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
Wednesday, December 18, 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/UC9Jtpte5dmilZl9kySBJbVQ?
A recording of the meeting will also be posted to that channel.

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

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

Corvallis
SCHOOL DISTRICT

Wednesday, December 18, 2013
6:30 PM

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

Meeting Details: Wednesday, December 18, 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. Budget Priorities and Goals
VIII.B. 509J By The Numbers - Continuation of Discussion

509J BY THE NUMBERS

A SUMMARY REPORT TO THE SCHOOL BOARD
AND A GUIDE FOR OUR COMMUNITY

November 4, 2013
REVISED December 9, 2013

This document is the third year of a combination of three key reports previously reported individually: A Budget Guide for our Community (*The ABC Guide*), *Class Size Reports* by level, and the *Vital Signs Report*.

The ABC Guide was produced in conjunction with the district's budgeting process, published as a "pull-out" section of the budget document, and provided an overview of district demographics and budget. This document, first included in the 2006-07 budget document, was last printed in the 2009-10 budget document.

Class Size Reports with information regarding class sizes at the elementary and secondary level were previously provided to the board each fall.

The *Vital Signs Report* was started in 2005-06 at the request of the school board and upon the recommendation of the Program and Resources Review (PR2) Committee. This report focused on key indicators regarding facilities usage and subsequent distribution of students and budget among schools. Factors identified within this report were intended to prompt discussion in the areas of school boundaries, reconfiguration, and the opening or closing of schools, as well as to inform annual budget prioritizations.

Due to the overlapping nature of these individual reports, they have been combined to create a more comprehensive overview of the district's demographics, facility utilization, and budget. Suggestions regarding the format and content of this report are welcomed by the Finance and Operations Department.

This document has been formatted to facilitate double-sided printing.

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CONTENTS

Student demographics 1
Who are our students? 1
Enrollment statistics & trends 1
Race/ethnicity and primary language 4
Participation in specialized learning programs 6
Free and reduced lunch programs 7
How are our students performing? 9
Oregon Assessment of Knowledge and Skills (OAKS) results 9
Graduation and Dropout rates 9
Where do our students go to school? 11
Elementary class sizes 11
Elementary school specific class size averages 14
Secondary Student-Teacher Ratios 15
Private school, home school, and transfer students 16

Facility demographics 21
Buildings 21
Utilization 21
Overhead costs 22

Financial matters 24
509J's Budget 24
Total budget resources (General and Grant Funds) 24
Local Option Levy 25
General Fund 26
1:World District Initiative 27
Average annual costs per school and student 28
The Open Books Project and beyond 28

Contact Information 32

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STUDENT DEMOGRAPHICS

WHO ARE OUR STUDENTS?

ENROLLMENT STATISTICS & TRENDS

The Corvallis School District's overall enrollment has been declining since 1994-95, when the district had 7,769 students. Over the past ten years, total enrollment has dropped by over 8 percent, despite a small increase since 2011-12. The table below shows actual enrollment totals by level as of October 1, 2013, as well as the previous ten years.

Table 1: District Enrollment by Level as of October 1, 2013 and previous 10-yrs, excluding Muddy Creek Charter School and YES House

	Elementary (K-5)	Middle (6-8)	High (9-12)	Total District	Total Change from Previous
2003-04	2,856	1,596	2,481	6,933	(2%)
2004-05	2,814	1,547	2,481	6,842	(1.3%)
2005-06	2,816	1,518	2,408	6,742	(1.5%)
2006-07	2,857	1,504	2,399	6,760	0.3%
2007-08	2,853	1,506	2,367	6,726	(0.5%)
2008-09	2,794	1,560	2,309	6,663	(0.9%)
2009-10	2,757	1,521	2,268	6,546	(1.8%)
2010-11	2,728	1,479	2,242	6,449	(1.5%)
2011-12	2,650	1,413	2,215	6,278	(2.7%)
2012-13	2,631	1,448	2,220	6,299	0.3%
2013-14	2,704	1,407	2,237	6,348	0.8%
3-year change	**(0.9%)**	**(4.9%)**	**(0.2%)**	**(1.6%)**	
10-year change	**(5.3%)**	**(11.8%)**	**(9.8%)**	**(8.4%)**	

✓ VITAL SIGN: *District-wide by grade level cumulative change in students over a 3-year period did not exceed +/-10%.*

In addition to district-wide enrollment by level, it can be useful to track students by grade as they move from kindergarten through twelfth grade. When this information is viewed (Table 2), an increase can be observed between the 8th and 9th grades across all years. This is likely due to students entering the Corvallis school system from local private K-8 options.

Similarly, there is an increase seen between kindergarten and first grade. District staff believes this is due to families choosing private kindergarten options instead of district kindergarten programs, and then transitioning into first grade in the district.

Table 2: Enrollment history by grade 2002-03 to 2013-14 (October 1)

Grade	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14
K	456	436	449	435	446	428	442	422	418	392	420	432
1	496	496	457	482	458	483	463	459	454	460	432	486
2	455	491	498	462	477	453	476	462	458	442	450	439
3	471	463	478	502	471	496	474	475	460	454	424	454
4	481	486	466	472	523	465	483	468	475	442	462	426
5	528	484	466	463	482	528	456	471	463	460	443	467
6	545	506	503	482	488	502	530	471	478	471	482	445
7	545	536	513	504	495	500	512	526	473	476	466	489
8	552	554	531	532	521	504	518	524	528	466	500	473
9	660	643	654	614	657	636	637	661	672	645	557	564
10	678	622	603	598	573	604	587	554	587	577	590	543
11	607	612	608	590	584	572	542	520	479	507	520	564
12	600	604	616	606	585	555	543	533	504	486	553	566
Total	**7,074**	**6,933**	**6,842**	**6,742**	**6,760**	**6,726**	**6,663**	**6,546**	**6,449**	**6,278**	**6,299**	**6,348**

In addition to data for actual enrollment, the difference between projected and actual enrollment is reviewed. Allocation of instructional staff to schools is based on projected enrollment, and, as such, significant disparities between projected enrollment and actual enrollment can be problematic. Over half of the difference (62 percent) between projected and actual enrollment at the elementary level is attributable to a higher kindergarten enrollment; this increase may be due to the addition of full-day kindergarten classes at Mt. View and Wilson.

Table 3: District Enrollment by Level Compared to Projections, excluding Muddy Creek Charter School and YES House (October 1, 2013)

	Projected	Actual	Difference	Percent Difference
Elementary (K-5)	2,624	2,704	80	3%
Middle (6-8)	1,408	1,407	(1)	(0.1%)
High (9-12)	2,148	2,237	89	4.1%
Total	**6,180**	**6,348**	**168**	**2.7%**

✓ VITAL SIGN: *District-wide actual enrollment by grade level did not change between budget forecast and actual by more than 5%.*

At the high school level, students are tracked by cohort. A student is assigned a cohort group when he or she first enrolls in 9th grade. Therefore, students entering 9th grade for the first time during the 2013-14 academic year would be assigned to the 2013-14 cohort.

Table 4: Student Population by Cohort (October 1, 2013)

	1314 Cohort	1213 Cohort	1112 Cohort	1011 Cohort	0910 Cohort	0809 Cohort	0708 Cohort
CHS	300 (300 9th gr)	303 (302 10th gr)	314 (317 11th gr)	292 (323 12th gr)	24	5	4
CVHS	244 (264 9th gr)	227 (241 10th gr)	250 (247 11th gr)	254 (243 12th gr)	16	3	1
District	544 (564 9th gr)	530 (543 10th gr)	564 (564 11th gr)	546 (566 12th gr)	40	8	5

Another view of 2013-14 estimates and actuals is by school. From this vantage point, it is possible to identify individual school populations that may be increasing or decreasing more than anticipated.

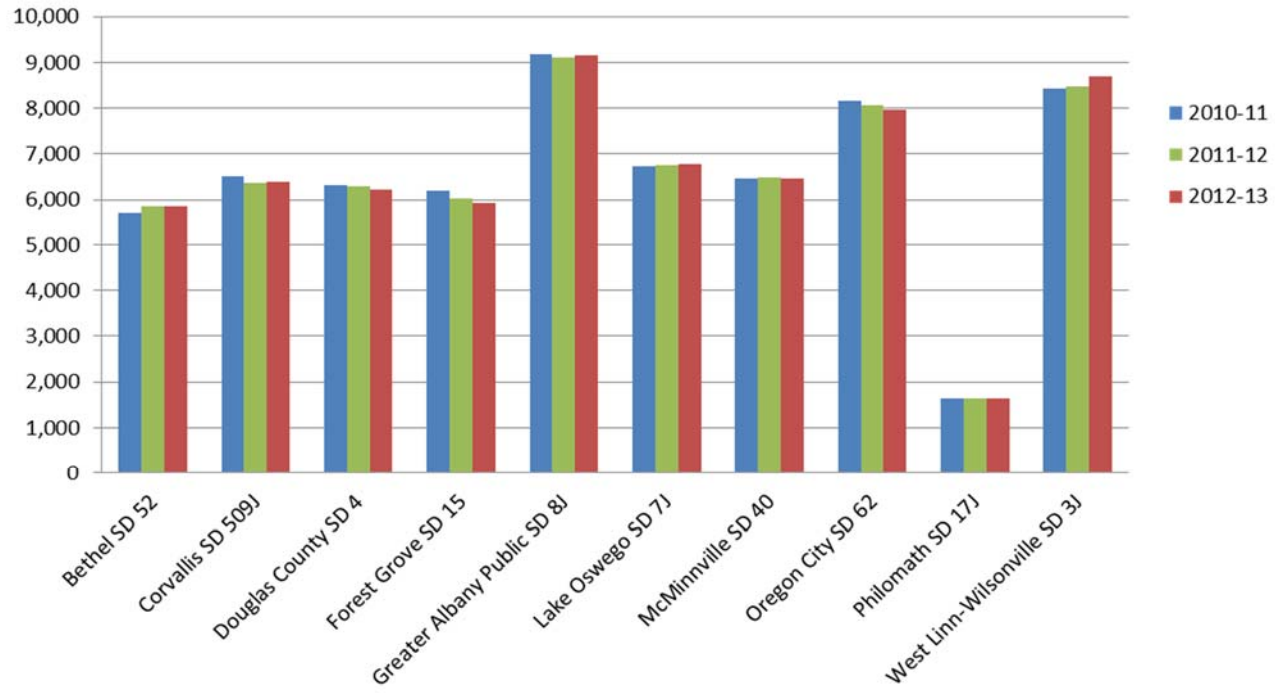
Table 5: 2013-14 Projected and Actual Enrollments by School as of October 1, 2013, not including Muddy Creek Charter School and YES House

	2010-11 Actual	2011-12 Actual	2012-13 Actual	2013-14 Projected	2013-14 Actual	3-yr Change
Adams Elementary School	390	363	353	353	380	(2.6%)
Garfield Elementary School	380	385	394	413	394	3.7%
Hoover Elementary School	419	413	395	390	406	(3.1%)
Jefferson Elementary School	329	313	330	318	329	0%
Lincoln Elementary School	325	348	361	383	368	13.2%
Mt. View Elementary School	344	313	287	267	298	(13.4%)
Wilson Elementary School	369	345	341	330	358	(3%)
Franklin K-8 School	329	343	354	362	355	7.9%
Cheldelin Middle School	598	543	563	553	546	(8.7%)
Linus Pauling Middle School	724	697	701	663	677	(6.5%)
Corvallis High School	1,154	1,196	1,235	1,224	1,242	7.6%
Crescent Valley High School	1,088	1,019	985	924	995	(8.5%)
Total	**6,449**	**6,278**	**6,299**	**6,180**	**6,348**	**(1.6%)**

✘ VITAL SIGN: *School-specific cumulative changes in students over a three-year period exceeded +/- 10 percent at Mt. View and Lincoln Elementary Schools. The overall elementary and K-8 enrollment increased by 0.1 percent over three years, the overall middle school enrollment decreased by 7.5 percent, and high school enrollment decreased overall by 0.2 percent.*

This report includes comparisons to other Oregon districts to provide the reader with some perspective. These comparator districts were selected based on size and proximity.

Figure 1: District Enrollment for Comparative Districts 2010-11 to 2012-13



RACE/ETHNICITY AND PRIMARY LANGUAGE

Students within the Corvallis School District are diverse. Statistical data regarding race and ethnicity is compiled based on information provided by parents during the registration process. In situations where data is not provided by parents, school staff make educated guesses in accordance with state requirements.

In comparison to state-wide percentages as reported through the 2010 US Census[1], students in Corvallis are more likely to identify themselves as Hispanic, Asian, American Indian, or Black/African American than the state averages. In only the Hawaiian/Pacific Islander category was the district percentage less than what was reported state-wide.

Table 6: District-Wide Student Race/Ethnicity as of October 1, 2012 and 2013 Compared to 2010 State-Wide All Ages Census Data

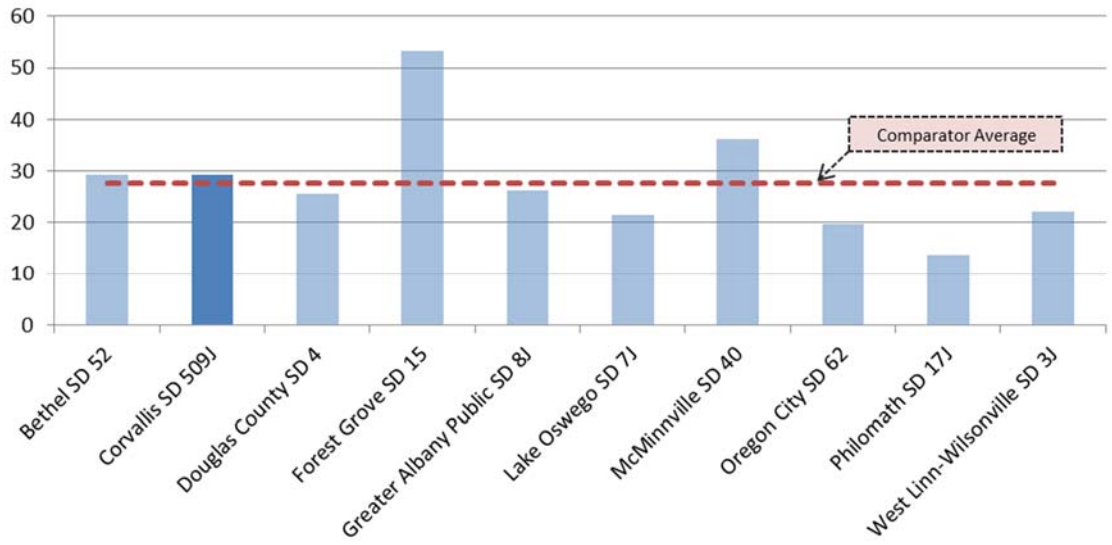
	October 1, 2012		October 1, 2013		
Race/Ethnicity as Reported	District-Wide Number*	District-Wide Percentage of Total*	District-Wide Number*	District-Wide Percentage of Total*	2010 State-Wide Percentage**
Hispanic	933	14.3%	944	14.6%	11.7%
Asian	643	9.8%	660	10.2%	3.7%
American Indian	642	9.8%	636	9.8%	1.4%
Black /African American	220	3.4%	210	3.2%	1.8%
Hawaiian /Pacific Islander	152	2.3%	151	2.3%	3.0%
White	5,426	82.9%	5,393	83.4%	83.6%

*Individuals may self-report in multiple categories; number and percentage totals may exceed 100%

**2010 US Census Data

[1] 2010 US Census data was downloaded on Oct. 14, 2011, from http://2010.census.gov/2010census/data/.

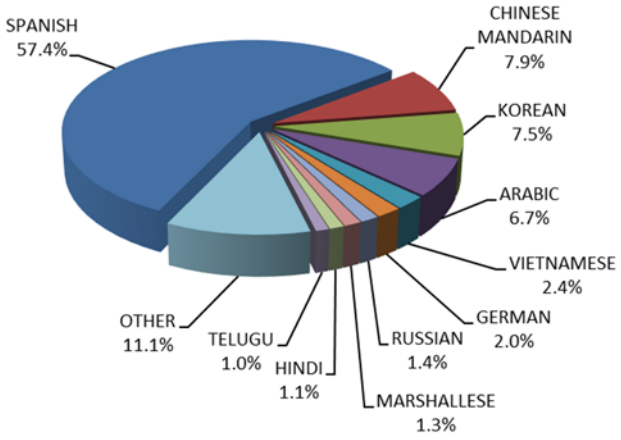
Figure 2: 2012-13 Percent of Total Students Identified as Minorities for Comparator Districts (ODE Data)



Among district comparators, Corvallis ranked as the third most diverse population based on 2012-13 data compiled by the Oregon Department of Education (ODE), with a total number of students identified as minorities at just over 29 percent, slightly over the comparator group average of nearly 28 percent. Philomath's minority population of just under 14 percent was the least, while Forest Grove's population of just over 53 percent was the greatest of our comparator group.

Another indicator of diversity is the self-report of families' primary languages other than English. As of October 1, 2013, 970 students indicated that their primary language is one other than English, up from 956 reported in 2012, representing 15 percent of the total student body. Forty-nine unique languages other than English are spoken in the homes of our students. The 2010 US Census reports an estimated 11.2 percent of individuals within the Corvallis, Oregon metropolitan area speak a language other than English.[2]

Figure 3: Ten Most Popular Non-English Primary Languages, with All Others, as a Percentage of Total Non-English Languages Reported by Corvallis District Students (October, 2013)



[2] U.S. Census Bureau, 2010 American Community Survey as reported online at http://factfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=ACS_10_1YR_S1601&prodType=table, October 14, 2011.

PARTICIPATION IN SPECIALIZED LEARNING PROGRAMS

In order to meet the diverse needs of students, the district offers a variety of programs aimed at reaching each individual student. These services include those targeted specifically for Talented and Gifted (TAG) students, English Language Learners (ELL), and students on an Individualized Education Plan (IEP). TAG screening does not occur until 1st grade, which lowers the percentage of K-3 TAG students. The district is also in the process of replacing the OLSAT screening tool with a non-language intellectual test.

Table 7: Students Participating in Specialized Learning Programs by Level, as of October 2013

	TAG		ELL		IEP	
Academic Level	Number	Percent of Total by Level	Number	Percent of Total by Level	Number	Percent of Total by Level
Elementary (K-3)	6	0.3%	257	14.2%	166	9.2%
Elementary (4-5)	73	8.2%	105	11.8%	131	14.7%
Middle (6-8)	313	22.2%	61	4.3%	173	12.3%
High (9-12)	638	28.5%	46	2.1%	247	11.0%
All grades (K-12)	**1,030**	**16.2%**	**469**	**7.4%**	**717**	**11.3%**

The charts below compare Corvallis to comparator districts for overall percentages of students with IEPs and ELL participation. Data for these charts was provided by ODE for 2012-13.

Figure 4: Percentage of IEP Students for Comparator Districts 2012-13 (ODE Data)

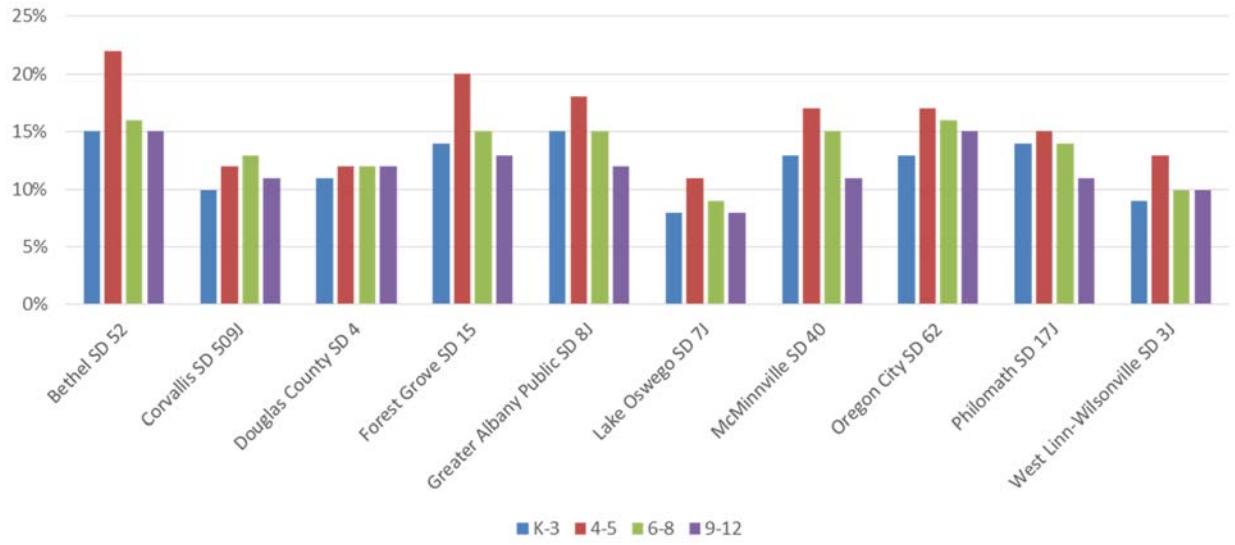
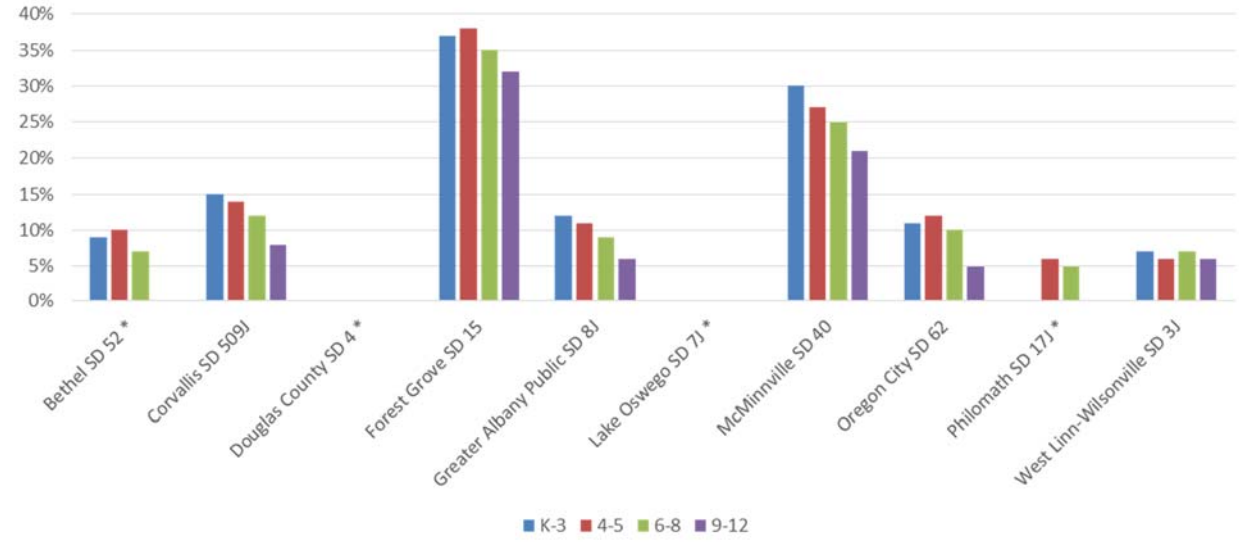


Figure 5: Percentage of ELL Students by grade level for Comparator Districts 2012-13 (ODE Data)



*missing data indicates districts/grade levels reporting less than five percent in any grade cluster

FREE AND REDUCED LUNCH PROGRAMS

The Free and Reduced-Priced Meal Program is a federally-funded program to ensure children from households that meet federal income guidelines have access to nutritious meals while at school. This program is completely confidential. Children from households that receive Food Stamps or Temporary Assistance to Needy Families (TANF) benefits are eligible for free meals. Additionally, all foster children are approved for free meals.

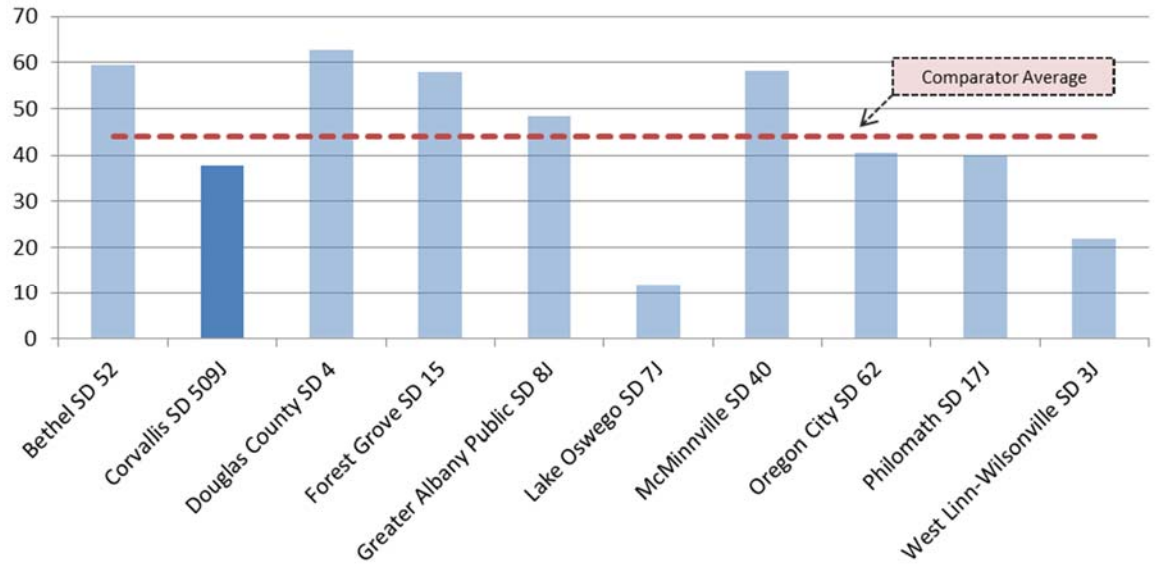
Children from households that meet federal income guidelines are determined eligible for either free or reduced-priced meals. Thanks to the Oregon State Legislature, students who qualify for reduced-priced meals can have breakfast for free. This program provides children the opportunity for a nutritious breakfast that they need to be successful in school.

Overall, participation in this program has increased in Corvallis over the past ten years from 27.4 percent in 2002-03 to 39.7 percent in 2012-13. The district's 2012-13 average, however, is still less than that of the average of our comparator districts at 43.9 percent.

Table 8: Corvallis School District (CSD) Free and Reduced Lunch Program Participation, CSD Food Service Data 2007-08 to 2012-13

School	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Adams Elementary	24.0%	20.2%	19.7%	21.2%	22.6%	27.7%
Garfield Elementary	76.8%	71.1%	72.5%	75.1%	77.7%	75.6%
Hoover Elementary	14.4%	12.6%	18.8%	17.8%	18.2%	18.0%
Jefferson Elementary	24.7%	19.8%	17.6%	20.9%	25.5%	26.1%
Lincoln Elemenetary	74.7%	66.5%	70.8%	68.2%	69.3%	68.8%
Mt. View Elementary	45.7%	45.4%	51.9%	49.7%	53.4%	56.1%
Wilson Elementary	51.6%	45.7%	52.8%	51.8%	53.5%	56.5%
Franklin K-8	13.5%	15.7%	23.9%	23.7%	23.4%	23.3%
Cheldelin Middle	27.3%	25.2%	31.9%	31.3%	32.7%	36.5%
Linus Pauling Middle	45.9%	41.1%	43.0%	42.5%	43.3%	44.9%
Corvallis High	28.6%	28.4%	38.2%	34.9%	38.7%	38.6%
Crescent Valley High	24.3%	21.7%	26.6%	24.8%	26.7%	26.1%
District Average	**35.4%**	**32.6%**	**37.8%**	**36.5%**	**38.8%**	**39.7%**

Figure 6: Comparator District Free and Reduced Lunch Participants as a Percentage of Total Enrollment (ODE Data, 2012-13)



HOW ARE OUR STUDENTS PERFORMING?

OREGON ASSESSMENT OF KNOWLEDGE AND SKILLS (OAKS) RESULTS

All Oregon students in grades 3-8 and 11 are required to be tested with the Oregon Assessment of Knowledge and Skills (OAKS). The test results are used annually to determine whether schools, districts, and the state are meeting, or making sufficient progress toward meeting, rigorous state academic standards.

Figure7: 2012-13 Reading Assessments

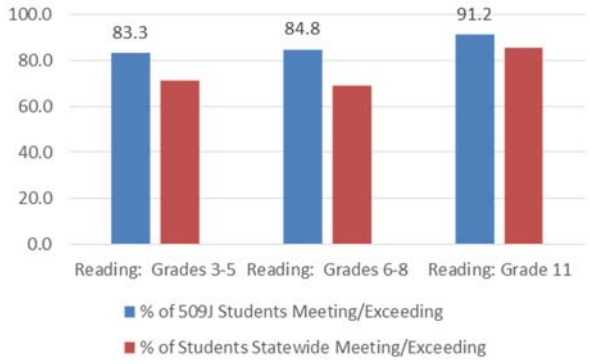


Figure 8: 2012-13 Writing Assessment

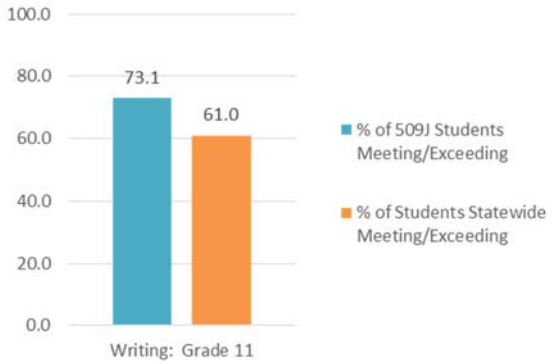


Figure 9: 2012-13 Math Assessments

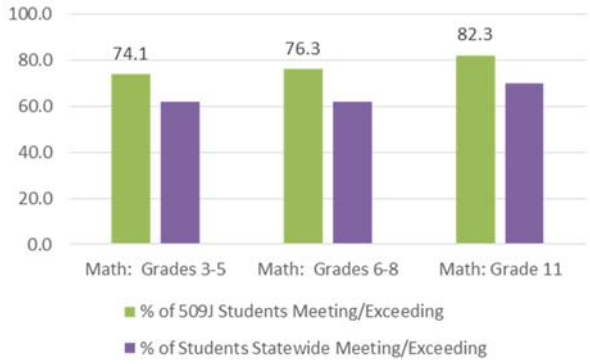
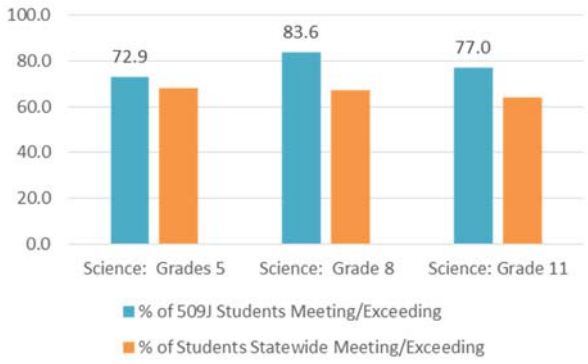


Figure 10: 2012-13 Science Assessments



GRADUATION AND DROPOUT RATES

There are three methods of measuring high-school success: the National Center for Education Statistics (NCES) method, the Cohort Graduation Rate, and the Cohort Completer Rate.

In 2008-09, ODE began publishing a **Cohort Graduation Rate**. In this methodology, the year each student enters high school is identified and the students are tracked for four years for "on-time" graduation and five years to allow one additional year for completion. Graduates are defined as regular diploma earners and while the rate includes students who receive modified diplomas, extended diplomas, GEDs, and Adult High School Diplomas in its calculation, these students are included in the rate as non-graduates. Two sets of rates were published for 2011-12: a 4-year Cohort Graduation Rate (students in the 2008-09 cohort), and a 5-year Cohort Graduation Rate (students in the 2007-08 cohort).

Also reported for 2011-12 is a **Cohort Completer Rate**, using the same cohort groups described above. These rates, however, also include students who receive modified diplomas, extended diplomas, GEDs, and Adult High School Diplomas in addition to regular diplomas. The resulting completion rate is not used for accountability purposes but is published.

Figure 11: Corvallis 4-year Cohort and 5-year Completers 2008-09 to 2011-12

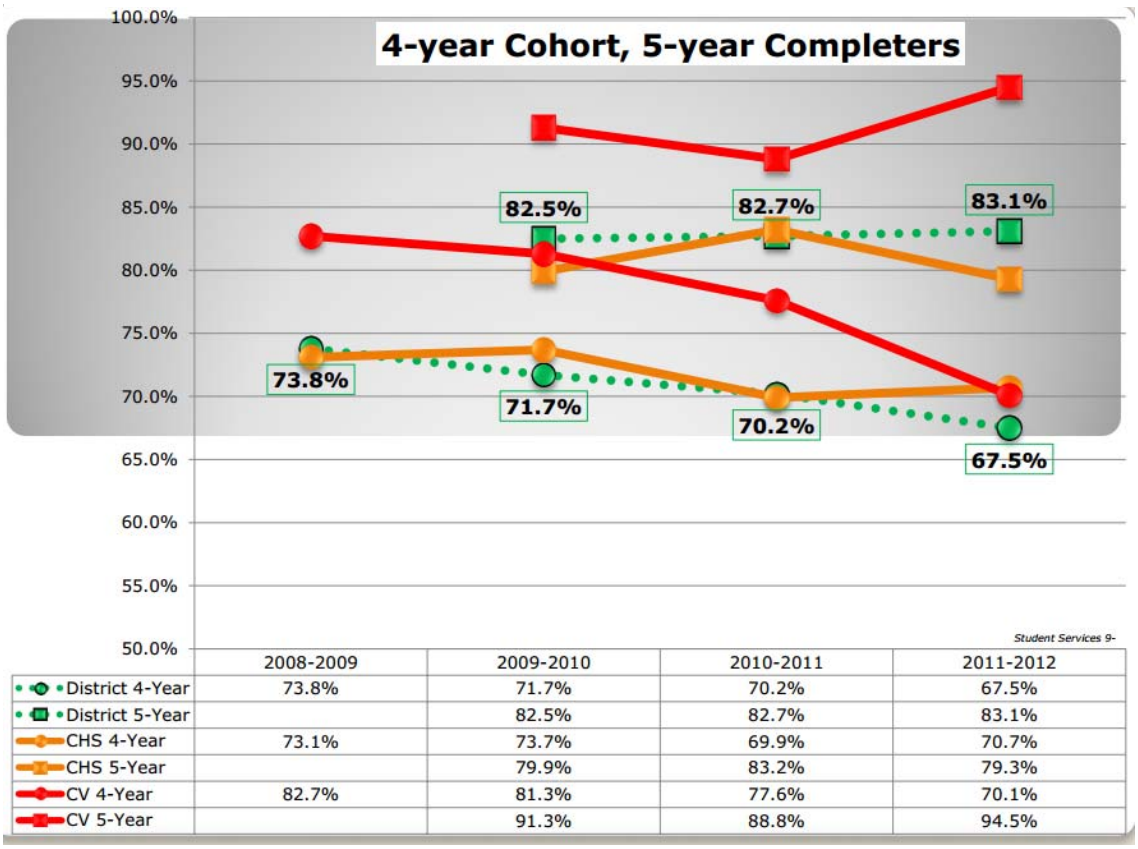


Table 9: Comparator District 4-year Cohort and 5-year Completers 2008-09 to 2011-12

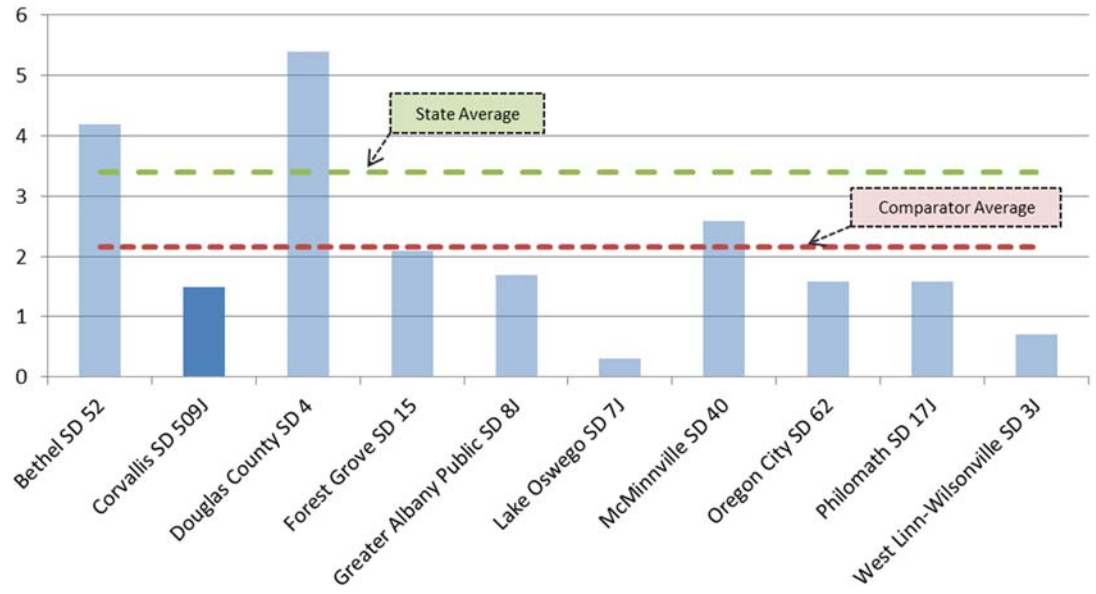
	Four Year Graduation Rate				Five Year Completion Rate		
District Name	2008-09	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Bethel SD 52	58.8	62.2	57.2	62.9	70.9	74.5	70.2
Corvallis SD 509J	**73.8**	**71.7**	**70.2**	**67.5**	**82.5**	**82.7**	**83.1**
Douglas County SD 4	58.0	65.2	67.5	61.4	79.5	82.4	79.6
Forest Grove SD 15	72.2	72.0	71.9	71.4	82.7	86.0	84.5
Greater Albany Public SD 8J	73.6	73.2	79.4	75.8	87.7	88.3	88.6
Lake Oswego SD 7J	88.9	84.8	91.3	87.7	94.3	93.6	96.7
McMinnville SD 40	75.0	72.1	72.6	75.6	83.6	82.8	81.8
Oregon City SD 62	71.3	69.0	71.4	76.5	83.9	82.0	86.9
Philomath SD 17J	79.6	85.6	76.6	75.2	90.8	95.0	91.4
West Linn-Wilsonville SD 3J	85.0	82.4	89.1	88.5	91.3	91.9	94.4

The **NCES method** involves counting the number of graduates (regular diploma earners) and dividing that number by the number of graduates and dropouts in the same year. Using this methodology, Corvallis schools consistently perform better than the state average. The most recent data available at the time of printing is 2011-12.

Table 10: Dropout Rates 2006-07 to 2011-12

	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Corvallis High	3.8%	3.3%	0.8%	1.2%	2.1%	1.2%
Crescent Valley High	2.6%	2.0%	2.1%	0.2%	0.5%	0.8%
State of Oregon	4.2%	3.7%	3.4%	3.4%	3.3%	3.4%

Figure12: Comparator Group Dropout Percentages 2011-12



WHERE DO OUR STUDENTS GO TO SCHOOL?

ELEMENTARY CLASS SIZES

The school board has consistently made lower class size a budget priority since at least 1999-2000. This focus on class size is in response to teacher testimony, community feedback, the Visioning process adopted by the board in November 2007, and online surveys, all of which stated class size as the number one priority for Corvallis.

Prior to 2011-12, schools received two major allocations during the budget process: basic school support and discretionary. In this model, individual school locations were responsible for budgeting classroom teacher full-time equivalency (FTE) as well as supplies, materials, and other operational expenditures. To assist school leadership in the budgeting process, allocations were further defined since the 2011-12 budget to include three categories: basic school support, classroom teacher FTE, and discretionary.

To allocate classroom teacher FTE, targeted class sizes were identified for each grade. These targets, shown below, narrow the class size ranges previously utilized in reports to the board.

Table 11: 2013-14 Adopted Budget Class Sizes used for Classroom Teacher FTE Allocation

		2012-13 and 2013-14	
Grade Level	2011-12 Targeted Class Size	Targeted Class Size	Maximum Class Size
Kindergarten	22	24	26
First - Second	23	26	28
Third	25	27	28
Fourth - Fifth	28	31	32

The Local Option Levy adds 1.5 FTE classroom teachers at each elementary school, 2.33 FTE at Franklin K-8, 4.0 FTE at each middle school, and between 5.5 and 6.0 FTE at each high school. Local option funds have been used to minimize class size increases over the last few volatile budget years. Further information regarding the Local Option Levy is available in the financial section of this document.

ELEMENTARY SCHOOL ENROLLMENT

Since the district has experienced an overall decrease in enrollment over the years, it is expected that overall school sizes at the elementary school level would follow this trend. School closures, consolidations and reconfigurations implemented over the past decade have helped to maintain schools at cost-effective sizes. The Quality Education Model for elementary schools uses a school size of 340 for an effective size. As of October 1, 2013, two elementary schools fall below that size at 328 and 298 students: Jefferson and Mt. View Elementary Schools, respectively.

DISTRICT-WIDE ELEMENTARY CLASS SIZES

The average district-wide elementary class size is 25.5 students per classroom as of October 1, 2013. In 2012-13, the average was 24.8 students per classroom.

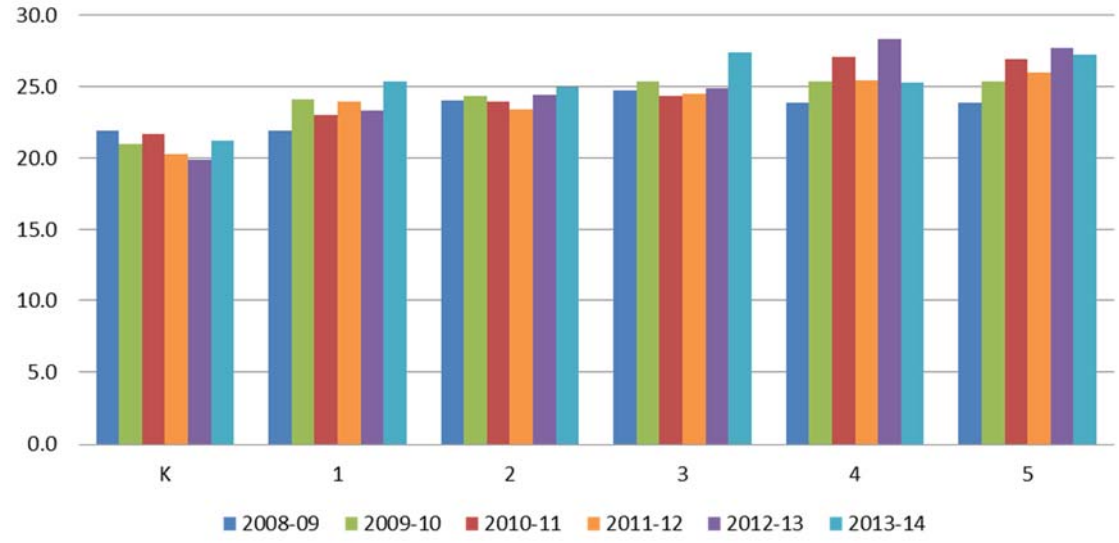
✘ VITAL SIGN: *As of October 1, 2013, district-wide average elementary class size is 25.5, exceeding the vital sign threshold of 25.*

Average elementary class sizes for each grade are shown below from 2007-08 to 2013-14.

Table 12: District-Wide Average Class Sizes by Grade 2007-08 to 2013-14.

Grade	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
K	20.8	21.9	21.0	21.7	20.3	19.9	21.2
1	23.2	21.9	24.1	23.0	24.0	23.3	25.4
2	22.5	24.0	24.3	24.0	23.4	24.4	25.0
3	24.8	24.7	25.3	24.4	24.5	24.9	27.4
4	24.9	23.9	25.3	27.1	25.4	28.3	25.3
5	24.1	23.9	25.4	26.9	26.0	27.7	27.2

Figure13: District-Wide Average Class Sizes by Grade 2008-09 to 2013-14

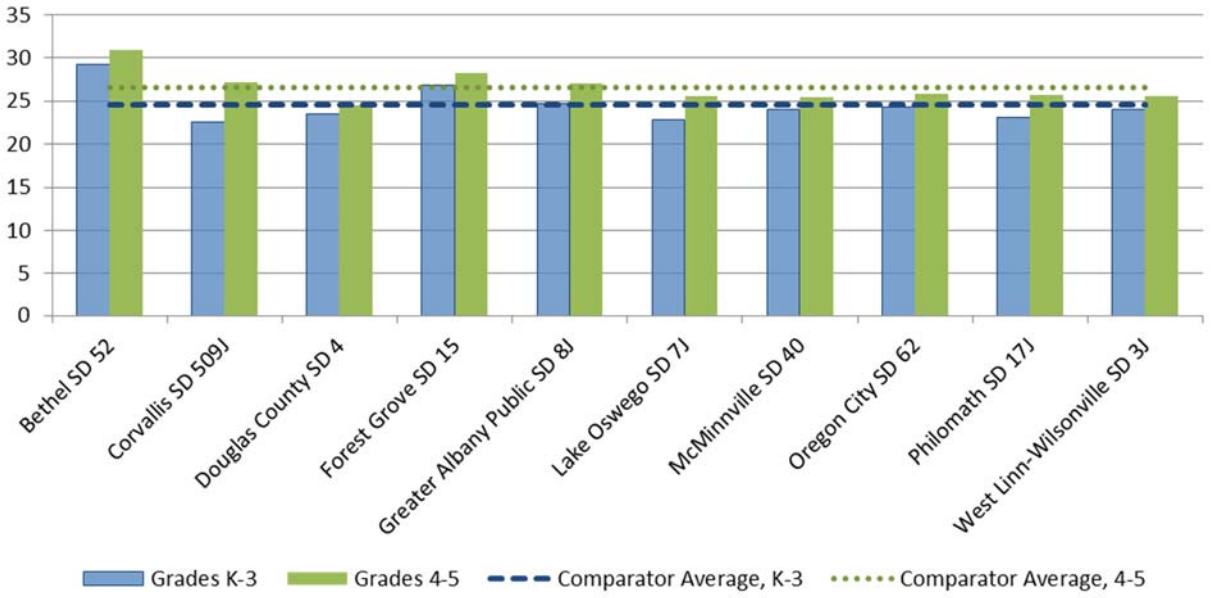


✓ VITAL SIGN: *The 2013-14 General Fund allocation of FTE per student did not change the average class sizes more than +/- 2 students compared to 2012-13.*

As of the 2012-13 school year, ODE collects information regarding class size averages at the elementary level in two categories: grades K-3 and 4-5.

✓ VITAL SIGN: *For 2012-13, Corvallis ranked favorably beside comparator districts. The average class size for grades K-3 in Corvallis was 2.0 less than the comparator district average and less than 1.0 over the average when comparing grades 4-5.*

Figure 14: Elementary Class Sizes by Comparator District as Reported by ODE 2012-13



ELEMENTARY SCHOOL SPECIFIC CLASS SIZE AVERAGES

The following table compares this year's class size averages at each elementary school to their 2011-12 and 2012-13 averages. From 2011-12 to 2012-13, the majority of the schools increased class size averages.

Table 13: Elementary School Average Class Sizes Current and Previous Two Years Comparison

School	2011-12	2012-13	2013-14	3-yr Difference
Adams Elementary	24.2	27.2	27.1	2.9
Franklin (K-5 only)	28.3	28.3	28.5	0.2
Garfield Elementary	22.3	23.2	23.2	0.9
Hoover Elementary	24.4	23.2	27.1	2.7
Jefferson Elementary	26.0	26.7	27.3	1.3
Lincoln Elementary	24.9	22.4	23.0	(1.9)
Mt. View Elementary	24.0	23.9	24.8	0.8
Wilson Elementary	21.4	24.4	25.6	4.2

✘ VITAL SIGN: *As of October 1, 2013, school specific class size averages changed by more than +/-2 at Adams, Hoover, and Wilson elementary schools over a three-year period.*

✓ VITAL SIGN: *School specific staffing allocations are sufficient to maintain educational programs. Fund raising is being used to add art and music instruction (1.56 FTE) and to supplement Intervention Specialist time (0.24 FTE).*

SECONDARY STUDENT-TEACHER RATIOS

Student-Teacher ratios at the secondary school level have traditionally been examined by core subject: language arts, mathematics, science, and social studies. Two additional categories were included beginning 2011-12: foreign languages and health-related activities. While coursework represented by these categories has remained generally the same, titles have changed slightly with the adoption of new course codes effective 2013-14. The new nomenclature is shown in the tables below with old language in parentheses for consistency. As with elementary class size, there is no specific board policy regarding student-teacher ratios at the secondary level. The targeted size used to allocate FTE in 2013-14 continues to be 32 students per teacher, up from 29 used in 2011-12.

Tables 12 and 13 on the next page show 2013-14 averages, maximums, and minimums for student-teacher ratios at the secondary level by school in each core subject. Small figures in the minimum column are due to courses such as English Language Development, Math Skills/Labs, Advanced Independent Math, Advanced Foreign Language classes like German and French, and Adapatve PE courses. In some cases, students may be grouped together in the same room with one teacher (Students in French 3, 4, and 5, for example, may meet together with the same teacher at the same time). Data used for these tables tracks individual students and course numbers with teachers, not individual periods/physical class spaces with teachers and students.

Table 14: First Quarter Middle School Student-Teacher Ratios as of October 1 each year

	2011-12	2012-13	2013-14		
School/Subject	Average	Average	Avg	Max	Min
Cheldelin Middle School					
Foreign/World Language and Literature (Foreign Languages)	30.7	30.7	30.7	32	28
English Language and Literature (Language Arts)	22.2	27.2	22.3	34	4
Life and Physical Science (Science)	28.6	31.8	30.7	35	24
Mathematics	27.0	27.0	23.5	35	3
Physical, Health and Safety Education (Health-Related Activities)	33.7	37.5	36.3	40	24
Social Science and History (Social Studies)	27.9	30.5	29.4	36	22
Linus Pauling Middle School					
Foreign/World Language and Literature (Foreign Languages)	31.0	32.3	27.7	40	17
English Language and Literature (Language Arts)	24.3	25.3	24.7	40	8
Life and Physical Science (Science)	29.7	31.7	32.3	39	22
Mathematics	26.5	26.9	23.5	38	1
Physical, Health and Safety Education (Health-Related Activities)	36.7	37.6	36.1	44	1
Social Science and History (Social Studies)	28.3	29.7	29.5	40	17
Franklin Middle School					
English Language and Literature (Language Arts)	24.4	26.3	28.5	32	9
Life and Physical Science (Science)	28.3	30.7	30.8	32	29
Mathematics	24.5	26.0	23.4	33	11
Physical, Health and Safety Education (Health-Related Activities)	28.8	30.1	30.6	32	29
Social Science and History (Social Studies)	27.8	30.7	31.0	32	29

✓ VITAL SIGN: *As of October 1, 2013 district-wide average student-teacher ratios for core subjects at middle school grades is 27.9, just below the vital sign maximum of 28.*

Table 15: First Quarter High School Student-Teacher Ratios as of October 1 each year

School/Subject	2011-12 Average	2012-13 Average	2013-14 Avg	2013-14 Max	2013-14 Min
Corvallis High School					
Foreign/World Language and Literature (Foreign Languages)	26.2	30.9	27.5	39	5
English Language and Literature (Language Arts)	28.5	27.1	23.8	40	1
Life and Physical Science (Science)	28.7	27.6	29.4	41	16
Mathematics	28.0	26.1	24.7	39	1
Physical, Health and Safety Education (Health-Related Activities)	32.6	33.6	30.9	51	5
Social Science and History (Social Studies)	29.3	29.4	27.2	39	6
Crescent Valley High School					
Foreign/World Language and Literature (Foreign Languages)	25.2	29.4	27.7	41	3
English Language and Literature (Language Arts)	26.3	28.2	28.5	41	1
Life and Physical Science (Science)	27.7	29.7	32.0	41	17
Mathematics	26.2	28.6	28.2	41	1
Physical, Health and Safety Education (Health-Related Activities)	30.2	30.6	30.5	37	15
Social Science and History (Social Studies)	29.3	31.9	34.1	42	19

✓ VITAL SIGN: *As of October 1, 2013, district-wide average student-teacher ratios for core subjects at high school grades is 28.0 and does not exceed the vital signs target of 30.*

PRIVATE SCHOOL, HOME SCHOOL, AND TRANSFER STUDENTS

Some students residing in the district choose alternatives to enrollment in their boundary area school, including enrolling in local private schools, the Linn-Benton-Lincoln Educational Service District (LBL ESD) home school program, and students requesting inter- and intra-district transfers.

PRIVATE SCHOOLS

Each fall, district staff collects two types of data regarding private school enrollment: 1) the number of students enrolled in private schools located within the Corvallis School District boundary area, and 2) the number of students who live within the Corvallis School District boundary area but attend a private school either within or outside of the boundary area.

Data is requested from and provided by individual school locations and accuracy, therefore, cannot be guaranteed. Based on these voluntary reports from the private schools, overall enrollment has decreased for 2013-14 over 2012-13. Private school students as a percentage of 509J total enrollment has held relatively steady at around 10 percent over the past five years.

Table 16: Private School Enrollment 2009-10 to 2013-14 as Reported by Schools

School	Corvallis Residents 2009-10	Corvallis Residents 2010-11	Corvallis Residents 2011-12	Corvallis Residents 2012-13	Corvallis Residents 2013-14
Ashbrook Independent School (K-8, Corvallis)	129	132	119	158	121
Central Valley Christian School (K-8, Tangent)	15	11	12	11	11
Christian Leadership Academy* (K-12, Philomath)	2	-	-	n/a	-
Corvallis Montessori (K-6, Corvallis)	19	50	45	33	88
Corvallis Waldorf School (K-8, Corvallis)	84	110	110	116	125
Good Samaritan School (K-5, Corvallis)	26	30	39	40	43
Marist High School (9-12, Eugene)	2	4	3	3	3
OSU Beaver Beginnings (K, Corvallis)	13	17	15	18	11
Philomath Montessori (K-1, Philomath)	2	2	6	2	5
Santiam Christian School (K-12, Adair Village)	273	220	191	186	147
St. Mary's School (K-8, Albany)	4	9	9	9	n/a
Standard Christian School (K-12, Albany)					2
Stepping Stones Preschool (K, Corvallis)	-	5	-	n/a	n/a
Sundborn Children's House (K, Albany)	-	2	3	3	-
Zion Lutheran School (K-8, Corvallis)	109	99	100	100	84
Total	**678**	**691**	**652**	**679**	**640**
Percent change over previous year	(6.5%)	1.9%	(5.6%)	4.1%	(5.7%)
Corvallis School District 509J Total	6,546	6,588	6,387	6,299	6,348
Private as a percentage of 509J Total	10.4%	10.5%	10.2%	10.8%	10.1%

*formerly Nazarene Christian School

"n/a" indicates closed, no response or no information available

HOME SCHOOL STUDENTS

Home school students must register with LBL ESD. Enrollment is reported to the district quarterly. Students registered as home school students may also attend some classes at Corvallis District schools. These students are not counted in the overall enrollment numbers reported in this document, but do count towards the district's overall Average Daily Membership Weighted (ADMw) through their hours of attendance.

Table 17: Corvallis Students Registered as Home School 2009-10 to 2013-14, per LBL ESD (each October 1)

	2009-10	2010-11	2011-12	2012-13	2013-14
Count of Students Registered Home School	192	197	195	190	182
Percent Change from Prior Year	(8.1%)	2.6%	(1%)	(2.6%)	(4.2%)

CHARTER SCHOOLS AND VIRTUAL ACADEMY STUDENTS

State law does not require children to apply for an inter-district transfer to attend public charter schools (both online/virtual and physical), regardless of their residency address.

Students attending charter schools outside of the district are not included in the transfers out tally in Table 16, shown on the next page. Additionally, students from other districts attending Muddy Creek Charter School (29 as of October 1, 2013) are not included in Table 16 as transfers into the district.

As of October 1, 2013, there were 99 children enrolled at MCCS. Of these 99, 70 were residents of the Corvallis School District. The remaining 29 students attending were residents of Philomath (14), Greater Albany (7), Monroe (7), and the North Santiam (1) school districts.

Virtual charter programs are increasing in popularity. These schools are required to keep resident districts informed of enrollment in their programs by resident students. As of October 1, 2013, 48 Corvallis resident students were identified as attending a virtual charter school. The most popular program continues to be the Oregon Connections Academy sponsored by the Scio School District.

STUDENTS ON INTER- AND INTRA-DISTRICT TRANSFERS

The Corvallis School District, in accordance with state law, district policy, and district administrative regulations, regularly allows students to transfer to and from the district as well as between schools within the district upon request by parents.

"Open Enrollment," also known as HB 3681, was enacted by the 2011 legislature and provides an additional method of school choice for Oregon students. In both 2012 and 2013, the board determined that the Corvallis School District would not be participating, instead opting to continue traditional methods of inter-district transfer as allowed by law.

The district has traditionally conducted a student transfer process with an online application for students expecting to enter grades 1-12 from November to mid-January, and during the spring for those entering kindergarten in the fall. Additionally, transfers may be requested during the school year to be effective at the quarters for elementary-aged students and at semesters for secondary students.

Transfers are limited based on anticipated enrollment. District administrative regulation requires that secondary schools, in particular, maintain enrollments within seven percent of the average of both schools. When this is exceeded, the school with the greater enrollment is considered to be "closed to transfers." When the number of requests is greater than the number of seats available, a lottery is conducted and a wait list is started.

For new transfers effective 2013-14, only Linus Pauling Middle School and Corvallis High School were closed to transfers.

INTER-DISTRICT TRANSFERS

The district has not traditionally prohibited or limited transfer requests out to other districts. In cases where the student may require additional services, the Student Services Department contracts with the receiving/home district to ensure funds are exchanged in support of the student.

The majority of inter-district transfers each year involve residents of the Greater Albany School District (GAPS) and Philomath School District boundary areas. This year, 117 students from GAPS and 49 students from Philomath School District transferred into Corvallis District schools, while 20 Corvallis residents transferred to GAPS and 114 transferred to Philomath School District.

Table 18: Number of Inter-District Transfers In/Out as of October each year, excluding YES House and Muddy Creek Charter School

	2009-10	2010-11	2011-12	2012-13	2013-14
Transfers Into Corvallis	173	168	164	203	204
Transfers Out of Corvallis	155	150	157	139	147
Enrollment Gain (Loss)	18	18	7	64	57

INTRA-DISTRICT TRANSFERS

Intra-district (within 509J) transfers are often impacted by school boundary changes, school program offerings, and population shifts due to families moving, because students who are attending a school frequently wish to continue attending the same school despite being in a new boundary area.

The continued expansion of the Dual Language Immersion (DLI) programs at Lincoln and Garfield Elementary schools, as well as full-day kindergarten programs offered in 2013-14 at Wilson and Mt. View Elementary schools, may explain some of the transfer trends seen at the elementary school level.

Table 19: Number of Intra-District (within 509J) Transfers by School, October 1 each year

	2011-12			2012-13			2013-14		
School	In	Out	Net	In	Out	Net	In	Out	Net
Adams Elementary	56	72	(16)	55	65	(10)	49	69	(20)
Garfield Elementary	112	86	26	117	74	43	122	107	15
Hoover Elementary	76	40	36	70	45	25	77	33	44
Jefferson Elementary	48	58	(10)	57	54	3	66	38	28
Lincoln Elementary	39	65	(26)	37	82	(45)	38	84	(46)
Mt View Elementary	16	94	(78)	9	86	(77)	10	89	(79)
Wilson Elementary	53	136	(83)	46	152	(106)	55	164	(109)
Franklin K-8*	285	-	285	340	-	340	343	-	343
Franklin K-5				*167*	-	*167*	*167*	-	*167*
Franklin 6-8				*173*	-	*173*	*176*	-	*176*
Cheldelin Middle	20	76	(56)	19	79	(60)	14	107	(93)
Linus Pauling Middle**	21	91	(70)	13	126	(113)	39	122	(83)
Corvallis High***	98	44	54	161	43	118	139	34	105
Crescent Valley High	44	97	(53)	43	161	(118)	34	139	(105)

Figures represent actual number of students living in the 509J boundary attending a school other than their boundary-area school as captured by district student information system (SIS) October 1 each year. These totals include magnet program assignments (Life Skills and ELL).

*there is no boundary for Franklin K-8, therefore no transfers out are assigned

**Linus Pauling closed to new transfers 2011-12 through 2013-14

***Corvallis High closed to transfers closed to new transfers 2013-14

At the secondary level, Corvallis High School was closed to new transfers in 2013-14, after being closed in 2011-12 and 2012-13. It is likely to remain closed due to the seven percent rule for 2014-15.

2012-13 is the second year that Linus Pauling Middle School has been closed to transfers due to the seven percent rule. Since students may still enter Linus Pauling due to the Jefferson Option[3], to follow siblings currently attending Linus Pauling, or to participate in magnet programs including Life Skills and Dual Language Immersion, the full impact of closing the school to transfers may not be seen for several years.

Closely related to the closure of secondary schools to new transfers due to the seven percent rule is the review of school boundaries. Table 18 compares the number of known Corvallis residents to those attending their boundary area schools as of October 1, 2013. This data does not include students inter-district transfers or those who attend MCCS or YES House and shows that 16 percent of Corvallis residents attend a school other than their boundary area school.

Table 20: Comparison of Resident Student Counts to Residents Attending Boundary Schools as of October 1, 2013

School	Known School Residents	Residents Attending Boundary School	Difference
Adams Elementary	398	330	(68)
Garfield Elementary	368	261	(107)
Hoover Elementary	361	328	(33)
Jefferson Elementary	296	258	(38)
Lincoln Elementary	398	315	(83)
Mt View Elementary	355	265	(90)
Wilson Elementary	457	293	(164)
Cheldelin Middle	612	505	(107)
Linus Pauling Middle	748	626	(122)
Corvallis High	1,093	1,059	(34)
Crescent Valley High	1,053	914	(139)
District Wide	6,139	5,154	(985)

*Excludes Inter-District Transfers (IDT)

[3] Due to a November 2007 board decision, the "Jefferson Option" applies as described in JC-AR: "Students living within the Jefferson Elementary School boundary north of Circle Boulevard who attend Jefferson through completion of fifth grade may choose which middle and high school to attend. This is a one-time option, which is available only at the fifth to sixth grade transition."

FACILITY DEMOGRAPHICS

BUILDINGS

The Corvallis School District operates 13 school locations: seven elementary schools, one K-8 school, two middle schools, two high schools, and one alternative school. Administrative, facilities, and food service functions are housed at the District Office. Together with the Western View Center that houses a district computer lab and meeting space, these 15 locations comprise nearly 1.2 million square feet.

Original construction dates for district buildings range from 1923 (Harding Center) to 2005 (Corvallis High School). Average school building ages as of 2013 are shown below.

Table 21: Average Ages of District Schools as of 2013

Category	Average Age in Years	Maximum Age	Minimum Age
Elementary Schools*	56	66	45
Middle Schools*	28	66	9
High Schools	25	42	8

*Franklin is averaged in both the Elementary and Middle School Categories

Other facilities owned by the district include: Dixie and Inavale schools, which are both rented to other educational entities, and Osborn Aquatic Center, operated by the City of Corvallis. Dixie Elementary School is utilized by Head Start as well as LBL ESD. Muddy Creek Charter School is operating at the Inavale location. Another property, Fairplay Elementary, was leased to the Corvallis Waldorf School for several years. The district finalized it's 2011 sale of the Fairplay property to Waldorf School in August, 2013.

UTILIZATION

Utilization as defined in the Vital Signs report is the percentage of available classroom seats used by current students. This measurement was developed by the Program Resources and Review (PR2) Committee in 2005, and is calculated as a percentage of planning capacity and actual enrollment. Planning capacity is calculated per building based on the number of physical classroom spaces available multiplied by the number of students planned per classroom (set at 25 for K-5 and 28 for grades 6-12) multiplied by 85 percent to account for specialized instruction and prep periods.

For the purposes of this section, the students-planned-per-classroom has not been increased to reflect the higher targeted class sizes. The Long Range Facilities Master Planning Committee may address this issue as it updates plans for the district's facilities.

Table 22: 2013-14 School Building Utilization

Schools	Classrooms	Modular Classrooms	Planning Capacity	10/1/2013 Enrollment	Utilization
Elementary					
Adams	20	3	489	380	77.7%
Garfield	17	3	425	394	92.7%
Hoover	14	5	404	406	100.6%
Jefferson	15	2	361	329	91.1%
Lincoln	19	4	489	368	75.3%
Mt. View	17	4	446	298	66.8%
Wilson	20	-	425	358	84.2%
Total Elementary	**122**	**21**	**3,039**	**2,533**	**83.4%**
K-8 School					
Franklin K-8 School	**17**	**-**	**379**	**355**	**93.6%**
Middle School					
Cheldelin	34	-	809	546	67.5%
Linus Pauling	34	-	809	677	83.7%
Total Middle Schools	**68**	**-**	**1,618**	**1,223**	**75.6%**
High School					
CHS	72	-	1,714	1,242	72.5%
CVHS	65	-	1,547	995	64.3%
Total High Schools	**137**	**-**	**3,261**	**2,237**	**68.6%**
Total District Capacity	**344**	**21**	**8,297**	**6,348**	**76.5%**

✘VITAL SIGN: *By level, the elementary and middle schools fall within the targeted 75 percent to 90 percent capacity range. By school, Mt. View Elementary School, Cheldelin Middle School, Corvallis High and Crescent Valley High are below 75 percent capacity. Garfield, Hoover, and Jefferson Elementary Schools, and Franklin K-8 are above 90 percent capacity.*

OVERHEAD COSTS

The cost of maintenance overhead is measured by the custodial costs and utilities at each site on a per student basis. The following table shows the site administration and custodial/utility costs per student. Employee costs are based on actual salary and benefits, instead of average. Therefore, discrepancies are seen in the costs.

Table 23: Overhead Costs by Level and School

School	Enrollment 10/1/13	Site Administration*	Site Admin Cost per Student	Difference to Average by Level	Site Custodial and Utilities**	Custodial and Utilities per Student	Difference to Average by Level
Elementary & K-8 Schools							
Adams	380	$ 387,991	$ 1,021	(9.3%)	$ 158,234	$ 398	4.1%
Franklin	355	453,684	1,278	13.5%	120,634	351	(8.2%)
Garfield	394	417,029	1,058	(6%)	128,570	315	(17.6%)
Hoover	406	396,915	978	(13.2%)	126,874	301	(21.2%)
Jefferson	329	391,068	1,189	5.6%	144,502	432	12.9%
Lincoln	368	391,990	1,065	(5.4%)	141,295	381	(0.3%)
Mt View	298	405,256	1,360	20.8%	134,393	442	15.5%
Wilson	358	407,153	1,137	1.0%	150,068	419	9.6%
Elementary & K-8 Total	**2,888**	**$ 3,251,086**	**$ 1,126**		**$ 1,104,570**	**$ 382**	
Middle Schools							
Cheldelin	546	$ 789,689	$ 1,446	1.8%	$ 257,031	$ 466	6.0%
Linus Pauling	677	947,221	1,399	(1.5%)	280,907	404	(8.2%)
Middle School Total	**1,223**	**$ 1,736,910**	**$ 1,420**		**$ 537,939**	**$ 440**	
High Schools							
CHS	1,242	$ 1,413,420	$ 1,138	(4.8%)	$ 584,138	$ 470	(9.9%)
CVHS	995	1,260,796	1,267	6.0%	582,960	586	12%
High School Total	**2,237**	**$ 2,674,216**	**$ 1,195**		**$ 1,167,098**	**$ 522**	

*Site Administration is the sum of the principal(s), head secretary, and centrally-funded building staff, excluding department staff.
** Site Custodial and Utilites is the sum of all custodial staff plus utilities for the site. Utilities are actuals from 2012-13.

✘ VITAL SIGN*:* *School-specific costs for maintenance exceed +/- 10 percent variance of average at Garfield, Hoover, Jefferson, and Mt. View Elementary Schools, and at Crescent Valley High School. The cost-effectiveness of larger elementary schools is illustrated by the lower maintenance costs-per-student of Hoover. Conversely, smaller schools, particularly Jefferson and Mt. View, cost more to run per student. For instance, Hoover's site administration cost is 87 percent of the average site administration cost, and the school's large enrollment reduces the per student maintenance cost to 21 percent below average.*

FINANCIAL MATTERS

509J'S BUDGET

In June of each year, the school board adopts a budget for the upcoming fiscal year. A budget is proposed by the superintendent and district staff based on feedback from staff, parents and community members. The budget committee, comprised of the school board and seven community members, reviews the proposed budget and hears public testimony from our local community. After review and possible revisions, the budget committee forwards an approved budget to the school board. The school board adopts the budget for the coming school year.

TOTAL BUDGET RESOURCES (GENERAL AND GRANT FUNDS)

The district receives most of its operating revenue from sources that are budgeted in the General Fund and in the Grants Funds. The largest source comes from the State School Fund Formula (SSF), which includes property taxes, state and federal timber receipts, and distributions from the state. The SSF is 86 percent of current resources without the beginning fund balance. The largest grants that the district receives are from the federal government for Title IA (supporting programs that serve economically disadvantaged students) and IDEA (funding for education of students with disabilities).

Figure 15: 2013-14 Selected Adopted Budget Resources

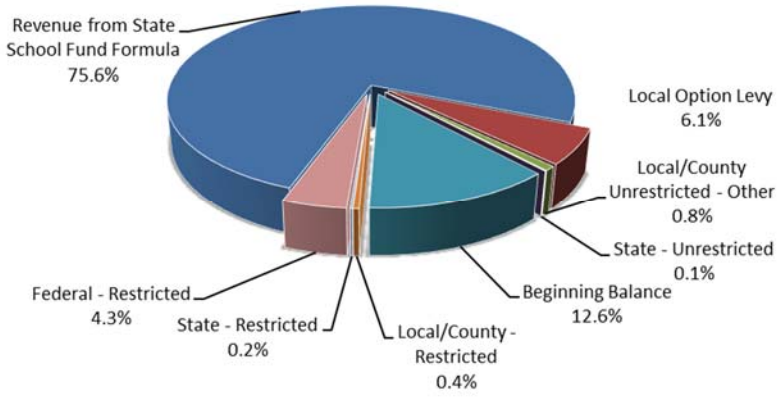


Table 24: 2013-14 Selected Adopted Budget Resources

Source	Description	Amount
Revenue from State School Fund Formula	Revenues that fall under the State School Fund formula including general property taxes, common school fund, county school funds, federal forest fees, and state allocations.	$ 48,255,700
Local Option Levy	Local Option Tax Levy, 5 years beginning 2012-13, ending 2016-17	3,890,200
Local/County Unrestricted - Other	Unrestricted local and county revenues, including interest on investments, tuition received, reimbursements for indirect charges made to grants, rental income, and other miscellaneous revenues.	494,000
State - Unrestricted	Unrestricted state revenue	50,000
Beginning Balance	Committed, Nonspendable and Assigned beginning balance	8,033,100
Local/County - Restricted	Revenues received from local sources that may only be used for specific purposes such as ESD money to support students with developmental disabilities and from grants.	260,000
State - Restricted	Restricted grants that must be used for specified purpose only.	100,000
Federal - Restricted	Restricted grants that must be used for specified purpose only.	2,750,000
Grand Total		**$ 63,833,000**

LOCAL OPTION LEVY

In November, 2010, Corvallis voters renewed a Local Option Levy originally approved in 2006 to support academic achievement, K-5 music skills and appreciation, and the health and physical fitness of all students.

Over the life of the levy, the additional revenue has been targeted to enhance reading and math instruction for kindergarten through fifth grade, to strengthen middle and high school academic instruction in literature, math, science, and social studies, to improve vocational and technical education, to promote wellness and physical fitness for all students, to enhance music instruction for elementary students, and to sustain current classroom academic programs. The renewal authorized the district to levy up to $1.50 per $1,000 assessed value each year beginning July 1, 2012 for five consecutive years. An adopted levy rate of $1.50 is estimated to provide $3,890,200 in resources, estimated to provide the 2013-14 services below in full-time equivalents (FTE) and dollars.

Due to the recent recession and the effects of tax compression, the district has been experiencing a significant decrease in Local Option Levy revenue. To illustrate the decline, the district received $5.6 million in 2009-10, but expects to receive less than $3.9 million in 2013-14 – a 30% decrease over four years. For a larger description of the tax ramifications of compression, see p. A-20 of the 2013-14 Adopted Budget document.

Table 25: 2012-13 and 2013-14 Adopted Budget Local Option Levy Expenditure Plan

Description	2012-13 Adopted Budget	2013-14 Adopted Budget	2012-13 Adopted FTE	2013-14 Adopted FTE
Use of Current Resources				
Continues lower class sizes in core subjects				
Additional teachers at the middle schools: 2 FTE in each of science, math, humanities and .33 FTE for math at Franklin	$ 572,465	$ 527,670	6.33	6.33
Additional teachers at the high schools: 2 FTE for each of language arts, humanities, math and science, prorated by student population	723,495	666,870	8.00	8.00
Continues lower class sizes				
Additional teachers for elementary grades 3-5	723,495	666,870	8.00	8.00
Continues focus on literacy				
Literacy instruction, grades K - 5: 2.0 FTE Literacy Coaches at elementary schools, plus supplies and staff development	180,875	166,720	2.00	2.00
Continues additional elementary PE & Music				
Music & Physical Education, grades K - 6	510,065	463,480	5.64	5.56
Continues focus on Vocational Education				
Vocational Education/Service Learning teachers at high school level ($125,000 per high school)	250,000	250,000	-	-
Continues additional support				
Activities and athletics at the high schools ($157,500 at each)	315,000	315,000	-	-
Lower class sizes district wide				
Lower class sizes with additional revenue (Various 1000-level Functions)	1,266,105	833,590	14.00	10.00
Total Use of Current Resources	**$4,541,500**	**$3,890,200**	**43.97**	**39.89**

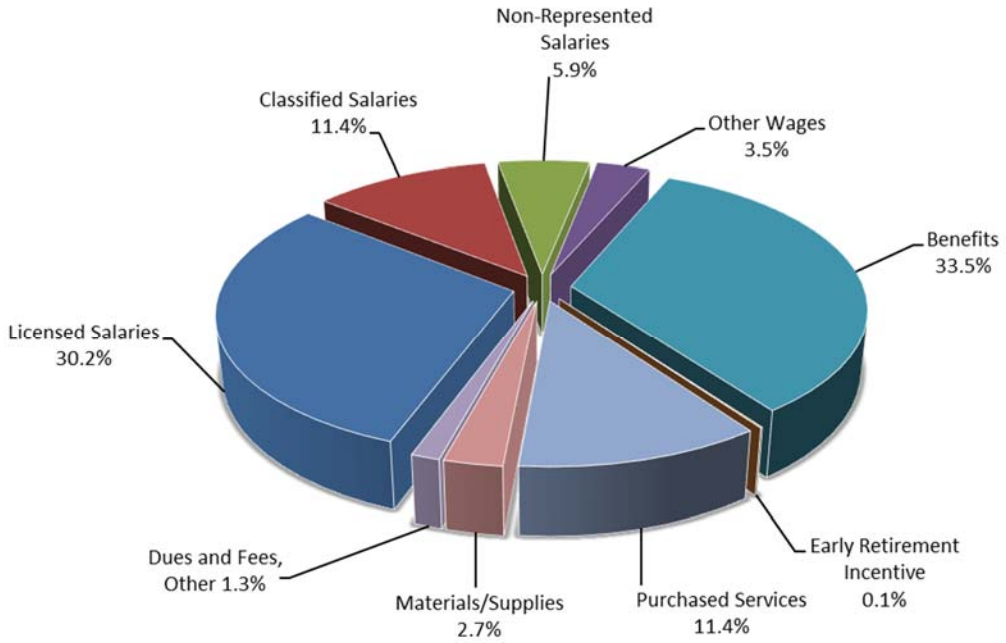
GENERAL FUND

The General Fund is the district's main operating budget. This fund pays for instructional programs, daily operations of schools, and general functions of the district. The 2013-14 Adopted Budget allocates a total of $53,068,112 in expenditures from the General Fund in the categories described in the table below.

Table 26: 2013-14 Adopted Budget - General Fund Expenditures by Category

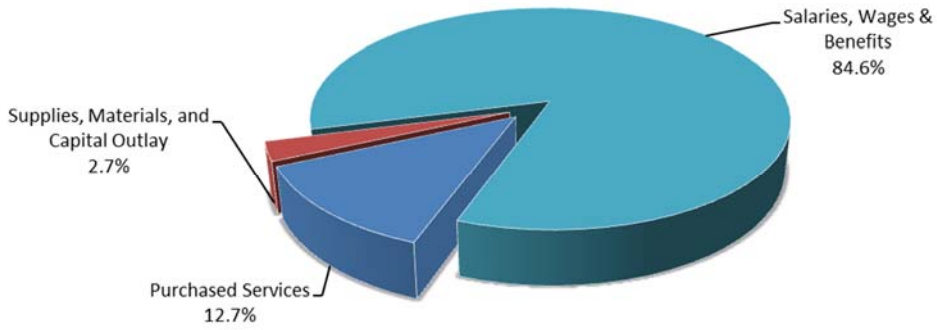
Category	Description	Amount	FTE
Licensed Salaries	Salaries for licensed teachers, counselors and specialists.	$ 16,034,132	294.55
Classified Salaries	Salaries for classified staff including classroom assistants, custodians, secretaries and other related costs.	6,045,057	216.42
Non-Represented Salaries	Salaries for all other staff including principals, administrators, supervisors, and other professionals.	3,127,591	37.98
Other Wages	Wages for timecard and substitutes, including extra duty stipends for coaching.	1,831,964	
Benefits	Benefits for all staff including PERS, social security, health insurance, worker's compensation coverage and related costs.	17,780,242	
Early Retirement Incentive	The district is phasing out an early retirement incentive plan created in the early 1980's. Payments to retired teachers will continue to be paid for the next several years, but no further contributions to the Early Retirement Fund are expected. This expenditure is for the 2013-14 Early Exit Stipends to be paid by the General Fund.	51,620	
Purchased Services	Includes utilities, legal services, transportation, contracted work, and other services the district does not provideand must purchase from outside agencies.	6,033,182	
Materials/Supplies	Materials and supplies including equipment and instructional materials.	1,453,885	
Dues and Fees, Other	Includes dues and fees, cash donations made to other agencies, and insurance.	710,438	
Grand Total		**$ 53,068,111**	**548.95**

Figure 16: 2013-14 Adopted Budget - General Fund Expenditures by Category



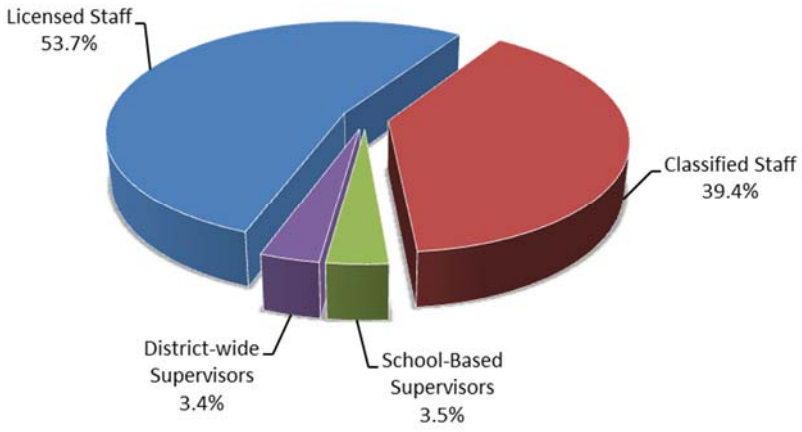
Another, more simplified, version of expenditures expected from the General Fund can be reviewed by collapsing the multiple categories shown above into three main groups: purchased services; supplies, materials, and capital outlay; and labor costs.

Figure 17: 2013-14 Adopted Budget General Fund Expenditures - Simplified



As noted above, the largest portion of anticipated 2013-14 General Fund expenditures is related to labor costs, including salaries, wages and benefits. In line with the district's focus on class size, the majority of the district's FTE is allocated to licensed staff and classified staff in direct contact with students.

Figure 18: 2013-14 General Fund Staffing by Category in FTE and Percent of Total



1:WORLD DISTRICT INITIATIVE

The district has begun a new initiative called One to World. The goals of 1:World are to close the opportunity gap, focus on and emphasize 21st century learning skills, create personalized student learning opportunities before, during and after school, connect students to the world, and make every student a graduate. In 2013-14, every teacher has been issued an iPad, and all students at Mt. View Elementary,

Cheldelin Middle, and Linus Pauling Middle School will have access to his or her own iPad. Ultimately, all district students will have access to his or her own iPad.

The district investigated a variety of different tablets and laptops, and decided on the iPad device. Besides the immediate connectivity of the iPads, there is the ability with iTunes University and iBooks to create curriculum and to use free resources that have been developed by professors, teachers, and students across the country. The district has embarked on training sessions and workshops to teach the teachers how to make use of the iPads in the development and delivery of their curriculum. 1:World teachers are being supported by the district's Instructional Technology Teacher on Special Assignment (TOSA). The IT TOSA has a weekly schedule to meet with teacher teams throughout the year to assist them in implementing instructional strategies with the iPad in their curricula. Safeguards are in place to allow teachers to lock students into a particular app during class, and to block students from downloading unapproved apps onto their iPads.

The expense of the program is not being funded by a reduction in teachers. Instead, connectivity infrastructure was funded by revenue from the Construction Excise Tax, and the iPad purchases and peripheral devices such as protective covers and locking classroom carts are being paid for by funds that were previously used to purchase textbooks, laptops, and other technology devices. As the iPad program is rolled out, some of the computer labs in the schools will become obsolete, and instructional material purchases are expected to decline.

AVERAGE ANNUAL COSTS PER SCHOOL AND STUDENT

The actual annual costs associated with the operation of an individual school vary based on a variety of factors – educational/instructional level, building age, number of students enrolled, etc. See Table 23: Overhead Costs by Level and School earlier in this document for specific information regarding site administration and custodial/utility costs.

Another way of looking at the cost of operating schools is to calculate the typical annual cost for a school at each academic level - elementary, middle, and high - to include General Fund expenses in the five categories used by the Open Books Project, more fully described in the next section of this document.

THE OPEN BOOKS PROJECT AND BEYOND

The Open Books Project provides Oregonians with comparative data for a variety of information regarding the state's K-12 districts. Open Books is funded by the Chalkboard Project, a non-partisan, non-profit initiative of Foundations For A Better Oregon. Citizens are encouraged to view this material online at www.openbooksproject.org.

One of the ways the Open Books Project reviews the cost of operating schools is to break down annual costs into five categories: 1) teaching and student resources, 2) buses, buildings and food, 3) principal's office, 4) central administration, and 5) business services and technology.

Teaching and Student Resources includes direct instruction, special education, alternative education, health services, library media, and athletics and activities costs. The *Buses, Buildings, and Food* category includes those expenses related to student transportation, facilities, and food services. The *Principal's Office* category includes administration at the school level, while *Central Administration* details costs associated with the school board and Superintendent's Office. The last category, *Business Services and Technology* includes activities related to accounting services, payroll, technology, human resources, insurance and judgments.

Figure 19: Average Costs for Corvallis School District Schools by Level and Open Books Project Category (2013-14 Adopted Budget Data)

Elementary School



Average Annual Cost for an Elementary School		=	$3,010,084
73.1%	Teaching & Student Resources		$2,200,727
14.3%	Buses, Buildings & Food		$430,675
7.5%	Principal's Office		$225,066
1.0%	Central Administration		$28,652
4.2%	Business Services & Technology		$124,964
	Average annual cost per student	=	**$9,025**

Middle School



Average Annual Cost for a Middle School		=	$4,618,982
70.9%	Teaching & Student Resources		$3,274,704
15.5%	Buses, Buildings & Food		$715,317
8.1%	Principal's Office		$373,817
1.0%	Central Administration		$47,589
4.5%	Business Services & Technology		$207,555
	Average annual cost per student	=	**$8,338**

High School



Average Annual Cost for a High School		=	$9,440,335
71.2%	Teaching & Student Resources		$6,725,993
15.3%	Buses, Buildings & Food		$1,444,355
8.0%	Principal's Office		$754,805
1.0%	Central Administration		$96,090
4.4%	Business Services & Technology		$419,091
	Average annual cost per student	=	**$8,440**

***Franklin** K-8 is pro-rated by number of students in Elementary and in Middle School grades.

In addition to the Open Books Project information available online, additional comparator categories are provided here. All data represented in this section is based on data collected by the Oregon Department of Education (ODE) for 2011-12. This information compares the Corvallis School District's expenditures to other similar districts in Oregon in specific areas. For instance, the first three charts compare the average amount spent in the Teaching and Student Resources category for each district's students by level. For all grade levels, the district spent more per student than the average of the comparator districts.

Figure 20: Elementary School Direct Instruction, Dollars per K-5 Student 2011-12

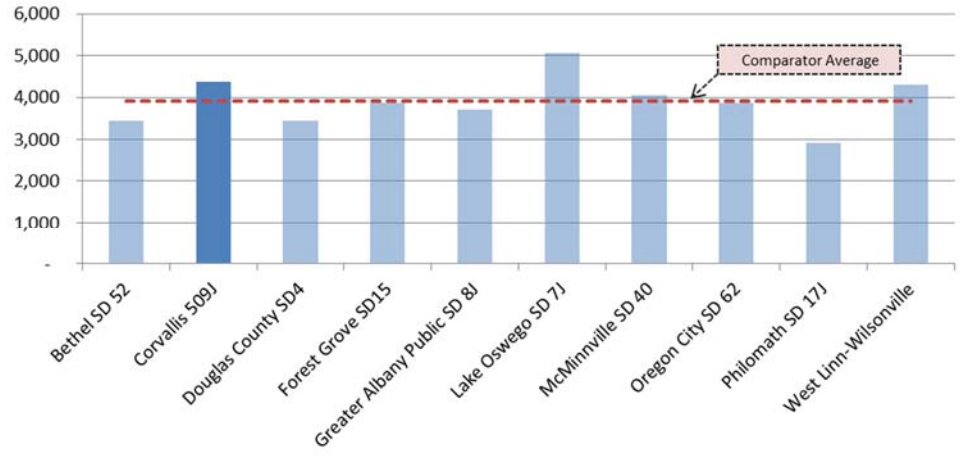


Figure 21: Middle School Direct Instruction, Dollars per 6-8 Student 2011-12

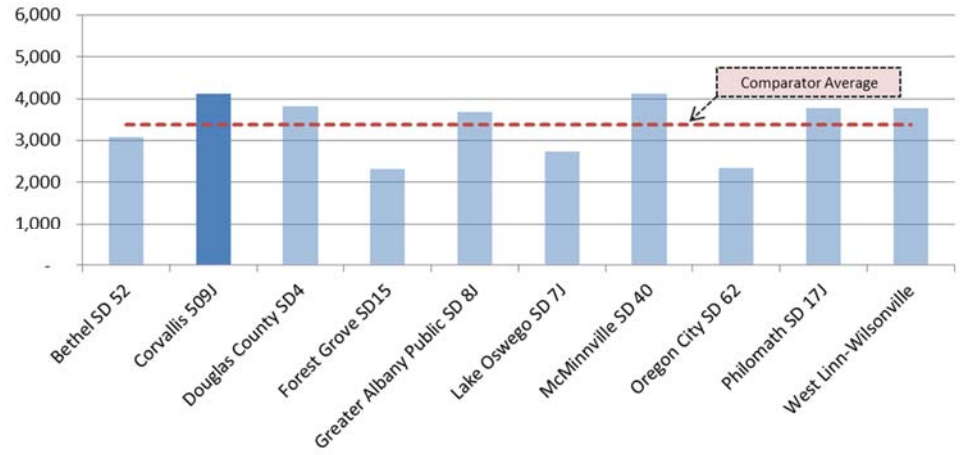


Figure 22: High School Direct Instruction, Dollars per 9-12 Student 2011-12

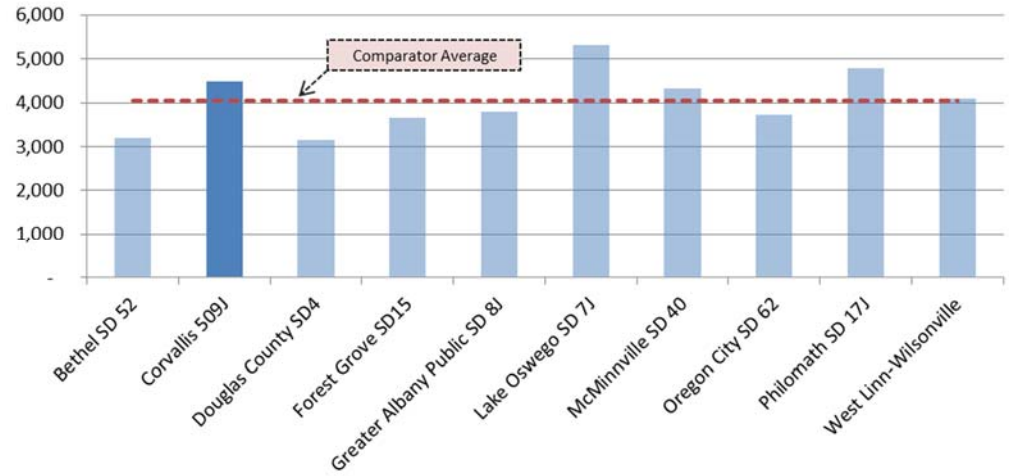


Figure 23: School-Based Administration & Support Services, Dollars per K-12 Student 2011-12

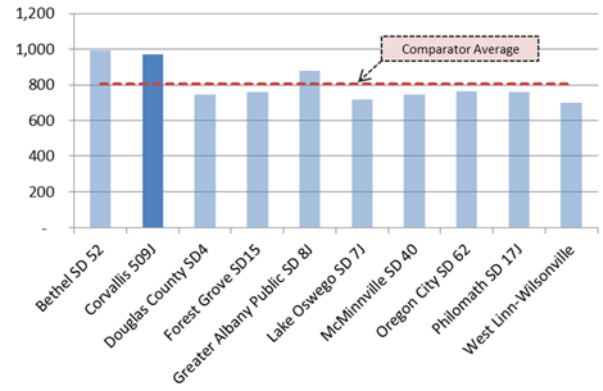


Figure 24: District Administration & Operations, Dollars per K-12 Student 2011-12

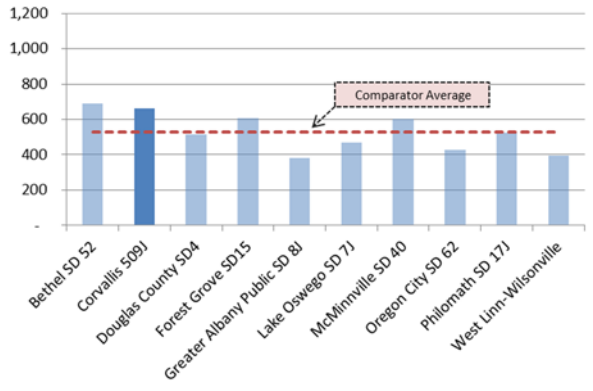


Figure 25: Facility Services, Building Operations, & Capital Projects, Dollars per K-12 Student 2011-12

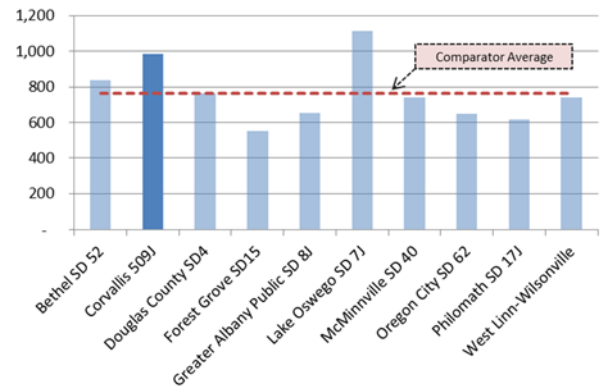
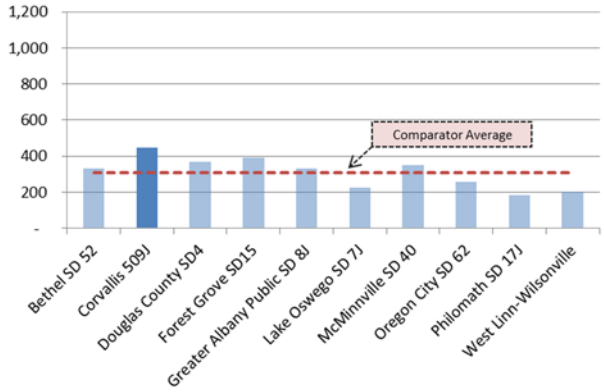


Figure 26: Food Service, Dollars per K-12 Student 2011-12



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Corvallis School District Website
www.csd509j.net

Corvallis
SCHOOL DISTRICT

IX. CONSOLIDATED ACTION

IX.A. Minutes

IX.A.1. October 7, 2013

MINUTES
Regular Meeting of the
B O A R D O F D I R E C T O R S
Corvallis School District 509J

I. CALL TO ORDER AND ROLL CALL

The meeting was called to order at 6:30 PM in the Board Room of the Central Administration Building, 1555 SW 35th Street, Corvallis, OR 97333. The secretary recorded those present as listed below.

BOARD MEMBERS PRESENT	EXECUTIVE STAFF PRESENT
Tom Sauret, Chair	Dr. Erin Prince, Superintendent
Chris Rochester, Vice-Chair	Steve Nielsen, Business Services Director
Vincent Adams	Jennifer Duvall, Human Resources Director
Judy Ball	EXECUTIVE STAFF ABSENT
Lisa Corrigan	Kevin Bogatin, Assistant Superintendent
Bill Kemper	
Anne Schuster	STUDENT REPRESENTATIVES PRESENT
	Bao Truong, CHS — Katelyn Beilby, CHS
	Ian Black, CVHS — Kiersten Luebbert, CVHS
	STUDENT REPRESENTATIVES ABSENT
	Becca Myers, College Hill High School

A quorum was present and due notice had been published.

I. PLEDGE OF ALLEGIANCE

Chair Sauret led the group in the Pledge of Allegiance.

II. COMMITTEE/BOARD MEMBER ITEMS

Director Schuster attended the first CLASS meeting. The district has been awarded a grant in the amount of $630,000 per year for two years to be used for teacher professional development.

Director Schuster attended the Sustainability Steering Committee meeting two weeks ago. The Oregon Green Schools Summit will be held in Corvallis at Cheldelin, April 11. Hoping every school will become an Oregon Green School. Better communication is a goal of the committee. Amy Lesan is working on a newsletter. Second goal is for the Corvallis Environmental Center to partner with the school district's Food Service. They received a $65,000 grant, which will be used to serve local lunches once each month. They have been doing "tasting tables" for four years. They plan to serve meals at the two co-ops prior to serving at schools to show parents and the public what is being served to students. The third goal of the committee is around composing. The hope is to do composting in kitchens and staff rooms of schools. Cheldelin, Hoover, CHS are currently composting; Lincoln is next. Learning to compost needs to start in elementary school.

Director Schuster attended the quarterly meeting of OSBA. The "Grand Bargain" was the topic.

Unadopted Minutes

Director Ball attended the first SEAC meeting. The focus of the group is to provide up-to-date information to parents. They are hoping to find a better means to recruit liaisons from schools. Missing representatives from several schools.

Director Corrigan attended the September Corvallis Public Schools Foundation meeting. The Foundation is undertaking a fall campaign to support the new cycle of Innovation Grants. There was good feedback on the summer credit academies at the high schools. The Foundation is happy to have their focus on such a targeted project. Foundation Board members are trying to attend back-to-school nights, and to attend a PTA/PTO meeting to talk to parents about how the Foundation can help with funding. Next meeting is October 16 at College Hill High School.

Director Kemper mentioned the draft of the long-range facilities plan. He believes it is very good and very detailed. He shared his trip to the prep school he attended. The school implemented iPads for students a year ago. He talked to the IT manager, the Dean of Academics, and sat in on classes.

Vice-Chair Rochester went to the first meeting of the finance committee. Topics included the reserves, HP, as well as some umbrella items.

Chair Sauret agreed with Director Kemper that the long-range facilities assessment looks good; there is a lot of information. He attended Cheldelin's iPad kickoff for parents. It was very well received. Concerns about such things as controls, security, cost, and insurance were well placed. There was a lot of excitement about what iPads can bring and how they can be used. Director Schuster added that a teacher from Mt. View was at Cheldelin and told how iPads were being used successfully in her blended classroom.

III. SUPERINTENDENT'S REPORT

Superintendent Prince introduced the School Board Student Representatives from the high schools and shared a little about each person. She voiced her appreciation of the time commitment their position takes.

Other subjects touched on by the superintendent included:

a) iPads were successfully rolled out at Mt View, to all 9th and 10th graders, and two classrooms at both Garfield and Lincoln. Cheldelin hosted their iPad information night last week. Linus Pauling parent night is tomorrow. Because of new upgrades in the operating systems, might need to postpone rollout of iPads to middle school students until the global proxy is aligned to the new IOS. Need to ensure that, when students take home the iPads, everthing runs through the district's filter. All other students will be using iPads in classrooms, where filter is in place. Working with LBL-ESD and Apple to expedite upgrades to the system. Families will be notified when iPads will be sent home with students.

b) Dr. Prince appeared on a panel with other superintendents from California and Idaho to discuss Corvallis School District's 1:World. Sharing experiences is helpful to

Unadopted Minutes

other districts. Most important is relationships with districts across the country that have successfully implemented 1:1 technology. It is helpful to hear their successes as well as pitfalls.

c) Excited to have received the Collaboration Grant which supports professional development, teacher leadership, evaluations. Aaron McKee is Collaboration Grant coordinator and will host a SMART Goal training session for interested teachers. Teachers will be paid, while providing them with a work session to develop meaningful goals.

d) Gave the Board a "heads up" about inter-district transfers. With the new open enrollment law in place and HB2747 that goes into effect next school year, the district will need to postpone the transfer timeline, which would have started in October and ended in November. Information is needed to determine how the new bill will impact the current transfer process. Transfer process will begin late winter or early spring in coordination with the kindergarten process. More information will be communicated to families.

IV. SPECIAL REPORTS

A. 1:World Update

Finance and Operations Director Steve Nielsen reported for Rob Singleton, Technology Services Manager, who was unable to attend. It is critical that global proxy security settings are working before iPads are rolled out. Getting daily updates on progress. Comcast has finished testing and upgrading bandwidth between the district and LBL-ESD. Lynn Thomas will work with networking staff at LBL-ESD this week. LBL-ESD has finished their part of the proxy settings and will be tested. Student iPad checkout and "boot camps" at Mt View for grades 3 through 5, and Garfield and Lincoln for English-only classes went well last week. Students aren't yet taking iPads home until proxy is set. Teachers are taking time to make sure that both students and teachers get used to the iPads in the classroom. Rollout is scheduled for mid-October, but might need to be adjusted. Students in the AVID program at CHS have iPads that are secure. There was supposed to be a key setting within the IOS7 that would allow proxy settings to be taken care of; that hasn't happened.

Vice-Chair Chris Rochester asked if IOS7 was part of our contract with Apple. Questioned if we paid for, but did not receive it. He wondered why Apple didn't expeditiously fix the problem. Mr. Nielsen answered that it is an issue affecting everyone, not just the school district. Likened it to typical "bugs" with new software. We purchased prior to the IOS 7 release, so needs to be tested again to fix. Working on the problem with Apple.

Director Kemper asked if the district is doing the repairs. Mr. Nielsen responded that we are asking for support. Director Kemper asked if we would become an Apple authorized repair facility, with parts available. He commented that, during his visit to his prep school, they fix their own. The main failure is the screen. Dr. Prince said we would do our own repairs.

Unadopted Minutes

Director Adams noted that IOS8 is about to be pushed out. Wondered what we would do then. Mr. Nielsen said we would need to be proactive, would need to know releases Apple is doing so we aren't surprised. Director Schuster commented that, usually, it's just an upgrade and not a problem. Chair Sauret said that global proxy is a critical part of maintaining security. Mr. Nielsen said that Mr. Singleton does a good job, but there isn't a guarantee. We set an appropriate standard for our demands for proper security for students.

Vice-Chair Rochester pointed out that we were given advice to slow down until absolutely satisfied that our standards are met. Mr. Nielsen gave a reminder that we need to be flexible, and thought we have an appropriate response.

Chair Sauret wondered if we are still purchasing iPads. Mr. Nielsen told the group that we have purchased all we need for phase two, and are on track with the budget adopted in June. 1:World teachers and staff have been trained on apps. Mr. Singleton is planning additional training for SPOCS. Dr. Prince said that parents are asking for training about the apps their students are using.

B. Financial Update

Finance and Operations Director Steve Nielsen reported that, as of last Monday's ADM reporting period, the district enrollment was at 6348, which is 168 over projection. Kindergarten is a big part of the jump. High school grades are at projection, except for freshmen. Every grade increased except 9th grade. The increase in enrollment won't impact revenue this year, but gives a better start for 2014-15, especially if enrollment decreases next year. CHS enrollment is at 1,242; CV is 985. Kindergarten is the second smallest class in the district. Trends in lower grades show declining enrollment over last 11-12 years. Affordable family housing is a factor.

Chair Sauret asked for additional data, including transfer numbers. Director Corrigan asked about how 5th year graduates and Running Start students impact enrollment. Mr. Nielsen said they are included in high school numbers. He is working with Principal Eric Wright on the demographic of those students. 509J By The Numbers will give good information on transfers and demographics.

End of year 2012-13 financials are being prepared for the auditors, who will come on October 21.

In the special session last week, additional tax revenue was passed that brings in $100 million for K-12 for 2013-15 biennium. Corvallis will receive about $1.2 million. There was talk of additional resources in this fiscal year, but will be allocated in 2014-15. Current district resources and expenditures are out of alignment. This will help bring into balance. We can allocate resources to replenish rainy day fund that is scheduled to be depleted next year. Vice-Chair Rochester asked if the legislation stipulates how the money should be used. Mr. Nielsen responded that they tried, but ran out of time and didn't agree. There are no strings attached. Top priority is to have full school year. We

Unapproved Minutes

have a full school year this year, but had to use some of rainy day funds. Need to talk about balance as we move forward. Additional PERS bills were passed: SB861 relates to health insurance; SB862 adjusted COLA limitations. Will no doubt be challenged in court. The bills will not result in further PERS rate changes in this biennium. Mr. Nielsen agrees with the approach of the budget committee, using 43% of savings generated by SB822 to offset future increases.

Vice-Chair Rochester asked, if rates are locked through the end of the biennium, how $1.2 million will be given to the district. It will be added to state's school funding formula. When budget was passed this biennium, legislature directed distribution of 49% this year, 51% next year.

Mr. Nielsen referred to the last Taxing Jurisdiction meeting. Timberhill was settled in May and refund has been paid. Comcast is ongoing. Hewlett-Packard will take one to two years. Tax refund was paid to HP in July. The district has asked county officials to provide updates; they have.

V. PUBLIC TESTIMONY

Craig Allen (no address given): a) Referred to the concern he voiced at the September 9, 2013, Board meeting regarding the sale of Fairplay School. Mr. Allen provided the first two pages of the title report to Board members as reference. Reviewed points of the report. Believes that the district should have sold at a higher price. He referred to the cost of extended day kindergarten. Pleaded with the Board to, in the future, follow state guidelines, have property assessed and appraised. Pointed out that there were no deed restrictions on the title report. b) Shared concern with public complaint policy involving harassment. Asked that other complaint policies be provided at the beginning of Board meetings. c) Shared concern about all day kindergarten. Mentioned his discussions with ODE, both about Title 1 and civil rights. Mr. Allen said ODE advised him to file a complaint with the Board; he will file a complaint regarding the fact that he believes it is a violation of equal educational opportunity, discrimination, and use of Title 1 money to provide educational instruction to only half the students, with an adverse impact on other students.

VI. STAFF TESTIMONY

There was no staff testimony.

VII. CONSOLIDATED ACTION

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

A. Licensed Personnel Recommendations

Recommendation to Hire:

- Jennifer Allen: Science Teacher, 1.0 FTE, Linus Pauling Middle School, effective August 28, 2013 (Temporary).

- Joseph Frederic: Applied Technology Teacher, 0.17 FTE, Crescent Valley High School, effective September 13, 2013 (Temporary).

Unadopted Minutes

- Ron Sather: Physical Education Teacher, 0.17 FTE, Corvallis High School, effective August 28, 2013 to January 30, 2014 (Temporary).

- Lauren Tuey: Kindergarten Teacher, 1.0 FTE, Mt. View Elementary School, effective September 10, 2013 (Temporary).

B. Appointment of Budget Committee Members

C. Transfer of Appropriations

Vice-chair Rochester questioned a transfer of funds to technology. Steve Nielsen answered that it is same monies, just different accounts.

D. Supplemental Budget

E. Adopt Achievement Compact

Director Ball wondered if there were substantial changes when last year's preliminary data was compared to final data and if that led to changes in targets. Superintendent Prince answered that minor changes were made. She explained that targets were set based on preliminary data from past two to three years. Director Ball noted that the completed Compact doesn't include data for 9th grade algebra or writing proficiency for prior years, and asked on what basis targets were set. Superintendent Prince said that information came from administrators regarding reasonable targets. Director Ball asked if it is known how many 9th graders completed algebra last year. Superintendent Prince said that it depends on the definition of "high school algebra" and offered to gather more information for the Board. Director Ball asked if there was intent to do a four-year target. Superintendent Prince affirmed that it is the hope to set three- to five- year targets.

VIII. CONSOLIDATED INFORMATION

A. Non-Licensed Personnel Information

Recommendation to Hire:

- Joanne Altimus: Educational Assistant 2, 4.5 hrs, Jefferson Elementary School, effective September 16, 2013 (Probationary).

- Darcy Anglemier: Educational Assistant 2, 6.5 hrs, Adams Elementary School, effective October 3, 2013 (Regular).

- Kirsten Asbury: Educational Assistant 2/LRC, 6.0 hrs, Lincoln Elementary School, effective September 25, 2013 (Probationary).

- Debra Fischer: Educational Assistant 2, 4.5 hrs, Jefferson Elementary School, effective September 16, 2013 (Probationary).

- Barbara Foster: Educational Assistant 2, 6.5 hrs, Adams Elementary School, effective October 3, 2013 (Probationary).

- Sarah Maltezo: Educational Assistant 2, 3.0 hrs, Wilson Elementary School, effective September 26, 2013 (Probationary).

- Zachary McConahy: Educational Assistant 2, 6.5 hrs, Cheldelin Middle School, effective

Unadopted Minutes

September 17, 2013 (Probationary).

- Rosemary Pickard: Food Service Assistant, 3.0 hrs, Central Kitchen, effective September 26, 2013 (Probationary).
- Jennifer Robins: Child Care Provider, 1.8 hrs, Corvallis High School, effective September 24, 2013 (Limited Term).
- Mari Reddington: Educational Assistant 2, 6.0 hrs, Harding Center, effective September 18, 2013 (Limited Term).
- Amy Tacchini: Educational Assistant 2, 4.75 hrs, Mt. View Elementary School, effective September 18, 2013 (Probationary).

Termination/Resignation/Layoff/Retirement:

- Stephen Dawson: Educational Assistant 2, 6.5 hrs, Adams Elementary School, effective September 9, 2013 (Resignation).

Request for Leave:

- Seon Kim: Educational Assistant 2, 7.5 hrs, Hoover Elementary and Cheldelin Middle School, requesting 7.5 hrs leave beginning October 31, 2013, for the 2013-14 school year.

B. August Unaudited Financials

Vice-Chair Rochester questioned $25,000 for travel to San Diego. Superintendent Prince answered that it was for AVID training of high school teachers. Travel includes professional development.

C. Board Policy - JFCF - Hazing/ Harassment/ Intimidation/ Menacing/ Bullying/ Cyberbullying - Students - Revised - First Reading

D. Administrative Regulation - JFCF-AR -Hazing/ Harassment/ Intimidation/ Menacing/ Bullying/ Cyberbullying/ Teen Dating Violence Complaint Procedures - Students - Revised - For Information

E. Board Policy - JHFE - Reporting of Suspected Child Abuse - Revised – First Reading

F. Administrative Regulation - JHFE-AR(1) - Reporting of Suspected Child Abuse - Revised - For Information

G. Administrative Regulation -- JHFE-AR(2) -- Suspected Child Abuse Reporting Form

IX. ADJOURNMENT

There being no further business before the Board, Chair Sauret adjourned the meeting at 7:35 p.m.

_____ _____

Tom Sauret, Board Chair Dr. Erin Prince, Superintendent

Prepared By: Myrna Campbell S:DO/Super/Julie/Board/Minutes/2013/10-07-13 minutes

Unadopted Minutes

Corvallis
SCHOOL DISTRICT

IX.A.2. November 4, 2013

MINUTES
Regular Meeting of the
B O A R D O F D I R E C T O R S
Corvallis School District 509J

I. CALL TO ORDER AND ROLL CALL

The meeting was called to order at 6:30 PM in the Board Room of the Central Administration Building, 1555 SW 35th Street, Corvallis, OR 97333. The secretary recorded those present as listed below.

BOARD MEMBERS PRESENT	EXECUTIVE STAFF PRESENT
Tom Sauret, Chair	Dr. Erin Prince, Superintendent
Chris Rochester, Vice-Chair	Steve Nielsen, Business Services Director
Vincent Adams	Kevin Bogatin, Assistant Superintendent
Judy Ball	
Lisa Corrigan	EXECUTIVE STAFF ABSENT
Bill Kemper	Jennifer Duvall, Human Resources Director
Anne Schuster	
	STUDENT REPRESENTATIVES PRESENT
	Bao Truong, Corvallis High School
	Kiersten Luebbert, Crescent Valley High School
	Becca Myers, College Hill High School

A quorum was present and due notice had been published.

I. PLEDGE OF ALLEGIANCE

Chair Sauret led the group in the Pledge of Allegiance.

II. COMMITTEE/BOARD MEMBER ITEMS

Director Chris Rochester reported on the ongoing search for a district orchestra director for grades 6 through 12. At the end of last school year, the orchestra director resigned. A committee narrowed the search of applicants and interviewed finalists. One finalist was invited to work with a group of orchestra students in July. It was unanimously decided to offer this applicant the job; he declined. The job was offered to the next applicant. Because of academic plans, that person agreed to take the job for one year. Although the preference of the district was to have someone permanently in place, this person was given the job and began at the beginning of the school year. He resigned mid-October, creating an emergency situation. The district reached out to retired orchestra director Charles Creighton. He agreed to direct the high school orchestra from October 22 through December 20. Ashley Nation will direct the middle school orchestra. If a district orchestra director can't be found by December 20, it will create another emergency. The district is conducting a wide-scale search, but the timing isn't optimal, as most orchestra directors are already employed at this time of the year. Students have had four directors in four years and need stability in the program. Director Rochester said that the district's orchestra program is nationally recognized and he considers it a crown jewel of the district.

Unadopted Minutes

Director Lisa Corrigan attended last month's Foundation meeting, held at College Hill High School, during which Principal Eric Wright shared information about College Hill programs and led a tour of the school. An article in the newspaper highlighted Principal Wright's "Principal In The Hallway" program. WINGS students at the school are having an art sale. Director Corrigan attended soccer and volleyball games, went to a CHS choir concert, and plans to attend the Crescent Valley High School theater production of "Oklahoma."

Director Anne Schuster attended Oregon Chief Education Officer Nancy Golden's presentation at the Corvallis Country Club. The event was sponsored by the Oregon Business Council. Chair Sauret, and Directors Adams and Ball also attended.

Director Schuster shared information about the Youth Mental Health Coalition. OSU will develop and host a website, as well as design a logo. Director Adams has agreed to work with Oregon Unlimited to create a blog. The hospital will write grants and Benton County will help provide food.

Director Judy Ball attended the Special Education Advisory Committee meeting. Assistant Superintendent Kevin Bogatin was at the meeting to explain the assessment program being used for RTI universal screening in grades K-12. The meeting included a discussion about money from the state school fund for special education services in private schools. A special education newsletter informs parents of students on Individualized Education Plans about STAR, RTI, and other interventions. Mr. Bogatin discussed the move to make IEPs more standards based, which will give special education students a greater chance of achievement instead of having goals below their capabilities. This change should help students perform at grade level, as much as possible.

Director Bill Kemper met with Elizabeth Wyatt, Manager of District Theaters, regarding making the Performing Arts Center a community space.

Chair Sauret welcomed Becca Myers, who was attending for the first time as the College Hill Student Representative.

STUDENT REPRESENTATIVE REPORTS:

Kiersten Luebbert, Crescent Valley High School, reported that the CV football team made it into the playoffs. The girls' soccer team is also playing playoff games. Both the boys' and girls' soccer teams earned an academic all-state award. The drama department is performing the musical, "Oklahoma."

Bao Truong, Corvallis High School, reported on the boys' soccer and girls' volleyball teams. The theater department will present "The Nutcracker" in December.

Becca Myers, College Hill High School, reported that there are currently 98 students in the diploma program. The school established a mascot, the Wolverines. They are hoping to create a soccer team and basketball team that will play in the city league. There is collaboration with community mental health services to support students with needs.

Unadopted Minutes

Several electives are now being offered and the school is seeking professionals to teach the elective classes. The school is considering business opportunities such as a raised flowerbed stand or a coffee stand that will give students work experience. LBCC is a partner in the Running Start program. Director Rochester asked Superintendent Prince if she had an idea of the number of students on the wait list for the diploma program. She thought there were about 20. She stated that the district wants to keep the program small, but give students that opportunity. Director Schuster asked about Principal Wright's "Principal In The Hallway" program. Becca answered that he walks through the hallways, asking students how their day is going, inquiring about their weekend, and students share how their lives are going.

III. SUPERINTENDENT'S REPORT

Superintendent Prince attended a professional development session with Crescent Valley High School staff. The CV principal read a portion of the book, A Repair Kit For Grading: 15 Fixes For Broken Grades. Small groups talked about their own good and bad experiences with grades they received when they were students. Discussion topics included what grades actually mean, what they should reveal about a student, and how judgment plays into grades.

1:World middle school iPad checkout is back on schedule for November. Linus Pauling eighth grade students have received their iPads; Cheldelin is scheduled for November 14 - 16. Superintendent Prince attended a student boot camp on October 28 at Linus Pauling. Information will be posted on the district website, describing the infrastructure upgrades with ESD and professional development opportunities. Some of our Board members, along with OSU faculty members, will join teachers to learn ways to enhance learning for students.

Superintendent Prince spent a day in Portland for the Oregon Summit on the Future of Learning. Also in attendance were Oregon Chief Education Officer, Oregon Deputy Superintendent, and CEOs and directors of policy and business agencies. Discussion centered on the five disruptors in society that impact change in education. She shared with the Board a booklet called "Recombinant Education" that addresses those disruptors.

IV. SPECIAL REPORTS

A. 509J By The Numbers, presented by Director of Finance and Operations Steve Nielsen and Assistant Superintendent Kevin Bogatin, assisted by Business Services Administrative Assistant Jennifer Schroeder. Thanks were given to Ms. Schroeder and to Budget Analyst Linda Martin for their work on this report.

This is the third edition of the report and will be available on the district website. Included in the report is data for enrollment, class size, and budget. Corvallis School District is compared in the report to nine similar school districts. Data goes back at least three years, with some information from 11 to 12 years ago in order to capture trends that help with decision making.

Unadopted Minutes

Enrollment:
Tracking is ahead of projections. The district had 6348 students enrolled on October 1, 150 students ahead of projection and up 50 students from this time last year. However, we are still a declining enrollment district. The Board was directed to P**age 2** of the report, enrollment history of grades from kindergarten through graduation. **Table 2** shows groupings in elementary, middle, and high school. Elementary is higher than projected, with 70% of the overage in kindergarten, mostly at Wilson and Mt. View and probably because of all-day kindergarten. Middle school enrollment is right on projection. High school is lower at 9th grade, but 90 students over projection at grades 10 through 12. **Table 4**, enrollment by school, showed a 3-year history of actual vs. projected enrollment with a 10% change at Mt. View and Lincoln. Mr. Nielsen said there is not much change in student demographics.

Page 5 of the report shows specialized learning programs. TAG is at 16% of total enrollment, down from last year; ELL is up at 7.4%, IEPs are up at 11.3%.
Page 7 shows the population of students receiving free and reduced lunch is trending up at nearly 40% with schools widely varied: 18% at Hoover, 70% at Lincoln. Lincoln began the Breakfast In The Classroom program last year and Garfield added it this year. Schools with a 50% rate of free/reduced lunch are eligible for the breakfast program.
Pages 9and 10 show assessment and performance data. Mr. Nielsen said there wasn't much done with that information.

Director Rochester noted that the report doesn't give graduation rates, only dropout rates, which he believes is a significant omission in the report. He said that the report must include graduation rates for 4th and 5th year high school students.

Director Schuster said that Corvallis exceeds the state average of dropouts. but the numbers don't show that. Chair Sauret said that we have fewer dropouts. Director Corrigan noted that the same information was included in the report last year and the Board had the same conversation. She said we are better than state average. Mr. Nielsen said he will add a table of information and submit an amended version. Ms. Schroeder Schroeder said that the new data for the 4- and 5-year cohort will be out in January, so data from a previous year was included in this report. Director Rochester suggested that all data from the last four to five years be added to the report as soon as possible. Superintendent Prince assured the Board that those changes will be made.

Mr. Nielsen directed the group to P**age 10**, which shows class size data. Data for elementary is for the last seven years. This year elementary classes average 25.5 students, 1.5 above the previously established vital sign, but within range of the current target. He said this is the effect of the local option levy and makes it harder to keep class sizes down. Compared to other districts in the report, Corvallis is below average for K-3 and average for grades 4-5. **Table 11** shows comparison by school.

Page 14, Table 12 shows student/teacher ratios at middle and high schools.

Unadopted Minutes

Page 13 shows maximum and minimum class sizes. Mr. Nielsen said it is important to note that the "minimum" column represents courses such as English Language Development, math skills/labs, foreign languages, adaptive p.e. Some courses could be grouped together with one teacher, but data is broken down by required course codes and teacher licensing.

The report shows private schools have enrolled 10.1% of district area children. Mr. Nielsen noted that we have to rely on information given by private schools and there is no way to validate. LBL-ESD reported 182 Corvallis area students being home schooled. Muddy Creek Charter School has about 100 students enrolled, 70 are residents of the Corvallis School District.

Inter-district transfer numbers show that we are a net "in" district. Intra-district transfers show that 10% of students do not attend their neighborhood school, excluding Franklin. Including Franklin, 15% of students do not attend their neighborhood school. Mr. Nielsen told the Board that **Page 19** is interesting in that it shows the breakdown of transfer students.

Facilities

This part of the report shows age of school buildings and utilization. Capacity is based on a 2005 committee report; this information could be updated with the long-range facility planning report that will be completed within the next 30 days.

Budget

Mr. Nielsen concluded his presentation by telling the Board said that the remainder of the report shows budget information. The last four pages show data from the Open Books project, including cost per student per level with comparator districts.

Director Schuster commented that the amount we spend on students is above comparator districts, and wondered if that was because of the levy. Mr. Nielsen answered that, yes, the levy increases the average amount spent per student and helps reduce class size, bolster programs, and keep cuts as far away from the classroom as possible.

Director Schuster asked which other districts have levies. Mr. Nielsen thought perhaps Lake Oswego. Director Schuster questioned enrollment projections that show trending up or down and cited a Portland State University study that showed numbers were controversial. Their study showed a trend up, the district counted on it, but actual enrollment was down. She wondered if the study was correct and if we are trending up. Mr. Nielsen said the contributors to enrollment decline haven't changed. Those contributors are such things as lack of affordable housing with OSU expanding and changes at Hewlett-Packard.

Director Schuster asked the student representatives how big their classes were. Bao Truong answered that the classes at Corvallis High School aren't crowded, but students can't get into a lot of the classes they want because they are full. He said there are

Unadopted Minutes

fewer electives and said he had a lot of choices when he was a freshman, but not so many now. Becca Myers said large classes aren't a problem at College Hill. Kiersten Luebbert said her history class has 42 students. She said most classes are fairly even. The number of electives has dropped because there are fewer teachers, so it is harder to get into elective classes.

Vice-Chair Rochester noted that enrollment is down 18% since the 1994-95 school year, so that is a trend. The FTE count isn't included in the district report, but should be. He said the report must show total FTE, perhaps over the last 10 years. He said that there have been fluctuations, but if current FTE is compared to eight to ten years ago, it isn't wildly different. It is counterintuitive for enrollment to be down if FTE is the same as several years ago and asked what reconciles declining enrollment with stable FTE. He is concerned about the science classes, especially labs. Superintendent Prince replied there are a number of factors: delivery of instruction, focus on core classes, RTI. Smaller classes are necessary when direct instruction is required. Electives such as P.E. can be larger. There was a period of time when the district received grant money from the state to decrease class sizes. That is when FTE rose and declining enrollment continued. FTE was adjusted two years ago to match declining enrollment.

Mr. Nielsen added that there were about two years when the district received supplemental support from the federal government. At the start of the recession, the state also gave supplemental funds for IDEA, Special Education, SFSA.

Vice-Chair Rochester commented that the tax compression is 30% below what it was two school years ago. Right now we are looking at $354K below projected revenue. Mr. Nielsen said we could spread that out over the remaining years of the levy. Vice-Chair Rochester said part of the answer is the fluctuation and termination of revenue streams tied to the financial crisis. Part is internal to the district; significant redeployment of resources to help students most in need, at risk of not graduating. He raised these points because the local option levy is critical to the district: as revenue falls, the operating fund falls commensurately. The levy was presented to the public as a measure to stabilize or reduce class size. Important to be able to give the public a comprehensive explanation. Mr. Nielsen pointed the Board to **Page 24, Table 23** that shows a 2-year comparison of 2012-13 vs. 2013-14 including FTE.

Vice-Chair Rochester said it could be argued that the district needs to do more to structure a sustainable budget. We could do more to align FTE with enrollment. Chair Sauret asked if RTI teachers are counted against a specific class, or in general. If an extra teacher has a class to help struggling students, is that an allocation of a teacher against class size? Superintendent Prince answered that isn't the case for the district, however, the state averages in a special education teacher for intervention. Assistant Superintendent Bogatin said that interventions serve a small number of students. Chair Sauret said RTI could present a distorted picture from the actual teaching staff. Mr. Nielsen said that it looks different at each school, adjusted for the needs of the population. A lot of general education teachers are involved in RTI vs. RTI specialists.

Unadopted Minutes

Superintendent Prince commented that electives are based on supply and demand. Some electives have a small number of students, while it isn't possible to get into others because they are full. Students drive which electives are popular. We have to look at which electives students want; that drives class size. Assistant Superintendent Bogatin added that high school administrators and teachers, specifically in the math department, are working to reduce the number of "F" grades. Additional FTE is allocated to mathematics that could go to other places.

At this point, Director Corrigan suggested the Board take the report section-by-section to ask their questions, instead of working randomly. Chair Sauret directed the Board toward the enrollment section of the report.

Director Corrigan asked how many 12th graders are 5th year students so it would be possible to ascertain the size of 12th grade, with and without 5th year students. She added that TAG numbers seem low compared to five or six years ago. She asked if we have stopped giving the Raven test to kindergartners and second graders, or is there a decline of third through fifth graders meeting the 97th percentile in reading and math. Assistant Superintendent Bogatin replied that the district has been over-identifying in primary grades in previous years. There was a trend of identifying students early who then didn't perform at that level. We now go by state law, identifying every year in K-12. We currently identify a handful in kindergarten vs. the number previously identified. Mr. Bogatin received a call recently from ODE. They are going to do monitoring in the district. He was told Corvallis is an outlier due to the number of students identified. Numbers should be around the national average of 6%; we are at 16%.

Director Corrigan noted that Hoover has 18% of their students on free/reduced lunch. She referred to discussions in 2007-08 and 2008-09. At one point, Franklin was near Hoover. District administration at the time said Franklin is an all-transfer school and suggested holding a couple of spots to bring in more socio-economic diversity. In 2008-09 and 2009-10 there was a dramatic shift in the number of free/reduced lunches. At the time, Director Corrigan said she asked then-Superintendent Tarzian if that would also apply to Hoover, and perhaps Jefferson and Adams. The answer was, yes, we would look at that. Director Corrigan wondered if we had that conversation. She noted that, when you look at inter-district transfers, Hoover is second only to CHS in the number of transfer students. Director Corrigan asked if the students coming into Hoover are bringing socio-economic diversity or bolstering the very low number.

Director Kemp referred to **Table 3, Page 2**, regarding kindergarten enrollment. He asked if the higher population of kindergartners that proceeds through the grades indicates growth. Mr. Nielsen said there are 432 kindergartners this year. Kindergarten trend over the last few years is an enrollment of about 400, the second lowest grade enrollment. He expects the class to be larger next year, as first graders.

Unadopted Minutes

Director Ball said she echoed Director Corrigan in recognizing fifth year high school students. She noted an anomaly in the data that shows we don't graduate 30% of students, but a dropout rate of 2% doesn't reconcile. Director Ball asked that we celebrate those students who stick around for five years and graduate. She commented on the lower percentage of TAG students and cited the number of IEP students. She referred to **Page 6, Figure 4**, and said she was surprised at the percentage of IEP students across comparator districts. It is common wisdom that state funding has a Special Education ceiling of 11%, which holds true for some districts, but not many. She noted that Corvallis Special Education percentage is low relative to comparators and asked if that is a change. Mr. Bogatin said that IEP students were below 11% until last year and that 11% is the cap for state funding. The district can identify additional students, but they are not funded at 1:1. Mr. Nielsen said there is additional funding available; the number above the 11% cap is based on students in the pool. Mr. Bogatin added that Bethel School District invested in RTI, and has a high number of students identified in grades four and five. Director Ball wondered if RTI is likely to increase identification. Mr. Bogatin answered that the increase in identification is due to starting interventions as early as kindergarten, a steady increase in autism spectrum that is higher than surrounding districts, and other trends in certain disability codes. Superintendent Prince added that, with multiple interventions in early grades, students show growth before being identified.

At this point Chair Sauret suggested resuming this discussion at the December 9 meeting. Superintendent Price asked the Board to write their questions so answers can be prepared before the meeting. This topic will be added to the December 9 agenda.

Director Corrigan said that she agreed with Director Rochester about lab sciences. Students in lab based science classes need a safe environment; chemistry classes have not yet been able to do labs this year.

Chair Sauret said that, if the district is moving toward full day kindergarten, we need to look at building capacities. Where do we put those students?

Director Schuster asked for more information on TAG. IEP numbers are growing, but TAG is decreasing. She would like to see information about why that is happening.

Director Adams said it is easy to overlook the effort needed to prepare this report. He thanked all who worked on it.

B. TRANSFER POLICIES INFORMATION

Morgan Allen, OSBA Legislative Services Specialist, gave the Board a handout regarding HB3075, and shared information about changes the 2013 legislature made to open enrollment and inter-district transfers. He told the Board that, during the 2011 legislative session, open enrollment law was created and had unintended consequences. The 2013 session made changes to the law. Under the 2011 law, districts were marketing open enrollment to neighborhood districts, trying to draw students. The change forbids using state funding dollars to recruit students from other districts.

Unadopted Minutes

Districts were running school buses into neighboring districts under the original law. This is still allowed, but districts can no longer claim transportation reimbursement for travel in another district to pick up open enrollment students, except to serve Special Education or 504 students.

The legislature heard stories of districts encouraging transfer students to return to their district of residence when there were behavior issues. A change in the law prohibits this. Under the original law, a district could choose to take students only from specific areas. For example, Albany could choose to take students only from Corvallis. Now districts must accept students from wherever they live.

A student who lives in the Corvallis School District, but attends another school district, is no longer considered a resident of the Corvallis School District for the purpose of ADMW. However, they always have the right to come back to the Corvallis district.

Chair Sauret asked if there were agreements between districts to transport a student to the border of the district to which they have transferred, then request reimbursement from state school funding. Mr. Allen answered that, once a transfer student arrives at the boundary, the district would have to let the student ride on our buses. He added that nothing prohibits a district from taking buses into another district, but repeated that they can't claim transportation reimbursement.

Director Schuster asked Mr. Allen to give an example of why transportation would be part of an IEP. Mr. Allen answered that a student with a severe disability might need a special bus and this could include 504 students. In that case, a district can run a bus into a neighboring district to pick up a transfer student and get reimbursed, as long as transportation is a condition of their plan.

Superintendent Prince asked if there was a limitation to the distance a bus could go outside the district. Mr. Allen said there is no limitation. Mr. Bogatin added that the district now pays for transportation for two students who live in another state.

Mr. Allen said that HB2747 modifies the inter-district transfer law and goes into effect with new transfers for the 2014-15 school year. It doesn't modify current policy. He said the only student information that can be requested on the transfer application is name, contact information, date of birth, and grade level. Director Ball asked what we currently include on the transfer form. Business Services Administrative Assistant Jennifer Schroeder answered that we ask for a lot more information. Director Ball asked if we use information that will now be excluded to make transfer decisions. Ms. Schroeder answered, yes. Mr. Morgan said that, for inter-district transfers, districts may modify limits on the number of transfers in and out. Limits can be set by grade, school, or program. Once the district sets a number of openings, if a student is released from another district and asks for an inter-district transfer, we can't deny them unless they have been expelled by the district where they live.

Unadopted Minutes

Director Ball asked what we would do in the example scenario of CHS closed to transfers and an inter-district request is received from Albany. We don't know anything about the student and we allow the transfer to CV. We find out this is a Lifeskills student and the only program we have is at CHS. Mr. Morgan replied that we have to think about what we would do if that student moved to Corvallis. We would need to use the same criteria for a transfer student. Director Rochester said it is almost impossible to predict eventual costs to the district. Mr. Morgan said the high cost of a student with a disability isn't covered.

Chair Sauret said we can set limits by grade level, school, and programs, then asked if the bill defines programs. Mr. Morgan said he believes there are three options for setting limits on students going in or out: we take no transfer students, we take all transfer students, or we set limits. These would be the same options for students who transfer out of the district: we let no students leave, we let all students leave, we set limits.

Director Sauret said he is concerned with the word "program". He asked how far you can take the concept of a program; where are the limits? Superintendent Prince said she was surprised to see programs included; it was her interpretation that the district couldn't set limits on programs. Mr. Morgan said we are getting into a gray area. Mr. Bogatin commented that "program" excludes Special Education. Mr. Morgan responded that we are in the early stages of working through the law. OSBA can provide legal counsel, and ODE is working on an exhaustive question and answer publication.

Mr. Morgan said, if the district decides to set limits, the Board should set a timeline for applications. The district would need to hold a lottery and can give preference to siblings in a lottery. Director Corrigan asked how we would determine if a student has siblings, if we can't ask for that information. Mr. Morgan responded that he would address the question a little later in his presentation.

Mr. Morgan said the district can set the length of time of a transfer and behavior or attendance expectations. We cannot have varied time lengths or varied expectations. The limits must be applied equally. Director Rochester asked if the district could say transfer students must maintain a 4.0 grade point average. Mr. Bogatin responded that the law doesn't mention academics, but Mr. Morgan said that the district could set academic limits. Director Ball reiterated that we cannot set an academic requirement for a transfer to be approved. Mr. Bogatin agreed, but said that the district may set limits for allowing a transfer student to remain in the district.

Ms. Schroeder told the group that inter-district transfers currently have a one-year limit and must be resubmitted each year. Mr. Bogatin pointed out that we currently allow intra-district transfer students to stay at the same school through a level: elementary, middle, high. He asked if we could make that same allowance for inter-district transfers instead of the current policy of year-to-year. Mr. Allen said he would check, but hadn't seen anything that would prohibit such a policy.

Unadopted Minutes

Mr. Morgan stated the district may set numbers and windows once each year, and limits can be revised if there are no pending applications.

Mr. Morgan told the group the law prohibits reciprocity agreements between districts, as this would constitute discrimination based on geography. Superintendent Prince said, if Albany decided not to release any students, but Corvallis had open enrollment and an Albany student requests a transfer to Corvallis, Albany would have to release the student during the open enrollment period of time.

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Mr. Bogatin asked if an adverse financial impact can be used to not allow a student to leave the district. Mr. Allen said financial impact could be a reason for the district to decide not to release students. Mr. Bogatin noted that the law states the Board must provide a written explanation to the student who is denied a transfer, and there are a lot of reasons that cannot be used. Mr. Allen replied the explanation could state the Board has decided not to release any students this year didn't see any reason why the Board couldn't use financial impact as a reason to not release students.

Director Schuster asked what was included in discussions at the ESD. Superintendent Prince said districts are questioning the impact. She said districts in the region have been friendly, but that doesn't mean we have taken all students. HB2747 is trying to eliminate any discrimination. She said there is a lot of confusion. Director Schuster commented that the bill has a 2-year limit. Perhaps we could deny all transfers then wait two years to see what changes are made.

Mr. Morgan said that changes to the current open enrollment relieved unintended consequences. The legislature didn't envision districts doing what they did, so the law was changed. There will be technical changes presented to the 2014 legislative session before the law goes into effect, but there will not be changes to the overriding policy. He added that the era of case-by-case inter-district transfers is over.

Mr. Morgan said there are now six different ways a student can attend school outside their residence district, all with their own rules. It is confusing for districts, as well as parents and students. He foresees a proposal to the 2015 legislature for changes in the way students transfer across the state.

Director Ball asked what deadline we have for making decisions about transfers. We have already delayed the transfer process. The legislative session doesn't start until February. She doesn't think we can wait for changes to the law before we proceed. Superintendent Prince answered that open enrollment begins March 1, so decisions for our district will need to be made by that date. She said we will need to make a best guess as we navigate the process this year.

Director Corrigan asked why we are postponing intra-district transfers because the law doesn't affect what we do within our district. Additionally, students within our district have priority. Superintendent Prince answered that we are looking at the whole

Unadopted Minutes

process. Conversation is needed about intra- and inter-district transfers. Mr. Bogatin added that the transfer process is being moved to the Student Services department. He would like the window to be narrowed and have one conversation about both kinds of transfers so that both kinds are processed at the same time, instead of ongoing.

Chair Sauret noted we have a cooperative inter-district process and asked if that process will be allowed to continue. Superintendent Prince answered that our process exists with HB2747 restrictions. We will need to make modifications to comply. Chair Sauret confirmed we will have to change our current process for inter-district transfers, and asked if processes for other transfers will also need to change. Mr. Allen said HB2747 only applies to inter-district transfers.

Director Schuster shared her concern that this is taking a lot of time that we don't have, with everything else to be done. Common sense is needed.

Mr. Morgan stated the legislature is telling districts, if you are going to become a statewide district and take students from all over the state, you must treat those transfer students as if they live in the district. You can't decide, are we going to serve a student or not.

Mr. Bogatin gave an example of the cost of serving students with special needs who transfer into our district. The district cannot ask about the needs of a student before the student comes into our district. Director Ball wondered about money coming with the student. Chair Sauret said we can't extend the local option levy outside our district. Levy dollars paid by Corvallis voters shouldn't be extended beyond our boundaries. Director Ball added that financial concerns must be taken into account. She added that, if we have been denying transfers based on factors such as race and ethnicity -- we must assume other districts have or it wouldn't be written into the law -- it must be stopped. This is about providing free and equitable education across Oregon.

Superintendent Prince said the issue isn't about whether or not to accept all students. The issue is about how the funding comes to our district. We want to serve students with disabilities, but it is difficult for some districts because of the 11% cap. The cap is a barrier to adequately fund higher needs students. If the state would adequately fund students with higher needs, this would not be an issue. If the money followed the students, we could better serve students. Director Ball asked if the legislature in February will address money following students. Mr. Morgan said the money is a state school funding formula. The legislature put together a task force that will report about funding to the legislature in 2015. He hopes the legislature will look at Special Education funding. Superintendent Prince said that Representative Gelser wrote into the law that the 11% cap would not apply to inter-district students, but it is difficult to track which students are within the cap. The funding formula is a barrier. Mr. Morgan encouraged Board members to email legislators.

Director Schuster asked why people transfer their children and added that there would be no need if schools were the same across the district. Chair Sauret noted that 63% of

Unadopted Minutes

those employed in Corvallis come from other communities. He asked how much information about transfer students is tracked. Mr. Bogatin said we ask the reason for the transfer, but that information isn't tracked. Superintendent Prince added there will be a deeper conversation at the Board work session in January.

Director Corrigan said she believes intra-district transfers should not be held up. She said we have closed schools and lost students to private schools. She wants families in Corvallis to feel served and know sooner, rather than later, which school their child will attend.

V. PUBLIC TESTIMONY

Chair Sauret read public testimony guidelines.

Josh Fryman, Woodland Drive, Corvallis: Mr. Fryman gave a 16-page copy of his written testimony to each Board member, then read portions of the statement. His concerns include the incorporation of software on iPads that bring security risks, lack of a written security statement with opt in/opt out choice, lack of training, system problems, lack of funding, lack of evidence that demonstrates technology devices improve student outcomes, the deliberate atmosphere of no public disclosure, the district taking on liability risks. He went on to ask why the district isn't addressing these topics, why inquiries aren't answered, and why there was no public discussion about iPads for students.

Tara Nierenberg, 2035 NW Sunview Drive, Corvallis 97330: Ms. Nierenberg requested that the district bring in an outside consultant regarding iPads for students. She asked that iPads not be distributed to students younger than middle school. Ms. Nierenberg said she has heard the reason iPads are being given to students is to increase graduation rates, but said there is no supporting evidence proving this outcome. She cited decreased teacher, peer, and family interaction with increased screen time. She encouraged the district to check assumptions, measure impacts and outcomes, and put a formal strategy in place.

Carolina Amador, 1790 NW Alta Vista Drive, Corvallis 97330: Ms. Amador stated that research addresses adverse health effects of increased screen time. Children of all ages spend excessive time in front of screens. The nature of the images poses potential harm to the developing brain. Children lose the opportunity to engage with others. Benefits don't outweigh the risks. There is a lack of appropriate guidelines for screen time for students. Families didn't receive media education. There is no policy for the amount of time spent with iPads in class and at home. The district needs goals and an evaluation program. Ms. Amador asked for the formation of a committee to research iPad use by students.

Craig Allen, 3j015 NE Lancaster Street, Corvallis 97330 and Al Hutchinson, 8035 NW Ridgewood Drive, Corvallis 97330 (Mr. Hutchinson spoke for both): Mr. Hutchinson's concern was about the sale of Fairplay School. He reviewed the timeline of the sale. He questioned the Board's stewardship of district finances. Chair Sauret asked Director of Finance and Operations Steve Nielsen if he sent out information about the sale of this property. Mr. Nielsen answered that he printed and sent out a timeline of the history of the sale. He said the sale was a ten-year process. The property was sold to Waldorf School in

Unadopted Minutes

2011 and proper procedures were followed. Superintendent Prince asked Mr. Nielsen to send the information to Mr. Allen and Mr. Hutchinson.

VI. STAFF TESTIMONY

Brenda VanDevelder, Corvallis Public Schools Foundation Director, 2110 NW Hayes, Corvallis 97330: Ms. VanDevelder shared Foundation news. Four Educators were recognized at the Back-To-School Rally. Ball Studio, a supporter of the Golden Apple awards, photographed the recipients. Ms. VanDevelder attended Hewlett-Packard's Charitable Giving kickoff. Even though HP has downsized since the 1990's, they are still supporters of the school district with in-kind gifts and cash matching program. College Hill High School now has In-Kind Gift program in place.

VII. CONSOLIDATED ACTION

No consolidated action items were held. It was moved by Director Adams and seconded by Director Corrigan to approve the consolidated action items. The motion was voted on by a show of hands and passed unanimously.

A. Licensed Personnel Recommendations

Recommendation to Hire:

Jared Callis: Math Teacher/Intervention Specialist, 0.67 FTE, Linus Pauling Middle School, effective October 23, 2013 (Temporary).

Charles Creighton: Orchestra Teacher, 0.50 FTE, Crescent Valley High School, effective October 22 to December 20, 2013 (Temporary).

Derek Michalski: Science Teacher, 0.33 FTE, Cheldelin Middle School, effective October 30, 2013 (Temporary).

Termination/Resignation/Layoff/Retirement:

Josh Beaudry: Science Teacher, 0.33 FTE, Cheldelin Middle School, effective October 31, 2013 (Resignation).

Brandon Correa: Orchestra Teacher, 0.33 FTE, Crescent Valley High School, effective October 15, 2013 (Resignation).

Voluntary Reduction:

Christy Tolliver: Math Teacher, 1.0 FTE, Cheldelin Middle School; voluntary reduction to 0.50 FTE.

B. Board Policy – JFCF – Hazing, Harassment, Intimidation, Bullying, Menacing – Revising – Second Reading
Board Policy – JFCFA/GBNAA – Cyberbullying – Rescinded – For Action

C. Board Policy – JHFE – Reporting of Suspected Child Abuse – Action Sheet – Revising – Second Reading

Unadopted Minutes

Board Policy – JHFF – Reporting Requirements Regarding Sexual Conduct With Students – Action Sheet – Revising – Second Reading

D. Minutes

August 19, 2013
September 9, 2013

VIII. CONSOLIDATED INFORMATION

No consolidated information items were discussed.

A. Non-Licensed Personnel Information

Recommendation to Hire:

Tiffany Bolman: Educational Assistant 2, 4 hrs, Crescent Valley High School, effective October 9, 2013 (Probationary).

Ruth Heninger: Educational Assistant 2, 6.5 hrs, Garfield Elementary School, effective October 28, 2013 (Limited Term).

Termination/Resignation/Layoff/Retirement:

Barbara Foster: Educational Assistant 2, 6.5 hrs, Adams Elementary School, effective October 28, 2013 (Resignation).

Alan Hardenbrook: Courier/Delivery Warehouse, 7.5 hrs, Facilities and Maintenance, effective October 8, 2013 (Resignation).

B. Board Policy – BBB – Board Elections – Revising – First Reading – For Information

C. Board Policy – BBFA – Board Member Ethics and Conflicts of Interest – Revising – First Reading – For Information
Board Policy BBFB – Board Member Ethics and Nepotism – Revising – First Reading – For Information

D. Administrative Regulation – IGBAG-IGBAJ – Information Sheet – For Information

E. September Unaudited Financials

IX. ADJOURNMENT

There being no further business before the Board, Chair Sauret adjourned the meeting at 9:08 p.m.

_____ _____

Tom Sauret, Board Chair Dr. Erin Prince, Superintendent

Prepared By: Myrna Campbell
S:DO/Super/Julie/Board/Minutes/2013/11-04-2013 minutes

Unadopted Minutes

Corvallis
SCHOOL DISTRICT

IX.A.3. November 18, 2013

MINUTES
Work Session of the
B O A R D O F D I R E C T O R S
Corvallis School District 509J

I. CALL TO ORDER AND ROLL CALL

The meeting was called to order at 5:15 p.m. in the library of Linus Pauling Middle School, 1111 NW Cleveland Avenue, Corvallis, Oregon. The secretary recorded those present as listed below.

BOARD MEMBERS PRESENT	EXECUTIVE STAFF PRESENT
Tom Sauret, Chair	Dr. Erin Prince, Superintendent
Chris Rochester, Vice Chair	Kevin Bogatin, Assistant Superintendent
Vincent Adams	
Judy Ball	
Lisa Corrigan	
Bill Kemper	
Anne Schuster	

A quorum was present and due notice had been published.

II. PLEDGE OF ALLEGIANCE

Chair Sauret led the group in the Pledge of Allegiance.

III. SCHOOL IMPROVEMENT PLANS: Corvallis High School Feeder Schools

Assistant Superintendent Kevin Bogatin welcomed the group and shared general information about School Improvement Plans (SIP). The intention of SIP goals is to focus on what is essential to improve student learning. Superintendent Prince added that data is used to determine areas needing improvement. Goals focus on identified areas to improve the learning of struggling students as well as those who need the ceiling lifted to excel. Mr. Bogatin noted there are no writing goals in the SIPs. The district is working to determine how to measure writing progress. It will be an area of focus in the next year or two as writing is implemented in RTI. Superintendent Prince urged the Board to look at the SIP goals through the lens of the School Board to determine how support can be provided through budgets, priorities, and policies.

A. Adams Elementary School

Principal Byron Bethards told Board members that he is developing ways to better communicate the SIP and goals to parents. Math is a goal of the Adams SIP for students on free/reduced lunch and students with disabilities. In the past, teacher

Unadopted Minutes

professional judgment was used to determine which students needed intervention. Now data will be used to develop interventions. Principal Bethards plans to enlist the help of university students to research and collect data. Support staff is receiving training on instructional strategies for working with students. Assistants work in the classroom instead of pulling students from class. ELD, Special Education, and RTI teachers meet with the principal for professional development sessions. Those teachers also work in the classroom instead of taking students out of class. IEPs are strength-based, building from a student's strengths instead of focusing on deficits. Questions the Adams staff will answer include how data is collected, how to create interventions, what is the philosophy of the school, and what fifth graders need to know. Non-negotiable blocks of time have been scheduled for reading and math.

B. Garfield and Lincoln Elementary Schools

Garfield Principal Leigh Santy and Lincoln Principal Marcianne Koetje were co-presenters. Those schools have joined together to create one School Improvement Plan. Neither school met their goals in any area last year. Scores would not be significantly different if ELL students were taken out of the data. The principals believe they have become schools of intervention. They want to take a step back from interventions and student subgroups to look at what is needed for all students. They will ensure that a solid core is in place and all students are literate. Their first goal is to determine what is being done for core literacy instruction and create a systematic curriculum. They hope to create a "playbook" for how teachers teach that can be used even when there is a high percentage of teacher turnover; there are ten new teachers at Lincoln this year, seven at Garfield. The key for these schools is to not lose ground. Two hours of literacy is included in the daily schedule, in addition to interventions. Literacy is the focus, but increasing math achievement is also a goal.

C. Jefferson Elementary School

Principal Melissa Harder told the Board that math is the goal of the school's SIP. Scores declined, especially for disabled and economically disadvantaged students. RTI goals are in math, writing, and behavior. Professional development is centered on learning how to use STAR assessments, differentiation, and curriculum alignment. Teachers are developing ways to make math a part of other subjects throughout the day. STAR is used to find out where students consistently struggle, then determine why the curriculum isn't covering those areas. Special Education teachers are working with students in the classroom. Principal Harder is following the progress of students who qualify for free/reduced lunch.

D. Linus Pauling Middle School

Principal Eric Beasley said that the school's focus is on engaging students in learning. He explained how rigor looks different for different students. The school received a grant from CH2M that will allow the school to double the number of math labs. This is the second year of math labs. An issue for the school is the decreased academic growth of students with disabilities and ELL students. Teachers are working to

Unapproved Minutes

increase the quality of instruction. Most students who attend the before-school math labs are ELL students. Transportation is an issue because it is difficult for some students to get to school early. Incentives are being offered for attendance. Teachers are accountable for increasing the gains of struggling students. The student population was analyzed for TAG, IEP, ELL, and Special Education students. STAR assessment data is being used to determine who is excelling and who needs intervention. Teacher goals are being aligned to the SIP.

E. Corvallis High School/College Hill High School

Corvallis High School Principal Matt Boring and College Hill High School Principal Eric Wright were co-presenters. Those high schools chose math over reading for their SIP goal. There are 32 seniors and 70 juniors who need to meet the math benchmark. Interventions are in place and FTE is devoted to the math goal. Students have been separated into subgroups: ELL, IEP, economically disadvantaged, Hispanic, etc. The school is redesigning curriculum instruction strategies. Principals are focusing on teacher evaluation. Some teachers are using an old model of instruction. Professional development will include instructional strategies and student engagement. There will be a strong focus on 9th grade; if 9th graders are successful, they will graduate. Students need to be able to see themselves as academically on track. An issue is trying to change student behavior that might have existed since kindergarten. Global Studies will be moved from 10th to 9th grade, included in a core of 9th grade subjects. Core teachers will focus on teaching learning strategies: how to take notes, how to work with others, etc.

After the school presentations, the group came back together with Assistant Superintendent Bogatin leading the discussion. Director Adams said that he heard strong praise for STAR during the school presentations. Mr. Bogatin said $80,000 was invested in the assessment program. Superintendent Prince added that the Board asked for more data about math and RTI. The administration listened.

Director Kemper said he saw that schools are not silos; effort is being made to work together. Director Schuster praised the quality of the leadership team, especially their interest, excitement, and competence. Director Ball commented on the format of the evening and how it was different from last year. She thought this year's presentations were more analytical, focused, and thoughtful. She was impressed by the new administrators. Director Corrigan said she hadn't before heard about STAR and that it answers her question about why things are done at certain levels.

Vice Chair Rochester said he was struck by the level of thinking, intellectual engagement, and candor of the principals. He said the message he heard was that more resources are needed for intervention. We aren't at the top of the intervention curve and things can't be done in a fragmented way. He suggested having conversations about systemic coherence.

Unadopted Minutes

Chair Sauret appreciated the willingness of administrators to acknowledge that change is needed. He praised the way principals are coordinating what is being taught. He thought STAR was a useful tool and encouraged administrators to look for other tools for which the Board could provide resources. Chair Sauret noted that the district needs to work seamlessly for success, and that includes the School Board. He emphasized that the Board needs to know the needs of administrators.

Superintendent Prince said we are fortunate to work with a stellar School Board. By having this evening of conversations in small groups, the Board finds out the needs of the district. She praised the administration team that dives into hard conversations about kids and stays unique but aligned. She said the powerful conversation with school staff is unprecedented. The district will find more tools to put in the hands of teachers so they are able to help all students. She praised Assistant Superintendent Bogatin for helping administrators focus on issues.

IV. ADJOURNMENT

There being no further business before the Board, Chair Sauret adjourned the meeting at 7:50 p.m.

_____ _____

Tom Sauret, Board Chair Dr. Erin Prince, Superintendent

Prepared By: Myrna Campbell
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Unadopted Minutes

Corvallis
SCHOOL DISTRICT

IX.A.4. December 2, 2013

MINUTES
Work Session of the
B O A R D O F D I R E C T O R S
Corvallis School District 509J

I. CALL TO ORDER AND ROLL CALL

The meeting was called to order at 5:10 p.m. in the library of Linus Pauling Middle School, 1111 NW Cleveland Avenue, Corvallis, Oregon. The secretary recorded those present as listed below.

BOARD MEMBERS PRESENT	EXECUTIVE STAFF PRESENT
Tom Sauret, Chair	Dr. Erin Prince, Superintendent
Chris Rochester, Vice Chair	Kevin Bogatin, Assistant Superintendent
Vincent Adams	Jenifer Duvall, Human Resources (arrived 5:25 p.m.)
Judy Ball	Steve Nielsen, Finance & Operations (arrived 5:30 p.m.)
Lisa Corrigan	
Bill Kemper	
Anne Schuster	

A quorum was present and due notice had been published.

II. PLEDGE OF ALLEGIANCE

Chair Sauret led the group in the Pledge of Allegiance.

III. SCHOOL IMPROVEMENT PLANS: Crescent Valley High School Feeder Schools

Assistant Superintendent Kevin Bogatin welcomed the group and shared general information about School Improvement Plans (SIP). He reminded the Board that plans are not all inclusive. High schools have a multitude of programs and goals not included in their SIP. The SIP is a narrow view that aligns outcomes with the achievement compact. School Improvement Plans have moved away from including behavior goals, even though it is an important aspect. Schools with behavior issues should make that a focus, along with academic achievement. Superintendent Prince encouraged Board members and principals to enjoy the evening's dialog.

A. Franklin K-8 School

Principal Aaron Hale told the Board that his staff is ready to seize the opportunity to develop student learning goals that align with building goals. Franklin teachers are pleased to see district and state goals in alignment. The School Improvement Plan includes all students. STAR and OAKS are being used to project student academic growth. Goals have been designed to include subgroup data that shows certain demographics are struggling and to ensure those students are served.

The SIP addresses four main areas: RTI, teacher effectiveness, standards based grading, technology. An RTI intervention specialist has been added to the staff.

Unadopted Minutes

Teachers have welcomed the teacher effectiveness goals. They have agreed with data that shows the effectiveness of the teacher is most important for student growth. One staff meeting each month will include professional development on engaging students and establishing a culture for learning. Teachers will look at proficiency based grading practices; several staff members worked on this goal during the spring and summer. Franklin's Site Council will determine the direction the school will take. The state report card was compared to the school's report card to design goals. Principal Hale attributed the achievement of Franklin students to teachers and their support of students.

B. Hoover Elementary School

Principal Bryan Traylor compared this year's SIP with last year's. Last year's plan included two subgroups: special education students and those who are economically disadvantaged. The economically disadvantaged at Hoover are a unique group. Many are from low income families where both parents are students at OSU, referred to as the temporarily poor. This year, that group was included with all Hoover students. Hoover has a large population of high achieving students.

Principal Traylor said the school is working to change the psychology of the school, and gave the example of students who don't think they can do math. He took a small group of those in 3rd grade and put them with an accomplished math teacher who taught them at grade level. The students finished the class knowing they can do math. This is a mindset shift for teachers – struggling students must be challenged. Resources have been shifted to math interventions, including instructional assistants.

C. Mt View Elementary School

Principal Rosemary O'Neil shared the fact that approximately 50% of students qualify for free/reduced lunch. A major concern is the test scores of students with disabilities. Only 35% met reading benchmarks. The SIP focuses on math in general and students with disabilities in particular. FTE was used to provide small group instruction for struggling students. Red zone students are tested every 10 days, yellow zone students every month, all students are tested three times per year.

Principal O'Neil said that teachers are overwhelmed with the new tests and designing new teaching strategies on top of everything else they must do. The RTI coach will use data to work with teachers as part of their professional development. In addition, teachers will learn and practice ways to improve student engagement, differentiation, instructional planning, and the use of iPads.

Principal O'Neil told teachers they can go where they want with the iPad initiative and need to decide where they want to be in three years. The vision they are creating includes three strands: ethical use of iPads, caring for iPads, using iPads for instruction. Parents who aren't convinced that iPads are useful are being asked to help with this planning. Another area of professional development around iPads will include the use of STAR data. Teachers should be able to identify struggling students and their needs, then use iPad applications for intervention. The hope is that iPads will

Unadopted Minutes

work to help struggling students when nothing else has; students love iPads. Principal O'Neil believes professional development must change from the model of teachers attending presentations. It should include active participation such as observation, demonstration, and peer coaching.

D. Wilson Elementary School

Principal Denise Gorthy designed the SIP to align math and reading with the achievement compact. There has been no growth in student test scores. Wilson is a Title 1 school and those resources are being spent for reading. Strategies are being developed to improve math scores. Building funds were used last year for math interventions, materials, and a math specialist. Data from the past ten years shows a downward trend; 31% of students need intervention. Research shows that 80% of students should meet benchmarks. Less than that shows a problem with instruction. The SIP math goal was written with instruction in mind. Interventions are being done in the classroom instead of pulling students from class. Principal Gorthy emphasized that what happens in the classroom needs to make a difference. As part of their professional development, teachers are identifying critical elements of math instruction and making a list of those things for the principal to watch for as she observes classes. Students being monitored are tested every two weeks.

Teachers were surveyed in the spring and asked what they see as the biggest Wilson challenge. Most answered it is student behavior. Thirty students were suspended last year, which is extreme for an elementary school. There were a couple of students whose behavior couldn't be handled by the school staff. One of them is currently in a program at Adams. Principal Gorthy found a philosophical difference about behavior among teachers. The Behavior Specialist was being asked to work with students on their classwork, which left insufficient time for behavior intervention. Principal Gorthy added extra time for the Behavior Specialist and, during a professional development session, teachers agreed to not use the Behavior Specialist's time for working with students on classwork. A SIP goal is that 80% of students will meet benchmarks over the next three years. Last year 55% of students qualified for free/reduced lunch; the percentage is currently 49%.

E. Cheldelin Middle School

Principal Jeff Brew and Assistant Principal Lisa Krause used OAKS and STAR data to predict the number of students who will meet benchmarks. It has been determined that students who qualify for free/reduced lunch are twice as likely to need intervention in reading. Those same students are three times as likely to need intervention in math. Intervention strategies will be designed through the lens of poverty.

The school adopted a flex schedule last year. The flex periods are used for enrichment classes for most students and for interventions for struggling students. The focus of those classes for struggling students is intervention and concentration on key concepts, not homework completion. Teachers must have a strong understanding of what students must know and be able to do.

Unapproved Minutes

Proficiency based grading is included in the SIP. Teachers will develop assessments and put grading agreements in place. There is a desire for middle schools to align grading systems. Pinnacle is designed to be a percentage system, which is hard to do with proficiency grading. All students were assessed in writing last year. Teachers agreed that something needed to be done about writing conventions. A PLC goal is focused on writing conventions. Teachers are concerned about the lack of professional development for writing, as well as the lack of materials needed to prepare to teach.

F. Crescent Valley High School

Principal Cherie Stroud and Assistant Principal Michael Beck showed Board members the trends over time in math, reading, writing, and graduation rates of 4- and 5-year students. Math is an area of strength. Reading is also an area of strength, except for the ELL subgroup. There was no growth in writing. An unsatisfactory percentage of 4-year students graduate, but a high rate of 5-year students graduate. Very few students drop out their senior year. A SIP goal is for all students to pass the OAKS as juniors. Part of the plan is to show freshmen how to get to graduation. A concern is that students who have been in the district since elementary school are not being identified for special education until high school. Currently, there are eleven students not making growth despite interventions. There is conversation about how to make the freshman year more rigorous.

After the school presentations, the group came back together with Assistant Superintendent Bogatin leading the discussion. He asked Board members to share their impressions of the school presentations.

Director Corrigan thanked principals for their honesty and willingness to tackle big problems. She said the presentations were enlightening.

Director Kemper noted that the difference between the group of schools at the November 18 meeting and this group was the diversity of schools; one size doesn't fit all.

Director Adams would like to have schools present their School Improvement Plans every year. He was pleased by the ability of each principal to use quantitative information to tell the story of their school. Schools are able to gather increasing amounts of quantitative information about students and principals were able to use the data to clearly show where students are struggling.

Vice Chair Rochester noted the amount of experience of the administrators. He was impressed by the level of engagement and concern principals have as they work to help students succeed. He added that the Board was interested in what principals had to say and Board members learned a lot.

Director Schuster praised the quality of the administrators. Principals are going above and beyond with writing and rising to challenges.

Unadopted Minutes

Director Ball appreciated the willingness of the administrators to spend time with the Board and to answer questions. She is pleased with math goals but wondered if administrators and schools are hamstrung by reduced resources needed for solid math instruction compared to years past. This will be something to think about during the budget process. She heard interesting new ideas, new perspectives from seasoned veterans, innovations for grading at the middle and high school levels, and elementary schools maximizing instruction by trying new things.

Chair Sauret thanked principals for being honest with the Board. He asked each principal what didn't work last year and heard that adjustments were made as principals realized they can't do the same thing every year and expect different outcomes. He reminded the group that the plans are living documents that change with different sets of students, challenges, and changes in staff. The plans must be flexible. He appreciated hearing how many administrators are using STAR to change how they plan interventions and track student performance. He was pleased to hear writing discussed, even if it wasn't in the SIP. He noted the interdependence of all in getting students to graduation. These meetings are the Board favorites that allow them to informally talk to administrators.

Crescent Valley Principal Cherie Stroud heard from each Board member that the extra work done by administrators was acknowledged. She said administrators love to talk about their schools, their struggles, and their successes. She appreciated the Board's willingness to listen.

Cheldelin Principal Jeff Brew said that thinking about the plans as they prepared their presentations make them more relevant. It is nice to share the plans with an audience and brings up their game.

Superintendent Prince reminded the group that last year's theme was around the need for RTI. She affirmed and recognized that the Board listened and took that theme through the budget process. This year the Board heard about STAR data and RTI being put into effect to drive instructional decisions. She upheld the Board's commitment and dedication to supporting schools. She also recognized school administrators for their dedication and love of students as they raise the ceiling for students, especially those who are struggling. She pointed out that the expertise and experience of the veteran administrators was evident.

IV. ADJOURNMENT

There being no further business before the Board, Chair Sauret adjourned the meeting at 7:45 p.m.

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Tom Sauret, Board Chair Dr. Erin Prince, Superintendent

Prepared By: Myrna Campbell

Unadopted Minutes

Corvallis
SCHOOL DISTRICT

IX.B. Licensed Personnel Recommendations

Corvallis School District 509J
Board of Directors

BOARD MEETING DATE: December 9, 2013 **FOR ACTION**

SUBJECT: Licensed Personnel Action

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1. Issue: Information on licensed-personnel recommendations

   a. Recommendation to Hire:
   Michael Fagan: Physical Ed/Health Teacher, 1.0 FTE, Linus Pauling Middle School, effective December 1, 2013 (Temporary).

   Gail Foster: ELL Teacher/Intervention Specialist/Reading Specialist, 1.0 FTE, Mt. View Elementary and Franklin Schools, effective December 1, 2013 (Temporary).

   Danielle Geissler: Fifth Grade Teacher, 1.0 FTE, Garfield Elementary School, effective November 20, 2013 (Temporary).

   Heidi Hill: Fifth Grade Teacher, 0.50 FTE, Hoover Elementary School, effective November 20, 2013 (Temporary).

   Kathi Holvey: TOSA, 1.0 FTE, Student Services, effective December 2, 2013 (0.65 FTE Probationary, 0.35 FTE Temporary).

   April Larson: Math Teacher, 0.67 FTE, Linus Pauling Middle School, effective November 25, 2013 (Temporary).

   b. Termination/Resignation/Layoff/Retirement:
   Christopher Becerra: Elective Teacher, 0.50 FTE, Corvallis High School, effective December 31, 2013 (Resignation).

   Michael Fagan: Physical Ed/Health Teacher, 1.0 FTE, Linus Pauling Middle School, effective November 30, 2013 (Retirement).

   Gail Foster: ELL Teacher/Intervention Specialist/Reading Specialist, 1.0 FTE, Mt. View Elementary and Franklin Schools, effective November 30, 2013 (Retirement).

   Kathi Holvey: Intervention/Reading Specialist, 0.65 FTE, Mt. View Elementary, effective December 1, 2013 (Resignation).

   Andrew Verhoogen Odden: Special Education Teacher, 1.0 FTE, Linus Pauling Middle School, effective June 16, 2103 (Resignation).

Jennifer Peterson: Math Teacher, 1.0 FTE, Linus Pauling Middle School, effective November 22, 2013 (Resignation).

c. Request for leave:
Andrew Verhoogen Odden: Special Education Teacher, 1.0 FTE, Linus Pauling Middle School; requesting 1.0 FTE leave beginning December 7, 2013 for the remainder of the 2013-14 school year.

ACTION REQUESTED: Approve recommendations.

CONTACT PERSON: Jennifer Duvall
Corvallis School District 509J
Board of Directors

Corvallis
SCHOOL DISTRICT

IX.C. Oregon School Boards Association Elections and Resolutions

Corvallis School District 509J
Board of Directors

BOARD MEETING DATE: **December 9, 2013** **FOR ACTION**

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

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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 resolutions. School Board action in a public meeting is required.

The Corvallis School Board shall vote on the following items:

OSBA Board Position 10
Candidates:

- Anne Schuster, Corvallis School District
- Donald Cruise, Philomath School District

Information about these candidates is accessible through the following link:
http://www.osba.org/About%20OSBA/Article/OSBA_Elections-Board.aspx

OSBA Legislative Policy Committee Position 10
Candidate:

- David Dowrie, Linn Benton Lincoln ESD

Information about this candidate is accessible through the following link:
http://www.osba.org/About%20OSBA/Article/OSBA_Elections-LPC.aspx

Resolution 1
Amends the OSBA constitution to correct inconsistencies in election procedures.

The text of the resolution is accessible through the following link:
http://www.osba.org/~/media/Files/About%20OSBA/Resolutions/2013-Resolution_change_election_process.pdf

Following Board action, Board Secretary Julie Catala will submit the official votes to OSBA on behalf of the Board.

ACTION REQUESTED: Approve Anne Schuster for the OSBA Board of Directors Position 10, approve David Dowrie for the OSBA Legislative Policy Committee Position 10, and adopt OSBA Resolution 1.

CONTACT PERSON: Tom Sauret, Board Chair

Corvallis
SCHOOL DISTRICT

X. CONSOLIDATED INFORMATION

X.A. Non-Licensed Personnel Information

BOARD MEETING DATE: December 9, 2013 **FOR INFORMATION ONLY**

SUBJECT: Non-licensed Personnel Information

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1. Issue: Information on non-licensed-personnel

    a. Recommendation to Hire:
    Scott Berdahl: Courier/Delivery Warehouse, 8 hrs, District Office, effective November 18, 2013 (Probationary).

    Josh Copeland: Educational Assistant 2, 6.5 hrs, Adams Elementary School, effective November 19, 2013 (Probationary).

    Joanne Johnson: Educational Assistant 2, 2 hrs, Mt. View Elementary School, effective November 4, 2013 (Limited Term).

    David Miller: Campus Steward 1, 8 hrs, Wilson Elementary School, effective January 1, 2014 (Limited Term).

    Judie Ratner: Educational Assistant 2/LRC, 7.5 hrs, Lincoln Elementary School, effective December 1, 2013 (Limited Term).

    b. Termination/Resignation/Layoff/Retirement:
    Evelyn Courtney: Food Service Specialist, 5.25 hrs, Adams Elementary School, effective October 29, 2013 (Resignation).

    David Miller: Campus Steward 1, 8 hrs, Wilson Elementary School, effective December 31, 2013 (Retirement).

    Karen Nelson: Registrar 2, 8 hrs, Corvallis High School, effective June 30, 2014 (Retirement).

    Denise Purdy: Fiscal Clerk 2, 8 hrs, Crescent Valley High School, effective November 30, 2013 (Retirement).

    Catherine Olson: Administrative Assistant 3, 8 hrs, District Office, effective December 13, 2013 (Resignation).

    Rhiana Orr: Administrative Assistant 2/OA, 8 hrs, Lincoln Elementary School, effective December 20, 2013 (Resignation).

    Judie Ratner: Educational Assistant 2/LRC, 7.5 hrs, Lincoln Elementary School, effective November 30, 2013 (Retirement).

Ed Strowbridge: Student Behavior Support 3, 8 hrs, Corvallis High School, effective June 13, 2013 (Retirement).

Janet Walker: Administrative Assistant 2, 8 hrs, Corvallis High School, effective June 30, 2014 (Retirement).

Tracy Yon: Food Service Assistant, 5.5 hrs, Lincoln and Philomath Elementary Schools, effective November 7, 2013 (Termination).

Donald Young: Maintenance 1, 8 hrs, Corvallis High School, effective December 31, 2013 (Retirement).

c. Voluntary Reduction:
Janet English-Young, EA2 at Franklin, will reduce from 4.5 hrs to 3.5 hrs effective 11/18/13.

CONTACT PERSON: Jennifer Duvall

Corvallis
SCHOOL DISTRICT

X.B. Unaudited Financial Statements - October 31, 2013

Corvallis School District 509J
Board of Directors

FOR INFORMATION

BOARD MEETING DATE: December 9, 2013

SUBJECT: October 31, 2013 Financial Statements (Unaudited)

The Statement of Revenues and Expenditures for the period ending October 31, 2012 and 2013 follows this report. 2013-14 year-to-date revenues total $11.2 million or 21.3 percent of total revenue budgeted as compared to 2012-13 of 17.5 percent.

Current Highlights

Revenues:

Property and local option tax revenues are down a combined $35,212 as of this report date. Funds collected at this point in the year are property taxes from previous tax years. November is the start of collections for 2013 tax year. Staff project to see a noticeable decline in the tax collections due to the $1.8 million HP and Comcast refunds and tax deferrals. As this revenue is a factor in the State School Formula, the District will see an offset in the state revenues.

Expenditures:

Support services expenditures are up $399,000 as compared to October last year. A factor in the increase is due to payment timing differences of $242,698 for student transportation costs. The contract with First Student is July 1, 2010 - June 30, 2015, and provides for a 2.5 percent annual increase. These costs are expected to come in at the budgeted amount.

Previously Reported Highlights

October year-to-date state revenues for general support for 2013-14 are $11.0 million as compared to $8.4 million for the prior year. This reflects both the increase in the statewide K-12 education budget and an increase to the District's portion of state revenues due to the HP appeal that reduced projected local revenue. The District planned the 2013-14 State School Fund budget accordingly and the revenue is on track with budgeted expectations at 44.6 percent as of the end of October.

The District received the county assessors' Notification of Property Taxes Imposed for 2013-14. 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 $3,890,200 for Local Option Levy, and the imposed amount is $3,933,826. This is $288,014 less than last year's imposed amount. Furthermore, as a result of the property tax refund to Hewlett-Packard (HP) and deferred taxes to HP and Comcast, collections are projected to be $3,535,768 which is $354,432 below budget. This will be watched closely throughout the year and into the future as it impacts the next fiscal year.

General Fund expenditures through October are higher than the prior year by $773,749. Expenditures for 2013-14 overall are 24.2 percent of budget through the end of October and 2012-13 expenditures were 23.8 percent of budget. In addition to contracted salary increases, several key program changes are reflected in the year-to-date increase. In the Instructional category, 1:World supplies and materials purchases of approximately $296,000 were made in the first quarter along with $303,000 from the Facilities Grant. Software and license purchases for the STARS reading and math program cost $112,000. In 2013-14, the Supporting Services category does not include any funding transfers to the Early Retirement Fund as the program is now fully funded, a budgeted decrease of $480,650 from the prior year.

Corvallis School District 509J
Board of Directors

The Schedule of Investments and Cash Disbursements for October 2013 are included as part of this report. If you have any questions or would like additional information please contact me.

Presenter:	**Steve Nielsen, Director of Finance and Operations**
Supplementary Materials:	**1. Statement of Revenue and Expenditures, Fiscal year to date as of October 31, 2012 and 2013**
	2. Schedule of Investments as of October 31, 2013
	3. Schedule of Cash Disbursements greater than or equal to $1,000 for the period of October 1 - 31, 2013.

Corvallis School District 509J
Statement of Revenues and Expenditures
Fiscal Year to Date as of October 31, 2012 and 2013 Respectively (Unaudited)

General Fund

	FY2012-13			FY2013-14		
	Budget	Actual		Budget	Actual	
Revenues:						
Local Sources						
Property Taxes	$ 23,055,300	$ 133,697	0.6%	$ 22,950,000	$ 105,756	0.5%
Local Option Taxes	4,541,500	29,094	0.6%	3,890,200	21,823	0.6%
Earnings on Investments	100,000	26,278	26.3%	100,000	24,001	24.0%
Other	316,000	65,851	20.8%	394,000	62,531	15.9%
Intermediate Sources	230,000	-	-	260,000	848	0.3%
State Sources						
General Support	20,577,265	8,400,849	40.83%	24,719,368	11,020,205	44.6%
State School Fund - Subaccount	-	-	-	-	-	-
Common School Fund	603,120	-	-	494,332	-	-
Other	83,000	-	-	83,000	-	-
Federal Sources	8,000	-	-	9,000	8,971	99.7%
Total Revenue	$ 49,514,185	$ 8,655,769	17.5%	$ 52,899,900	$ 11,244,135	21.3%
Expenditures:						
Instruction	$ 30,924,859	$ 6,408,328	20.7%	$ 32,646,155	$ 6,784,942	20.8%
Supporting Services	20,718,041	5,890,860	28.4%	21,488,032	6,290,124	29.3%
Community Services	124,300	32,040	25.8%	127,370	29,911	23.5%
Facilities Improvements	1	-	-	1	-	-
Transfers to Other Funds	2	-	-	2	-	-
Total Expenditures	$ 51,767,203	$ 12,331,228	23.8%	$ 54,261,560	$ 13,104,977	24.2%
Excess of Revenues over Expenditures	$ (2,253,018)	$ (3,675,459)		$ (1,361,660)	$ (1,860,842)	
Beginning Fund Balance	7,971,475	8,249,911	103.5%	6,324,100	6,629,956	104.8%
Budgeted Contingencies	3,242,747	-		2,322,445	-	
Unappropriated Ending Fund Balance	2,475,710	-		2,639,995	-	
Fund Balance, October 31	$ -	$ 4,574,452		$ -	$ 4,769,114	

Corvallis School District 509J
Schedule of Investments
October 31, 2013

Type of Investment	Investment Date	Maturity/ Call Date	No. of Days	Bond Equivalent Yield	Purchase Price	Par (Maturity) Value
Total Investments outside of Local Government Investment Pool:					$ -	$ -
				Average Annualized Rate		
Local Government Investment Pool:						
General Account				0.54%		$ 17,888,638
Debt Service Account				0.54%		20
Subtotal LGIP [1]						$ 17,888,658
Local Government Investment Pool - Pension Bond Debt Service:						
Pension Bond Debt Service Account:[2]				0.54%		$ 907,150
Total Investments						$ 18,795,808

1. The maximum amount (in any combination of accounts) that the Local Government Investment Pool (LGIP) allows in an account is $45,405,443.
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.

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%	100.0%
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%	0.0%
TOTAL		100.00%

Benchmarks as of 10/31/13:

3-Month U. S. T-Bill bond equivalent yield:	0.04%
3-Mo. Jumbo CDs	0.04%

Corvallis School District 509J
Schedule of Cash Disbursements greater than or equal to $1,000
For the period of October 1, 2013 - October 31, 2013

Fund, Object, Vendor	Amount
100 - General Fund	**$ 631,059.18**
Charter School Payments	**$ 42,698.93**
INAVALE COMMUNITY PARTNERS, INC	$ 42,698.93
Computer Software	**$ 16,135.59**
RENAISSANCE LEARNING, INC	$ 8,138.59
UNIVERSITY OF OREGON	$ 1,150.00
ROSETTA STONE LTD.	$ 6,847.00
Consumable Supplies and Materials	**$ 68,109.46**
COASTWIDE LABORATORIES	$ 4,925.16
HOME DEPOT CREDIT SERVICES	$ 3,734.44
PLATT ELECTRIC SUPPLY CO	$ 1,746.89
OFFICE MAX	$ 20,674.36
REXIUS	$ 4,226.55
WELLS FARGO REMITTANCE CENTER	$ 4,238.37
SHIRT CIRCUIT	$ 1,933.07
SCHOOL SPECIALTY	$ 4,677.51
TIME FOR KIDS	$ 1,237.80
CCI	$ 2,351.83
E.L. ACHIEVE	$ 1,569.40
FOLLETT EDUCATIONAL SERVICES	$ 4,799.46
MOUNTAIN HOME BIOLOGICAL	$ 1,679.50
NEW MORNING BAKERY	$ 1,232.50
SAXTON BRADLEY	$ 4,361.00
SAWSTOP, LLC	$ 1,011.98
FREESTYLE	$ 1,510.31
KING OFFICE EQUIPMENT INC	$ 1,199.33
PRO BARK	$ 1,000.00
Other Non-instructional Professional and Te	**$ 26,483.02**
HAWKINS, DELAFIELD & WOOD LLP	$ 3,588.52
MAXIM HEALTHCARE SERVICES	$ 15,853.50
MBM IMPAC	$ 1,541.00
PBS ENGINEERING & ENVIRONMENTAL INC	$ 5,500.00
Printing and Binding	**$ 2,327.25**
HENDERSONS OFFICE SYSTEMS	$ 2,327.25
Reimbursable Student Transportation	**$ 244,036.16**
GO GET'EM TAXI AND TRANSPORT LLC	$ 8,565.00
FIRST STUDENT INC	$ 234,413.48
MINDY DYE	$ 1,057.68

Fund, Object, Vendor	Amount
100 - General Fund Continued	
Repairs and Maintenance Services	**$ 46,103.98**
REYNOLDS ELECTRIC, INC.	$ 7,050.55
TIM BREWER TREE & STUMP SERVICE INC	$ 3,140.00
ANALYTICAL LABORATORY & CONSULTANT	$ 3,454.00
SYNERGY SECURITY SOLUTIONS	$ 3,476.00
A-1 GARAGE DOOR AND GUTTER	$ 1,911.00
ADVANCED WOODCRAFT	$ 3,385.00
BOILER & COMBUSTION SERVICE INC	$ 11,165.71
CAMPBELL CONSTRUCTION NW	$ 6,620.00
KONE INC	$ 1,821.72
OMLID & SWINNEY	$ 2,690.00
ROBERT LLOYD SHEET METAL, INC	$ 1,390.00
Travel, Out of District	**$ 10,670.00**
COSA	$ 1,925.00
APPLE, INC	$ 4,995.00
MARRIOTT DOWNTOWN	$ 3,750.00
Telephone	**$ 1,593.16**
AT&T MOBILITY-ACCT#837370420 (TECH)	$ 1,593.16
Garbage	**$ 8,633.52**
REPUBLIC SERVICES	$ 8,633.52
Legal Services	**$ 8,335.98**
LUVAAS COBB	$ 3,221.50
THE HUNGERFORD LAW FIRM LLP	$ 5,114.48
Fuel	**$ 5,943.69**
BENTON COUNTY PUBLIC WORKS	$ 2,783.12
NW NATURAL	$ 3,160.57
Water and Sewage	**$ 22,132.86**
CITY OF CORVALLIS	$ 22,132.86
Electricity	**$ 49,815.28**
PACIFIC POWER AND LIGHT	$ 40,398.73
CONSUMERS POWER INC	$ 9,416.55
Non-reimbursable Student Transportation	**$ 7,991.59**
FIRST STUDENT INC	$ 1,158.26
CITY OF CORVALLIS_	$ 6,833.33
Equipment $5,000 and greater	**$ 9,606.24**
NORTHWEST PLAYGROUND EQUIPMENT IN	$ 9,606.24

Fund, Object, Vendor	Amount
100 - General Fund Continued	
Instructional, Professional and Technical Se	**$ 45,830.00**
GATEWAY ACADEMY, LLC	$ 35,000.00
WASHINGTON STATE SCHOOL FOR THE BLII	$ 10,830.00
Textbooks	**$ 1,013.42**
FOLLETT EDUCATIONAL SERVICES	$ 1,013.42
Audit Services	**$ 2,500.00**
INAVALE COMMUNITY PARTNERS, INC	$ 2,500.00
Copier Charges	**$ 11,099.05**
OREGON STATE UNIVERSITY PRINTING	$ 11,099.05
296 - Grants Fund	**$ 158,757.24**
Consumable Supplies and Materials	**$ 13,617.13**
OETC	$ 5,641.82
SHIRT CIRCUIT	$ 1,140.00
SCHOOL SPECIALTY	$ 5,585.71
E.L. ACHIEVE	$ 1,249.60
Other Non-instructional Professional and Te	**$ 28,775.39**
BOYS & GIRLS CLUB OF CORVALLIS	$ 28,775.39
Repairs and Maintenance Services	**$ 24,883.00**
REYNOLDS ELECTRIC, INC.	$ 24,883.00
Travel, Out of District	**$ 12,373.98**
NATIONAL SCIENCE TEACHERS ASSOCIATIO	$ 1,295.00
OREGON STATE UNIVERSITY DEPT REC SPO	$ 1,008.00
DOUBLE TREE BY HILTON HOTEL ALBUQUEI	$ 2,142.48
LA COSECHA 2013	$ 5,628.00
NORTHWEST DISTRICT LCMS	$ 1,215.50
OASL FALL CONFERENCE	$ 1,085.00
Textbooks	**$ 79,107.74**
NORTHWEST TEXTBOOK DEPOSITORY	$ 50,172.77
PEARSON EDUCATION.	$ 28,934.97
297 - Student Body Funds	**$ 41,606.10**
Computer Software	**$ 1,250.00**
IMPACT APPLICATIONS INC	$ 1,250.00
Consumable Supplies and Materials	**$ 27,417.37**
OFFICE MAX	$ 1,192.52
WELLS FARGO REMITTANCE CENTER	$ 3,811.35
COSTCO-ALBANY	$ 1,321.40
SHIRT CIRCUIT	$ 3,667.20
NO DINX INC	$ 3,155.38
B & H ELECTRONICS/PHOTO/VIDEO	$ 2,966.47
SCHOOL DATEBOOKS	$ 2,367.05
ANDYMARK, INC	$ 1,020.68
HERFF JONES - YEARBOOKS	$ 3,980.97
OREGON SHAKESPEARE FESTIVAL	$ 1,133.00
TOTAL GYM COMMERCIAL, LLC	$ 2,801.35

Fund, Object, Vendor	Amount
297 - Student Body Funds Continued	
Printing and Binding	**$ 1,678.91**
HENDERSONS OFFICE SYSTEMS	$ 1,678.91
Non-reimbursable Student Transportation	**$ 9,967.11**
FIRST STUDENT INC	$ 9,967.11
Copier Charges	**$ 1,292.71**
OREGON STATE UNIVERSITY PRINTING	$ 1,292.71
204 - District Donation Fund	**$ 20,715.44**
Travel, Student Out of District	**$ 2,967.44**
BOYS & GIRLS CLUB OF CORVALLIS	$ 1,625.00
RIVERHOUSE HOTEL & CONVENTION CENTI	$ 1,342.44
Equipment $5,000 and greater	**$ 17,748.00**
NORTHWEST PLAYGROUND EQUIPMENT IN	$ 17,748.00
702 - Corvallis Public School Foundation Func	**$ 6,640.00**
Scholarships	**$ 1,640.00**
CORVALLIS PUBLIC SCHOOLS FOUNDATION	$ 1,640.00
Contributions and Donations From Private S	**$ 5,000.00**
CORVALLIS PUBLIC SCHOOLS FOUNDATION	$ 5,000.00
203 - Food Service Fund	**$ 97,751.86**
Food - Food Service Only	**$ 30,319.29**
LOCHMEAD DAIRY	$ 11,425.61
DUCK DELIVERY PRODUCE INC	$ 12,495.20
FRANZ FAMILY BAKERIES	$ 3,776.33
SYSCO FOOD SERVICE	$ 1,122.15
RIVERWOOD ORCHARD AND FARM	$ 1,500.00
Printing and Binding	**$ 7,560.00**
FRANKLIN PRESS	$ 7,560.00
Repairs and Maintenance Services	**$ 3,657.00**
BENTON COUNTY PUBLIC WORKS	$ 2,560.00
JORGENSEN BROS INC	$ 1,097.00
Fuel	**$ 1,174.60**
BENTON COUNTY PUBLIC WORKS	$ 1,174.60
Inventories	**$ 55,040.97**
COSTCO-ALBANY	$ 1,965.29
FOOD SERVICE OF AMERICA	$ 25,668.32
MCDONALD WHOLESALE CO	$ 19,926.09
SYSCO FOOD SERVICE	$ 5,462.84
NORTHWEST DISTRIBUTION SERVICES	$ 2,018.43
208 - Construction Excise Tax & Land Fund	**$ 35,523.50**
Architect/Engineer Services	**$ 35,523.50**
DULL OLSON WEEKES ARCHITECTS P.C.	$ 35,523.50

Fund, Object, Vendor	Amount
298 - Designated Revenue Fund	**$ 38,047.27**
Computer Software	**$ 11,325.00**
NORTHWEST TECHNICAL PRODUCTS	$ 11,325.00
Consumable Supplies and Materials	**$ 17,936.27**
GRAINGER	$ 3,840.30
OFFICE MAX	$ 1,809.80
SCHOOL SPECIALTY	$ 3,712.75
GEORGIE'S CERAMIC & CLAY CO - PORTLAN	$ 3,003.42
WORLD'S FINEST CHOCOLATES	$ 5,570.00
Other Non-instructional Professional and Te	**$ 1,750.00**
WELLS FARGO REMITTANCE CENTER	$ 1,750.00
Travel, Student Out of District	**$ 2,460.00**
OREGON MUSEUM OF SCIENCE & INDUSTR	$ 1,260.00
THE KENNEDY CENTER	$ 1,200.00
Equipment-like items $1,000 - $4,999	**$ 4,576.00**
JERRY'S HOME IMPROVEMENT CENTER	$ 4,576.00
601 - Insurance Fund	**$ 69,617.16**
Consumable Supplies and Materials	**$ 2,030.00**
AED PROFESSIONALS	$ 2,030.00
Group Insurance	**$ 30,259.41**
WILLAMETTE DENTAL GROUP (GROUP Z13	$ 10,687.50
LIFEMAP ASSURANCE COMPANY	$ 17,346.99
SAIF CORPORATION	$ 2,224.92
Other Non-instructional Professional and Te	**$ 24,644.25**
BARKER-UERLINGS INSURANCE, INC	$ 9,491.25
CITY OF CORVALLIS_	$ 5,203.00
INDEPENDENT ACTUARIES INC	$ 6,500.00
CPR WORKS, LLC	$ 3,450.00
Property Insurance Premiums	**$ 2,614.00**
AMERICAN BANKERS INSURANCE CO	$ 2,614.00
Buildings Acquisition	**$ 10,069.50**
BROTHERS PLUMBING LLC	$ 10,069.50
Grand Total	**$ 1,099,717.75**

Corvallis
SCHOOL DISTRICT

X.C. Board Policy GBI—Gifts and Solicitations—Revised—First Reading

Corvallis School District 509J
Board of Directors

BOARD MEETING DATE: December 9, 2013 **FOR INFORMATION**

SUBJECT: Board Policy GBI—Gifts and Solicitations—Revised—First Reading

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Issue: Board policy GBI—Gifts and Solicitations has been updated to include staff awards. It includes the wording from a separate board policy GBIA—Staff Awards. Board policy GBIA will then be rescinded along with the second reading of board policy GBI.

Options Considered: Not combining the policies.

Involvement: District office staff.

Consequences: Policies will be duplicated.

Cost Impact: None.

CONTACT PERSON(S): Kevin Bogatin, Kerry Richey

CORVALLIS SCHOOL DISTRICT 509J

Code: GBI
Adopted: 7/89
Revised/Readopted: 8/30/99, 3/9/09
Original Codes: 3540, 3570, 4630, 4670

GIFTS AND SOLICITATIONS

Students and their parents shall be discouraged from giving personal gifts of significant material value to district employees. The Board welcomes as appropriate the writing of letters to staff members by students and/or parents expressing gratitude and appreciation.

Individual employees will refrain from giving gifts[1] to staff members who exercise any direct or indirect administrative or supervisory jurisdiction over them. Collecting money for group gifts is discouraged except in special circumstances such as bereavement, serious illness or for retirement gifts. Staff-initiated "sunshine funds" are exempt from this policy.

Individual employees must be accountable for maintaining integrity and avoid accepting anything of value offered by another for the purpose of influencing his/her professional judgment. Awards presented to employees in recognition of professional accomplishments by professional organizations or public agencies may be accepted and are the property of the employee.

All employees are prohibited from accepting personal gifts or gratuities from companies or organizations doing business with the district. (Material value is defined as $50 from a single source in a single year.)

No member of the district staff will solicit students, parents, or other employees during work/school hours or in the work/classroom area for the purpose of selling or promoting the sale of goods or services from which any personal financial gain may be derived. No solicitation of staff, students, or parents by outside vendors will be permitted in the work/classroom area or during work/school time. With prior approval by the building administrator or designee, an individual or vendor may display goods or promotions outside of the work/classroom area for staff, students, or parents to view on personal time. This display of goods by the vendor will be restricted to an area to be determined by the administrator or designee.

This policy is not to be construed to prohibit the solicitation of district purchasing agents by regular educational and school supply vendors.

END OF POLICY

[1]"Gift" means something of economic value given to a public official or the public official's relative or household member without valuable consideration of equivalent value, including the full or partial forgiveness of indebtedness, which is not extended to others who are not public officials or the relatives or household members of public officials on the same terms and conditions; and something of economic value given to a public official or the public official's relative for valuable consideration less than that required from others who are not public officials. See ORS Chapter 244 for gift definition exceptions.

Legal References:
ORS 244.10-244.400
ORS 339.880

OAR 584-020-0000 to -0045
OAR 199-005-0005 to 199-020-0020

Cross References:

Policy BBF—Board Member Conduct
Policy GBC—Staff Ethics
Policy KH—Public Gifts to the District
Policy KI/KJ—Public Solicitation/Advertising in District Facilities
Policy KJA—Distribution of Announcements and Community Information

Corvallis
SCHOOL DISTRICT

X.D. Board Policy GCAB—Personal Communication Devices and Social Media—Staff—Revised—First Reading

Corvallis School District 509J
Board of Directors

BOARD MEETING DATE: December 9, 2013 **FOR INFORMATION**

SUBJECT: Board Policy GCAB—Personal Communication Devices and Social Media—Staff—Revised—First Reading

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Issue: The Oregon School Boards Association has revised board policy GCAB—Personal Communication Devices and Social Media—Staff to address employee off-duty conduct using personal communication devices and social media sites. This policy now prohibits school employees, while on duty or off duty, from using personal communication devices in a manner that interferes with staff duty and responsibility for students.

The revised policy requires employees to treat fellow employees, students, and the public with respect while posting on social media sites in order to prevent substantial disruption to school, and gives the district a tool for addressing disruptions in school caused by an employee's off-duty conduct. The updated policy advises employees that their off-duty conduct on personal communication devices and social media sits could lead to discipline up to and including termination.

Options Considered: Not revising the policy.

Involvement: District office staff.

Consequences: Policy will remain outdated.

Cost Impact: None

CONTACT PERSON(S): Jennifer Duvall, Kerry Richey

CORVALLIS SCHOOL DISTRICT 509J

Code: GCAB
Adopted: 4/5/10

Personal Communication Devices and Social Media—Staff

Staff possession or use of personal communication devices on district property, in district facilities during the work day, and while the staff is on duty in attendance at district-sponsored activities may be permitted subject to the limitations set forth in this policy and consistent with any additional school rules as may be established by the superintendent. At no time will a personal communication device be used in a manner that interferes with staff duty and responsibility for the supervision of students.

A "personal communication device" is a device, not issued by the district that emits an audible signal, vibrates, displays a message, or otherwise summons or delivers a communication to the possessor of the device. These devices include, but are not limited to, walkie talkies, ~~either~~ long- or short-range portable radios, portable scanning devices, cellular telephones, pagers, personal digital assistants (PDAs), laptop computers, and similar devices with wireless capability. This also includes other digital audio and video devices such as, but not limited to, iPods, iPads, radios, and TV.

Personal cellular telephones/pagers and other digital audio and video devices shall be silenced during instructional or class time, while on duty, or at any other time where such use of the device would cause a disruption of school activities or interfere with work assignment. Cellular telephones that have the capability to take photographs or video shall not be used for such purposes while on district property or while a staff member is on duty in district-sponsored activities, unless as expressly authorized by the principal or designee. Laptop computers and PDAs brought to school will be restricted to classroom or instructional-related activities only. The district will not be liable for loss or damage to personal communication devices brought to district property and district-sponsored activities.

Staff members, while on duty and off duty, who utilize social network sites (e.g., Facebook, MySpace, and Twitter), public websites, and blogs will do so judiciously by not posting confidential information about students, staff, or district business. Staff members, while on duty and off duty, will treat fellow employees, students, and the public with respect while posting in order to prevent substantial disruption in school.

Communication with students beyond the school day will be appropriate, professional, and related to school assignments or activities. When communicating with students electronically, staff should use district-sponsored options including grading programs or district e-mail utilizing mailing lists to a group of students rather than individual students. Texting students and using social network sites when communicating with students is discouraged.

Communication with students using personal communication devices regarding non-school-related matters is prohibited during work hours and strongly discouraged at all other times.

~~Staff members who use social network sites (e.g., Facebook, MySpace, and Twitter) for personal use will not post confidential information about students, staff, or district business. Staff members will treat fellow employees, students, and the public with respect while posting.~~

Exceptions to the prohibitions set forth in this policy may be made for health, safety, or emergency reasons with superintendent or designee approval.

Staff are subject to disciplinary action up to and including dismissal for using a personal communication device in any manner that is illegal or violates the terms of this policy. Staff actions on social network sites, public websites, blogs, and other social media, while on or off duty, which disrupt the school environment, are subject to disciplinary action up to and including dismissal. A "disruption" for purposes of this policy includes, but is not limited to, one or more parents threatening to remove their children from a particular class or particular school, and/or a threatened or actual negative impact on the learning environment. The taking, disseminating, transferring, or sharing of obscene, pornographic, or otherwise illegal images or photographs, whether by electronic data transfer or otherwise (commonly called texting, sexting, e-mailing) may constitute a crime under state and/or federal law. Any person taking, disseminating, transferring, or sharing obscene, pornographic, or otherwise illegal images or photographs, will be reported to law enforcement and/or other appropriate state or federal agencies.

The superintendent shall ensure that this policy is available to all employees.

END OF POLICY

Legal Reference(s):

ORS 167.054
ORS 167.057
ORS 163.432
ORS 163.433
ORS 163.684
ORS 163.686
ORS 163.688
ORS 163.689
ORS 163.693
ORS 163.687
ORS 163.700
ORS 326.011
ORS 326.051
ORS 332.072
ORS 332.107

U.S. CONST. amend. XVIII, § 1466A
U.S. CONST. amend. XVIII, § 1470
U.S. CONST. amend. XX, § 7906
U.S. CONST. amend. XX, § 6777
Copyrights, Title 17, as amended, United States Code; 19 CFR Part 133 (2001).
Melzer v. Bd. Of Educ., City of New York, 336 F.3d 185 (2d Cir. 2003).
Ross v. Springfield Sch. Dist., No. FDA 80-1, aff'd, 56 Or. App. 197, rev'd and remanded, 294 Or. 357 (1982), order on remand (1983), aff'd, 71 Or. App. 111 (1984), rev'd and remanded, 300 Or. 507 (1986), order on second remand (1987), revised order on second remand (1988).

Corvallis
SCHOOL DISTRICT

X.E. Board Policy GCPB—Resignation of Staff—Revised—First Reading

Corvallis School District 509J
Board of Directors

BOARD MEETING DATE: December 9, 2013 **FOR INFORMATION**

SUBJECT:
Board Policy GCPB—Resignation of Staff—Revised—First Reading

Issue: Board policy GCPB—Resignation of Staff has been updated to include classified staff. It includes the wording from a separate board policy GDPB—Resignation of Classified Employees. Board policy GDPB will then be rescinded along with the second reading of board policy GCPB.

Options Considered: Not revising the policy.

Involvement: District office staff

Consequences: Policies will be duplicated.

Cost Impact: None

CONTACT PERSON(S): Jennifer Duvall, Kerry Richey

CORVALLIS SCHOOL DISTRICT 509J

Code: GCPB
Adopted: 3/8/99
Revised/Readopted: 3/8/10

Resignation of Staff

A licensed staff member who wishes to resign from his/her position with the district must give written notice at least 60 days prior to the date he/she wishes to leave district employment. The superintendent is authorized to accept the resignation effective the day it is received and either release the licensed staff member immediately from further teaching or administrative obligations or inform the licensed staff member that he/she must continue teaching for part or all of the 60-day period. Exceptions due to emergency or other extenuating circumstances may be considered by the superintendent.

Where less than a 60-day notice is given, the superintendent may request the Teacher Standards and Practices Commission to discipline the licensee.

A written notice of resignation of a classified employee shall be filed with the immediate supervisor at least two weeks prior to the date of resignation. Such timeline may be waived under extenuating circumstances. The superintendent or designee is authorized to accept resignations of classified employees effective sooner than at the end of the two-week period. ~~the day they are received~~.

END OF POLICY

Legal References:

ORS 342.553
ORS 652.140
OAR 581-022-1720

Pierce v. Douglas County Sch. Dist., 297 Or. 363 (1984).

Corvallis
SCHOOL DISTRICT

X.F. Board Policy ING—Animals in District Facilities—Revised—First Reading

Corvallis School District 509J
Board of Directors

BOARD MEETING DATE: December 9, 2013 **FOR INFORMATION**

SUBJECT:
Board Policy ING—Animals in District Facilities—Revised—First Reading
Administrative Regulation ING-AR(1)—Handling of Animals—Revised—For Information
Administrative Regulation ING-AR(2)—Assistance Animals in District Facilities—New—For Information

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Issue: Senate Bill 610 modifies the definition of assistance animals and restricts the district from asking a person with an assistance animal the nature of their disability or to provide documentation that the animal is an assistance animal. The new legislation does allow the district to ask the person if the animal is required due to a disability, and if it is not readily apparent, the nature of the work or task the animal is trained, or is being trained to do or perform.

Schools often have educational projects conducted and lessons taught involving live organisms in schools or in school related activities such as science fairs, science clubs, and science competitions. The study of living organisms is essential for an understanding of living processes. This study must be coupled with the observance of humane animal care and treatment. The district follows guidelines developed by the National Science Teachers Association and the National Association of Biology Teachers in regards to the inclusion of animals in the K-12 classroom. Board Policy ING—Animals in District Facilities—has been changed to include this reference.

Administrative Regulation ING-AR(1)—Handling of Animals has been updated to include the designation "(1)." Administrative Regulation ING-AR(2)—Assistance Animals in District Facilities has been added and will provide information about any assistance animals.

Options Considered: Not revising the policy or adopting the administrative regulations.

Involvement: District office and building staff.

Consequences: Policy will remain outdated and procedures may be unclear.

Cost Impact: None

CONTACT PERSON(S): Kevin Bogatin, Kerry Richey

CORVALLIS SCHOOL DISTRICT 509J

Code: ING
Adopted: 5/10/99
Revised/Readopted: 9/12/11, 1/14/13

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 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 persons with a disability would be an exception to this policy.
~~Service animals shall be an exception to this policy.~~

The district follows guidelines developed by the National Science Teachers Association (NSTA) and the National Association of Biology Teachers (NABT) in regards to the inclusion of animals in the K-12 classroom. NSTA supports the decision of science teachers and their school or school district to integrate live animals and dissection in the K-12 classroom.

END OF POLICY

Legal Reference(s):

ORS 346.620
ORS 659A.400
OAR 581-053-0010
OAR 581-053-0230(9)(j)
OAR 581-053-0330(1)(q)
OAR 581-053-0430(16)
OAR 581-053-0531(15)
Americans with Disabilities Act of 1990, 104 Stat. 327, 42 U.S.C. § 12101 et seq. (2006); 28 CFR §§ 35.104, 35.136 (2006).
Americans with Disabilities Act Amendments Act of 2008.

~~ORS 336.067~~
~~OAR 581-053-0015~~
~~OAR 581-053-0545(4)(c)(V)~~
~~OAR 581-053-0550(5)(u)~~

Corvallis
SCHOOL DISTRICT

X.G. Administrative Regulation ING-AR(1)—Handling of Animals—Revised—For Information

CORVALLIS SCHOOL DISTRICT 509J

Code: ING-AR(1)
Adopted: 5/10/99

Handling of Animals

The Board expects that all students will participate in the basic instructional program offered by the district.

This program may offer the inclusion of animals as a tool for teaching or as a visual aid. Due to allergies or other concerns, parents may request a student be excused from handling or touching any animal brought to school.

Such a request may be made directly to the teacher or principal of the school. The teacher or principal will be responsible for acting upon the request in a timely fashion.

I request that my child, _____, not handle or touch any animal in the classroom unless my specific prior approval has been obtained.

Parent _____ Date _____

Corvallis
SCHOOL DISTRICT

X.H. Administrative Regulation ING-AR(2)—Assistance Animals in District Facilities—New—For Information

CORVALLIS SCHOOL DISTRICT 509J

Code: ING-AR(2)
Adopted:

Assistance Animals in District Facilities

Please provide the following information about the assistance animal.

1. Parent/Staff and emergency contact information:_____
_____
_____

2. Type of assistance animal (breed, age, and history): _____
_____

3. Insurance company insuring the assistance animal: _____
Attach proof of insurance ❒ Received ❒ Not Received
Agent name and address: _____
Phone number of insurance agent: _____

4. Proof of current and proper vaccinations: ❒ Received ❒ Not Received

5. Is the assistance animal required due to a disability? ❒ Yes ❒ No

6. Is the student/staff able to independently care for the service animal's needs (e.g., bathroom, feeding, cleaning up, messes, hygiene)? ❒ Yes ❒ No

7. Describe the nature of the work or task the assistance animal is trained, or is being trained to do or perform to meet the student's/staff's individual needs: _____
_____
_____

Corvallis
SCHOOL DISTRICT

X.I. Board Policy JEC—Admissions—Revision—First Reading

Corvallis School District 509J
Board of Directors

BOARD MEETING DATE: December 9, 2013 **FOR INFORMATION**

SUBJECT: Board Policy JEC—Admissions—Revision—First Reading
Board Policy JECA—Admission of Resident Students—Revision—First Reading

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Issue: The Oregon School Boards Association has clarified language in Board Policy JEC—Admissions and Board Policy JECA—Admission of Resident Students regarding the admission for a student who is not yet 21 years of age at the beginning of the school year.

Options Considered: Not revising the policies

Involvement: District office staff

Consequences: Policies will remain outdated.

Cost Impact: None

CONTACT PERSON(S): Kevin Bogatin, Kerry Richey

CORVALLIS SCHOOL DISTRICT 509J

Code: JEC
Adopted: 6/28/99
Revised/Readopted: 12/10/07

ADMISSIONS**

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

Special Education

Special education students shall be served from ages 0-21, unless the student has received a regular high school diploma.

Nonspecial Education

Students not in special education shall be served from ages 5-19 or may be served until age 21 if still working toward a diploma.

State law requires students to be age six on or before September 1 to enter first grade; and age five on or before September 1 to enter kindergarten.

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

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

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

Admission of Resident Students

School-age students who live within the district attendance area may attend school without paying tuition.

1. Students who turn 19 years of age during the school year shall continue to be eligible for a free and appropriate public education for the remainder of the school year.

2. The Board may admit otherwise eligible students who are not receiving special education and who have not yet attained 21 years of age prior to the beginning of the current school

year if they are shown to be in need of additional education in order to receive a diploma. These students may attend school without paying for tuition for the remainder of the school year.

3. The Board shall admit otherwise eligible students who have not yet attained age 21 prior the beginning of the current school year, if the student is receiving special education services and

   a. Has not yet received a regular high school diploma; or

   b. Has received a modified diploma, an extended diploma, or an alternative certificate.

~~Students located in the district shall not be excluded from admission where they are otherwise eligible, and not yet attained the age of 19 prior to the beginning of the current school year. The district may admit an otherwise eligible person who is not receiving special education and who has not yet attained 21 years of age prior to the beginning of the current school year if the person is shown to be in need of additional education in order to receive a diploma.~~

Students living in the district who have attained the age of majority are considered residents of the district. Minor students living with parents who reside in the district are considered residents of the district. Students who are wards of the court and who are placed in the district are residents of the district. Final determination on any remaining questions of residency shall be made by the State Superintendent of Public Instruction.

END OF POLICY

Legal Reference(s):

ORS 109.056
ORS 327.006
ORS 336.092
ORS 339.010
ORS 339.020
ORS 339.030
ORS 339.115
ORS 339.125
ORS 339.133
ORS 339.134
ORS 433.267
OAR 581-022-0705

~~SB 215 (2007)~~

Illegal Immigration and Immigration Reform Act of 1996, 8 U.S.C. §§ 1101, 1221, 1252, 1224, 1363, 1367 (2006).
McKinney-Vento Homeless Education Assistance Improvements Act of 2001, 42 U.S.C. §§ 11431-11435 (2006).
Assistance to States for the Education of Children with Disabilities, 34 C.F.R. § 300.122 (2006).

Corvallis
SCHOOL DISTRICT

X.J. Board Policy JECA—Admission of Resident Students—Revision—First Reading

CORVALLIS SCHOOL DISTRICT 509J

Code: JECA
Adopted: 6/28/99
Revised/Readopted: 12/10/07

Admission of Resident Students**

School-age students who live within the district attendance area between the ages of 5-19 shall attend school without paying tuition.

1. ~~Residents over age 19 who have a diploma may be admitted with the approval of the superintendent and upon payment of tuition at the rate established by the Board.~~ Students who turn 19 years of age during the school year shall continue to be eligible for a free and appropriate public education for the remainder of the school year.

2. The Board may admit otherwise eligible students who are not receiving special education and who have not yet attained 21 years of age prior to the beginning of the current school year if they are shown to be in need of additional education in order to receive a diploma. ~~or age 21 if receiving special education services and have not yet received a regular high school diploma~~. These students may attend school without paying tuition for the remainder of the school year.

3. The Board shall admit otherwise eligible students who have not yet attained age 21 prior to the beginning of the current school year if the student is receiving special education services and

   a. Has not yet received a regular high school diploma; or
   b. Has received a modified diploma, an extended diploma, or an alternative certificate.

4~~3~~. Students with disabilities voluntarily placed outside the home by their parent may continue to attend the school the student was attending prior to the placement as a district resident when the student's parent and school staff can demonstrate it is in the student's best interest.

5~~4~~. The Board may, based on district criteria, deny regular school admission to students who have become residents and who are under expulsion from another school district for reasons other than a weapons policy violation.

6~~5~~. The Board shall deny, for at least one calendar year from the date of the expulsion, regular school admission to students who have become residents and who are under expulsion from another school district for a weapons policy violation.

7~~6~~. The Board may, based on district criteria, provide alternative programs of instruction to students expelled for a weapons policy violation.

END OF POLICY

Legal References:

ORS 109.056
ORS 327.006
ORS 339.115
ORS 339.133
ORS 339.134
ORS 433.267
~~SB 215 (2007)~~

Corvallis
SCHOOL DISTRICT

X.K. Administrative Regulation JFCF-AR—Hazing/Harassment/Intimidation/Bullying/Menacing—Revised—For Information

Corvallis School District 509J
Board of Directors

BOARD MEETING DATE: December 9, 2013 **FOR INFORMATION**

SUBJECT:
Administrative Regulation JFCF-AR—Hazing/Harassment/Intimidation/Bullying/Menacing—Revised—For Information

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Issue: We are committed to providing a positive and productive learning and working environment, wanting to make sure complaints are investigated thoroughly and documented. This administrative regulation has been reviewed and updated based on input from a parent, staff, and our legal counsel.

Options Considered: Not revising administrative regulation.

Involvement: District office staff, Legal counsel, Leadership team

Consequences:

Cost Impact: None

CONTACT PERSON(S): Kevin Bogatin, Kerry Richey

CORVALLIS SCHOOL DISTRICT 509J

Code: JFCF-AR
Adopted: 6/28/99
Revised/Readopted: 11/4/02, 8/18/08, 2/7/11 3/14/11, 10/7/13

Hazing/Harassment/Intimidation/Menacing/Bullying/Cyberbullying/Teen Dating Violence Complaint Procedures—Students

Any student who believes that he/she has been hazed, harassed, intimidated, menaced, bullied, cyberbullied, or a victim of teen dating violence is encouraged to use this complaint procedure. A complaint should be filed as soon as possible after the incident(s). Complaints will be investigated promptly (within 10 school ~~five working~~ days of receipt). Every effort will be made by the administration to preserve confidentiality and protect the student's privacy to the extent the investigative process allows.

The district will in no way retaliate against a person who files a complaint or tolerate staff or other students retaliating against a complainant.

If hazing, harassment, intimidation, menacing, bullying, cyberbullying, or an incident of teen dating violence is not found, the district still may determine that the conduct was inappropriate and require that such conduct be stopped.

Informal Complaint Process

Students may use an informal complaint procedure. This seeks to achieve a resolution that both the complainant and the alleged perpetrator agree upon.

An informal complaint may be oral or in writing. It should be brought to the student's building administrator or other district staff member. If the matter is brought to another district staff member first, the staff member will inform the building administrator of the situation as soon as possible.

The complainant may be advised of ways to resolve the problem on his/her own. If that is unsuccessful or if the complainant does not wish to confront the alleged perpetrator, the administrator will discuss the complaint with the alleged perpetrator and an informal resolution may be proposed. The complainant may accept or reject the proposed resolution.

If the proposed resolution is accepted, the administrator will keep a record of the complaint and its resolution. The administrator also will follow up with the complainant to ensure that the problem has in fact been resolved. ~~If the proposed resolution is rejected or the complaint cannot be resolved, the administrator will investigate and resolve the case according to the formal complaint procedure.~~ This informal process ends, in all cases, with an acceptance or rejection of the proposed resolution. Upon completion of the informal process, a written record of the complaint and its proposed or accepted resolution shall be kept by the administrator for a minimum of two years, together with

written documentation of any follow-up by the administrator on the complaint. This written documentation shall be made available for review in any subsequent, related formal complaint.

Formal Complaint Procedure

The building administrator[1] ~~or district department director~~ has responsibility for investigations concerning hazing, harassment, intimidation, menacing, bullying, acts of cyberbullying, or incidents of teen dating violence. ~~The investigator(s) shall be a neutral party having had no involvement in the complaint presented.~~ The investigator will be a district employee with no involvement in the actions that are the subject of the complaint. The principal may recommend to the superintendent the use of an outside (non-staff member) investigator.

All complaints will be investigated promptly in accordance with the following procedures:

Step 1 Any hazing, harassment, intimidation, menacing, bullying, acts of cyberbullying, incidents of teen dating violence information (complaints, rumors, etc.) shall be presented to the building principal or district department director. Complaints against the principal or district department director shall be filed with the superintendent. Complaints against the superintendent shall be filed with the Board chair. All such information will be reduced to writing and will include the specific nature of the offense and corresponding dates.

Step 2 The district official receiving the complaint shall investigate promptly. Parents will be notified of the nature of any complaint involving their student. The district official will arrange such meetings as may be necessary with all concerned parties within 10 school ~~five working~~ days after receipt of the information or complaint. The parties will have an opportunity to submit evidence and a list of witnesses. All findings related to the complaint will be reduced to writing. The district official(s) conducting the investigation shall notify the complainant and parents as appropriate, when the investigation is concluded and a decision regarding disciplinary action, as warranted, is determined.

A copy of the notification letter or the date and details of notification to the complainant, together with any other documentation related to the incident, including disciplinary action taken or recommended, shall be forwarded to the superintendent.

Step 3 If the complainant is not satisfied with the decision at Step 2, he/she may submit a written appeal to the superintendent or designee. Such appeal must be filed within 10 working days after receipt of the Step 2 decision. The superintendent or designee will arrange such meetings with the complainant and other affected parties as deemed necessary to discuss the appeal. The superintendent or designee shall provide a written decision to the complainant's appeal within 10 working days.

Step 4 If the complainant is not satisfied with the decision at Step 3, a written request for review may be filed with the Board. Such request for review must be filed within 10 working

[1]Required by state law House Bill 2599 (HB 2599)

days after receipt of the Step 3 decision. In an attempt to resolve the complaint, the Board shall meet with the concerned parties at a regular Board meeting.
~~The Board shall, within twenty working days, conduct a hearing at which time the complainant shall be given an opportunity to present the complaint.~~ The Board shall provide a written decision to the complainant within 10 working days following the completion of the hearing.

Time

The number of days given at each level shall be regarded as a maximum and every effort will be made to expedite the process, unless extenuating circumstances require the superintendent to extend the length of the investigation.

Direct complaints related to educational programs and services may be made to the U.S. Department of Education, Office for Civil Rights.

Documentation related to the incident may be maintained as part of the student's education records.

HARASSMENT COMPLAINT FORM

Name of complainant _____

Position of complainant _____

Date of complaint _____

Name of alleged harasser _____

Date and place of incident or incidents _____

_____

Description of misconduct _____

_____

_____

Name of witnesses (if any) _____

_____

_____

Evidence of harassment, i.e., letters, photos, etc. (attach evidence if possible) _____

_____

Any other information _____

_____

_____

I agree that all of the information on this form is accurate and true to the best of my knowledge.

Signature _____

Date _____

WITNESS DISCLOSURE FORM

Name of Witness_____

Position of Witness_____

Date of Testimony/Interview_____

Description of Instance Witnessed_____

_____

_____

_____

_____

Any Other Information_____

_____

_____

_____

I agree that all the information on this form is accurate and true to the best of my knowledge.

Signature _____

Date _____

Corvallis
SCHOOL DISTRICT

XI. 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