jaspersen, Lynda	Mt. View Elementary	Contract Teacher
Johnson, Mary	Crescent Valley High	Contract Teacher
Johnson, Travis	Franklin School	Contract Teacher
Jones, Jaime	Lincoln Elementary	Contract Teacher
Jones, Karen	Corvallis High	Contract Teacher
Kammerzelt, Daniel	Corvallis High	Contract Teacher
Kanter, Ryan	Crescent Valley High	Contract Teacher
Kaye Waggle, Alexia	Currently on leave	Contract Teacher
Kiekel, Jane	Corvallis High	Contract Teacher
Kikuta, Elton	Jefferson Elementary	Contract Teacher
Kimes, Millie	Corvallis High	Contract Teacher
Kimmell, Sarah	Lincoln Elementary	Contract Teacher
King, Matthew	Corvallis High	Contract Teacher
Kintscher, Kacey	Hoover Elementary	Contract Teacher

CONTRACT EXTENSION FOR THE PERIOD OF JULY 1, 2013 TO JUNE 30, 2015 continued

Kirby, Matthew	Corvallis High	Contract Teacher
Kirsch, Adam	Crescent Valley High	Contract Teacher
Knoke, Amy	Corvallis High	Contract Teacher
Kocher, Sherry	District Office	Contract Teacher
Kollath, Jennifer	Corvallis High	Contract Teacher
Krasilovsky, Michael	Cheldelin Middle	Contract Teacher
Kreta, Jennifer	Lincoln Elementary	Contract Teacher
Krueger, Karin	Corvallis High	Contract Teacher
Langner, Marin	Crescent Valley High	Contract Teacher
Langton, Gail	Cheldelin Middle	Contract Teacher
Larrowe, Richard	Corvallis High	Contract Teacher
Lashley, Laura	Adams Elementary	Contract Teacher
Lasswell, Scott	Corvallis High	Contract Teacher
Lauritzen, Zachary	Currently on leave	Contract Teacher
Leclaire, Teresa	Jefferson Elementary	Contract Teacher
Lincoln, Marsha	Cheldelin Middle	Contract Teacher
Lont, Julia	Corvallis High	Contract Teacher
Looney, Dale	Adams Elementary	Contract Teacher
Loso, Dana	Crescent Valley High	Contract Teacher
Lund, Deborah	Cheldelin Middle	Contract Teacher
Macbeth, Deborah	Mt. View Elementary	Contract Teacher
Maciel, Alyssa	Garfield Elementary	Contract Teacher
Macleam, Mary	Garfield Elementary	Contract Teacher
Martin Jr, Thomas	Corvallis High	Contract Teacher
Martin, Stephanie	District Office	Contract Teacher
Mauelshagen, Eva Annika	Crescent Valley High	Contract Teacher
McAfee, Michael	Linus Pauling Middle	Contract Teacher
McCormick, Stephanie	Adams Elementary/Franklin School	Contract Teacher
McCracken, Marta	Wilson Elementary	Contract Teacher
McDonough, Matthew	Corvallis High	Contract Teacher
McGowan, Christopher	Corvallis High	Contract Teacher
McKee, Aaron	Linus Pauling Middle	Contract Teacher
McNutt, Kathleen	Hoover Elementary	Contract Teacher
McShane, Margaret	Adams Elementary	Contract Teacher
Meehan, Pamela	Hoover Elementary	Contract Teacher
Mercado, Emily	Crescent Valley High	Contract Teacher
Meyers, Barbara	Wilson Elementary	Contract Teacher
Miller, Joshua	Corvallis High	Contract Teacher
Mitchell, Becky	Franklin School	Contract Teacher
Mooney, Christopher	Corvallis High	Contract Teacher
Morrison, Pamela	Garfield Elementary	Contract Teacher
Moses, Keith	Crescent Valley High	Contract Teacher
Mulligan, Sheila	Cheldelin Middle	Contract Teacher
Myers, Katherine	Corvallis High/Crescent Valley High	Contract Teacher
Newton, Sherry	Garfield Elementary/District Office	Contract Teacher
Olson, Carla	Linus Pauling Middle	Contract Teacher

CONTRACT EXTENSION FOR THE PERIOD OF JULY 1, 2013 TO JUNE 30, 2015 continued

Olvera, Holly	Linus Pauling Middle	Contract Teacher
Opfer, Jonathan	Hoover Elementary	Contract Teacher
Paley, Kathryn	Cheldelin Middle	Contract Teacher
Pangle, Lauren	Jefferson Elementary	Contract Teacher
Parrott, Theresa	Cheldelin Middle	Contract Teacher
Pascuzzi, Talia	Lincoln Elementary	Contract Teacher
Pederson-Pastor, Sue	Wilson Elementary	Contract Teacher
Perdue, Kim	Hoover Elementary	Contract Teacher
Perrigan, Heather	Corvallis High	Contract Teacher
Peterson, Jennifer	Linus Pauling Middle	Contract Teacher
Peterson, Karen	Corvallis High	Contract Teacher
Phipps, Keri	Currently on leave	Contract Teacher
Ponder, Amy	Mt. View Elementary	Contract Teacher
Powers, Shelley	Corvallis High	Contract Teacher
Prothero, Lindsay	Franklin School	Contract Teacher
Pullam, Maryanne	Jefferson Elementary	Contract Teacher
Raleigh, Claudia	Adams Elementary	Contract Teacher
Ramirez Urias, Alejandro	Lincoln Elementary	Contract Teacher
Ramirez, Lural	Lincoln Elementary	Contract Teacher
Randklev, Sage	Wilson Elementary	Contract Teacher
Rarick, Patrick	Franklin School	Contract Teacher
Regan, Paul	Linus Pauling Middle	Contract Teacher
Reilly, Jeanne	Jefferson Elementary	Contract Teacher
Reitmeier-Coolen, Sandra	Hoover Elementary/Wilson Elementary	Contract Teacher
Reynolds, Daniel	Mt. View Elementary	Contract Teacher
Riesenberg, Douglas	Crescent Valley High	Contract Teacher
Roberts, Cami	Cheldelin Middle	Contract Teacher
Rodriguez, Jennifer	Adams Elementary	Contract Teacher
Rose, Coulter	Linus Pauling Middle	Contract Teacher
Rosegold, Marc	Crescent Valley High	Contract Teacher
Rosenberg, Janice	Cheldelin Middle	Contract Teacher
Roush, Mary Lynn	Mt. View Elementary	Contract Teacher
Rumage, Jamie	Linus Pauling Middle	Contract Teacher
Ruzek, Maurine	Jefferson Elementary	Contract Teacher
Sahnow, Shahnaz	Lincoln Elementary	Contract Teacher
Santy, Leigh	Currently on leave from teaching position	Contract Teacher
Schloss, Christine	Jefferson Elementary	Contract Teacher
Sherwin, Michael	Crescent Valley High	Contract Teacher
Shimabuku, Jeffrey	Crescent Valley High	Contract Teacher
Silbernagel, Kristin	Jefferson Elementary	Contract Teacher
Skillings, Kevin	Corvallis High	Contract Teacher
Skillings, Mary	Corvallis High	Contract Teacher
Smith, Chaundra	Linus Pauling Middle/District Office	Contract Teacher
Snyder, Michelle	Linus Pauling Middle	Contract Teacher
Stair, Michael	Crescent Valley High	Contract Teacher
Starker, Sally	Linus Pauling Middle	Contract Teacher

CONTRACT EXTENSION FOR THE PERIOD OF JULY 1, 2013 TO JUNE 30, 2015 continued

Starwalt, Ryan	Crescent Valley High	Contract Teacher
Stephens, Matthew	Linus Pauling Middle	Contract Teacher
Stephens, Stefni	Cheldelin Middle	Contract Teacher
Stone, Jane	Wilson Elementary	Contract Teacher
Stroup, Tara	Mt. View Elementary	Contract Teacher
Swenson, Stephanie	Linus Pauling Middle	Contract Teacher
Takamori, Cara	Adams Elementary	Contract Teacher
Taylor, Cherie	Harding Center	Contract Teacher
Taylor, Lucinda	Adams Elementary	Contract Teacher
Templeton, Patricia	Harding Center	Contract Teacher
Thatcher, Jay	Mt. View Elementary	Contract Teacher
Thenell, Marion	Linus Pauling Middle	Contract Teacher
Theurer, Sarah	Corvallis High	Contract Teacher
Thomson, Margaret	Adams Elementary	Contract Teacher
Tofell, Melissa	Jefferson Elementary	Contract Teacher
Toman, Pamela	Currently on leave	Contract Teacher
Tubbs, Lori	Mt. View Elementary	Contract Teacher
Tucker, Donald	Cheldelin Middle	Contract Teacher
Turple, April	Crescent Valley High	Contract Teacher
Tyrrell, Lisa	Franklin School	Contract Teacher
Ulstad, Anne	Cheldelin Middle	Contract Teacher
Verhoogen Odden, Andrew	Linus Pauling Middle	Contract Teacher
Villaman, Bonnibel	Garfield Elementary	Contract Teacher
Villani, Danielle	Wilson Elementary	Contract Teacher
Wake, Brian	Corvallis High	Contract Teacher
Welch-Radabaugh, Trinity	Crescent Valley High	Contract Teacher
Wells, Denise	Franklin School	Contract Teacher
Williams, Joseph	Adams Elementary	Contract Teacher
Williams, Julie	Corvallis High	Contract Teacher
Wilson, Deanna	Garfield Elementary	Contract Teacher
Winograd, Melinda	Franklin School	Contract Teacher
Wofford, Cynthia	Jefferson Elementary	Contract Teacher
Works, Colleen	Corvallis High	Contract Teacher
Wright, Cathy	Corvallis High	Contract Teacher
Yeh, Dow	Jefferson Elementary	Contract Teacher
Zeller, Debra	Corvallis High/Crescent Valley High	Contract Teacher
Zimmers, Heather	Crescent Valley High	Contract Teacher



**LICENSED PERSONNEL
Recommendations
for the 2013-2014 School Year**

The following are licensed staff members listed by status with recommendations indicated for the 2013-2014 school year.

INITIAL CONTRACT FOR THE PERIOD OF JULY 1, 2013 TO JUNE 30, 2015

Name	Building	Current Status
Bell, Angela	Lincoln Elementary	Probationary Teacher, 3rd Year
Bethards, Byron	Jefferson Elementary	Probationary Teacher, 3rd Year
Blount, Sarah	Crescent Valley High	Probationary Teacher, 3rd Year
Bowdoin, Daniel	Linus Pauling Middle	Probationary Teacher, 3rd Year
Bryan, Joanne	District Office	Probationary Teacher, 3rd Year
Carver, Emily	Hoover Elementary	Probationary Teacher, 3rd Year
Ciechanowski, Ian	Cheldelin Middle	Probationary Teacher, 3rd Year
Cox, Robert	Crescent Valley High	Probationary Teacher, 3rd Year
Davis, Jennifer	Cheldelin Middle/Crescent Valley High	Probationary Teacher, 3rd Year
Filloy Sharp, Amanda	Corvallis High	Probationary Teacher, 3rd Year
Luftig, Alexandria	Corvallis High	Probationary Teacher, 3rd Year
Patching, Andrew	Linus Pauling Middle	Probationary Teacher, 3rd Year
Peterson, Aubrey	Corvallis High/Linus Pauling Middle	Probationary Teacher, 3rd Year
Rathja, Laura	Adams Elementary	Probationary Teacher, 3rd Year
Schloss, Hilary	Jefferson Elementary	Probationary Teacher, 3rd Year
Schrock, Aileen	Mt. View Elementary	Probationary Teacher, 3rd Year
Shaklee, Jessica	Wilson Elementary	Probationary Teacher, 3rd Year
Sheppick, Tiffany	Mt. View Elementary	Probationary Teacher, 3rd Year
Skaugstad, Amy	Wilson Elementary	Probationary Teacher, 3rd Year
Velez, Tracy	Crescent Valley High	Probationary Teacher, 3rd Year
Woodruff, Karrie	Crescent Valley High	Probationary Teacher, 3rd Year



**LICENSED PERSONNEL
Recommendations
for the 2013-2014 School Year**

The following are licensed staff members listed by status with recommendations indicated for the 2013-2014 school year.

PROBATIONARY STATUS – 2ND YEAR FOR THE PERIOD OF JULY 1, 2013-JUNE 30, 2014

Name	Building	Current Status
Becker, Suzanne	Linus Pauling Middle	Probationary Teacher, 1st Year
Brown, Marcia	District Office	Probationary Teacher, 1st Year
Carter, Kati	Cheldelin Middle	Probationary Teacher, 1st Year
Faith, Robbie	Mt. View Elementary	Probationary Teacher, 1st Year
Gabriel, Shannon	Garfield Elementary	Probationary Teacher, 1st Year
Guerrero-Gilliam, Armida	Lincoln Elementary	Probationary Teacher, 1st Year
Hughes, Elise	Cheldelin Middle	Probationary Teacher, 1st Year
Lundeen, Joel	Corvallis High	Probationary Teacher, 1st Year
Moses, Jaclyn	Lincoln Elementary	Probationary Teacher, 1st Year
Randall, Joan	Currently on layoff	Probationary Teacher, 2nd Year
Rosen, Sidney	Lincoln Elementary	Probationary Teacher, 1st Year
Sanders, Lauren	Garfield Elementary	Probationary Teacher, 1st Year
Serna, Julie	Crescent Valley High	Probationary Teacher, 1st Year
Zimbrick, Kathryn	Crescent Valley High	Probationary Teacher, 1st Year



**LICENSED PERSONNEL
Recommendations
for the 2013-2014 School Year**

The following are certified staff members listed by status with recommendations indicated for the 2013-2014 school year.

PROBATIONARY STATUS – 3RD YEAR FOR THE PERIOD OF JULY 1, 2013-JUNE 30, 2014

Name	Building	Current Status
Carpenter, Laura	Linus Pauling Middle	Probationary Teacher, 2nd Year
Castelli McCourt, Andrea	Garfield Elementary	Probationary Teacher, 2nd Year
Foster, Dennis	Cheldelin Middle	Probationary Teacher, 2nd Year
Freedman, Kevin	Crescent Valley High	Probationary Teacher, 2nd Year
Giddens, Jayce	Corvallis High	Probationary Teacher, 2nd Year
Glass, Diane	Linus Pauling Middle	Probationary Teacher, 2nd Year
Granberg, Cynthia	Crescent Valley High	Probationary Teacher, 2nd Year
Hall, Claudia	Linus Pauling Middle	Probationary Teacher, 2nd Year
Harty, Georgeann	District Office	Probationary Teacher, 2nd Year
Hicks, Shayna	Mt. View Elementary	Probationary Teacher, 2nd Year
Huidor Dever, Elvira	Garfield Elementary	Probationary Teacher, 2nd Year
Jack, Alleya	Garfield Elementary	Probationary Teacher, 2nd Year
McFarland Price, Suzanne	Linus Pauling Middle	Probationary Teacher, 2nd Year
Russell, Leigh-Ann	Linus Pauling Middle	Probationary Teacher, 2nd Year
Schmeder, Christa	Corvallis High	Probationary Teacher, 2nd Year
Skinner, Charles	Linus Pauling Middle	Probationary Teacher, 2nd Year
Stevens, Marcia	Corvallis High/Linus Pauling Middle	Probationary Teacher, 2nd Year
Stone, Katelyn	Wilson Elementary	Probationary Teacher, 2nd Year
Stone, Kristina	Crescent Valley High	Probationary Teacher, 2nd Year
Thomson, George	Crescent Valley High	Probationary Teacher, 2nd Year
Thorpe, Christopher	Corvallis High	Probationary Teacher, 2nd Year
Verdries, Jennifer	Hoover Elementary	Probationary Teacher, 2nd Year
Wolfe, RoxiAnn	Lincoln Elementary	Probationary Teacher, 2nd Year



**LICENSED PERSONNEL
Recommendations
for the 2013-2014 School Year**

The following are licensed staff members listed by status with recommendations indicated for the 2013-2014 school year.

CANNOT RECOMMEND FOR REHIRE DUE TO TEMPORARY STATUS

Name	Building	Current Status
Abrams, David	Adams Elementary	Temporary Teacher
Allen, Jennifer	Linus Pauling Middle	Temporary Teacher
Arnst, Samantha	Lincoln Elementary	Temporary Teacher
Baldwin, Mark	Crescent Valley High	Temporary Teacher
Barker, Patricia	Garfield Elementary	Temporary Teacher
Bennett, Carrie	Crescent Valley High	Temporary Teacher
Carpenter, Jennifer	Lincoln Elementary	Temporary Teacher
Chapman, Robyn	Franklin School	Temporary Teacher
Corliss, Daniel	Corvallis High/Franklin School	Temporary Teacher
Fell, Alexandra	District Office	Temporary Teacher
Gordon, Kyle	Lincoln Elementary	Temporary Teacher
Grear, Marjorie	YES House	Temporary Teacher
Green, Alison Popoff	Jefferson Elementary	Temporary Teacher
Hansen, Cody	Adams Elementary	Temporary Teacher
Henderson, Stacy	Muddy Creek Charter Sch/Lincoln Elementary	Temporary Teacher
Ingersoll, Amelia	Linus Pauling Middle	Temporary Teacher
Lahman, Chris	Crescent Valley High	Temporary Teacher
Magistrale, Celia	Crescent Valley High	Temporary Teacher
Meza, Miriam	Lincoln Elementary	Temporary Teacher
Milner, David	Corvallis High	Temporary Teacher
Monroe, Dana	Hoover Elementary	Temporary Teacher
Osterman-Sussman, Irene	Adams Elementary	Temporary Teacher
Pedersen, Cynthia	District Office	Temporary Teacher
Sanders, Rachael	Franklin School	Temporary Teacher
Strowbridge, Jonathan	Corvallis High	Temporary Teacher
Toliver, Christy	Garfield Elementary	Temporary Teacher
Tuttle, Berina	Lincoln Elementary	Temporary Teacher
Wright, Amy	Cheldelin Middle	Temporary Teacher
Zachariah, Anna	Corvallis High	Temporary Teacher

BOARD MEETING DATE: March 11, 2013

**FOR ACTION-
ADDENDUM**

SUBJECT: Licensed Personnel Action

1. Issue: Information on licensed-personnel recommendations

a. Termination/Resignation/Layoff:

Ted Calcaterra: ELL Teacher, 1.0 FTE, Crescent Valley High School, effective June 30, 2013 (Resignation). Ted is currently on layoff.

Amanda Cooper-Rovnan: Fifth Grade Teacher, 1.0 FTE, Adams Elementary School, effective March 6, 2013 (Resignation). Amanda is currently on a leave of absence.

Ana Crovetto: Second/Third Grade Teacher, 1.0 FTE, Garfield Elementary School, effective June 30, 2013 (Resignation).

Jeanne Czernowski: Third Grade Teacher, 1.0 FTE, Franklin School, effective June 30, 2013 (Retirement).

John Friday: Math Teacher, 1.0 FTE, Cheldelin Middle School, effective June 30, 2013 (Retirement). John is currently on a leave of absence.

Dena Minato: Language Arts Teacher, 1.0 FTE, Corvallis High School, effective June 30, 2013 (Retirement).

Aimee Newman: Music Teacher, 0.73 FTE, Hoover Elementary School/Cheldelin Middle School, effective June 30, 2013 (Resignation).

Keri Phipps: Counselor, 1.0 FTE, Corvallis High School, effective March 6, 2013 (Resignation).

Laurel Ritter: First/Second Grade Teacher, 1.0 FTE, Garfield Elementary School, effective March 6, 2013 (Resignation).

ACTION REQUESTED: Approve recommendations.

CONTACT PERSON: Jennifer Duvall



Corvallis
SCHOOL DISTRICT

IX.B. Resolution No. 13-0301 – In Support of the Strong Schools, Strong State Campaign

BOARD MEETING DATE: March 11, 2013

SUBJECT: Resolution No. 13-0301 – In Support of the Strong Schools, Strong State Campaign

BACKGROUND INFORMATION:

The Strong Schools, Strong State campaign is a unified effort by the Oregon School Boards Association, Oregon PTA, Oregon School Employees Association, Oregon Small Schools Association, Confederation of School Administrators, Oregon Education Association, Oregon Association of Education Service Districts and Oregon Association of School Business Officials. Its focus is to urge state policy-makers to prioritize education in our state investments by supporting adequate and stable funding at a level that provides for a full academic year, staffing levels necessary to operate and provide the instruction needed for students to meet state goals and standards, and a varied curriculum that meets the needs of Oregon's students.

Oregon's state budget has included a shrinking share of funds available to K-12 public education, from about 45% of the state budget in 2003-05 to about 38% in the proposed 2013-15 budget. An investment in K-12 education is necessary to take the first step toward Oregon's ambitious 40-40-20 goal; Oregon schools need a budget that reverses the state's decades-long disinvestment in public schools. The attached documents describe the impact on the Corvallis School District of the potential 2013-15 State School Fund levels, and education's share of the state budget since 2003.

The Strong Schools, Strong State coalition supports efforts to protect a well-rounded curriculum that meets the needs of Oregon's students by offering art, music, physical education, career-technical training, extracurricular activities, and extended-day school programs that help boost student achievement, close the academic achievement gap for disadvantaged students, reduce the dropout rate, and increase the graduation rate.

ACTION REQUESTED:

Adopt Resolution No. 13-0301 in support of the Strong Schools, Strong State Campaign.

CONTACT PERSON: Anne Schuster, Board Chair

CORVALLIS SCHOOL DISTRICT 509J
Resolution No. 13-0301
Strong Schools, Strong State

WHEREAS, Our vision for Oregon includes a dynamic 21st-century school system that provides each student a world-class education that results in Oregon students becoming responsible and productive citizens of our community, state and nation; and

WHEREAS, We support the state of Oregon making wise investments to create strong schools that serve as the foundation of a strong, prosperous state, now and into the future; and

WHEREAS, We support efforts to protect a well-rounded curriculum that meets the needs of Oregon's students by offering, art, music, physical education, career-technical training and extracurricular activities; and

WHEREAS, We support funding for extended-day school programs that help boost student achievement and close the academic achievement gap for disadvantaged students; and

WHEREAS, Oregon's political leaders have codified an ambitious "40-40-20" goal for Oregon's public education system to attain by the year 2025; and

WHEREAS, Oregon's state budget has included a shrinking share of funds available to K-12 public education, from about 45% of the state budget in 2003-05 to about 38% in the proposed K-12 budget for 2013-15.

NOW THEREFORE, BE IT RESOLVED, that the Corvallis School District Board of Directors pledges to join and support the efforts of the "***Strong Schools, Strong State***" campaign to prioritize education in our state investments by supporting adequate and stable funding that ensures a full academic school year for every child in Oregon, and prevents further program cuts, staff reductions or loss of school days while making the investments needed to enable our schools to start on a path to achieve Oregon's 40-40-20 goal.

Adopted March 11, 2013 by the Corvallis School District Board of Directors.

Anne Schuster, Board Chair

Date

How would the potential 2013-15 State School Fund Levels impact YOUR Local School District?

CORVALLIS SCHOOL DISTRICT

\$6.150

Crisis Budget

A funding level of \$6.15B would result in a \$1.8M budget shortfall in Corvallis School District for 2013-14, assuming all employee groups continue with no cost of living, seniority step and insurance cap increases, and 3 cut days, as we have experienced for 2012-13.

At \$6.15B:

- \$1.8M reduction equates to losing 20 more teachers
- Equivalent to 10 cut days
- An increase of approximately 5 students per class
- Severe decrease and elimination of programs

Regardless of how hard our staff works, these reductions would impact our ability to achieve positive gains in student performance and the delivery of a comprehensive and high quality educational program.

\$6.550

More of the Same

A funding level of \$6.55B would leave Corvallis School District without a budget shortfall compared to the status quo, assuming all employee groups continue with no cost of living, seniority step and insurance cap increases, and 3 cut days, as we have experienced for 2012-13.

At \$6.55B:

- No teacher lay-offs
- Continued 3 cut days
- No additional increase to already high class sizes
- Most programs would remain, but no restoration or addition of new programs

In Corvallis, we continue to experience a decrease in Local Option revenue due to compression. This equates to about \$1.7 million less for lowering class sizes and providing elementary P.E./music and electives.

Corvallis would expect to see similar learning outcomes, although we strive to set a higher bar. However, we will continue to be challenged to achieve reform efforts with limited resources.

\$6.750

Stability

A funding level of \$6.75B would bring some stability to Corvallis School District.

At \$6.75B:

- Restore 5 teaching positions, or provide some movement in addressing contractual interests around salary and benefits
- Restore 3 cut days
- No additional increase to already high class sizes
- Most programs would remain, but no restoration or addition of new programs

In Corvallis, we continue to experience a decrease in Local Option revenue due to compression. This equates to about \$1.7 million less for lowering class sizes and providing elementary P.E./music and electives.

Without severe reductions, Corvallis School District would expect to make progress toward improving student outcomes and achieving more sustainability in program delivery.

\$6.895

Investment & Improvement

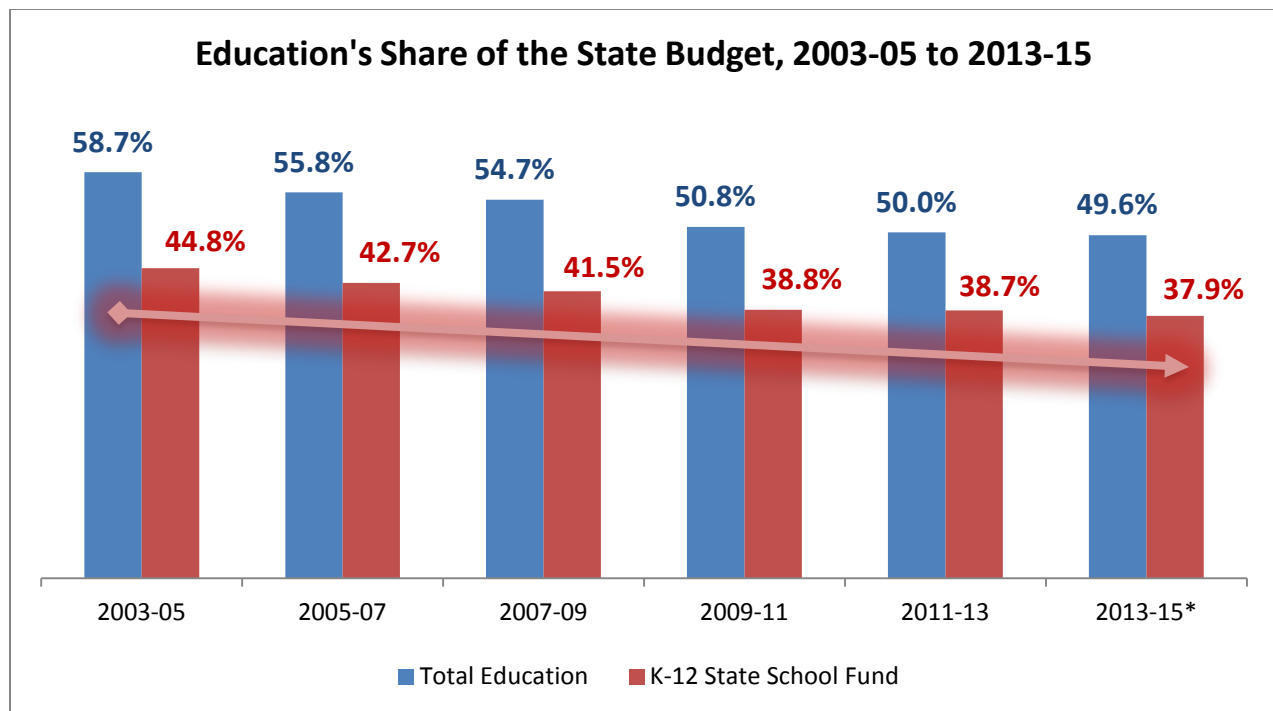
A funding level of \$6.895B would allow Corvallis School District to move in a forward direction toward improvement and increased sustainability.

At \$6.895B:

- Restore 12 teaching positions and address contractual interests around salary and benefits
- Full school year
- Reduce class size average
- Begin to restore and add new programs
- Begin to make targeted investments at improving achievement for all students, closing the achievement gaps

With this funding level, Corvallis School District would be able to make substantial progress toward achieving a high trajectory of success in graduating 100% of our students and in meeting Oregon's 40/40/20 goal.





*Governor's Recommended Budget

Source: Legislative Revenue Office

Education's share of the state general fund and lottery budget has steadily declined

The share of Oregon's state general fund and lottery budget allocated to education has declined steadily since 2003-05. The governor's proposed 2013-15 budget would continue that trend.

Under the governor's proposal, K-12 is slated to receive about the same amount of funding in 2013-15 as in 2007-09. Although the \$6.15 billion allocation for 2013-15 amounts to a \$400 million increase, it doesn't cover rising costs for the next biennium.

At this funding level, on top of the hundreds of millions in cuts schools have already endured, with a \$6.15 billion State School Fund allocation, Oregon school districts would face:

- ▶ Additional, significant teacher and staff layoffs
- ▶ Even higher class sizes
- ▶ Fewer school days
- ▶ Elimination of additional valuable programs

Although schools would continue to strive to deliver improved performance, this level of resources would directly impact student learning and likely result in flat or declining performance.



Corvallis
SCHOOL DISTRICT

IX.C. Board Policy DGA/DGB—Authorized Signatures—Revised—Second
Reading

Corvallis School District 509J
Board of Directors

BOARD MEETING DATE: March 11, 2013

FOR ACTION

SUBJECT: Board Policy DGA/DGB—Authorized Signatures—Revised—Second Reading

Issue: Fiscal management policies and administrative regulations currently are under review by the business department for current practice and current district need.

Board Policy DBA/DGB—Authorized Signatures has been updated for best practice.

Options Considered: Not revising the policy.

Involvement: District office staff.

Consequences: Policy will remain outdated.

Cost Impact: None.

ACTION REQUESTED: Adopting the revised policy.

CONTACT PERSON(S): Steve Nielsen, Kerry Richey

Authorized Signatures

The Board will, at its annual organizational meeting, or at other times deemed necessary by the Board, authorize the district clerk and/or deputy clerk or other individuals designated by the superintendent to sign checks. The Board may authorize the use of facsimile signatures by those persons authorized to sign district checks.

~~At the organizational meeting of the Board, resolutions shall be adopted authorizing the clerk and deputy clerk to sign as officials of the district.~~

END OF POLICY

Legal Reference(s):

[ORS 294.120](#)

[ORS 328.441](#)

[ORS 328.445](#)



Corvallis
SCHOOL DISTRICT

IX.D. Board Policy DJAA—Disposal of Surplus Property—Rescinded

Corvallis School District 509J
Board of Directors

BOARD MEETING DATE: March 11, 2013

FOR ACTION

SUBJECT: Board Policy DJAA—Disposal of Surplus Property—Rescinded

Issue: Fiscal management policies and administrative regulations are under review by the business department for current practice and current district need. Based on recommendation by OSBA, Policy DJAA—Disposal of Surplus Property should be rescinded because it is covered under policy DN—Disposal of District Property.

Options Considered: Not rescinding policy DJAA.

Involvement: District office staff.

Consequences: Multiple policies covering same matter.

Cost Impact: None.

ACTION REQUESTED: Rescinding board policy DJAA—Disposal of Surplus Property.

CONTACT PERSON(S): Steve Nielsen, Kerry Richey

Disposal of Surplus Property

Surplus personal property (temporary or movable property) shall be disposed of in the most efficient and cost effective manner possible within the requirements of ORS 279.800 and 279.820. The superintendent or his/her designee shall be responsible for developing a district-wide procedure which recognizes the authority of each facility administrator to determine when equipment or materials are no longer of value or of benefit to the facility's mission.

END OF POLICY

Legal References:

ORS 279.015
ORS 279.025
ORS 332.155

OAR 125-350-0015
OAR 125-350-0025



Corvallis

SCHOOL DISTRICT

IX.E. Board Policy GCDA/GDDA—Criminal Records Checks/Fingerprinting—
Revision—Second Reading

Corvallis School District 509J
Board of Directors

BOARD MEETING DATE: March 11, 20123

FOR ACTION

SUBJECT:

Board Policy GCDA/GDDA—Criminal Records Checks/Fingerprinting—Revision—Second Reading

Issue: The Equal Employment Opportunity Commission (EEOC) has released new guidance related to an employer's use of applicant and employee arrests and/or convictions. How an employer uses an individual's criminal history in making employment decisions could violate the prohibition against discrimination under Title VII of the Civil Rights Act of 1964. The new guidance states that "the employer's use of criminal history must be job related and consistent with business necessity."

Options Considered: Not updating the policy.

Involvement: District office staff

Consequences: Current policy would remain outdated.

Cost Impact: None

ACTION REQUESTED: Adopting the revised policy.

CONTACT PERSON(S): Jennifer Duvall, Kerry Richey

Criminal Records Checks/Fingerprinting

All newly hired employees shall be required to submit to a nationwide criminal records check and fingerprinting. Individuals contracting with the district and their employees, who have direct, unsupervised contact with students, also shall be required to submit to a nationwide criminal records check and fingerprinting.

The Board may require an Oregon criminal history check for other individuals considered for use as volunteers for the district who have direct, unsupervised contact with students.

The district shall begin the employment of an individual, volunteer service, or terms of a district contractor on a probationary basis pending the return and disposition of such checks.

An individual who has failed to disclose the presence of criminal convictions that would not otherwise prevent his/her employment with the district as provided by law could be prevented from being employed or contract with by the district. The individual may be allowed to resubmit criminal history verification with the Oregon Department of Education (ODE). The district's use of criminal history must be relevant to the specific requirements of the position, services, or employment.

Criminal records checks and fingerprinting fees as required by the district, ODE and/or Teacher Standards and Practices Commission shall be paid by the individual. Fees as required for all other individuals subject to such checks and/or fingerprinting may be paid by the district under certain circumstances.

The superintendent is directed to develop administrative regulations to meet the requirements of applicable Oregon Revised Statutes and Oregon Administrative Rules.

END OF POLICY

Legal References:

ORS 181.525	ORS 326.607	OAR 414-061-0010
ORS 181.555	ORS 336.631	OAR 581-021-0500
ORS 183.413—183.470	ORS 338.115	OAR 581-022-1730
ORS 326.603	ORS 342.143	OAR 584-036-0062
	ORS 342.223—342.232	SB 46 (2009)

Title VII of the Civil Rights Act of 1964, as amended, 42 U.S.C. §2000e, et. Seq. (2012)



Corvallis

SCHOOL DISTRICT

X. CONSOLIDATED INFORMATION

X.A. Non-Licensed Personnel Information

BOARD MEETING DATE: March 11, 2013

**FOR INFORMATION ONLY-
ADDENDUM**

SUBJECT: Non-licensed Personnel Information

1. Issue: Information on non-licensed-personnel

a. Recommendation to Hire:

Carol Beamer: Career Center Specialist, 6.0 hours; Crescent Valley High School; effective March 11, 2013 (Regular).

Laura Kildea: Food Service Assistant, 3.75 hours; Philomath Middle School; effective March 5, 2013 (Regular).

b. Termination/Resignation/Layoff:

Alison Clement: Library Media Assistant 2, 5.5 hours; Crescent Valley High School; effective March 6, 2013 (Resignation). Alison is currently on a leave of absence.

Jessy Dornbusch: Maintenance 1 – Custodian, 8.0 hours; Mountain View Elementary School/Linus Pauling Middle School; effective March 8, 2013 (Resignation).

Cheri King: Educational Assistant 2, 4.5 hours; Wilson Elementary School; effective March 6, 2013 (Resignation). Cheri is currently on a leave of absence.

Marvin Plesner: Maintenance 1 – Custodian, 8.0 hours; Franklin School/Cheldelin Middle School; effective June 30, 2013 (Retirement).

CONTACT PERSON: Jennifer Duvall



Corvallis

SCHOOL DISTRICT

X.B. Muddy Creek Charter School Contract Amendment

BOARD MEETING DATE: March 11, 2013

SUBJECT: Muddy Creek Charter School Contract Amendment

BACKGROUND INFORMATION:

The Corvallis School District and Muddy Creek Charter School are currently operating based upon contract agreements from July 1, 2011 through June 30, 2014. Part of that agreement includes provisions regarding its student population capacity. The following is language from the contract:

Section 5.2 Student Population Cap.

The total number of full-time students enrolled at the Charter School while it serves K-5 shall be no greater than 90 students. At no time during the term of this contract shall the Charter School's student population exceed 90 full-time equivalent students without written approval from the district. If any additional grades above the fifth grade level are added to the Charter School the Charter School's student population will not exceed 110 full-time equivalent students.

In February, Muddy Creek Charter School requested to expand its capacity to 100 full-time equivalent students to allow two grades per teacher configuration. Kindergarten students count as .5 FTE in this calculation. This would be considered a one-year agreement. The District and Muddy Creek Charter School will enter contract negotiations next fall for contract renewal.

Staff recommends allowing Muddy Creek Charter School to expand its student population cap to 100 full-time equivalent (K = .5) students for FY2013-14 only. You will be asked to take action on this request at your April 8, 2013 meeting.

CONTACT PERSONS: Kevin Bogatin, Assistant Superintendent
Steve Nielsen, Business Director



Corvallis

SCHOOL DISTRICT

X.C. Board Policy JEA—Compulsory Attendance—Revised—First Reading

Corvallis School District 509J
Board of Directors

BOARD MEETING DATE: March 11, 2013

FOR INFORMATION

SUBJECT: Board Policy JEA—Compulsory Attendance—Revised—First Reading

Issue: House Bill 4014 was an omnibus bill in which Section 13 and 14 amended ORS 339.010 and ORS 339.020 and added the provision that requires five- and six-year-olds enrolled in public school to maintain regular attendance.

Options Considered: Not adopting the policy.

Involvement: District office staff.

Consequences: Policy will remain outdated.

Cost Impact: None

CONTACT PERSON(S): Kevin Bogatin, Kerry Richey

Compulsory Attendance**

Except when exempt by Oregon law, all students ages 7-18 who have not completed the 12th grade are required to regularly attend school full time during the entire school term.
~~on a regular basis at the designated school within the attendance area.~~

All students five or six years of age who have been enrolled in a public school are required to attend regularly.

Persons having legal control of a student ages 7-18 who has not completed the 12th grade are required to have the student attend school. Persons having legal control of a student who is five or six years of age and has enrolled the child in a public school are required to have the student attend and maintain regular attendance.

Under the superintendent's direction and supervision, attendance supervisors shall monitor and report any violation of the compulsory attendance law to the superintendent or designee. Failure to send a student and to maintain a student in regular attendance is a Class C violation.

The district will develop procedures for issuing a citation.

A parent who is not supervising their student by requiring school attendance may also be in violation of ORS 163.577(1)(c). Failing to supervise a child is a Class A violation. Regular attendance is defined by Oregon law as attendance which does not include more than eight unexcused one-half day absences or the equivalent in any four-week period school is in session. A student must be withdrawn from the active roll on the day following the tenth consecutive full day of absence.

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

Exemptions From Compulsory School Attendance

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

1. Students being taught in a private or parochial school in courses of study usually taught in grades 1-12 in the public schools and in attendance for a period equivalent to that required of students attending public schools;

2. Students proving to the Board's satisfaction that they have acquired the courses of study taught in grades 1-12 in the public schools;
3. Students being taught by a private teacher the courses of study usually taught in grades 1-12 in the public school for a period equivalent to that required of students attending public schools;
4. Students being educated in the home by a parent.
5. Students excluded from attendance as provided by law.
6. An exemption may be granted to the parent of any student 16 or 17 years of age who is lawfully employed full time, lawfully employed part time and enrolled in school, or enrolled in a community college or other state registered alternative education program.

END OF POLICY

Legal References:

[ORS 153.018](#)
[ORS 163.577](#)
[ORS 336.615—336.665](#)
[ORS 339.010—339.090](#)
[ORS 339.260](#)
~~ORS 809.410 (40)~~
[ORS 339.925](#)
[ORS 339.990](#)
[ORS 807.065](#)
[ORS 807.066](#)

[OAR 581-021-0026](#)
[OAR 581-021-0029](#)
[OAR 581-021-0071](#)
[OAR 581-021-0077](#)
~~OAR 581-021-0006~~

[HB 4014 \(2012\)](#)

Cross Reference:

Policy JHFDA—Suspension of Driving Privileges



Corvallis

SCHOOL DISTRICT

X.D. Board Policy JGAB—Use of Restraint and Seclusion—Revised—First
Reading

BOARD MEETING DATE: March 11, 2013

FOR INFORMATION

SUBJECT:

Board Policy JGAB—Use of Restraint and Seclusion—Revised—First* Reading
Administrative Regulation—JGAB-AR—Use of Restraint and Seclusion—Revised—For Information

Issue: The Oregon Administrative Rule (OAR) regulating the use of physical restraint and seclusion in Oregon Public Schools became effective July 1, 2012. House Bill 2939 amended the statute regarding physical restraint and seclusion, which required the repeal of the former OAR.

Schools districts are now required to train staff with programs approved by ODE on de-escalation and the safe and effective use of physical restraint and seclusion. Other changes include the required documentation and reporting when restraint and/or seclusion is used, clearer definitions of restraint and/or seclusion, and defining when using restraint and/or seclusion is allowed.

*This matter came up for discussion at the Board's last regular meeting. Based on that conversation changes have been made and the policy and administrative regulation are being resubmitted as first reading/information.

Options Considered: Not revising the policy or administrative regulation.

Involvement: District office staff

Consequences: Not revising the policy and administrative regulation puts the district out of compliance with Oregon law.

Cost Impact: Unknown.

CONTACT PERSON(S): Amy Lesan, Georgeann Harty, Kerry Richey

Use of Restraint and Seclusion

The Board is dedicated to the development and application of best practices within the district's public educational/behavioral programs. It is the intent of the Board to establish a policy that defines the circumstances that must exist and the requirements that must be met prior to, during, and after the use of restraint and/or seclusion as an intervention with district students.

Definitions

1. "Physical restraint" means the restriction of a student's movement by one or more persons holding the student or applying physical pressure upon the student. "Physical restraint" does not include touching or holding a student without the use of force for the purpose of directing the student or assisting the student in completing a task or activity. The definition of "physical restraint" does not include the use of mechanical, chemical, or prone restraint of a student as these methods are prohibited by Oregon law.
2. "Seclusion" means the involuntary confinement of a student alone in a room from which the student physically is prevented from leaving.

Seclusion does not include the removal of a student for a short period of time to provide the student with an opportunity to regain self-control, in a setting from which the student is not physically prevented from leaving.

3. "Serious bodily injury" means any significant impairment of the physical conditions of a person, as determined by qualified medical personnel, whether self-inflicted or inflicted by someone else.

Prohibited by Law

4. "Mechanical restraint" means a device used to restrict the movement of a student or the movement or normal function of a portion of the body of a student.

Mechanical restraint does not include:

- a. A protective or stabilizing device ordered by a licensed physician; or
 - b. A vehicle safety restraint when used as intended during the transport of a student in a moving vehicle.
5. "Chemical restraint" means a drug or medication that is used on a student to control behavior or restrict freedom of movement that has not been prescribed by a licensed

health professional or other qualified health care professional acting under the professional's scope of practice.

6. "Prone restraint" means a restraint in which a student is held face down on the floor.

The use of physical restraint and/or seclusion is only permitted as a part of a behavioral support plan when other less restrictive interventions would not be effective and the student's behavior poses a threat of imminent, serious physical harm to the student or others. Prior to the implementation of any behavioral support plan that includes restraint and/or seclusion, a functional behavior assessment must be completed.

Except in the case of an emergency, only staff current in the required training in accordance with the district-designated physical restraint and seclusion training program will implement physical restraint or seclusion with a student. In an emergency, physical restraint, and/or seclusion also may be used by a school administrator, teacher, or other school employee as necessary when the student's behavior imposes a reasonable threat of imminent, serious bodily injury to the student or to others.

The use of physical restraint/seclusion under these circumstances is only allowed so long as the student's behavior poses a threat of imminent, serious physical harm to themselves or to others. Any student being restrained or secluded within the district whether in an emergency or as a part of a plan shall be constantly monitored by staff for the duration of the intervention. Any room used for seclusion of a student must allow staff full view of the student in all areas of the room and be free of potentially hazardous conditions such as unprotected light fixtures and electrical outlets.

The district shall utilize the Oregon Intervention System (OIS) ~~or the Crisis Prevention Institute (CPI)~~ training program of physical restraints and seclusion. ~~for use in the district.~~ As required by state regulation, the selected program shall include: behavioral support, prevention, de-escalation, and crisis response techniques. Any program selected by the district must be in compliance with state and federal law with respect to the use of restraint and/or seclusion.

An annual review of the use of physical restraint and seclusion, including a review of all district cases involving restraint and/or seclusion, shall be completed to ensure compliance with district policies and procedures. The results of the annual review shall be documented and shall include at a minimum:

1. The total number of incidents ~~of~~ involving physical restraint;
2. The total number of incidents ~~of~~ involving seclusion;
3. The total number of seclusions in a locked room;
4. The total number of students placed in physical restraint;
5. The total number of students placed in seclusion;

6. The total number of incidents that resulted in injuries or death to students or personnel as a result of the use of physical restraint or seclusion.
7. The total number of students who were placed in physical restraint and/or seclusion more than ten times in the course of a school year and an explanation of what steps have been taken to decrease the use of physical restraint and/or seclusion for each student.
86. The total number of restraint and seclusion incidents carried out by untrained individuals;
97. The demographic characteristics of all students upon whom physical restraint and/or seclusion was imposed.

This report shall be made available to the Board and to the public at the district's main office and on the district's website. At least once each school year the public shall be notified as to how to access the report.

The district shall investigate all complaints regarding the use of restraint and/or seclusion practices according to the procedures outlined in Board policy KL and KL-AR—Public Complaints.

The superintendent shall develop administrative regulations to carry out the requirements set forth in this policy and to meet any additional requirements established by law related to the use, reporting, and written documentation of the use of physical restraint or seclusion by district personnel.

END OF POLICY

Legal Reference(s):

[ORS 161.205](#)
[ORS 339.250](#)
[OAR 581-021-0061](#)
[OAR 581-021-0062](#)



Corvallis
SCHOOL DISTRICT

X.E. Administrative Regulation—JGAB-AR—Use of Restraint and
Seclusion—Revised—For Information

Use of Restraint and Seclusion

General Guidelines

1. Parents will be provided verbal or electronic notification by the school staff following the use of physical restraint or seclusion by the end of the day on which the incident occurred.
2. Parents will be provided written documentation of the incident within 24 hours that provides:
 - a. A description of the physical restraint and/or seclusion;
 - b. The date of the physical restraint or seclusion;
 - c. The time the physical restraint or seclusion began and ended, and the location;
 - d. The efforts used to de-escalate the situation and the alternatives to physical restraint or seclusion that were attempted;
 - e. The names of the personnel of the public education program who administered the physical restraint or seclusion.
3. If the physical restraint or seclusion was administered by a person without training, the district will provide that information along with the reason why a person without training administered the restraint or seclusion.
4. A building administrator will be notified as soon as practicable whenever physical restraint and/or seclusion has been used.
5. If restraint or seclusion continues for more than 30 minutes, the student must be provided with adequate access to bathroom and water every 30 minutes. If physical restraint or seclusion continues for more than 30 minutes, every 15 minutes after the first 30 minutes an administrator for the public education program must provide written authorization for the continuation of the physical restraint or seclusion, including providing documentation for the reason the physical restraint or seclusion must be continued. Whenever physical restraint or seclusion extends beyond 30 minutes, personnel of the district will immediately attempt to verbally or electronically notify a parent.
6. A district Physical Restraint and/or Seclusion Incident Report must be completed and copies provided to those attending the debriefing meeting for review and comment.
7. A documented debriefing meeting must be held within two school days after the use of restraint and/or seclusion; staff members involved in the intervention must be included in the meeting. The debriefing team shall include a building administrator and a district representative if possible. A parent must be invited to attend the debriefing meeting.

The completed Physical Restraint and/or Seclusion Incident Report Form shall include the following:

1. Name of the student;
2. Name of staff member(s) administering the physical restraint or seclusion;
3. Date of the restraint or seclusion, and the time the restraint or seclusion began and ended;
4. Location of the restraint or seclusion;
5. A description of the restraint or seclusion;
6. A description of the student's activity immediately preceding the behavior that prompted the use of restraint or seclusion;
7. A description of the behavior that prompted the use of restraint or seclusion;
8. Efforts to de-escalate the situation and alternatives to restraint or seclusion that were attempted;
9. Information documenting parent contact and notification; and
10. A summary of the debriefing meeting held.

Physical restraint/seclusion as a part of a behavioral support plan in the student's Individual Education Program (IEP) or section 504 plan.

1. Parent participation in the plan is required.
2. The IEP team that develops the behavioral support plan shall include knowledgeable and trained personnel, including the district representative who is familiar with the physical restraint training practices adopted by the district.
3. Prior to the implementation of any behavioral support plan that includes restraint and/or seclusion a functional behavioral assessment must be completed. The assessment plan must include an individual threshold for reviewing the plan. Best practice is to review the plan after two restraints/seclusion incidents and it is required to be reviewed after five incidents.

Use of restraint and/or seclusion in an emergency by school administrator or staff to prevent a student from harming him/herself, other students, or school staff.

Use of restraint and or seclusion under these circumstances with a student who does not have restraint and/or seclusion as a part of their IEP or 504 plan is subject to all of the requirements established by this administrative regulation with the exception of those specific to plans developed in an IEP or a 504 plan.



Corvallis

SCHOOL DISTRICT

- XI. EXECUTIVE SESSION - The Board will meet in Executive session at 5:15 p.m. under ORS 192.660(2)(d) - To consult with persons designated for labor negotiations.
- 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.

Grievance Process - ORS 192.705

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

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

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