Corvallis
SCHOOL DISTRICT

NOTICE

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

Date & Time	Meeting Type	Location	Agenda
Monday, April 14, 2014 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

Monday, April 14, 2014
6:30 PM

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

Meeting Details: Monday, April 14, 2014, 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. ACTION ON MATTERS DISCUSSED IN EXECUTIVE SESSION

V. APPROVE CONTRACT WITH OSEA (Oregon School Employees Association)

Corvallis School District 509J
Board of Directors

BOARD MEETING DATE: April 14, 2014 **FOR ACTION**

SUBJECT: Oregon School Employees Association, Chapter 2 Contract

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Issue:
Ratification of the contract opener, focused on economics, between Oregon School Employees Association, Chapter 2 (OSEA) and the Corvallis School District for 2014-15. (See document noting contract changes under separate cover.) The full contract runs through June 30, 2015.

Recommendation:
Ratify the contract.

Involvement:
Contract negotiations with OSEA took place February and March 2014. The Board met in Executive Session to set parameters for bargaining and provide guidance to the District Bargaining Team. On March 19, 2014, OSEA and District Bargaining Teams reached tentative agreement on a contract agreement that fell within the financial parameters set by the Board. The agreement is for one year.

ACTION REQUESTED: Ratify the contract.

CONTACT PERSON(S): Jennifer Duvall, Human Resources Director

Tentative Agreement March 19, 2014:

-One year
-No furlough days (full contract year)
-Steps for those eligible
-2.5% COLA eff. 7/1/14
-Insurance $15/mth increase
-30 day wait period for insurance
-Insurance calculation method follows same as teacher calculation for one year (sunsets 6/30/15)
-Hours chart for insurance - status quo

RE: 4 plan max (not sure appropriate for district to put this on table at this time), but open to discussing, would like number of EEs per plan, take to benefit committee, review and committee recommends changes(no guarantee eff. 2014-15 yr)
TA items

Signatures:

Cydnie Meyer

Marta DeCoster

Jennifer Duvall

Erin Prince

Corvallis
SCHOOL DISTRICT

VI. STUDENT REPRESENTATIVE REPORTS

VII. SUPERINTENDENT'S REPORT

VIII. STAFF AND PUBLIC TESTIMONY (20 minutes)
NOTE: In order to testify, complete the orange request card at the meeting and turn it in to the Board Secretary **before** the meeting begins. See attached guidelines for providing input to the School Board.

Corvallis School District 509J
How to Provide Input to the School Board

Effective 02-19-14

The Corvallis School Board values the opinions and input of community patrons. As such, the purpose of this document is to provide general guidelines about how to make the most of your time when communicating with the School Board. The public may offer public testimony during certain School Board meetings or correspond in writing via email or U.S. mail, as outlined below.

I. Public Testimony

Members of the public have the opportunity to share their ideas and opinions with the Board during the agenda item labeled *Public Testimony*. These opportunities are offered only at certain School Board meetings.

To request the opportunity to offer public testimony

A. Complete a *Request to Address the Board* card, which can be found on a table at or outside the entrance of the meeting room.
B. Complete all requested information. The Board Secretary will notify you if any information has been omitted or is unclear.
C. Be specific regarding the topic about which you wish to speak. The Board Secretary will contact you if the topic is unclear or too general.
D. Give the completed Request to Address the Board card to the Board Secretary at the head table **before** the meeting begins.
E. Failing to fully and clearly complete the card and/or to submit it to the Board Secretary before the meeting begins may affect your opportunity to testify at the meeting.

Rules for Public Testimony

1. If you're called to testify:
    - Proceed to the podium in front of the Board.
    - Only one person at a time will be allowed at the podium, with exceptions at the board chair's discretion.
    - State your name and address, and the topic you will address before you begin.
        - These are a matter of public record and will not count against your time.
        - Exception: Current students may omit their address but should state the school they attend.

2. Direct your comments to the Board. The Board Chair will refer any questions or requests for action to the proper person for a response at a later date.

3. Keep your comments to the specified time allotted.
    - You will be signaled when you have 30 seconds remaining.
    - You will be signaled when your time is up.

4. If others have testified before you about the same issue, please state that fact and either decline to testify or limit your comments to points not already stated.

5. If a group wishes to speak:
    - Please designate one spokesperson for the group; that person will stand at the podium.
    - In order to maintain the meeting schedule, repetitious comments will not be permitted.

6. Speakers may offer objective criticism of district operations and programs but the Board will not hear complaints concerning individual district personnel.
    - Any such complaints must be handled following the steps outlined in policy KL and administrative regulation KL-AR, copies of which are available during meetings at which public testimony is allowed, or online at http://policy.osba.org/corvall/KL/index.asp.
    - Complaints regarding budget, programs, or other district issues also should be handled by first following the steps outlined in policy KL.

7. Undue interruption or other interference with the orderly conduct of Board business cannot be allowed.
    - Defamatory or abusive remarks are always out of order.
    - The board chair may terminate the speaker's privilege of address if, after being called to order, the speaker persists in improper conduct or remarks.

Important information

A. The board secretary will sort the *Request to Address the Board* cards that are complete and were received before the meeting begins into sets by topic, then will shuffle each set and place them face down at her place.

B. When it is time for public testimony, the board secretary will draw one card from each set, in turn, and announce the name of the person who will be called up to testify.

C. If you are called upon to testify, you will be allowed only a small amount of time to do so; usually three minutes are granted, but it could be less at the discretion of the board chair.

D. If more testimony requests are submitted than can be accommodated during the allotted time on the board's agenda, you might not be called upon to provide your testimony. In that case, please refer to section II – Written Correspondence, should you wish to provide your comments in written form.

E. When you testify, your name, address and testimony are matters of public record, except for student addresses.

F. Although it is not required, you may wish to prepare a written outline for your comments or to write out your testimony in its entirety.

G. Although providing a written copy of your testimony is not required, should you wish to provide it:
- Please include your name, address and telephone number on the document.
- You may either provide the board secretary with one copy of your written testimony to distribute at a later date, or you may bring 13 copies to the meeting for the board secretary to distribute to those at the head table.
  - One copy will be filed as part of the official board record.
- The same holds true for any handouts you wish the board to receive.

H. If you wish to submit a letter or any form of written comments:
- Copies will be provided to all board members and key staff members.
- The document will be kept in the district office as part of the official board record.
- Letters, emails and other written materials are considered public record.

II. Written Correspondence

Letters, emails and other written materials submitted to the Board are considered public record. In lieu of public testimony, you may send a letter via U.S. mail to: Corvallis School Board, Attn: Julie Catala, P.O. Box 3509J, Corvallis, OR 97339. Also, you may send an email to: schoolboard@corvallis.k12.or.us. This will send your e-mail to all board members at one time. Others who will receive emails sent to this address: superintendent, assistant superintendent/student services director, human resources director, finance and operations director, and executive assistant to the superintendent and board of directors.

III. Telephone Communication

Citizens also may contact board members by telephone:

Judy Ball	541-758-1671 or 240-997-1222
Lisa Corrigan	541-758-7442
Bill Kemper	541-754-0943 or 541-740-0728
Chris Rochester	541-224-1880
Vincent Adams	541-738-4324 or 541-240-4055
Tom Sauret	541-758-2244
Anne Schuster	541-752-1060 or 541-207-8021

Corvallis
SCHOOL DISTRICT

IX. SPECIAL REPORTS

IX.A. Achievement Compact Update

Achievement Compact Worksheet

2014-2015

College and Career Ready: Are students completing high school ready for college or career?

	9th graders of 2008-09	Disadvantaged	9th graders of 2009-10	Disadvantaged	9th graders of 2010-11	Disadvantaged	9th graders of 2011-12	Disadvantaged	4-year Goal 2014-15**	Disadvantaged
4-Year Graduation Rate	67.5%	47.0%	71.9% +	54.3% -	75.0%	64.0%				
5-Year Completion Rate	86.8% +	77.8% +	86.0%	79.0%						
Earning 9+ College Credits					50.0%	30.0%				
Post-Secondary Enrollment					80.0%	72.0%				

Progression: Are students making sufficient progress toward college and career Assessment?

	All 2011-12	Disadvantaged	All 2012-13	Disadvantaged	All 2013-14*	Disadvantaged	Goal for All 2014-15	Disadvantaged	4-Year Goal (2017-18)**	Disadvantaged
Kinder Assessment Participation					> 95%	> 95%				
3rd Grade Reading Proficiency	86.4%	75.8%	81.2%	67.6%	89.0%	79.0%				
5th Grade Math Proficiency	74.4%	58.0%	73.0%	56.9%	77.0%	63.0%				
6th Grade Not Chronically	89.2%	83.3%	87.9%	82.8%	92.0%	86.0%				
8th Grade Math Proficiency	77.9%	59.9%	72.2%	52.8%	81.0%	65.0%				
9th Grade Credits Earned			87.0%	76.0%	90.0%	79.0%				
9th Grade Not Chronically Absent	77.9%	68.1%	79.3%	68.1%	81.0%	73.0%				

Equity: Are students succeeding across all buildings and populations? (Disaggregated data and goals for each disadvantaged student group listed on pages 2-4)

	2012-13	2013-14	2014-15	2015-16 Goal	4-Year Goal (2018-19)**
Priority & Focus Schools (includes schools with lowest overall rating on Oregon Report			0	0	0

Local Priorities: What other measures reflect key priorities in the district? (optional, up to 3)

	All 2011-12	Disadvantaged	All 2012-13	Disadvantaged	All 2013-14	Disadvantaged	All 1-Year Goal	Disadvantaged	All 4-Year Goal**	Disadvantaged
9th Grade Algebra Completion					85.0%					
8th Grade Writing Proficiency					85.0%					
5th Year Running Start Participants					75	50.0%				

Investment: What is the public investment in the district? (does not include capital investments)

	2012-13	2013-14*	2014-15*	2014-15 QEM calculation of district
Formula Revenue	$44,367,229	$47,989,497		$59,014,605
Local Revenue not passed through formula		$4,334,200		
Federal Revenue		$3,916,000		
State Grants not passed through formula		$219,000		

***KEY for 2013-2014 ACHIEVEMENT COMPACT**: *Estimate based on most recent available data. **4-Year Goal optional*

NOTE: ODE will populate the white fields. Gray fields for current and past data are optional, as are the fields for local priorities.

NOTE: Districts should fill in the blue fields with their percent targets, provided student counts are six or more.

Notes: Preliminary 2014-15 Achievement Compact

Red Text = Goals for current year (data not yet ready)
Green Boxes = New data since last compact
Yellow Boxes = Estimates; ODE will fill in later

April 4, 2014

Equity: Are students succeeding across all buildings and populations?									
9th Graders of 2008-09									
	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Black (not of Hispanic origin)	Hispanic origin	American Indian / Alaska Native	Pacific Islander	Asian (not included in aggregate)	TAG (not included in aggregate)
4-Year Graduation Rate	45.7%	32.4%	31.5%	36.4%	55.9%	25.0%	100.0%	57.1%	87.6%
5-Year Completion Rate	77.4% +	64% -	75% +	80% -	74.6% -	*(66.7%) *	*(100.0%) *	94.4% +	>95 +
Earning 9+ College Credits									
Post-Secondary Enrollment									
2011-12 results									
Kinder Assessment Participation	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3rd Grade Reading Proficiency	72.7%	60.0%	68.1%	85.7%	63.2%	66.7%	100.0%	100.0%	97.6%
5th Grade Math Proficiency	54.7%	47.7%	41.1%	80.0%	59.7%	16.7%	100.0%	86.7%	100.0%
6th Grade Not Chronically Absent	82.0%	89.4%	79.0%	80.0%	85.5%		100.0%	97.1%	89.1%
8th Grade Math Proficiency	55.5%	50.0%	37.9%	60.0%	68.5%	50.0%	75.0%	91.7%	98.1%
9th Grade Credits Earned									
9th Grade Not Chronically Absent	63.5%	51.9%	65.8%	92.3%	64.5%	33.3%	100.0%	100.0%	87.8%

9th Graders of 2009-10									
	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Black (not of Hispanic origin)	Hispanic origin	American Indian / Alaska Native	Pacific Islander	Asian (not included in aggregate)	TAG (not included in aggregate)
4-Year Graduation Rate	53.3% +	38.5% -	33.3% -	44.4% -	51.5% -	33.3% *	*(50.0%) *	85.7% +	88.8% -
5-Year Completion Rate	77.0%	68.0%	79.0%	70.0%	72.0%	43.0%	95.0%	92.0%	95.0%
Earning 9+ College Credits									
Post-Secondary Enrollment									
2012-13 results									
Kinder Assessment Participation	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3rd Grade Reading Proficiency	64.4%	46.8%	57.6%	100.0%	52.7%	66.7%	100.0%	100.0%	100.0%
5th Grade Math Proficiency	54.8%	43.6%	41.5%	50.0%	52.6%	25.0%	0.0%	87.5%	98.6%
6th Grade Not Chronically Absent	81.6%	93.3%	80.4%	80.0%	91.8%	100.0%		100.0%	93.8%
8th Grade Math Proficiency	53.3%	33.3%	38.2%	37.5%	43.4%	50.0%	40.0%	83.3%	100.0%
9th Grade Credits Earned	71.0%	90.0%	61.0%	95.0%	79.0%	86.0%	95.0%	95.0%	95.0%
9th Grade Not Chronically Absent	62.8%	90.9%	65.0%	85.7%	74.6%	33.3%	75.0%	97.3%	91.3%

9th Graders of 2010-11									

Achievement Compact Worksheet

2014-2015

	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Black (not of Hispanic origin)	Hispanic origin	American Indian / Alaska Native	Pacific Islander	Asian (not included in aggregate)	TAG (not included in aggregate)
4-Year Graduation Rate	56.0%	42.0%	41.0%	46.0%	63.0%	35.0%	95.0%	64.0%	91.0%
5-Year Completion Rate									
Earning 9+ College Credits	30.0%	30.0%	30.0%	30.0%	30.0%	30.0%	30.0%	50.0%	50.0%
Post-Secondary Enrollment	73.0%	58.0%	61.0%	93.0%	66.0%	100.0%	87.0%	87.0%	95.0%
2013-14 results									
Kinder Assessment Participation	95.0%	95.0%	95.0%	95.0%	95.0%	95.0%	95.0%	95.0%	95.0%
3rd Grade Reading Proficiency	70.0%	43.0%	62.0%	100.0%	58.0%	100.0%	100.0%	95.0%	95.0%
5th Grade Math Proficiency	61.0%	46.0%	51.0%	100.0%	60.0%	100.0%	100.0%	88.0%	95.0%
6th Grade Not Chronically Absent	85.0%	95.0%	83.0%	83.0%	95.0%	95.0%	100.0%	95.0%	95.0%
8th Grade Math Proficiency	60.0%	37.0%	49.0%	48.0%	53.0%	95.0%	100.0%	91.0%	95.0%
9th Grade Credits Earned	76.0%	93.0%	66.0%	95.0%	82.0%	89.0%	95.0%	95.0%	95.0%
9th Grade Not Chronically Absent	68.0%	94.0%	70.0%	95.0%	78.0%	43.0%	95.0%	95.0%	94.0%

9th Graders of 2011-12									
	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Black (not of Hispanic origin)	Hispanic origin	American Indian / Alaska Native	Pacific Islander	Asian (not included in aggregate)	TAG (not included in aggregate)
4-Year Graduation Rate									
5-Year Completion Rate									
Earning 9+ College Credits									
Post-Secondary Enrollment									
2014-15 results									
Kinder Assessment Participation									
3rd Grade Reading Proficiency									
5th Grade Math Proficiency									
6th Grade Not Chronically Absent									
8th Grade Math Proficiency									
9th Grade Credits Earned									
9th Grade Not Chronically Absent									

9th Graders of 2014-15 (Optional 4-Year Goals)							

Achievement Compact Worksheet

2014-2015

	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Black (not of Hispanic origin)	Hispanic origin	American Indian / Alaska Native	Pacific Islander	Asian (not included in aggregate)	TAG (not included in aggregate)
4-Year Graduation Rate									
5-Year Completion Rate									
Earning 9+ College Credits									
Post-Secondary Enrollment									
2017-18 results									
Kinder Assessment Participation									
3rd Grade Reading Proficiency									
5th Grade Math Proficiency									
6th Grade Not Chronically Absent									
8th Grade Math Proficiency									
9th Grade Credits Earned									
9th Grade Not Chronically Absent									

KEY for 2014-2015 ACHIEVEMENT COMPACT:

NOTE: ODE will populate the white fields. Gray fields for current and past data are optional, as are the fields for local priorities.

NOTE: Districts should fill in the blue fields with their percent targets, provided student counts are six or more.

Corvallis
SCHOOL DISTRICT

IX.B. Freshmen on Track

IX.B.1. Crescent Valley High School

CRESCENT VALLEY HIGH SCHOOL
APRIL 14TH, 2014

ON TRACK TO GRADUATE REPORT

DEFINITION

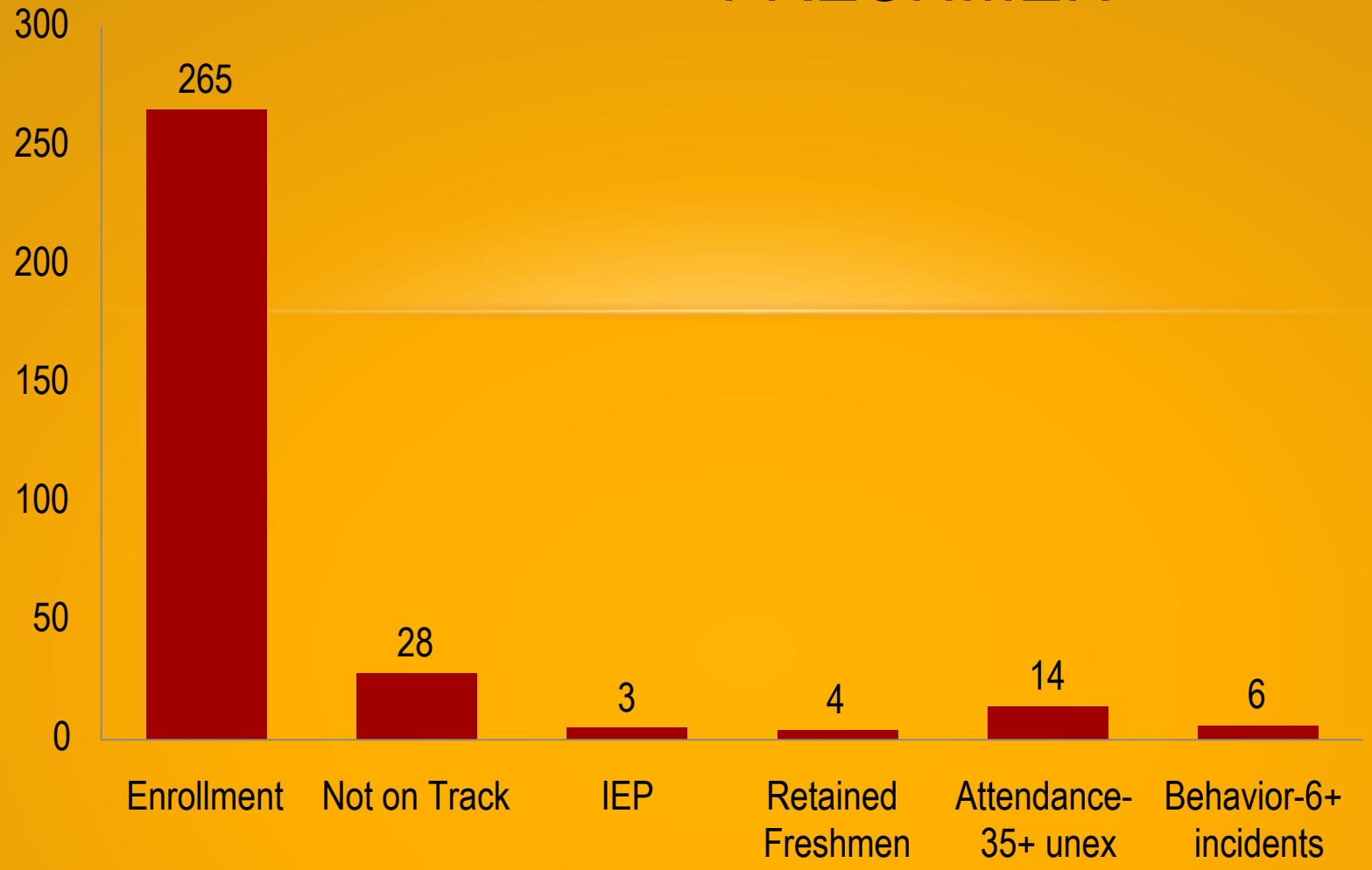
Progress toward 9th grade students on track to graduate:

- Earning 6 credits
- Passing Algebra 1

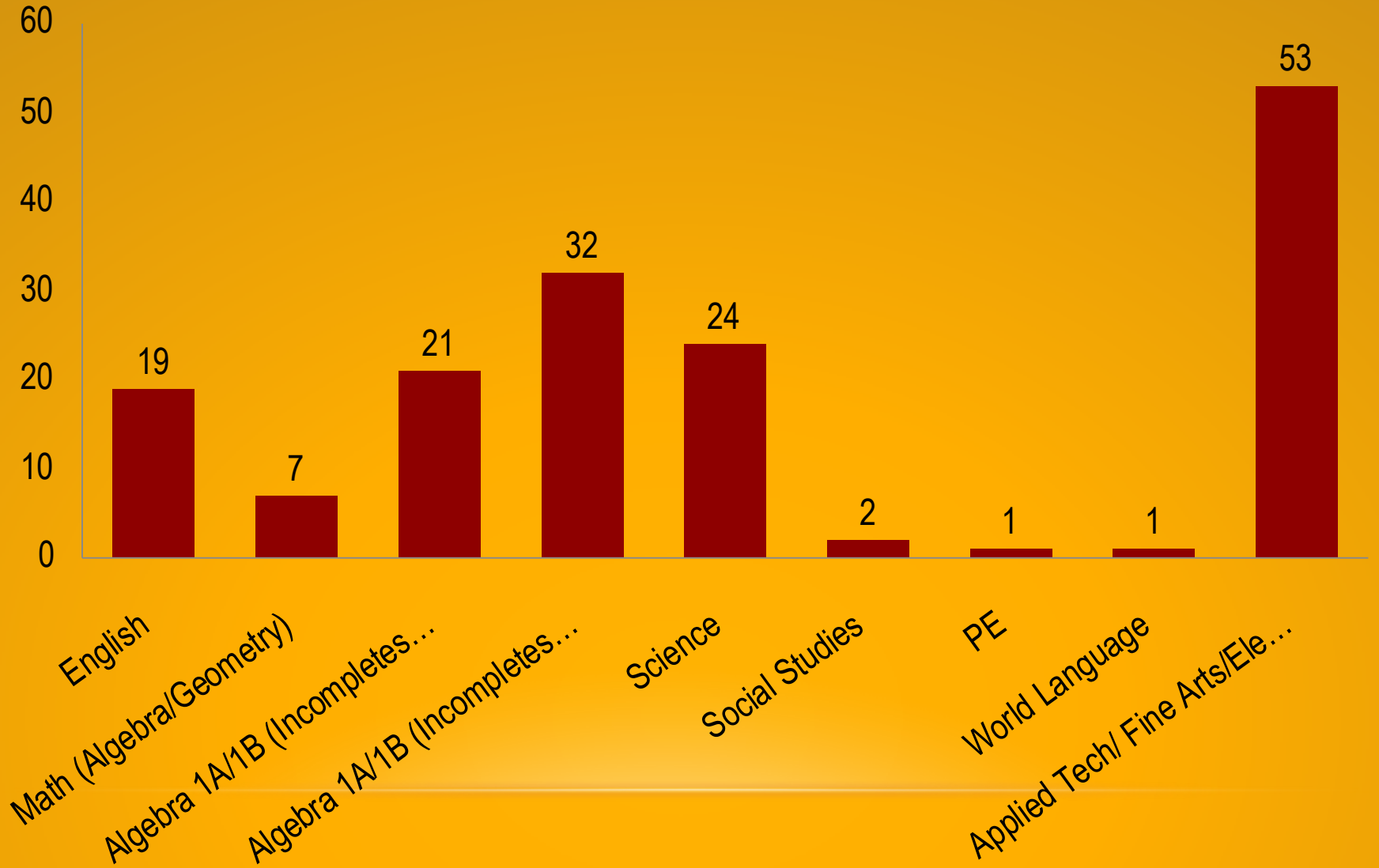
Seniors meeting the Essential Skills in:

- Reading
- Writing
- Math

ON TRACK TO GRADUATE
APRIL 14, 2014
FRESHMEN



9TH GRADE CLASSES FAILED



9TH GRADE INTERVENTIONS

- Tier One Interventions
  - Math or writing tutor centers
  - Academic Options- extra support from teacher
  - Differentiation in the classroom
- Tier Two Interventions
  - Extra teacher support- before/after school or lunch
  - Peer/private tutor
  - Staffing through RTI- we are in early phase of blending RTI and SST teams
- Tier Three Interventions
  - Academic Support-counselor or classroom based
  - Passing Camp
  - Wrap-around services
  - Potential change of classroom

SENIOR ESSENTIAL SKILLS PROGRES

Reading

September 2013

- 19 students DID NOT pass Reading OAKS testing

April 14, 2014

- 12 students PASSED
- 6 students have NOT passed
- 1 student at College Hill has NOT passed

SENIOR ESSENTIAL SKILLS PROGRES

Writing

September 2013

- 38 students DID NOT pass Writing OAKS testing

April 14, 2014

- 12 students PASSED
- 7 students met with SAT score
- 19 students have NOT passed
- 1 student at College Hill has NOT passed

SENIOR ESSENTIAL SKILLS PROGRES

Math

September 2013

- 34 students DID NOT pass Math OAKS testing

April 14, 2014

- 14 students have NOT passed
- 6 students have completed one of two work samples
- Status of remaining students:
  - not graduating due to credit deficiency
  - moving to a modified diploma
  - refusing intervention

INTERVENTIONS FOR ESSENTIAL SKILL

Reading

- OAKS re-take
- Essential Skills Specialist instruction for reading work samples

Writing

- OAKS re-take for those close to passing
- Writing Workshop class taught by Essential Skills Specialist
- One-on-one instruction for writing work samples

Math

- OAKS re-take for those close to passing
- Math Workshop class taught by Essential Skills Specialist
- One-on-one instruction for math work samples

RESPONSE TO INTERVENTION-RTI

- Creating system of interventions designed to:
  - Strengthen core instructional through implementation of Common Core State Standards (CCSS)
  - Identify individual student academic skills/deficits
  - Assess school readiness skills- behaviors necessary for school success
  - Implement Universal, Strategic and Targeted supports, based on individual student need

Corvallis
SCHOOL DISTRICT

IX.B.2. Corvallis High School

9TH GRADERS ON TRACK

CHS CLASS OF 2017

9TH GRADE DATA:

- 33 students earned a 4.0 GPA: ***10.7***%
- 103 students earned a 3.5+ GPA: ***33.5***%
- 185 students earned a 3.0+ GPA: ***60.2***%

ADMINISTRATOR GOAL

- 100% of this year's current 9th graders will begin their 10th grade year with a minimum of ***6.0*** **credits**, including one full ***English*** credit and one full credit of math at the ***Algebra 1*** level or higher. (Different measures for a few students)
- ***33*** 9th graders earned fewer than 3 credits: ***10.7***% (4 have withdrawn)
- ***15*** 9th graders failed both their credit-earning ***Math*** and ***English*** classes: ***4.8***%. (2 have withdrawn)

9TH GRADE FAILURES

- 73/307 9th graders failed at least one class: ***23.7***%
- 25/307 9th graders failed 2+ classes: ***8.1***% (at 9 weeks, 65 students were failing 2+ classes: ***21.6***%).

MATH FAILURES

- 47/307 failed an Alg 1 or higher math class: ***15.3*%**
- 1student failed Honors Algebra (3 no grade)
- 1 student failed Geometry
- ***37*** students failed Algebra 1
- 8 students failed Algebra 1A

ALGEBRA 1 DATA (6 STANDARDS)

- 1 standard remaining=7
- 2 standards remaining=6
- 3 standards remaining=6
- 4+ standards remaining=10
- ***29/37*** students who failed Algebra 1 first semester have a chance to earn the credit.
- 5 students moved to Algebra 1B.
- 7 students moved to Math Fundamentals.

ALGEBRA 1A

- 8/52 students failed: ***15.3***% (last year ***48***%)
- Of the 8, 5 moved to Math Fundamentals, 2 withdrew, 1 can make up a few standards and pass.
- 18 students participated in an Algebra Readiness course this summer and 15 passed Alg 1A. (***The Corvallis Public Schools Foundation Rocks!)***
- Students who do not finish their semester two standards in Algebra 1 and Algebra 1B will be "invited" to summer Algebra Standards Boot Camp. (***The Corvallis Public Schools Foundation Rocks!)***

ENGLISH FAILURES

- 30/307 failed their English class: ***9.7***%
- ***15*** students failed Honors Intro to Lit
- ***12*** students failed Intro to Lit
- ***3/17*** students failed English 9 Skills WS (new class, new format, great results).
- Many of these students will be "invited" to an English Credit Recovery program this summer. (***The Corvallis Public Schools Foundation Rocks!).***

OTHER INTERVENTIONS

- ***RTI***: 40 students with F grades were discussed and action steps taken. .50 FTE added during semester two for more proactive RTI interventions (math, English, and a "student stalker").

- ***Rock Star Mentoring***: targeted 9th graders spend their Mentoring period with cherry-picked teachers who really own their success. .17 FTE dedicated to coordinating the program. (***The Corvallis Public Schools Foundation Rocks!).***

UPDATED SENIOR ESSENTIAL SKILL REGULAR DIPLOMA

- Reading: ***11*** students have not met.
- Math: ***22*** students have not met.
- Writing: ***13*** students have not met.

Corvallis
SCHOOL DISTRICT

IX.C. Alternative Pathways

X. CONSOLIDATED ACTION

X.A. Minutes

X.A.1. January 27, 2014

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 6:34 p.m. in the Depot Meeting Rooms, 700 SW Washington, 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	Kevin Bogatin, Assistant Superintendent
Vincent Adams	Steve Nielsen, Business Services Director
Judy Ball	Jennifer Duvall, Finance and Operations Director
Lisa Corrigan	
Bill Kemper	
Anne Schuster	

A quorum was present and due notice had been published.

II. SPECIAL REPORTS

A. Transfer Process Update

Dr. Prince gave a presentation on various aspects of local policies and state laws including:

- Corvallis School District's policy and procedure.
  - ✓ The "Jefferson Option" and "Cheldelin Preference" are not being utilized as they were intended and they take up a lot of staff time to process.
- The current open enrollment law, which sunsets at the end of 2014-15 school year.
- HB 2747, including recommended changes.
- Have been in conversation with Albany and Philomath School Districts, and have always worked well together; open enrollment is for districts "that don't play well."
- We're hoping to open the transfer window on March 1st.

Dr. Prince noted that she is co-chair of a committee through the Confederation of Oregon School Administrators (COSA) that is researching whether or not there could be any flexibility for local districts within HB 2747.

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Dr. Prince indicated that the Board would need to take a vote at its February 24, 2014 meeting regarding the number of nonresident students to accept under HB 3681 and HB 2747 for the 2014-15 school year. She pointed out that one option the Board has is to close its doors completely to transfers; however, Dr. Prince didn't include that option in her presentation because she doesn't believe that would be in the best interests of the District.

III. FACILITIES LONG RANGE PLANNING

Maintenance Supervisor Kim Patten gave a presentation and responded to Board member questions. Information conveyed included:

- Facilities planning history.
- 2008 Long Range Facilities Improvement Plan update.
- Facilities Work Group, which began reviewing next steps for planning in December 2012.
- Recent District-wide facilities assessment.
- Seismic codes have changed and schools need to be brought up to code.
- Asbestos abatement was not included in the assessment due to cost.
  - ✓ An asbestos abatement review is done every 6 months.
  - ✓ Frequent waxing prevents issues with asbestos floor tiles, even when they are cracked.
- No specific cost estimate for ADA compliance; however the facilities assessment specifically looked at ADA compliance issues.
- Focused on the immediate requirements, such as failing roofs; the highest potential for damage. One example: There are boilers that are doomed to fail because replacement parts are no longer manufactured.
- CVHS and Cheldelin received the least amount of work from the last bond.
- We will examine issues relating to utilizing plastic instead of wood; however, wood is a fire risk.
- The architects for this assessment designed CHS, which was Gold LEED Certified (Leadership in Energy & Environmental Design) by the US Green Building Council.
- We looked at security through environmental design and were shooting for a very high standard.
- We would like to do away with modular classrooms but we currently don't have room in our buildings to accommodate that.
- Funding sources include the Construction Excise Tax, SB1149 funds, and competitive grants.
- Recommended next steps.
  - ✓ Educational Program Review
    - Educational Visioning
    - Future of Classroom Instruction & Configuration
    - What programs will we need in the next 10-20 years?
    - Technology changes
    - Flexibility

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- ✓ Facilities Planning
  - How do we keep our students and staff safe?
  - How do we maintain capital investments?
  - How do we meet the changing educational needs?
  - Funding?
- Recommended ways to achieve next steps
  - ✓ Consultant to help engage all stakeholders – staff, educators, community, education partners, and the School Board.
  - ✓ Keep focus on mission of education.
  - ✓ Community engagement and buy-in.

Dr. Prince noted that discussion can center on structures, safety and security, but there is also an opportunity to look at educational space, such as how to enhance the student learning environment. She added that through this process we will be looking at what our vision is, how our buildings create barriers to our vision, and what we can do to reduce barriers to learning for our students.

Director Schuster's comments included:

- There is $3 billion worth of need for facilities maintenance state-wide.
- OSBA (Oregon School Boards Association) will take on the challenge of securing some help from the legislature.
- OSBA plans to take 20 legislators from the metro area and tour facilities in Eastern Oregon, then meet with school board members. Legislators will visit places they're not used to seeing; they will get a sense of what's really going on with these other districts.
- I have been attending economic development meetings, and have encouraged officials to think about the District and our 2,000+ high school students.
- We need to consider the future of where our town is going: what kinds of jobs there will be in our community.
- Perhaps have an agricultural focus; get kids outside and into farms and gardens and allow them to learn about agriculture.
- I'm worried about the competition for funding from other local taxing jurisdictions such as LBCC, the Benton County Jail, the Benton County Health Department, etc.
- Strategic timing will be important if we want to go out for a big bond.
- There's a lot of talk about south town these days.
- Let's talk about how the feeder schools are set up.

Chair Sauret's comments included:

- It's exciting to see the District moving toward facilities and financial long range planning.
- Three things this board needs to think about:
  - ✓ Vision process – connecting the superintendent's vision for the future with what Board members would like to see our schools become; what our schools should look like in the future, etc.

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  - ✓ Practicalities – state requirements for a long range facilities planning process, including coordinating with city and county governments.
  - ✓ Funding to support those projects.
- I like the idea of using a facilitator for the long range facilities planning process.
- Consider what we think the demographics of our schools will be in the future.
- All of those things involve hard data and facts to the best that we can project them.
- As we move forward we need to keep those key things in mind so that at the end of the process we have a document that really reflects what we want our district to look like in the future.
- The Board ought to be inspiring its vision into the future but we also need to involve our community to see what they want for their schools; we need to ensure that the process isn't bound to some foregone conclusion.

Vice Chair Rochester's comments included:

- I'm a little wary of this process but I understand that it's mandatory.
- It could be quite productive if it doesn't experience "mission creep" and usurp the authority of the board; I don't want it to be a rubber stamp.
- I don't want this incredibly important opportunity to think about the future to be narrowed by "where are we going to build a new building?" or to be trapped by the process.
- Attempts to guess where the economy at any level is going or will be 5, 10, or 20 years in the future are more often wrong than right.
- The same thing could happen in south Corvallis; we have to be really circumspect about guessing what the future will bring in an economy as dynamic as ours.
- Director Schuster's point about timing and coordination for the bond is extremely important. We're competing with other agencies, even if unintentionally; something's going to be voted down.
- Levies are perceived as taxes so you have to be very careful.

Director Adams' comments included:

- Using a facilitator is a good idea, as is doing an extensive needs assessment.
- Another idea is that the most sustainable building is one that you don't build.
- A building in Hood River is actually generating energy.

Director Ball recommended reviewing what was done right and what was done wrong with both of our new schools. She provided the example that LPMS wasn't built to handle the class sizes we currently have.

Director Kemper suggested incorporating into the planning how we're going to leverage partnerships in our community. He said the key word is "flexibility" in both design and education.

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Director Corrigan's comments included:

- Having been through this process before, I'm in full support of bringing in an outside consultant.
- A community vision will be needed when we are closer to the bonding process; review the timing of this.
- Focus on flexibility for our constantly changing educational environment.
- Currently, we don't have a flexible footprint that will enable us to reconfigure.

Mr. Nielsen's comments included:

- We've talked about these types of things in our facilities work group over the last year.
- There's a lot that goes into this and it'll take time.
- The earliest we could go out for another bond is November 2016.
- Our facilities work group reconvenes in February, which is the first time since the report was finalized.
- The work group will take a look at this feedback and the timeline, and will create a revised timeline.
- I would like consensus on letting the work group start planning for the next steps, and create a timeline.
- We're not going to hire anybody at this point.
- A facilitator is critical to help maximize the community engagement piece. There are different vendors for this purpose; the way they go through the process looks different and it needs to fit our staff and community.

Director Schuster noted that it's much more than facilitating; there's expertise involved. She added that it's a lot of work and staff would not be able to do it along with all of their other work.

Vice Chair Rochester indicated that the facilities work group would come to the Board first on an RFP and the parameters for the process.

Dr. Prince noted that the Board would be engaged multiple times before a decision is made. Ms. Patten noted staff's desire to hire someone who's good at looking out for the District's best interests, not someone with a predetermined outcome.

Director Ball opined that it would be worthwhile to have another discussion about what this process entails.

Chair Sauret noted that Corvallis City Councilor Dan Brown would like a Board member to serve on a housing survey advisory committee, whose purpose is to look at why we have 17,000 people coming in to Corvallis to work and only 8,000-9,000 people leaving Corvallis for work. Chair Sauret added that it would be a policy-level assignment, and would probably not be very long term. He opined that this is a very important invitation because it feeds into a diminishing student population.

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IV. EXECUTIVE SESSION

The Board met in Executive Session at 5:15 p.m. under ORS 192.660(2)(i) - Superintendent's evaluation, and ORS 192.660(2)(e) - To consult with persons designated to negotiate real property transactions.

V. ADJOURNMENT

There being no further business before the Board, Chair Sauret adjourned the meeting at 8:24 p.m.

_____ _____

Tom Sauret, Board Chair Dr. Erin Prince, Superintendent

Prepared By: Julie Catala
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Corvallis
SCHOOL DISTRICT

X.A.2. February 24, 2014

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

BOARD MEMBERS PRESENT	EXECUTIVE STAFF PRESENT
Tom Sauret, Chair	Dr. Erin Prince, Superintendent
Chris Rochester, Vice-Chair	Kevin Bogatin, Assistant Superintendent
Vincent Adams	Steve Nielsen, Business Services Director
Judy Ball	Jennifer Duvall, Finance and Operations Director
Lisa Corrigan	
Bill Kemper	STUDENT REPRESENTATIVES PRESENT
Anne Schuster	Katelyn Beilby, CHS
	Ian Black, CVHS

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. ACTION ON MATTERS DISCUSSED IN EXECUTIVE SESSION

MOTION: It was moved by Director Adams and seconded by Director Corrigan to authorize staff to accept the offer from Kevin and Nicole Gregg, dated February 7, 2014, in the amount of $460,000 to purchase the property known as Pleasant View Fruit Farms that was declared surplus and authorized for disposition by the Board on November 8, 2010 in accordance with the 2008 Long Range Facilities Master Plan. This offer exceeds the district's asking price and the most recent appraisal dated January 23, 2014. The motion was voted on and passed unanimously.

MOTION: It was moved by Director Kemper and seconded by Vice Chair Rochester that the District pay the reasonable legal expense for board members and/or staff members who have, due to their service to the District, become targets of harassment or defamatory statements, for the purpose of consulting with outside

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legal counsel about their rights and options and any initial action by outside legal counsel. The motion was voted on and passed unanimously.

IV. COMMITTEE/BOARD MEMBER ITEMS

Board members shared highlights of their recent activities.

V. STUDENT REPRESENTATIVE REPORTS

Each student provided updates about her school.

VI. SUPERINTENDENT'S REPORT

Dr. Prince offered highlights from the past month, and information regarding current and future initiatives and projects.

VII. PUBLIC AND STAFF TESTIMONY

Chair Sauret read aloud the directions regarding public testimony.

Craig Allen, 3015 NE Lancaster Street, Corvallis, expressed displeasure with the requirement that those offering public testimony state their address; he believes it's against the law to require a homeless student to provide an address. He opined that limiting public testimony to 20 minutes doesn't follow the Board's own policy, and he said it's unbelievable the way that public testimony has been changed without a Board vote. He expressed surprise about the sale of the Fruit Farm property and said it's unbelievable why it wasn't put before the public tonight.

Al Hutchinson, 8035 NW Ridgewood Drive, Corvallis, expressed dismay at having recently learned that a 2010 real estate appraisal had been inadvertently omitted from the District's timeline regarding the sale of the former Fairplay School property. He said he is seeking copies of the 2002 and 2010 appraisals.

Josh Fryman, 2004 NW Woodland Drive, Corvallis, read from a prepared statement, in which he sought clarification as to whether or not documents signed by Julie Catala, who has been interacting with him on various requests, were legally binding over the District and the Board. (Filed in Section IV in the Official 2013-14 Board Minutes.) He referenced communications with the Board, noting that he has not received a response from the Board Chair to any of his emails. He asked that the Board post clarifications on the web regarding Ms. Catala's signature authority and the Board's communication protocol.

Doug Pollock, 37293 Helm Drive, Corvallis, said he had questions about the iPad rollout, rather than about the concept. He said he has heard from parents that their kids were able to bypass the

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District's security filters; that causes him concern. He said he had pointed out these vulnerabilities to Technology Services Manager Rob Singleton.

VIII. SPECIAL REPORTS

A. Dual Language Immersion (DLI) Update

Assistant Superintendent Kevin Bogatin, ELL Coordinator Chaundra Smith, Garfield Elementary Principal Leigh Santy, Lincoln Elementary Principal Marcianne Koetje, and Student Services Coordinator Amy Lesan gave a presentation and responded to questions from Board members.

Topics covered included:

- Basics and goals of DLI.
- Demographics of Lincoln and Garfield Elementary Schools.
- Fall STAR Kindergarten Early Literacy Screening Data.
- Staffing.
- Recruitment and retention.
- Professional development.
- Updates for the English only component.
- Expansion implications.
- Costs associated with DLI.

B. RTI (Response To Intervention) Update

Assistant Superintendent Kevin Bogatin, K-5 Standards Coordinator Chris Hawkins, Student Services Coordinator Rynda Gregory, Student Services Coordinator Amy Lesan, and Student Services Support personnel Kathi Holvey and Jeanette Brewer gave a presentation regarding the District's use of RTI, and responded to questions from Board members.

The definition of RTI from the National Center for Response to Intervention: RTI integrates assessment and intervention within a school-wide, multi-level prevention system to maximize student achievement and reduce behavior problems. With RTI, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions, and adjust the intensity and nature of those interventions based on a student's responsiveness. RTI may be used as part of the determination process for identifying students with specific learning disabilities or other disabilities. Essential components of RTI involve screening, progress monitoring and data-based decision making.

Vice Chair Rochester said he would like to know the total FTE devoted to RTI.

Director Kemper noted that the word "leverage" was used during the presentation; he encouraged staff to get a handle on what they're leveraging and where the holes are, such as funding.

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IX. TRANSFER PROCESS

HB 3681 (Open Enrollment) was enacted by the 2011 Legislature and offers an additional method of school choice for Oregon students. HB 2747, enacted by the 2013 Legislature, modifies districts' traditional methods of interdistrict transfer or mutual district agreements. By March 1, 2014, each district must determine and announce the number of students it will accept or release via HB 3681 and HB 2747 transfers.

Dr. Prince recommended a continuation of the District's current transfer process, and that the District not participate in open enrollment, and not limit how many student transfers we accept or how many students we release to other Districts. She noted that the only significant change in the District's process is the limited window of time during which parents may request a transfer: March 1-31, 2014.

A. Designate Number of Nonresident Students to Accept under HB 3681 (Open Enrollment) [ORS 339.133(5)(b)] for the 2014-15 school year.

MOTION: It was moved by Director Ball and seconded by Director Kemper that zero nonresident students shall receive consent for admission for the 2014-15 school year through the HB 3681 open enrollment process [ORS 339.133(5)(b)]. The motion was voted on and passed unanimously by a 6-0 vote, with Director Rochester temporarily out of the room at the time of the vote.

B. Designate Number of Nonresident Students to Accept under HB 2747 for the 2014-15 school year [ORS 339.133(5)(a)].

MOTION: It was moved by Director Ball and seconded by Director Kemper that we accept all nonresident students who apply to the school district during the March 1-31, 2014 online interdistrict transfer process under HB 2747 [ORS 339.133(5)(a)]; and that the district shall permit all students through a mutual agreement between districts to leave the district. The motion was voted on and passed unanimously by a 6-0 vote, with Director Rochester temporarily out of the room at the time of the vote.

C. Board Policies and Administrative Regulations

The Board received the following information:

- Administrative Regulation—JC-AR—School Boundary Area—Revised—For Information
- Administrative Regulation—JCA-AR—Student Transfers—Revised—For Information
- Board Policy JECB—Admission of Nonresident Students—Revised—First Reading
- Administrative Regulation JECB-AR—Admission of Nonresident Students—Revised—For Information

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X. CONSOLIDATED ACTION

MOTION: It was moved by Director Corrigan and seconded by Director Adams to approve the Consolidated Action items. The motion was voted on and passed unanimously by a 6-0 vote, with Director Rochester temporarily out of the room at the time of the vote.

A. Minutes – December 18, 2013; January 13, 2014

B. Licensed Personnel Recommendations

Recommendation to Hire

- Naomi Bristow: Orchestra Teacher, 0.33 FTE, Crescent Valley High School, effective 1/27/2014 (Temporary).
- Patrick Hawke: Applied Technology Teacher, 0.83 FTE, Crescent Valley High School, effective 1/31/14 (Temporary).
- Stefni Stephens: Science Teacher, 1.0 FTE, Cheldelin Middle School, effective April 1, 2014 (Temporary).

Termination/Resignation/Layoff/Retirement

- Jaime Jones: Second Grade Teacher, 1.0 FTE, Lincoln Elementary School, effective June 30, 2014 (Resignation).
- Stefni Stephens: Science Teacher, 1.0 FTE, Cheldelin Middle School, effective March 31, 2014 (Retirement).

XI. CONSOLIDATED INFORMATION

The Board received the following information:

A. Non-Licensed Personnel Information

Recommendation to Hire

- Maria Cubas: Administrative Assistant 1, 4 hrs, Garfield Elementary School, effective February 5, 2014 (Limited Term).
- Terry Deen: Educational Assistant 2, 4 hrs, Harding Center, effective February 11, 2014 (Limited Term).
- Sean Dooley: Educational Assistant 2, 4.25 hrs, Cheldelin Middle School, effective February 17, 2014 (Limited Term).
- Rachel Ebert: Food Service Assistant, 4 hrs, Central Kitchen, effective February 14, 2014 (Probationary).
- Ingrid Garcia: Educational Assistant 2, 7 hrs, Corvallis High School, effective January 8, 2014 (Limited Term).
- Jamie Habben: Food Service Assistant, 4 hrs, Cheldelin Middle School, effective January 29, 2014 (Probationary).
- Janice McVeety: Educational Assistant 2/Lifeskills for 4 hrs and Educational Assistant 2/LRC for 1 hr, Linus Pauling Middle School, effective February 4, 2014 (Limited Term).
- Robert Parrott: Educational Assistant 2/Lifeskills, 7 hrs, Linus Pauling Middle School, effective February 3, 2014 (Probationary).
- Jennifer Smith: Administrative Assistant 2, 4 hrs, Harding Center, effective February 5, 2014 (Limited Term).
- Brianna Tilleman: Food Service Assistant, 4 hrs, Central Kitchen, effective February 10, 2014 (Probationary).

Termination/Resignation/Layoff/Retirement

- Wanda Arp: Administrative Assistant 2/OA, 8 hrs, Garfield Elementary School, effective April 30, 2014 (Retirement).
- Cheryl Faller: Administrative Assistant 3/OA, 8 hrs, Corvallis High School, effective January 24, 2014 (Resignation).

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- Janice McVeety: Educational Assistant 2, 6.5 hrs, Franklin School, effective December 30, 2014 (Resignation).
- Kirk Myrold: Student Behavior Support 2, 7.5 hrs, Corvallis High School, effective December 31, 2013 (Resignation).
- Sandra Nash: Administrative Assistant 2, 8 hrs, Crescent Valley High School, effective June 27, 2014 (Retirement).
- Linda Steeprow: Kitchen Manager, 2 hrs, Cheldelin Middle School, effective January 30, 2014 (Retirement).

B. Unaudited Financial Statements – December 31, 2013 and January 31, 2014

C. Board Policies and Administrative Regulations

- Board Policy GBEB—Communicable Diseases—Revised—First Reading
- Board Policy—IGAI—Human Sexuality, AIDS/HIV, Sexually Transmitted Diseases, Health Education—Revision—First Reading
- Board Policy JHCC—Communicable Diseases—Revised—First Reading
- Administrative Regulation—JC-AR—School Boundary Area—Revised—For Information
- Administrative Regulation—JCA-AR—Student Transfers—Revised—For Information
- Board Policy JECB—Admission of Nonresident Students—Revised—First Reading
- Administrative Regulation JECB-AR—Admission of Nonresident Students—Revised—For Information

XII. EXECUTIVE SESSION

The Board met in Executive session at 4:45 p.m. under ORS 192.660(2)(d) – To consult with persons designated for labor negotiations; ORS 192.660(2)(e) – To consult with persons designated to negotiate real property transactions; ORS 192.660(2)(b) – To hear complaints against staff members; and, ORS 192.660(2)(f) – Records that are exempt by law from public inspection.

XIII. ADJOURNMENT

There being no further business before the Board, Chair Sauret adjourned the meeting at 9:03 p.m.

_____ _____

Tom Sauret, Board Chair Dr. Erin Prince, Superintendent

Prepared By: Julie Catala
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Corvallis
SCHOOL DISTRICT

X.A.3. March 10, 2014

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 p.m. in the Board Room of the Central Administration Building, 1555 SW 35th Street, Corvallis, OR 97333. The secretary recorded those present as listed below.

BOARD MEMBERS PRESENT	EXECUTIVE STAFF PRESENT
Tom Sauret, Chair	Dr. Erin Prince, Superintendent
Chris Rochester, Vice-Chair	Kevin Bogatin, Assistant Superintendent
Vincent Adams	Steve Nielsen, Business Services Director
Judy Ball	Jennifer Duvall, Finance and Operations Director
Lisa Corrigan	
Bill Kemper	STUDENT REPRESENTATIVES PRESENT
Anne Schuster	Bao Truong, CHS
	Becca Myers, CHHS
	Kiersten Luebbert, CVHS

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. COMMITTEE/BOARD MEMBER ITEMS – Board members shared highlights of their recent activities.

IV. STUDENT REPRESENTATIVE REPORTS – Each student provided highlights about his/her school.

V. SUPERINTENDENT'S REPORT – Dr. Prince offered highlights from the past month, and provided information regarding current and future initiatives.

VI. PUBLIC AND STAFF TESTIMONY – GENERAL TOPICS

Chair Sauret read aloud the directions regarding public testimony.

Josh Fryman, 2004 NW Woodland Drive, Corvallis, read from a prepared statement. (Filed in Section IV in the Official 2013-14 Board Minutes.) He noted his concerns regarding proposed

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changes to Board Policy KL, including the substitution of "school days" for "working days", and timeline and response requirements. He urged the Board to not support the proposed changes.

Hari Jot Khalsa-Rhodes, 2015 SE Bethel Street, Corvallis, said she thinks of yoga and meditation as a type of technology that is not being used in schools but is very valuable for children. She expressed opposition to iPads and full-day kindergarten.

Denise Cardinali, 6017 SW Grand Oaks, Corvallis, read from written comments. (Filed in Section IV in the Official 2013-14 Board Minutes.) She encouraged the Board to spend one-time funds to shift freshman year coursework to strengthen academic rigor during a year when freshmen typically have a heavy load of electives.

Amy Ridling, 29730 Harvest Drive SW, Albany, read from a prepared statement. (Filed in Section IV in the Official 2013-14 Board Minutes.) Said she feels that Lincoln Elementary School's bilingual program has been neglected. She mentioned limited tools available to Spanish teachers through the District's central instructional media center, and the parent/teacher organization's funding of over $4,000 in requests to purchase books for the school – most in Spanish. She asked the Board to do a better job with the commitments already made before going down the 1:World path.

Geoffrey Wathen, 227 NW 29th Street, Corvallis, said he attended a recent kindergarten open house and was astonished to learn that half-day kindergarten provides 30 fewer minutes of instruction per day than his son's preschool does. He opined that starting all day kindergarten for all schools in 2014 is wise, given the wealth of research that shows the benefits of early childhood education. He added that moving to all-day kindergarten in 2014 is an opportunity to jumpstart a program that already will be in place a year later.

Angela Hibbard, 4060 NW Morgan Place, Corvallis, read from a prepared statement. (Filed in Section IV in the Official 2013-14 Board Minutes.) She opined that using one-time funds for all-day kindergarten in 2014 would correct an inequity in access to education. She added that it would also address concerns regarding graduation rates and student enrollment, including the loss of students who go to private schools for all day kindergarten and sometimes don't come back to 509J.

Ellie Kurth, 1421 NW 23rd Street, Corvallis, said that her son is slated to start kindergarten at Jefferson next year and currently is in all-day preschool. She supports the move to all-day kindergarten in 2014; if the change doesn't take place, her family will enroll their son in a private school, even though they're supporters of public school.

Megan McClelland, 4437 NW Honeysuckle, Corvallis, said she has done research regarding all-day kindergarten, and that she is a researcher by trade. She found that full-day kindergarten has a positive impact on educational and social outcomes. She provided some data in support of the move to full-day kindergarten in 2014.

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VII. 1:WORLD PROGRAM

A. Presentation and Recommendation

Superintendent Erin Prince, Student Services Coordinator Rynda Gregory and Finance and Operations Director Steve Nielsen presented a PowerPoint and responded to questions from Board members.

Dr. Prince's opening remarks included:

We have used multiple venues to gather feedback in order to make recommendations for our next steps in rolling out Phase III:

- Pre-school tech night.
- Elementary tech night.
- Secondary tech night.
- 1:World parent, student, and teacher surveys.
- ListServ and web surveys.
- Administrators worked with building staff to discuss readiness and proposals for each school and level.

We have developed a recommendation that takes into great consideration the feedback above and the need for continuing to build capacity with our staff and community. We are intentionally slowing down our pace in order to address capacity and solidify our infrastructure and systems we have put in place this year. Additionally, we are building into our recommendation the ability to meet the needs of staff and schools who are ready to move forward with 1:1. Phase III will be supported through existing funds and will not need to rely on financing or leasing options.

<u>Building Capacity</u>

1. Establish a Technology Advisory Committee that consists of teachers, parents, community members, and students. Some of the committee's tasks may include:
    - Develop a 3-5 year plan for infrastructure, roll-out, and funding sustainability.
    - Conduct research for high school implementation and devices.
    - Conduct research around e-learning options and content.
    - Develop support materials for staff and parents (guidelines, handbooks, procedures).
    - Conduct research for other issues deemed necessary.
2. Conduct a full third-party evaluation process beginning spring 2014 and continuing through each year of implementation.
3. Conduct a third-party security audit beginning spring 2014.
4. Continue to troubleshoot any bandwidth and WiFi issues.
5. Create a strategic professional development plan for all staff.
6. Provide focused technology support to 1:1 classrooms.

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Phase III Proposal

1. Continue all 1:World classrooms currently active in 2014-15.
2. High School AVID (Advancement Via Individual Determination): expand 1 AVID classroom at each high school.
3. Continue to research appropriate devices and content for high school and provide grants for those teachers ready to pilot 1:1 with 9^{th}-12^{th} grades for 2014-15.
4. Franklin: add 1:1 to 6^{th} -8^{th} grades to match Linus Pauling Middle School and Cheldelin Middle School.
5. 5^{th} Grade: provide iPads to all 5^{th} grade students, with carts in classrooms. Allowing students to take home iPads will be slowly transitioned during the year with intentional assignments and preparation.
6. Provide elementary teachers with grants to pilot 1:1 with K-4^{th} grades for 2014-15.
7. Continue to not send home iPads with K-2^{nd} grades for 2014-15.
8. Building capacity will be a primary focus on 1:World for 2014-15.
9. Increase instructional tech support to 1:1 classrooms so professional development occurs in real time while teaching students.
10. Continue to "train the trainers" so teachers are teaching and supporting each other through a more embedded and meaningful professional development model.

It is important to keep moving forward, recognizing the need to slow down and strengthen our current implementation. Also, 1:1 is most effective when it is a model where learning is personalized and students have their own devices, not carts shared by many. The ability to organize, manage, and share materials with others, work from home, and connect with teachers and assignments all are powerful aspects of the program.

Dr. Prince then sought feedback from Board members.

Director Kemper expressed concern about cutting back on PCs, especially at the high schools because ACT and SAT testing agencies are evaluating moving from using paper to PCs for testing.

Staff responses included:

- This is the first year in a five year cycle of student computer replacement.
- We evaluated which labs could be sunsetted this year.
- Based on the advice to slow down, we are going back and re-evaluating.
- We're also waiting to see how the iPads work in field tests of SMARTER balance.
- We don't want to take the rug out from underneath our staff at the schools for testing and/or instruction.

Director Schuster referenced the differing survey results between parents and teachers, and asked for staff's opinion about which seems more believable.

Staff responses included:

- We feel the results from the teachers are reliable.

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- When there's one teacher in a class, s/he has a high sense of responsibility to do the best s/he can for all students; teachers are always going to be their own harshest critics.
- Most of the kids are natives to this technology.
- We're all learning together as to what this looks like in the classroom.

In response to a question from Director Schuster, staff noted that the amount of screen time outside of school that is reflected in the survey is related to just iPad use, not all screen time.

Director Schuster asked staff to get information out to the public regarding the SAMR model.

Director Ball and Vice Chair Rochester asked about costs for the third-party evaluation and the security audit.

Staff responses included:

- Negotiations are in progress.
- The Superintendent's budget has enough to begin the evaluation this year and finish the rest next year.
- The third party evaluation could cost between $5,000 and $45, 000.
- We haven't even received a ballpark for the security audit yet.
- We anticipate knowing the full costs for both items in time for the first Budget Committee meeting.

Director Adams said he was struck by the low percentage of parents who want more help managing iPad use at home; the amount of time they're using the iPads at home seems to be why there's not a need for more support. He added that he has been hearing from parents that they're concerned about screen time.

Staff responses included:

- There was enough of a concern that we're going to offer parenting workshops.
- As parents become more comfortable with iPad use beyond the classroom, we'll get more guidelines and useful tips out to them.

Director Corrigan said it is hard for her to look at the 1:World budget in a tunnel without looking at the other line items to see how they are impacted over time – including technology and instructional materials. She pointed out that there are no computer, programming, or engineering classes at CHS. She said she hopes the District will use this time to look at the broader secondary technology goals.

Director Corrigan expressed surprise at the inclusion of Franklin's middle school component in the next phase because of its use of Core Knowledge curriculum. She asked if it were available for use with iPads, and if the Franklin Principal and staff had weighed in on the program.

Staff responses included:

- There is free curriculum that came out of the Race to the Top Grant; part of that is for Core Knowledge.

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- The creation of the Common Core State Standards included some big players that were involved in Core Knowledge.

Director Schuster asked for data on loss/damage so far.

Staff responses included:

- We didn't bring raw numbers tonight but we've been tracking and logging incidents.
- The last time we spoke with the Board approximately five student iPads had been damaged; we've had a few more since then – roughly 10 total.
- Most damage is cracked glass
- Staff problems with the iPads have really dropped off and are under 15 iPads total.

In response to a question from Chair Sauret, staff noted that curriculum costs are not included in the funding information that was presented.

Chair Sauret asked about computer maintenance and curriculum adoptions.

Staff responses included:

- We'll have a conversation at the April Board meeting regarding curriculum adoption.
- The State is having conversations about e-learning and ODE Deputy Superintendent Rob Saxton has moved off of the math adoption to wait for results of those conversations.
- It will be important for the technology advisory committee to be part of the recommendation of the 3-5 year development plan that will be brought to the Board.

B. Public/Staff Testimony Regarding 1:World Program

Chair Sauret noted that he had read aloud the directions for public testimony under the "general topics" public testimony agenda item.

Margie McShane, teacher at Adams Elementary School, noted that she uses four iPads in her class, to augment learning. She provided examples of how iPads are helping students with reading and math. She talked about the differentiation that's possible with iPads due to individualization. She said that iPads would also be good for ELL students.

Kelly Wiegand, 951 NE Angelee Place, Corvallis, read from a prepared statement. (Filed in Section IV in the Official 2013-14 Board Minutes.) She expressed concern about the loss of personal interaction, whether among peers or teachers, fostered by the use of iPads at the elementary level. She said that young students learn better by dynamic interaction; iPads reduce that and encourage a passive learning style. She opined that technology can be a wonderful tool but only if used wisely; in the case of young developing minds, use it sparingly.

Rachael Mueller, 717 NW 34th Street, Corvallis, read from a prepared statement and provided two articles. (Filed in Section IV in the Official 2013-14 Board Minutes.) She said the District's use of iPads has caused her to re-evaluate her choice to enroll her son in kindergarten next year. She said there is a substantial body of scientific evidence to suggest that giving iPads

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to every K-8 student will be at a detriment to teaching 21st century skills in the areas of empathy, math and reading, physical health and wellness, and mental health and wellness.

Chris Foulke, 2450 SE Micah Place, Corvallis, handed out several articles and a list of resources and experts on electromagnetic pollution. (Filed in Section IV in the Official 2013-14 Board Minutes.) He referenced studies regarding negative health effects of exposure to electromagnetic radiation, noting that he wasn't able to find any that had positive outcomes.

Denise Cardinali, 6017 SW Grand Oaks, Corvallis, read from written comments. (Filed in Section IV in the Official 2013-14 Board Minutes.) She provided examples of the positive impact iPads have had on learning from the special education perspective. She suggested that the Board make it a priority next year to understand the benefits and the applications available for special education; evaluate where 1:1 devices should be deployed. She encouraged the Board to look at overall systems and processes that will be needed for all students in a more technology supported learning environment.

Elizabeth French, 3006 NW Garfield, Corvallis, said the expenditures in the District's 1:World budget are woefully inadequate for effective deployment. She said she has been involved in hundreds of job interviews and candidates are never asked about their digital citizenship; usually the differentiation of candidates involves listening skills, problem solving skills, cultural sensitivity, etc. She asked the Board to consider how an iPad in a classroom helps or hinders those skill sets in the private sector. She sought information about the transition program for students moving from 8th grade to 9th grade.

Margit Foss, 1955 NW Larch Avenue, Corvallis, read from a prepared statement. (Filed in Section IV in the Official 2013-14 Board Minutes.) She outlined concerns including the appearance that 1:World was a foregone conclusion, the lack of hard data from Phase I pilot programs, and the speed of the rollout. She said the lack of balance between pro vs. con information presented by administration suggests that opinions against the initiative were not sought out or were ignored. She encouraged the Board to consider Josh Fryman's complaint (submitted by him under separate cover), omitting the personnel complaint component of it, opining that it could be a white paper and a form of due diligence that the District should have done itself.

Jasmin Woodside, 2836 SE Goodpark, Corvallis, said she had provided her recommendations to the Board earlier via email. (Filed in Section IV in the Official 2013-14 Board Minutes.) She said she is glad that the District contracted with PBS Engineering & Environmental to do an electromagnetic field study. She noted that the research cited in the study is from 1998 and that there have been thousands more studies since then. She touched on a few of her recommendations, including providing a rubber-tipped stylus to students using iPads.

Rocio Munoz, 3314 NE Lancaster Street, Corvallis, said that as a new Latino parent of the District, she speaks on behalf of many of her Latino peers. She criticized the lack of information given and methods used to reach Latino families for their input, saying that things have been done very quickly and without acknowledging their perspectives. She urged the District to implement meaningful efforts to reach out to parents and students. She said that Mt. View and

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other far away schools were poor choices for the 1:1 pilots because of the lack of transportation opportunities.

Director Schuster departed the meeting at 8:50 p.m.

Peter Willard-Argyres, 3929 NW Clarence Circle, Corvallis, said iPads don't work consistently and are an impediment rather than a help. He provided examples, adding that it seems the iPad came way ahead of the curriculum. He said he teaches at OSU, where just one access point or website is provided for all documents, discussions, etc., but that he hasn't seen that coordination in 6th grade. He said that the program started off great but has struggled ever since.

James Anderson, 1150 SE Goodnight Avenue, Corvallis, said he has a BS in computer science and a Ph.D. in neuro-science, adding that he hadn't heard about the 1:World initiative until he received the District's survey. He provided examples of how his family addresses the use of iPads at home, saying that the devices give a lot of reward for a little action and are so addicting. He said the initiative needs to be teacher-driven; if teachers are motivated and have a plan, let them use iPads.

Following a short break, Chair Sauret exercised his prerogative to change the order of the agenda and delayed the Board's discussion on 1:World to follow the discussion regarding budget parameters.

VIII. BUDGET PARAMETERS

A. All-day Kindergarten

Finance and Operations Director Steve Nielsen, Student Services Coordinator Amy Lesan, Adams Elementary Principal Byron Bethards, Franklin K-8 Principal Aaron Hale, and Jefferson Elementary Principal Melissa Harder participated in the discussion.

Mr. Nielsen referenced a previous Board discussion about budget parameters in relation to possible additional state funding. He said that there had been discussion about reducing class size by one student per class District-wide; however, when staff ran the numbers, they realized that the secondary level would fare well, but the elementary level would only realize an additional teacher at one school. He said that the most recent quarterly forecast was released and the projected funding came in at $500,000 more than projected. He said the Finance Work Group discussed possible uses of the funds; the topic of all-day kindergarten was raised. He noted that in 2015-16 all Oregon schools would receive funding for full-day kindergarten, adding that the Finance Work Group had asked Mr. Nielsen to cost out that option for 2014-15 for all District schools. Mr. Nielsen said the funds would be adequate to implement full-day kindergarten in 2014-15, should the Board wish to set that budget parameter.

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The other presenters noted that elementary principals from all eight District schools support this use of funds.

Director Corrigan asked if parents would have the option to pick up their kids at the half-day point. Ms. Lesan said that she wouldn't recommend that because those students would miss critical education that would happen in the afternoon. She added that when she taught kindergarten, she created plans for students whose parents felt they couldn't handle being in school all day; however, all those students ended up coming back to full time, and within a couple of weeks were acclimated.

Vice Chair Rochester, a member of the Finance Work Group, reported that the work group's discussion regarding implementing all-day kindergarten a year earlier than originally planned came up suddenly because of definitive information that the District would receive between $500,000 and $600,000 next year. He said the research is pretty much at the level of "smoking harms your health;" the research shows benefits when real all-day kindergarten is implemented, not just glorified or disguised daycare. He added that it may attenuate in later grades, and he cannot think of a better way to use the money.

Director Adams, tagging on to Vice Chair Rochester's comments, said that he had passed along an article to the Board about a Washington study that focused on academics. He opined that we'll have the return on investment by way of a positive effect on graduation rates.

Chair Sauret said it's a no brainer to get students into all-day kindergarten now; we might be able to replace some of the interventions we've had to implement.

Director Ball said the additional funding is an estimate and it could be that we don't get as much as it'll take to cover the cost for all-day kindergarten; but this is something for which the data shows that the return on investment is high. In contrast to data about kindergarten, we don't have data on the iPads' return on investment; I think we need to think about tradeoffs if there isn't enough funding.

Vice Chair Rochester agreed, stating that all-day kindergarten is his first priority if additional funds are received.

Director Corrigan said she can fully support all-day kindergarten.

Chair Sauret said the issue of all-day kindergarten is pretty high on his priority list.

Consensus was reached to place funding for all-day kindergarten for all schools into the 2014-15 budget.

B. Summer Academy Transition Programs

Dr. Prince noted that this program will continue and be supported.

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BOARD DISCUSSION REGARDING 1:WORLD PROGRAM *(Delayed from earlier in the meeting.)*

Director Adams' comments included:

- I appreciated the testimony offered by Rocio Munoz.
- One of the first things I thought of when I read the proposal is that we're losing sight of equity – children of poverty and color.
- Regarding the grant program, I would like to see the teachers at Lincoln and Garfield get the first right of refusal because those are the two schools with higher poverty. Make sure the Title schools are included.

Director Kemper referred to using the iPads for curriculum development, adding that he wants to make sure that iPads are not just a box that teachers don't adopt and use. He appreciated some of the anecdotes, such as the 2nd grade teacher who is able to use the iPad to make a positive impact on her students. He cautioned staff to be aware of how they move forward with curriculum development, and he gave the example of having Spanish curriculum for dual language immersion.

Director Ball's comments included:

- There are parts of the Phase III plans that I really support, such as the technology advisory committee.
- The committee's most important role is to develop a 3-5 year plan but to go much further than that sort of takes away some of its value.
- Conducting the third party evaluation is important; we were promised that a year ago.
- We know from experience that when you don't have the measures set up in advance conducting an evaluation retrospectively is very hard.
- I don't want to discount the survey results but I think that the data for this type of survey is very limited in its validity. For example, there are three totally different points of view: parents, teachers, students.
- The security audit is very important.
- It's unconscionable that there are so many dead spots at CHS.
- The other parts of this proposal I have real serious concerns with.
- For the most part I recommend that we don't go forward with the proposal until the advisory committee is in place and the security audit and evaluation have been conducted.

Director Corrigan's comments included:

- This is a very polarizing topic for our community. We hear some strong endorsement for iPads, especially from families of students with higher needs for intervention, and from those that don't support 1:World at all.
- Let's keep using iPads in the best case practices such as learning interventions and for the teachers that have found that it works for them.
- It's hard for me to look at this as a budget line item without looking at the rest of the budget, such as textbooks and other technology.

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- I really appreciate the District taking the time to wait on the high school iPad implementation and investigate everything that's available at the high school level; it's possibly not iPads.
- I'm leaning toward implementing some of the Phase III proposal, but not all of it.
- The Franklin Middle School portion of the proposal was a surprise to me, however, after hearing the e-mail statement of support (read aloud by district staff) from Principal Hale, it has my support.
- I'm very appreciative of District efforts such as: holding 1:World forums with parents, forming the technology committee, conducting a security audit, and looking at screen times for levels.

Director Adams' comments included:

- Initially there wasn't a lot of communication about the opportunity cost of 1:World.
- We got a little more of that information tonight; we're hungry for that as I'm sure are a lot of parents.
- What exactly are we giving up to create the 1:World program? I'm not saying we're wrong but people just want to know.
- The lack of a communication plan is the biggest deficiency this program has had since the beginning, and that's where a lot of the negative sentiments have come from.
- We've found that web and ListServs aren't effective; we need to use social media and a blog.
- We need to start communication tomorrow; that's going to go a long way to making parents more comfortable about it.
- From the testimony that we've been hearing, it's obvious that there's a knowledge deficiency for parents.

Director Kemper's comments included:

- I don't want to put on the brakes while waiting for the perfect answer.
- If you try to say how some kinds of technology will be used, its use can be hindered.
- We need to be able to move forward and not wait.
- I'm glad for the decision that an iPad isn't one size fits all.
- I want to move forward but I feel that communication is the key to finding out how iPads are being used; to have those anecdotal stories.
- Really broadcast how well this can be used.
- Last week at CHS I met a student in a wheelchair who was listening to a presentation on the second floor via an iPad because the elevator was broken.
- The parents have to see how the students are collaborating, such as the two 5th graders who recently presented to the Academy for Lifelong Learning; they showed how they were collaborating and being creative.
- I care about screen time and health concerns but I don't want to stop 1:World.

Vice Chair Rochester's comments included:

- I am agnostic about whether or not these technologies will have a significant impact on achievement.

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- I think this program needs to slow down.
- I want to give Dr. Prince full credit for having a vision and for wanting to do this for the right reasons, because for her it's all about achievement.
- Nevertheless, it has to slow down; we have gone too far too fast.
- The temperature in the community is too high.
- For a significant number of people in the community, screens are kind of the third rail.
- I disagree that it's fundamentally a problem of communication; it's a problem inherent in the sociology of the technologies.
- And it's important for us to implement this the right way and in the right order.
- I would support installing infrastructure in the high school; I totally agree with Dr. Prince that we're not there yet on what technology we should use because there are such qualitative differences on devices.
- I would not support extending the iPads to 5th grade.
- I would like to take money out of the very large professional development budget, especially for the additional FTE, fully admitting that our teachers need all the help they can get, not just in having iPads in their hands but knowing how to use them.
- I'm in favor of the other professional development money.
- As far as extending 1:World to Franklin, there's an equity issue, I suppose, that if Linus Pauling and Cheldelin have iPads, then Franklin should.
- I don't know if the Franklin curriculum aligns enough with what is out there to justify extending it to Franklin.
- I really want us to hold to the status quo.
- I don't intend this as a repudiation of this program by any means.
- What was most important about Director Ball's comments is that you don't coherently spend the money and then find out if what you spent it on is effective; you find out, to the maximum possible extent, if it's effective first.

Chair Sauret's comments included:

- The Board recognizes the concerns that were raised and had been raised a year ago.
- What I found most compelling is Dr. Prince's statement that she wants to build capacity; we have to build capacity with the iPads we already have.
- Building capacity for me means that first and foremost we can use the iPads that are already deployed to the highest level possible.
- I disagree with Vice Chair Rochester's position regarding reducing the training budget.
- I want to refocus on helping the teachers to know how to use iPads and I don't know how to do that other than professional development.
- We need a reliable system and reliable support infrastructure to give these things a fair chance to be tested.
- I can understand that there may be an equity issue here for Franklin; not much money is needed to implement it there and it might be an interesting study on outcomes.
- One of the perks presented to the students in AVID is that they get an iPad; if that gives them an incentive to become the first person in their family to go to college, then I think we should do it.

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- Infrastructure comes into play here; students have to be able to do their work on the devices.
- I'm torn about the extension to 5th grade. It's a natural extension but I'm not sure if at this time it's worth the money that's invested.
- I like the grant program; let's find the teachers that really want to use iPads in their classrooms, and target the money to teachers who are developing curriculum to be able to do that.
- It might be a way to transfer knowledge to other teachers when they see the cool things that their colleagues with iPads are doing.
- I'm a little concerned about the stress we're putting on staff right now and I give Dr. Prince great credit for slowing down.
- There are some staff who really want to charge ahead and the grant concept really gets to that.
- We shouldn't ever send iPads home with kindergarten through second grade students.
- I'll wait to get more information about the expansion to third through fifth grade before making a decision on that.
- We're still very early in the learning curve on how to use iPads.
- I don't agree with going backward; we've made a commitment and we need time to show that it has paid off.
- This has been a very, very difficult decision to make; we haven't been ignoring what the community is saying.

Director Ball said when she talks about being in favor of the status quo, her understanding is that students in special education have been benefiting and are continuing to benefit from being a part of 1:World. She said she wants that to continue but notes that it is not specifically stated in Dr. Prince's proposal. Dr. Prince said that staff can make sure to look at it more closely.

Vice Chair Rochester said the benefits of 1:World for special education stands out as a place that, without ambiguity, has been a success.

Director Corrigan said the Board has never really tried to come together and piecemeal something that's part of a larger proposal; the Board has tried to remain at a policy level. She suggested returning the proposal to staff for more work and then letting the Board reconvene to review it. Chair Sauret pointed out that staff needs to know whether or not they should build costs for 1:World into their budget. Vice Chair Rochester added that the technical work for next year needs to begin now.

Vice Chair Rochester said he would like to use internal knowledge as much as possible, adding that he is not in favor of using funds to hire TOSAs (teachers on special assignment) due to the expense and the fact that the District would be locked in to additional FTE. He pointed out that he is not in favor of rolling anything back but is not in favor of expanding the program either. Chair Sauret said he would like to hear what the District feels the effectiveness of TOSAs has been.

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Vice Chair Rochester said he is not in favor of expanding 1:1 to Franklin middle school next year. Director Adams noted that if the expansion to Franklin did not occur, those funds possibly could be reallocated into the grant program.

Linus Pauling Middle School (LPMS) principal Eric Beasley, a member of the audience, spoke about the importance of PLCs and the collaboration between middle school staff District-wide. He added that Franklin's middle school staff have had to be excluded because they're not using iPads. He said administrators are attempting to be more aligned through all middle schools.

Director Corrigan said she is still of the opinion to defer the Franklin decision to District staff. Vice Chair Rochester said it is a technical issue too because the Technology Services Manager needs to know. Director Adams opined that it is a technical issue because Franklin's infrastructure isn't ready to go.

Technology Services Manager Rob Singleton said that because of the separation of the classrooms at Franklin, it may be possible to do a partial infrastructure at the school. Director Adams said he agrees with the idea of deferring to staff; however, he stressed that if the Franklin expansion were not to occur, he feels the money should be rolled into grants.

Curriculum Coordinator Amy Lesan read aloud from an email sent to her by Franklin K-8 Principal Aaron Hale. In the email, Mr. Hale expressed the strong desire of Franklin's seven middle school teachers to have iPads, and their appreciation for being allowed to train side-by-side with their content area colleagues.

Vice Chair Rochester referenced the funds identified in the proposal for Franklin infrastructure and sought clarification of its purpose. Mr. Singleton explained that those funds are for expanding switches and equipment to allow for the larger building capacity.

Director Corrigan said that even though earlier she had said to defer the expansion decision to staff, after hearing Mr. Hale's statement, she is in favor of leaving the expansion in the budget. Directors Adams and Kemper expressed agreement with Director Corrigan's position. Chair Sauret said that on an equity basis he could recommend leaving the expansion in the budget.

Vice Chair Rochester expressed his opposition to the expansion of iPads to 5th grade. Director Adams and Chair Sauret echoed that sentiment.

Regarding innovation grants, Director Adams recommended having a provision for a focus on Title schools first. Director Ball referenced a comment she had heard earlier in the meeting regarding the potential to set up disparities where they don't already exist, or to widen disparities where they currently exist. Dr. Prince noted that innovation grants are a way to build capacity and obtain data; staff didn't want disparity at the middle schools, which is why those schools were flooded with iPads.

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Dr. Prince opined that if the Board works from a grade-to-grade perspective, disparity will occur. She suggested thinking of the expansion as we do with PLC (Professional Learning Community) teams; staff would be able to work together and learn from each other.

Chair Sauret expressed his support for allowing the innovation grants if there is careful selection criteria for teachers that have shown a plan for implementation of the iPads, opining that communication should be one of the elements. Vice Chair Rochester recommended ensuring that all of the bright ideas don't flow to just one or two schools.

Director Kemper said he wants to ensure that the infrastructure is in place so there is success for those teachers who want to use iPads.

Cheldelin Middle School principal Jeff Brew, a member of the audience, referenced a comment he had heard from Board members in the past regarding the ability to tell if the program is effective. He expressed curiosity about which metric the Board wants to be able to evaluate the effectiveness; he added that data is important but if you're going to use that as a point of decision you have to be clear on what metric you're using.

A summary of the items that will move forward for the 1:World program next year:

- Establish a technology advisory committee (teachers, parents, students, community members).
- Conduct a third party evaluation of the program.
- Conduct a third party security audit of the program.
- Troubleshoot and improve infrastructure and ESD support (WiFi, bandwidth).
- Professional Development plan for those implementing and those ready to implement.
- Continue with TOSA support and technical support at the current level.
- Continue all classrooms and levels that are currently implementing 1:World.
- Expand AVID by one class at each high school.
- Add iPads 1:1 in 6th-8th grades at Franklin.
- Provide student iPads in fall 2014 through technology innovation grants to PLC teams, departments, and teachers who are ready to implement 1:1 in their classroom.

Director Corrigan departed the meeting at 10:40 p.m.

IX. SPECIAL REPORTS

A. 2014-15 School Calendar

Human Resources Director Duvall noted that the proposed 2014-15 calendar mirrors the 2013-14 calendar.

X. CONSOLIDATED ACTION

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MOTION:
It was moved by Director Adams and seconded by Vice Chair Rochester to approve the Consolidated Action items. The motion was voted on and passed five to zero, with Directors Schuster and Corrigan absent from the voting because they had already departed the meeting. The motion carried.

The following items were approved:

A. Licensed Personnel Recommendations Including Annual Contract Renewals

(Filed in Section III of the Official 2013-14 Board Minutes.)

B. Board Policies.

- Board Policy IGAI—Human Sexuality, AIDS/HIV, Sexually Transmitted Diseases, Health Education—Revision—Second Reading
- Board Policy GBEB—Communicable Diseases—Revised—Second Reading
- Board Policy GBEBA—Staff—HIV, AIDS, and HBV—Rescinded
- Board Policy JHCC—Communicable Diseases—Revised—Second Reading
- Board Policy JHCCA—Students—HIV, HBV, and AIDS—Rescinded
- Board Policy JECB—Admission of Nonresident Students—Revised—Second Reading

C. Award of Network Bandwidth Contract to Comcast Business Communications

D. 2014-15 School Calendar

XI. CONSOLIDATED INFORMATION

The Board received the following information.

A. Non-Licensed Personnel Information

Recommendation to Hire

- Amy Covey: Food Service Assistant, 4 hrs, Central Kitchen, effective March 10, 2014 (Probationary).
- Karen Crauder: Instructional Media Center Assistant 2, 3.5 hrs., Harding Center, effective June 1 to June 27, 2014 (Limited Term).
- Bethany Henscheid: Administrative Assistant 2, 8 hrs., District Office, effective February 27, 2014 (Probationary).
- Allison Rooks-Armstrong: Educational Assistant 2/CLASS, 4 hrs., Linus Pauling Middle School, effective March 10, 2014 (Limited Term).

Termination/Resignation/Layoff/Retirement

- Jennifer Boatwright: Educational Assistant 2/LRC, 4 hrs., Crescent Valley High School, effective June 30, 2014 (Resignation). Jennifer is currently on a leave of absence.
- Karen Crauder: Instructional Media Center Assistant 2, 3.5 hrs., Harding Center, effective May 31, 2014 (Retirement).

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B. Board Policies and Administrative Regulations

- Board Policy—LBE—Public Charter Schools—Revised—First Reading
- Administrative Regulation—LBE-AR—Public Charter Schools—Revised—For Information
- Administrative Regulation AC-AR—Discrimination Complaint Procedures—Revised—For Information
- Administrative Regulation ACA-AR(2)—ADA Grievance Procedure—Revised—For Information
- Board Policy GBM—Right to Appeal to the Superintendent an Administrative Decision—Revised—First Reading
- Administrative Regulation GBN/JBA-AR—Sexual Harassment Complaint Procedures—Revised–For Information
- Administrative Regulation GBNA-AR—Hazing/Harassment/Intimidation/Menacing/Bullying/Cyberbullying Complaint Procedures—Staff—Revised—For Information
- Administrative Regulation JBA/GBN-AR—Sexual Harassment Complaint Procedures—Revised—For Information
- Administrative Regulation JFCF-AR—Hazing/Harassment/Intimidation/Menacing/Bullying/ Cyberbullying/Teen Dating Violence Complaint Procedures—Students—Revised—For Information
- Administrative Regulation JFCM-AR—Violence and Threats of Violence—Revised—For Information
- Board Policy KL—Public Complaints—Revised—First Reading
- Administrative Regulation KL-AR—Public Complaint Procedure—Revised—For Information

XII. EXECUTIVE SESSION

The Board met in Executive session at 5:15 p.m. under ORS 192.660(2)(d) – To consult with persons designated for labor negotiations, and under ORS 192.660(2)(e) – To consult with persons designated to negotiate real property transactions.

XIII. ADJOURNMENT

There being no further business before the Board, Chair Sauret adjourned the meeting at 10:42 p.m.

_____ _____

Tom Sauret, Board Chair Dr. Erin Prince, Superintendent

Prepared By: Julie Catala
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Corvallis
SCHOOL DISTRICT

X.B. Board Policy GBM—Right to Appeal to the Superintendent an Administrative Decision—Revised—Second Reading

Corvallis School District 509J
Board of Directors

BOARD MEETING DATE: April 14, 2014 **FOR ACTION**

SUBJECT:
Board Policy GBM—Right to Appeal to the Superintendent an Administrative Decision—Revised—Second Reading
Board Policy KL—Public Complaints—Revised—Second Reading

Issue: We have several different polices and administrative regulations regarding various kinds of complaints, each with their own process. In an effort to be consistent and responsive to students, parents, and staff, we have changed these documents to be more consistent.

Options Considered: Not revising the policies or administrative regulations.

Involvement: District office staff, Oregon School Boards Association

Consequences: Policies and administrative regulations may continue to be confusing.

Cost Impact: None

ACTION REQUESTED: Adoption of policies GBM and KL as amended.

CONTACT PERSON(S): Kevin Bogatin, Kerry Richey

CORVALLIS SCHOOL DISTRICT 509J

Code: GBM
Adopted: 7/91
Revised/Readopted: 7/89, 8/30/99
Original Codes: 3500, 4510

Staff Complaints
~~Right to Appeal to the Superintendent an Administrative Decision~~

Any school employee will have a right of access to the appeal procedures included in the district administrative procedures for the purpose of appeal of administrative decisions. For general purposes, staff will follow Board policy KL—Public Complaints and accompanying administrative regulation KL-AR—Public Complaint Procedure.
~~Appeal procedures are available to employees in the district human resources office.~~

The complaint procedure will not be used to resolve disputes and disagreements related to the provisions of any collective bargaining agreement, nor will it be used in any instance where a collective bargaining agreement provides a dispute resolution procedure. Disputes concerning an employee's dismissal, contract nonrenewal or contract nonextension will not be processed under this procedure.

Reasonable efforts will be made to resolve complaints informally.

END OF POLICY

Legal Reference(s):

OAR 581-022-1720
Anderson v. Central Point Sch. Dist., 746 F.2d 505 (9th Cir. 1984).
Connick v. Myers, 461 U.S. 138 (1983).

~~Anderson v. Central Point School District No. 6, 554 F. Supp. 600 (D. Oregon 1982); aff'd in part, 746 F. 2d 505 (9th Cir. 1984).~~

Cross Reference(s):

KL—Public Complaint Procedure

Corvallis
SCHOOL DISTRICT

X.C. Board Policy KL—Public Complaints—Revised—Second Reading

CORVALLIS SCHOOL DISTRICT 509J

Code: KL
Adopted: 4/12/99
Revised/Readopted: 4/7/08

Public Complaints

Complaints are handled and resolved as close to their origin as possible.

Although no community member will be denied the right to petition the Board for redress of a grievance, complaints will be referred through the proper administrative channels for solution before investigation or action by the Board. Exceptions are complaints that concern Board actions or Board operations, as well as appeals to student transfer decisions. Decisions made by the Assistant Superintendent on transfer appeals will be final (JCA-AR). All decisions made on transfer appeals will be communicated to the Board chair.

The Board advises the public that the proper channeling of complaints is:
~~involving instruction, discipline or learning materials is as follows:~~

1. Staff member; ~~Teacher~~
2. Building administrator ~~principal~~ or district department director (if applicable);
3. Superintendent;
4. Board.

While speakers may during public meetings offer objective criticism of school operations and programs, the Board will not hear ~~personal~~ complaints concerning district personnel nor against any person connected with the school system. To do so could expose the Board to a charge of being party to slander and would prejudice any necessity to act as the final review of administrative recommendations regarding the matter. The Board chairman will direct the patron to the appropriate means for Board consideration and disposition of legitimate complaints involving individuals.

The superintendent shall develop regulations designed to encourage the timely resolution of public complaints while providing a system of review which will allow both the complainant and the district an opportunity to be heard.

END OF POLICY

Legal References:
ORS 192.610—192.690
ORS 332.107
OAR 581-022-1940

Anderson v. Central Point School District No. 6, 554 F. Supp. 600 (D. Oregon 1982); aff'd in part, 746 F.2d 505 (9th Cir. 1984).
Connick v. Myers, 461 U.S. 138 (1983).

Cross Reference:
Policy BDDH—Public Participation

Corvallis
SCHOOL DISTRICT

X.D. Board Policy—LBE—Public Charter Schools—Revised—Second Reading

Corvallis School District 509J
Board of Directors

BOARD MEETING DATE: April 14, 2014 **FOR ACTION**

SUBJECT: Board Policy—LBE—Public Charter Schools—Revised—Second Reading

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Issue: There are several bills affecting public charters schools from the 2013 Legislature. HB 2150 modifies the content and process for a proposal to establish a public charter school; HB 2875 provides that, following the approval of the renewal of the charter, an expiring charter agreement remains in effect for the public charter school until the new charter is negotiated; HB 3093 requires the school district in which the public charter school is located to include the public charter school's annual audit as part of the audit report form the school district to the Department of Education. This legislation is effective January 1, 2014.

Further, OSBA provides language for board policy LBE—Public Charter Schools that provides the criteria the district must use to not approve a student's enrollment to a virtual public charter school. Administrative regulation LBE-AR also addresses the requirements related to the financial management system in a public charter school's application.

Options Considered: Not revising the policy or administrative regulation.

Involvement: District office staff.

Consequences: Policy and administrative regulation will remain outdated.

Cost Impact: Unknown.

ACTION REQUESTED: Adoption of policy LBE as amended.

CONTACT PERSON(S): Kevin Bogatin, Kerry Richey

CORVALLIS SCHOOL DISTRICT 509J

Code: LBE
Adopted: 1/10/00
Revised/Readopted: 8/19/02, 11/7/05
1/10/11

Public Charter Schools**

The district recognizes that public charter schools offer an opportunity to create new, innovative, and more flexible ways of educating students in an atmosphere of learning experiences based on current research and development. Public charter schools shall demonstrate a commitment to the mission and diversity of public education while adhering to one or more of the following goals:

1. Increase student learning and achievement;
2. Increase choices of learning opportunities for students;
3. Better meet individual student academic needs and interests;
4. Build stronger working relationships among educators, parents and other community members;
5. Encourage the use of different and innovative learning methods;
6. Provide opportunities in small learning environments for flexibility and innovation;
7. Create new professional opportunities for teachers;
8. Establish additional forms of accountability for schools; and
9. Create innovative measurement tools.

Public charter schools may be established as a new public school, from an existing public school or a portion of the school, or from an existing alternative education program. A public charter school may not convert an existing tuition-based private school into a charter school, affiliate itself with a nonsectarian school or religious institution, or encompass all the schools in the district unless the district is composed of only one school.

The ~~district's School~~ Board will not approve any public charter school proposal when it is deemed that its value is outweighed by any direct identifiable, significant, and adverse impact on the quality of the public education of students residing in the district. To meet the eligibility criteria for Board approval, a public charter school proposal must meet the requirements of Oregon Revised Statutes, Oregon Administrative Rules, Board policy, and regulation. Upon request of the Board, the public charter school applicant must furnish in a timely manner any other information the Board deems relevant and necessary to conduct a complete and good faith evaluation of the charter school proposal.

The district will determine if it has any unused or underutilized buildings. Buildings may be made available for public charter school use, subject to Board approval. Approved use may be limited to instructional purposes only. Appropriate-use fees will be determined by the Board. Public charter school use outside the district's instructional day will be subject to Board policy KG, Community Use of District Facilities and accompanying administrative regulation.

Public charter school students may, upon request, be allowed to participate in district programs such as physical education, instrumental and vocal music offerings, or other selected options if space and materials are available. Appropriate user fees for such options will be determined by the district. Students must adhere to state law, Board policies, regulations, and rules concerning conduct and discipline.

The district may provide instructional materials, lesson plans, or curriculum guides for use in a public charter school on a fee basis.

A public charter school or the sponsor of the public charter school is considered the employer of any employees of the public charter school. The public charter school employer will be determined with each proposal. If the Board is the employer, the terms of the current collective bargaining agreement will be examined to determine which parts of the agreement apply. If the Board is not the sponsor of the public charter school, it shall not be the employer and will not collectively bargain with public charter school employees.

The district will annually by December 1 calculate the number of students residing in the district who are enrolled in a virtual public charter school. When the percentage is three percent or above, the district may choose not to approve additional students for enrollment to a virtual public charter school.

The district is only required to use data that is reasonably available to the district including but not limited to the following for such calculation:

1. The number of students residing in the district enrolled in the schools within the district;

2. The number of students residing in the district enrolled in public charter schools located in the district;

3. The number of students residing in the district enrolled in virtual public charter schools;

4. The number of home-schooled students who reside in the district and who have registered with the educational service district; and

5. The number of students who reside in the district enrolled in private schools located within the school district.

A parent may appeal a decision of a school district not to approve a student for enrollment to a virtual public charter school to the State Board of Education.

The superintendent will develop administrative regulations for public charter schools to include the proposal process, review and appeal procedure and charter agreement provisions.

END OF POLICY

Legal Reference(s):

ORS 327.077
ORS 327.109
ORS 332.107
ORS Chapter 338
ORS 339.141
ORS 339.147
OAR 581-020-0301 to-0395
OAR 581-020-1342

HB 2030 (2011)
HB 2299 (2011)
HB 2301 (2011)
HB 3417 (2011)
SB 800 (2011)

No Child Left Behind Act of 2001, 20 U.S.C. §§ 6311-6322 (2006).

~~SB 767 (2009)~~
~~No Child Left Behind Act of 2001, P.L. 107-110, Title I, Sections 1111-1120B.~~

Corvallis
SCHOOL DISTRICT

X.E. Licensed Personnel Recommendations

Corvallis School District 509J
Board of Directors

BOARD MEETING DATE: April 14, 2014 **FOR-ACTION**

SUBJECT: Licensed Personnel Action

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1. Issue: Information on licensed personnel recommendations

   a. Recommendation to Hire:
   Darren Bland: Assistant Principal, 1.0 FTE, Cheldelin Middle School, effective July 1, 2014 (Probationary). Was Teacher on Special Assignment, 1.0 FTE.

   b. Termination/Resignation/Layoff:
   Jennifer Carlin: Special Education Teacher, .50 FTE, Lincoln Elementary School, effective June 30, 2014 (Resignation). Jennifer is currently on a leave of absence.

   Rebecca Hayes: First/Second Grade Teacher, 1.0 FTE, Hoover Elementary, effective June 20, 2014 (Retirement).

   Kim Hoover: Physical Education Teacher, 1.0 FTE, Cheldelin Middle School, effective June 30, 2014 (Retirement).

   Gail Langton: Humanities Teacher, 1.0 FTE, Cheldelin Middles School, effective June 30, 2014 (Retirement).

   Rosemary O'Neil: Administrator on Special Assignment, 0.40 FTE, District Office, effective June 30, 2015 (Retirement).

   Matthew Stephens: Science Teacher, 1.0 FTE, Linus Pauling Middle School, effective June 30, 2014 (Retirement).

   Margaret Thomson: Fifth Grade Teacher, 1.0 FTE, Adams Elementary School, effective June 30, 2014 (Retirement).

   c. Voluntary Reduction:
   Marcia Stevens: Band Teacher, 1.0 FTE, Corvallis High School and Linus Pauling Middle School; voluntary reduction to 0.50 FTE.

d. Information:
Rosemary O'Neil: Administrator on Special Assignment, 0.40 FTE, District Office, effective July 1, 2014 (Voluntary Reduction). Was 1.0 Elementary Principal at Mt. View Elementary School.

Lisa Krause: Elementary Principal, 1.0 FTE, Mt. View Elementary School, effective July 1, 2014 (Regular). Was Assistant Principal at Cheldelin Middle School.

ACTION REQUESTED: Approve recommendations.

CONTACT PERSON: Jennifer Duvall

Corvallis
SCHOOL DISTRICT

X.F. Contract Award for Financial Audit Services 2013-14 to 2015-16

Corvallis School District 509J
Board of Directors

FOR ACTION

BOARD MEETING DATE: April 14, 2014

SUBJECT: Contract Award for Financial Audit Services 2013-14 to 2015-16

The district contracts for auditing services with accounting firms and periodically solicits proposals to evaluate the firms and the auditing services they provide. Oregon Revised Statute 297.425 requires an annual audit of the district's fiscal records.

A request for proposal for audit services was issued in February 2014. Three firms made proposals to the Corvallis School District on or prior to the March 5, 2014 proposal deadline. The accounting firms and proposed fees are noted in the table below:

Name of Firm	Three year contract fees
Koontz & Perdue	$97,500
Grove, Mueller and Swank	$89,000
Pauly, Rogers and Company	$88,000

Proposals were evaluated based on experience, references, audit approach, staffing, fees, and assistance in preparing high quality financial reports. Grove, Mueller, and Swank and Pauly, Rogers and Company were interviewed by a team of district staff, including Steve Nielsen, Director, Debbie Bell, Controller, and Dan Nelson, Staff Accountant.

Given the similarities of the firm's characteristics, the next criteria was price. Pauly, Rogers and Company's proposal provided a comprehensive package of services along with the lowest fees over the three year period.

Motion Requested: I move that staff be authorized to enter into a three year agreement with Pauly, Rogers, and Company to audit the district's financial statements for the fiscal years ending June 30, 2014 through June 30, 2016, with the option of auditing its financial statements for the subsequent two fiscal years.

Presenter: Steve Nielsen, Director of Finance and Operations

Corvallis
SCHOOL DISTRICT

XI. CONSOLIDATED INFORMATION

XI.A. Non-Licensed Personnel Information

Corvallis School District 509J
Board of Directors

BOARD MEETING DATE: April 14, 2014 **FOR INFORMATION ONLY**

SUBJECT: Non-licensed Personnel Information

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1. Issue: Information on non-licensed-personnel

   a. Recommendation to Hire:
   Samuel Dykes: Educational Assistant 2/LRC, 6.5 hrs, Adams Elementary School, effective March 31, 2014 (Probationary).

   Susan Locey: Administrative Assistant 3/OA, 8 hrs, Corvallis High School, effective March 31, 2014 (Probationary).

   Melissa Miller: Educational Assistant 2, 4.75 hrs, Hoover Elementary School, effective April 7, 2014 (Probationary).

   b. Termination/Resignation/Layoff/Retirement:
   Kirsten Asbury: Educational Assistant 2/LRC, 6 hrs, Lincoln Elementary School, effective June 30, 2014 (Resignation).

   Christie Dugger: Maintenance 1, 8 hrs, Corvallis High School, effective March 19, 2014 (Resignation).

   Lynn McCurdy: Food Service Specialist, 5.5 hrs, Mt. View Elementary School, effective March 21, 2014 (Resignation).

   Liana Ruiz: Food Service Assistant, 4.75 hrs, Linus Pauling Middle School, effective April 4, 2014 (Resignation).

   Cara Takamori: Educational Assistant 2, 4 hrs, Adams Elementary School, effective June 30, 2014 (Resignation)

Corvallis
SCHOOL DISTRICT

XI.B. Division 22 Standards

Corvallis School District 509J
Board of Directors

BOARD MEETING DATE: **April 14, 2014** **FOR INFORMATION**

SUBJECT: Division 22 Standards

Issue:
As submitted for your information at the January 13, 2014 Board meeting, districts are required by OAR 581-022-1610 Operating Policies and Procedures to report to the Board the District's standing with respect to the Standards for Public Elementary and Secondary Schools as set out in OAR Chapter 581, Division 22. Attached for your information is our annual Elementary and Secondary Schools Assurance Form. No Board action is required.

CONTACT PERSON: Kevin Bogatin, Assistant Superintendent

Corvallis School District 509J
School District

Benton
County

DIVISION 22
STANDARDS FOR PUBLIC ELEMENTARY AND SECONDARY SCHOOLS
2013-2014 ASSURANCE FORM

I hereby certify that Corvallis School District 509J has completed and presented its annual report to the community and is in compliance with and implementing as required, **all** of the applicable Standards for Public Elementary and Secondary Schools as set out in OAR Chapter 581, Division 22.

OAR Number	Title	Compliance Status	
		Yes, in compliance	No, not in compliance
0413	Prevention Education Programs in Drugs and Alcohol	☑	☐
0416	Anabolic Steroids and Performance Enhancing Substances	☑	☐
0421	Safety of School Sports -- Concussions	☑	☐
0606	District Improvement Plan	☑	☐
0610	Administration of State Assessments	☑	☐
0612	Exception of Students with Disabilities from State Assessment Testing	☑	☐
0615	Assessment of Essential Skills	☑	☐
0617	Essential Skill Assessments for English Language Learners	☑	☐
0705	Health Services	☑	☐
0711	Policies on Reporting Child Abuse	☑	☐
0807	Standardization	☑	☐
1060	School and District Performance Report Criteria	☑	☐
1130	Diploma Requirements	☑	☐
1131	Credit Options	☑	☐
1133	Extended Diploma	☑	☐
1134	Modified Diploma	☑	☐
1135	Alternative Certificate	☑	☐
1140	Equal Education Opportunity (includes Harassment, Intimidation, Bullying and Cyberbullying	☑	☐
1210	District Curriculum	☑	☐
1215	Literacy Instruction	☑	☐
1310	Identification of Academically Talented and Intellectually Gifted Students	☑	☐
1320	Rights of Parents of Talented and Gifted Students	☑	☐
1330	Programs and Services for Talented and Gifted Students	☑	☐
1340	Special Education for Children with Disabilities	☑	☐
1350	Alternative Education Programs	☑	☐
1360	Expanded Options Program Annual Notice	☑	☐
1364	Expanded Options - Requirements for Oregon Public School Districts	☑	☐
1420	Emergency Plans and Safety Programs	☑	☐

1430	Asbestos Management Plans	☑	☐
1440	Human Sexuality Education	☑	☐
1510	Comprehensive Guidance and Counseling	☑	☐
1512	Child Development Specialist Programs	☑	☐
1520	Media Programs	☑	☐
1530	Auxiliary Services	☑	☐
1610	Operating Policies and Procedures	☑	☐
1620	Required Instructional Time	☑	☐
1622	Independent Adoptions of Instructional Materials	☑	☐
1640	Instructional Materials Adoption	☐	☑
1650	Postponement of Purchase of State-Adopted Instructional Materials	☑	☐
1660	Records and Reports	☑	☐
1661	Report on Physical Education Data	☑	☐
1670	Individual Student Assessment, Recordkeeping, Grading, and Reporting	☑	☐
1710	Personnel	☑	☐
1720	Personnel Policies	☑	☐
1723	Teacher and Administrator Evaluation and Support	☑	☐
1724	Core Teaching Standards	☑	☐
1725	Educational Leadership—Administrator Standards	☑	☐
1730	Fingerprinting of Subject Individuals in Positions Not Requiring Licensure as Teachers, Administrators, Personnel Specialists, School Nurses	☑	☐
1910	Exemptions	☑	☐
1941	Complaint Procedures	☑	☐
2130	Kindergarten Assessment	☑	☐

FOCUS OARs: This year, three rules have been selected for additional attention within the assurances process, OAR 581-022-1723, OAR 581-022-1330, and OAR 581-022-1620.

OAR 581-022-1723 Teacher and Administrator Evaluation and Support

Yes	No	
☑	☐	The district evaluation and support system is aligned with the five elements of the Oregon Framework for Teacher and Administrator Evaluation and Support Systems and includes:
☑	☐	1. Standards of Professional Practice
☑	☐	2. Differentiated Performance Levels
☑	☐	3. Multiple Measures
☑	☐	4. Evaluation and Professional Growth Cycle
☑	☐	5. Aligned Professional Learning
☑	☐	The district has a plan to monitor progress and refine the local evaluation and support system.

OAR 581-022-1330 Programs and Services for Talented and Gifted Students

Yes	No	
☑	☐	The district written plan for Talented and Gifted Education programs and services has been submitted to the Oregon Department of Education. The plan includes:
☑	☐	(a) A statement of school district policy on the education of talented and gifted children;
☑	☐	(b) An assessment of current special programs and services provided by the district for talented and gifted children;
☑	☐	(c) A statement of district goals for providing comprehensive special programs and services and over what span of time the goals will be achieved;
☑	☐	(d) A description of the nature of the special programs and services which will be provided to accomplish the goals; and
☑	☐	(e) A plan for evaluating progress on the district plan including each component program and service.
☑	☐	The instruction provided to identified students shall be designed to accommodate their assessed levels of learning and accelerated rates of learning.

OAR 581-022-1620 Required Instructional Time
(Please fill in the blanks within the following questions with your district's information.)

Our district has adopted a school calendar that nets 430 instructional hours at grade K, 880 instructional hours at grades 1-3, 948 instructional hours at grades 4-8, and 999 at grades 9-12.

Please list any Division 22 rule(s), including the OAR number and title, with which the district is not in compliance and detailed plans to correct. Attach a separate document if necessary.

1640 Instructional Materials Adoption - The district will be seeking a postponement of state-adopted instructional materials for English Language Arts for 2013-14 from ODE per OAR 581-022-1650. The district plans to conduct a formal adoption process for both ELA and Mathematics in the 2014-15 school year with implementation beginning in September 2015.

1670 Individual Student Assessment, Record keeping, Grading, and Reporting - The district is in compliance with HB 4150.

SIGNED ASSURANCES

I certify that any Division 22 rules with which the district does not yet comply are noted below. An explanation of why the district is not in compliance and a plan for correcting the deficiency (or deficiencies) is attached.

I hereby certify that the district's annual report was presented to the community on 1/13/14, as required by OAR 581-022-0807. Evidence (school board minutes or a newspaper article) is attached.

I further certify that all representations in this Assurance Form are true and correct to the best of my knowledge.

Dr. Erin Prince, Superintendent	EKR
Name of District Superintendent	Signature
Kevin Bogatin, Assistant Superintendent	4/7/14
Name of person completing form	Date

Please return the 2013-2014 Assurance Form by April 15, 2014 to:
http://www.indistar.org

Corvallis
SCHOOL DISTRICT

XI.C. Unaudited Financial Statements - February 28, 2014

Corvallis School District 509J
Board of Directors

FOR INFORMATION

BOARD MEETING DATE: April 14, 2014

SUBJECT: February 28, 2014 Financial Statement (Unaudited)

The General Fund Statement of Revenues and Expenditures for the period ending February 28, 2013 and 2014 follows this report.

Current Highlights

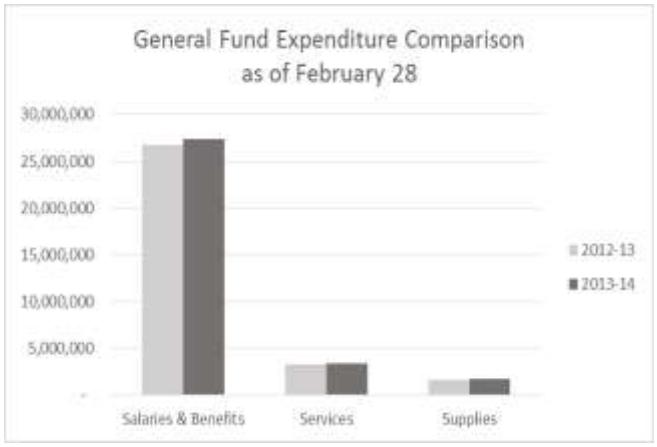
Revenues

The February 2014 year-to-date revenues total $43.5 million or 82.3 percent of total revenue budgeted as compared to 2012-13 of $40.2 million or 81.1 percent, an increase of $3.3 million.

See previously reported highlights for additional information regarding the increased revenues.

Expenditures

The February 2014 year-to-date expenditures total $32.6 million or 60.0 percent of budget as compared to 2012-13 of $31.6 million or 61.0 percent, an increase of $1.0 million. At right is a chart comparing expenditures by major object as of February for each fiscal year. You will note fairly stable expenditure levels by categories between years with the larger increase reflected in salaries and benefits as would be expected due to contractual agreements and PERS increases.



Previously Reported Highlights

The Instructional Services category reflects the 2013-14 addition of tuition for two out of state special education placements to meet student needs with year-to-date expenditures of $106,571. The district pursues additional funding to help offset these expenditures through the High Cost Disability Grant process and other targeted funding. The Supporting Services category reflects increased costs for utilities, transportation and facility and maintenance repairs of approximately $72,000 as compared to this time last year. Seasonality, weather, contract increases and needed maintenance have impacted the timing of these costs. Budgets and opportunities to fund repairs elsewhere are under review.

The November 2013 report showed property and local option tax revenues down $2.4 million as compared to the prior year. Staff had estimated the withholding of $1.8 million in November due to the Hewlett Packard (HP) and Comcast refunds and tax deferrals. As local tax revenues are a factor in the state school formula, the district will see an offset in state revenues received.

Staff analyzed the variance in expected versus actual tax collections and queried Benton County for further details. It was discovered that the County had withheld the HP reduction twice from November turnovers in error. Benton County corrected this error by issuing a turnover on December 23, 2013, in the amount of $1.7 million for the General Fund portion and $.5 million for the Debt Service portion.

Factoring in this adjustment, November year-to-date collections for 2013-14 were $.7 million less than the prior year. This latest report reflects the corrected tax receipts from Benton County.

With the influx of property tax receipts in November that is used over the course of the fiscal year to fund operations, the district's investment opportunities within policy guidelines were examined. The Local Government Investment Pool (LGIP) rate of return as of February 2014 is 0.54% as compared to a three-month U.S. Treasury Bill bond equivalent yield of 0.05%. Staff evaluated rates for maturities over the course of the fiscal year and determined that the LGIP provided the best rate and liquidity at this time. The district's balance of funds in LGIP remains below the maximum allowed by the State Treasurer's Office and therefore we are not required to invest funds outside of the LGIP.

February year-to-date state revenues for general support for 2013-14 are $19.9 million as compared to $15.2 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 80.3 percent as of the end of February.

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 February are higher than the prior year by $1.0 million. In addition to current highlights mentioned, contracted salary increases as well as several key program changes are reflected in the year-to-date increase. In the Instructional category, 1:World supplies and materials purchases of approximately $408,454 were made through February 2014 along with $309,000 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 a funding transfer to the Early Retirement Fund as the program is now fully funded, a budgeted decrease of $480,650 from the prior year.

The Schedule of Investments and Cash Disbursements for February 2014 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 February 28, 2013 and 2014**
	2. Schedule of Investments as of February 28, 2014
	3. Schedule of Cash Disbursements greater than or equal to $1,000 for the period of February 2014

Corvallis School District 509J
Statement of Revenues and Expenditures
Fiscal Year to Date as of February 28, 2013 and 2014 Respectively (Unaudited)

General Fund

	FY 2012-13			FY 2013-14		
	Budget	Actual		Budget	Actual	
Revenues:						
Local Sources						
Property Taxes	$ 23,055,300	$ 20,413,166	88.5%	$ 22,950,000	$ 20,021,662	87.2%
Local Option Taxes	4,541,500	3,672,679	80.9%	3,890,200	3,294,219	84.7%
Earnings on Investments	100,000	72,500	72.5%	100,000	75,120	75.1%
Other	316,000	198,004	62.7%	394,000	200,605	50.9%
Intermediate Sources	230,000	107,601	46.8%	260,000	92,516	35.6%
State Sources						
General Support	20,560,265	15,236,953	74.1%	24,719,368	19,854,865	80.3%
Common School Fund	603,120	453,393	75.2%	494,332	-	0.0%
Other	100,000	-	0.0%	83,000	-	0.0%
Federal Sources	8,000	8,621	107.8%	9,000	8,971	99.7%
Total Revenue	$ 49,514,185	$ 40,162,917	81.1%	$ 52,899,900	$ 43,547,958	82.3%
Expenditures:						
Instruction	$ 30,924,859	$ 18,602,395	60.2%	$ 32,646,155	$ 19,328,513	59.2%
Supporting Services	20,718,041	12,918,732	62.4%	21,488,032	13,178,198	61.3%
Community Services	124,300	62,992	50.7%	127,370	67,182	52.7%
Facilities Improvements	1	-	0.0%	1	-	0.0%
Transfers to Other Funds	2	-	0.0%	2	-	0.0%
Total Expenditures	$ 51,767,203	$ 31,584,119	61.0%	$ 54,261,560	$ 32,573,893	60.0%
Excess of Revenues over Expenditures	$ (2,253,018)	$ 8,578,798		$ (1,361,660)	$ 10,974,065	
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, February 28	$ -	$ 16,828,709		$ -	$ 17,604,021	

Corvallis School District 509J
Schedule of Investments
February 28, 2014

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%		$ 37,452,234
Debt Service Account				0.54%		40
Subtotal LGIP [1]						$ 37,452,274
Local Government Investment Pool - Pension Bond Debt Service:						
Pension Bond Debt Service Account:[2]				0.54%		$ 1,176,988
Total Investments						$ 38,629,262

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 2/28/14:

3-Month U. S. T-Bill bond equivalent yield:	0.05%
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 February 1, 2014 - February 28, 2014

Fund, Object, Vendor	Amount
100 - General Fund	**$ 248,101.63**
Computer Software	**$ 17,271.20**
UPTIME SCIENCES	$ 17,271.20
Consumable Supplies and Materials	**$ 36,815.45**
COASTWIDE LABORATORIES	$ 1,429.35
HOME DEPOT CREDIT SERVICES	$ 1,773.40
SPAETH LUMBER & HOME CENTER	$ 1,669.03
THE PART WORKS INC	$ 1,563.32
OFFICE MAX	$ 6,444.43
WELLS FARGO REMITTANCE CENTER	$ 3,567.93
CCI	$ 1,417.99
APPLE, INC	$ 18,950.00
Other Non-instructional Professional and Techni	**$ 6,531.75**
MAXIM HEALTHCARE SERVICES	$ 6,531.75
Reimbursable Student Transportation	**$ 8,400.00**
GO GET'EM TAXI AND TRANSPORT LLC	$ 8,400.00
Repairs and Maintenance Services	**$ 9,953.82**
BENTON COUNTY PUBLIC WORKS	$ 1,624.57
REYNOLDS ELECTRIC, INC.	$ 2,445.95
BENSON'S INTERIORS, INC	$ 2,400.00
ECO HOME COMFORT, LLC	$ 2,133.00
KONE INC	$ 1,350.30
Travel, Out of District	**$ 8,464.04**
OETC	$ 3,687.00
WELLS FARGO REMITTANCE CENTER	$ 1,995.04
OREGON SCHOOL BOARDS ASSOCIATION	$ 2,782.00
Telephone	**$ 4,532.36**
AT&T MOBILITY-ACCT#837370420 (TECH)	$ 1,524.63
CENTURYLINK.	$ 3,007.73
Water and Sewage	**$ 11,666.94**
CITY OF CORVALLIS	$ 11,666.94
Electricity	**$ 46,464.60**
PACIFIC POWER AND LIGHT	$ 46,464.60
Instructional, Professional and Technical Servic	**$ 14,288.67**
LINN BENTON COMMUNITY COLLEGE	$ 7,429.67
WASHINGTON STATE SCHOOL FOR THE BLIND	$ 6,859.00
Away HS Playoffs and/or Tournaments	**$ 2,518.16**
DOUBLETREE HOTEL - LLOYD CENTER	$ 1,181.64
ECONO LODGE	$ 1,336.52

Fund, Object, Vendor	Amount
100 - General Fund Continued	
Copier Charges	**$ 14,689.82**
OREGON STATE UNIVERSITY PRINTING	$ 14,689.82
Other Communication Services	**$ 15,331.63**
CENTURYLINK.	$ 1,348.89
COMCAST/INSTITUTIONAL NETWORKS	$ 13,982.74
Charter School Payments	**$ 45,461.16**
INAVALE COMMUNITY PARTNERS, INC	$ 45,461.16
Legal Services	**$ 2,054.00**
LUVAAS COBB	$ 1,041.50
THE HUNGERFORD LAW FIRM LLP	$ 1,012.50
Accounts Payable	**$ 3,658.03**
RAINBOW DANCE THEATRE	$ 3,658.03
296 - Grants Fund	**$ 42,993.32**
Consumable Supplies and Materials	**$ 10,398.21**
OETC	$ 1,765.00
WELLS FARGO REMITTANCE CENTER	$ 2,746.70
CDW GOVERNMENT INC	$ 5,886.51
Other Non-instructional Professional and Techn	**$ 14,172.76**
BOYS & GIRLS CLUB OF CORVALLIS	$ 14,172.76
Travel, Out of District	**$ 1,124.41**
WELLS FARGO REMITTANCE CENTER	$ 1,124.41
Instructional, Professional and Technical Servic	**$ 17,297.94**
JORIE ELLIS	$ 1,567.20
KELLOGG, MELEA	$ 5,242.32
LEBANON COMMUNITY SCHOOL DISTRICT	$ 7,100.17
EXCELLENCE IN WRITING	$ 3,388.25
297 - Student Body Funds	**$ 20,834.90**
Consumable Supplies and Materials	**$ 9,536.00**
WELLS FARGO REMITTANCE CENTER	$ 2,167.75
EMERALD SKI RACING LEAGUE	$ 4,412.00
EVERGREEN WREATHS AND MORE	$ 1,276.25
FIVE STAR SPORTS	$ 1,680.00
Printing and Binding	**$ 6,308.40**
LIFETOUCH NATIONAL SCHOOL STUDIOS	$ 6,308.40
Travel, Student Out of District	**$ 1,998.00**
BEST WESTERN PLUS RIVERSHORE HOTEL	$ 1,998.00
Non-reimbursable Student Transportation	**$ 2,992.50**
MTR WESTERN	$ 2,992.50

Fund, Object, Vendor	Amount
203 - Food Service Fund	**$ 75,956.58**
Food - Food Service Only	**$ 24,993.70**
LOCHMEAD DAIRY	$ 11,251.91
DUCK DELIVERY PRODUCE INC	$ 9,668.47
FRANZ FAMILY BAKERIES	$ 4,073.32
Travel, Out of District	**$ 1,000.00**
OREGON SCHOOL NUTRITION ASSN (OSNA)	$ 1,000.00
Inventories	**$ 49,962.88**
COSTCO-ALBANY	$ 2,085.50
FOOD SERVICE OF AMERICA	$ 24,900.90
MCDONALD WHOLESALE CO	$ 17,924.96
SYSCO FOOD SERVICE	$ 5,051.52
298 - Designated Revenue Fund	**$ 52,273.22**
Consumable Supplies and Materials	**$ 10,792.22**
B & H ELECTRONICS/PHOTO/VIDEO	$ 8,899.39
NEW PIG	$ 1,892.83

Fund, Object, Vendor	Amount
298 - Designated Revenue Fund Continued	
Travel, Out of District	**$ 1,305.00**
OREGON READING ASSOCIATION	$ 1,305.00
Travel, Student Out of District	**$ 40,176.00**
RESIDENCE INN WASHINGTON DC/FOGGY BOTT	$ 40,176.00
601 - Insurance Fund	**$ 5,460.00**
Consumable Supplies and Materials	**$ 4,350.00**
PLATT ELECTRIC SUPPLY CO	$ 4,350.00
Other Non-instructional Professional and Techn	**$ 1,110.00**
CPR WORKS, LLC	$ 1,110.00
Grand Total	**$ 445,619.65**

Corvallis
SCHOOL DISTRICT

XII. EXECUTIVE SESSION - The Board will meet in Executive session at 4:30 p.m. under ORS 192.660(2)(d) – To consult with persons designated for labor negotiations, ORS 192.660(2)(h) - To consult with legal counsel, ORS 192.660(2)(f) - To consider records that are exempt by law from public inspection, and ORS 192.660(2)(b) - To hear complaints against staff members

XIII. 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