



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, November 3, 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/UC9Jtp5dmilZl9kySBJbVQ?>
A recording of the meeting will also be posted to that channel.

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

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



Corvallis

SCHOOL DISTRICT

Monday, November 3, 2014
6:30 PM

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

Meeting Details: Monday, November 3, 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. ACTION ON MATTERS DISCUSSED IN EXECUTIVE SESSION
- IV. COMMITTEE/BOARD MEMBER ITEMS
- V. STUDENT REPRESENTATIVE REPORTS
- VI. SUPERINTENDENT'S REPORT
- VII. STAFF AND PUBLIC TESTIMONY - (20 minutes)
Please note: To indicate your desire to testify, complete a 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 10-08-14

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.

Corvallis School District

How to Provide Input to the School Board

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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, which 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.

Corvallis School District

How to Provide Input to the School Board

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- 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:

Vincent Adams	541-738-4324 or 541-240-4055
Judy Ball	541-758-1671 or 240-997-1222
Beth Heaney	541-738-0918
Bill Kemper	541-754-0943 or 541-740-0728
Felicia Reid-Metoyer	541-250-0352
Chris Rochester	541-224-1880
Tom Sauret	541-758-2244



Corvallis
SCHOOL DISTRICT

VIII. SPECIAL REPORTS

VIII.A. Boys & Girls Club of Corvallis Teen Center Traffic Study

Site Proposal – January 2014

BOYS & GIRLS CLUB

CORVALLIS

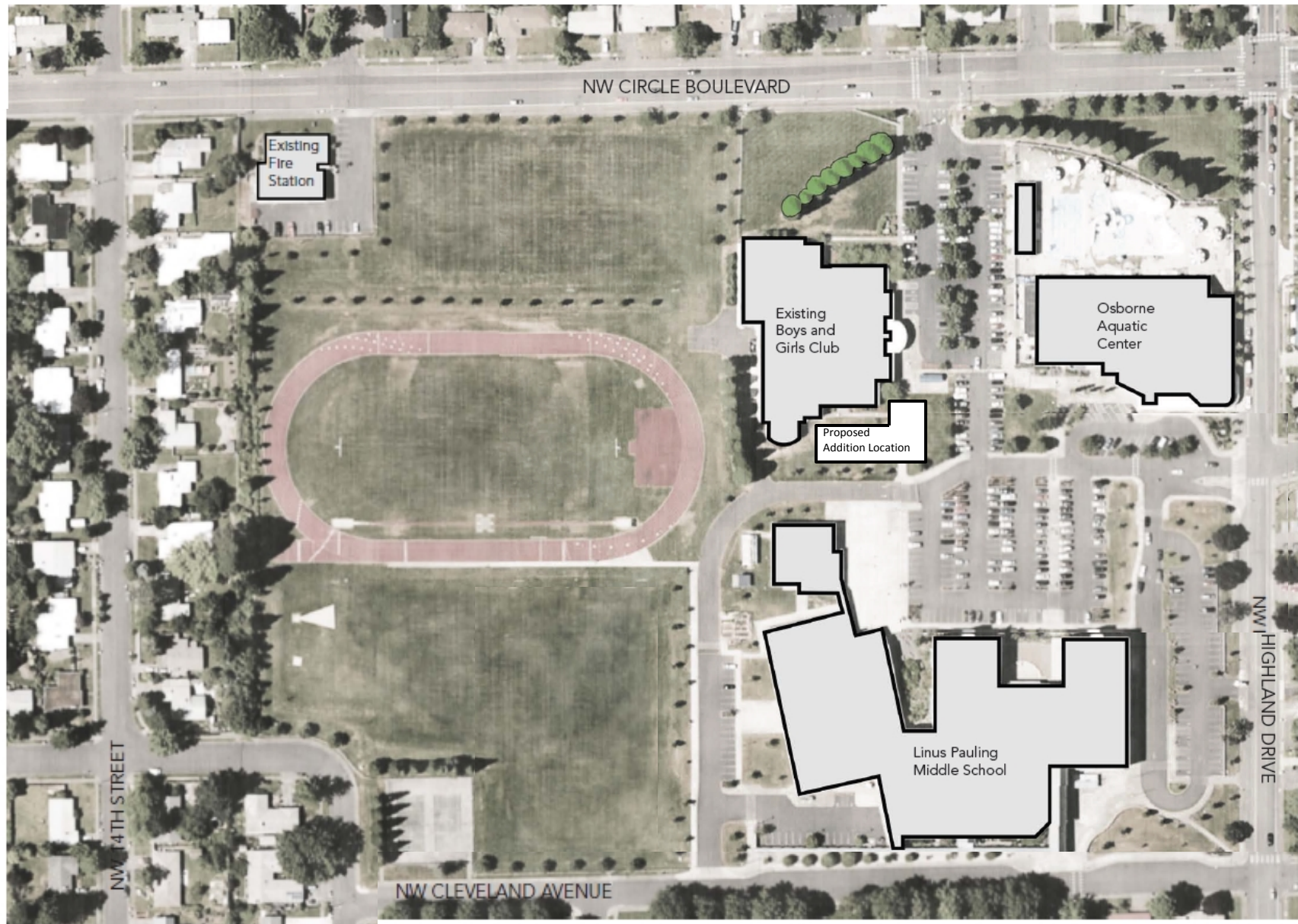
CBTwo
ARCHITECTS
A FOSTER WHEELER COMPANY

Traffic
Existing

SITE PLAN

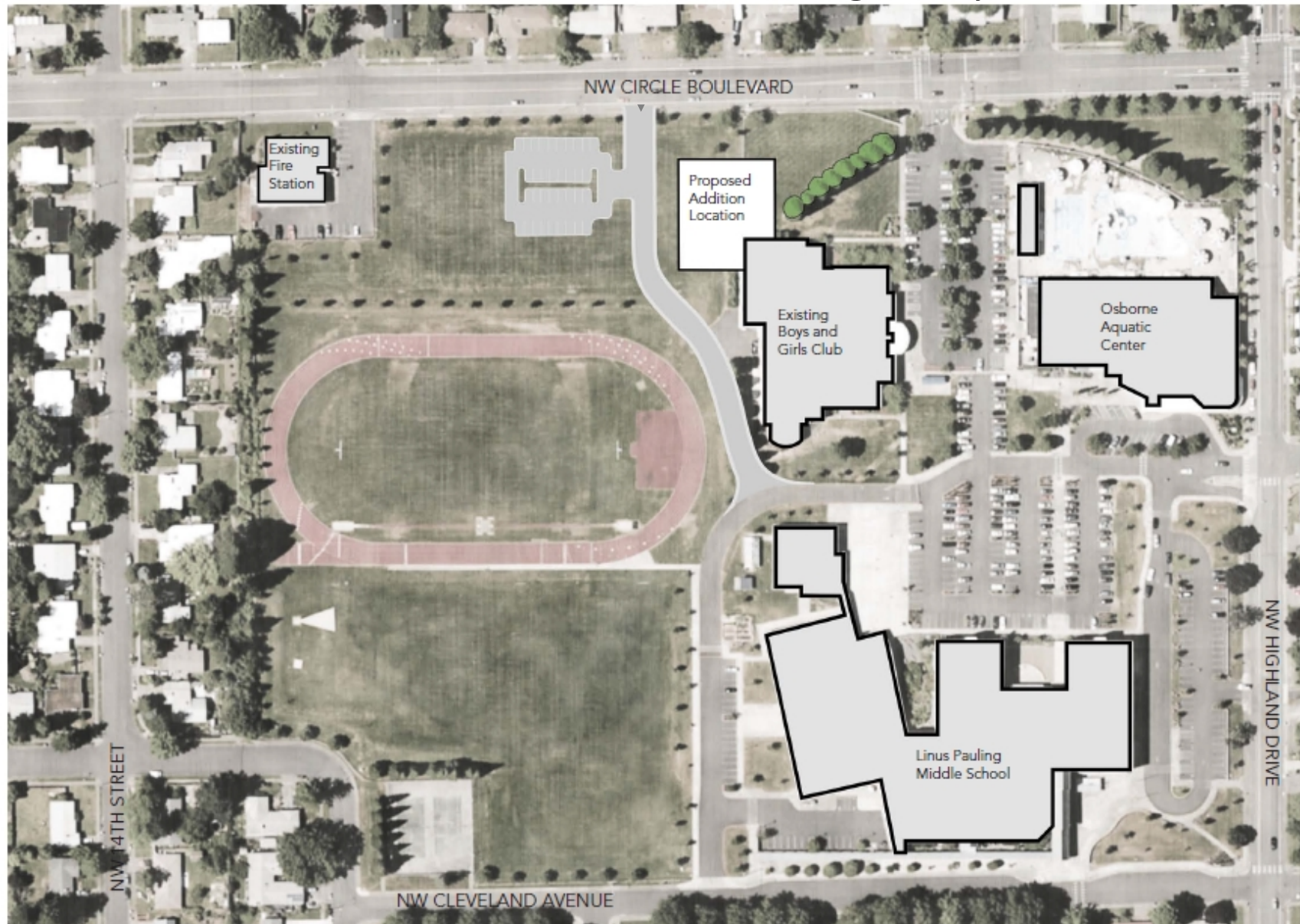
30 OCT 2014

NOT TO SCALE



Current Proposed Site Plan

Basis for Traffic & Parking Study



BOYS & GIRLS CLUB
CORVALLIS

CB|Two
ARCHITECTS

Proposed
SITE PLAN
30 OCT 2014

NOT TO SCALE

Existing Site – Existing Bus Circulation

BOYS & GIRLS CLUB CORVALLIS

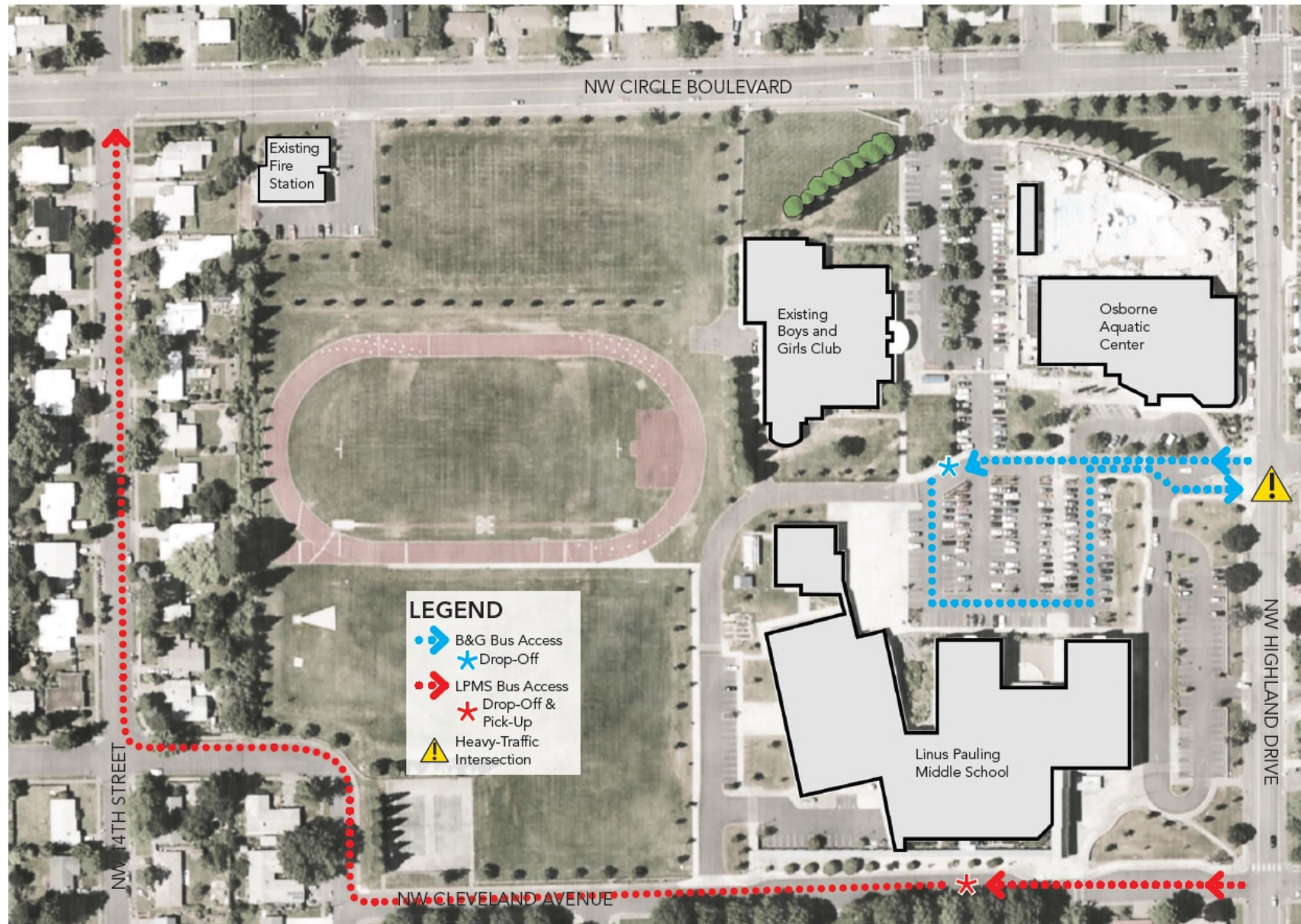
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A FOSTER WHEELER COMPANY

Traffic
Existing

SITE PLAN

30 OCT 2014

NOT TO SCALE



Proposed Site – Proposed Bus Circulation



BOYS & GIRLS CLUB
CORVALLIS

CBTwo
ARCHITECTS
W. LUTHER VIERLICK COMPANY

Traffic
Proposed
SITE PLAN
30 OCT 2014

NOT TO SCALE

BGCC – Teen Center



Requested Action from 509J

Sign BGCC's modified conditional use application that will allow BGCC to begin the City's conditional use permit approval process

509J to provide a resolution of support for the BGC Teen Center Expansion at the Linus Pauling complex Dec 31. 2014.

Questions?

Helen Higgins – CEO

hhiggins@bgccorvallis.org

Clay Higgins – COO

chiggins@bgccorvallis.org

Bill Mercer

Boys & Girls Club - Facility Committee Chair

bill.tammy.mercer@gmail.com

Cpt Dave Henslee

Boys & Girls Club - Board President

Dhenslee@bgccorvallis.org

GREAT FUTURES START HERE.



Corvallis

SCHOOL DISTRICT

VIII.B. Technology Innovation Grant Recipient

VIII.C. Smarter Balanced Assessment Update



Smarter Balanced Overview

Corvallis School District
November 3, 2014
Board Presentation

Language of the Test

- **SBAC** – Abbreviation for Smarter Balanced
- **Claims** – Statements of student outcome expectations in the form of, “Students can.. (demonstrate, solve, explain, employ, produce, etc.)”
- **DOK** – Depth of Knowledge – addressing levels of skill, knowledge, and students application of skills and knowledge. Many tools created to support teachers in preparing students for high level thinking skills required for success on the Smarter Balanced

Moving Forward

2013-14	2014-215 and Beyond
OAKS Reading and Writing	Smarter Balanced ELA
OAKS Math	Smarter Balanced Math
OAKS Science and Social Science	OAKS Science and Social Science
Extended Assessment	Extended Assessment
ELPA	ELPA
Kindergarten Assessment	Kindergarten Assessment

Teacher and Administrator Preparation

Teachers and Administrators have been:

- Using Common Core State Standards (CCSS) in instructional planning for 3 years
- Using the CCSS as the blueprint of applying critical instructional strategies
(you will see listed on later slides)
- Trained on - the components of the new assessment, required student skills,

HOW IS THE NEW TEST DIFFERENT?

Selected Response

- Assess a broad range of content.
- Scoring is objective, fast, and inexpensive to score.
- Difficult to understand a student's reasoning process and to assess higher-order thinking skills.

Constructed Response

- Require the student to generate a response as opposed to selecting a response.
- Include both short and extended responses.
- Allow students to demonstrate their use of complex thinking skills consistent with the expectations for college and career readiness.

Performance Tasks

- Require students to demonstrate ability to think and reason, and produce fully developed products.
- Measure complex "assessment targets."
- Provide evidence of college and career readiness.

SIX SHIFTS IN LITERACY INSTRUCTION

Increase in Nonfiction (Informational) Texts

Content Area Literacy in Science, Social Studies,
Technical Subjects

Increase Complexity of Texts

Focus on Text-Based Questions

Writing Arguments with Text Based Support

Focus on Academic Vocabulary

Assessment Claims for English Language Arts/Literacy

Reading

“Students can read closely and **analytically** to comprehend a range of increasingly complex literary and informational texts.”

Writing

“Students can **produce effective and well-grounded writing** for a range of purposes and audiences.”

Speaking/Listening

“Students can **employ effective speaking and listening** skills for a range of purposes and audiences.”

Research/Inquiry

“Students can **engage** in research and inquiry to **investigate** topics, and to **analyze, integrate, and present** information.”

Math Shifts

Focus	Teachers emphasizes concepts prioritized in the standards; focus on critical concepts in a given grade. Students develop a strong foundational knowledge and deep conceptual understanding and are able to transfer mathematical skills and understanding across concepts and grades
Coherence	Connect the learning within and across grades to build new understanding on foundational skills and knowledge built in previous years.
Fluency	Efficient and accurate in performing foundational computational procedures, study algorithms as “general procedures” so they can gain insights to the structure of mathematics (e.g. organization, patterns, predictability). Students are able to apply a variety of appropriate procedures flexibly as they solve problems , understand and manipulate more complex concepts in later grades.
Conceptual Understanding	Students deeply understand and can operate easily within a math concept before moving on. Students learn more than the facts and methods, or the trick to get it right, they understand the math.
Application	Apply math concepts in “real world” situations . They use the appropriate process of modeling, that includes choosing and using appropriate concept application, even when not prompted to do so.
Balanced Emphasis	Students need to both practice and understand mathematics. There is more than just a balance between these two priorities in the classroom – both are occurring with intensity.

Assessment Claims for Mathematics

Concepts and Procedures

“Students can explain and **apply mathematical concepts** and carry out mathematical procedures with precision and fluency.”

Problem Solving

“**Students can frame** and solve a range of complex problems in pure and applied mathematics.”

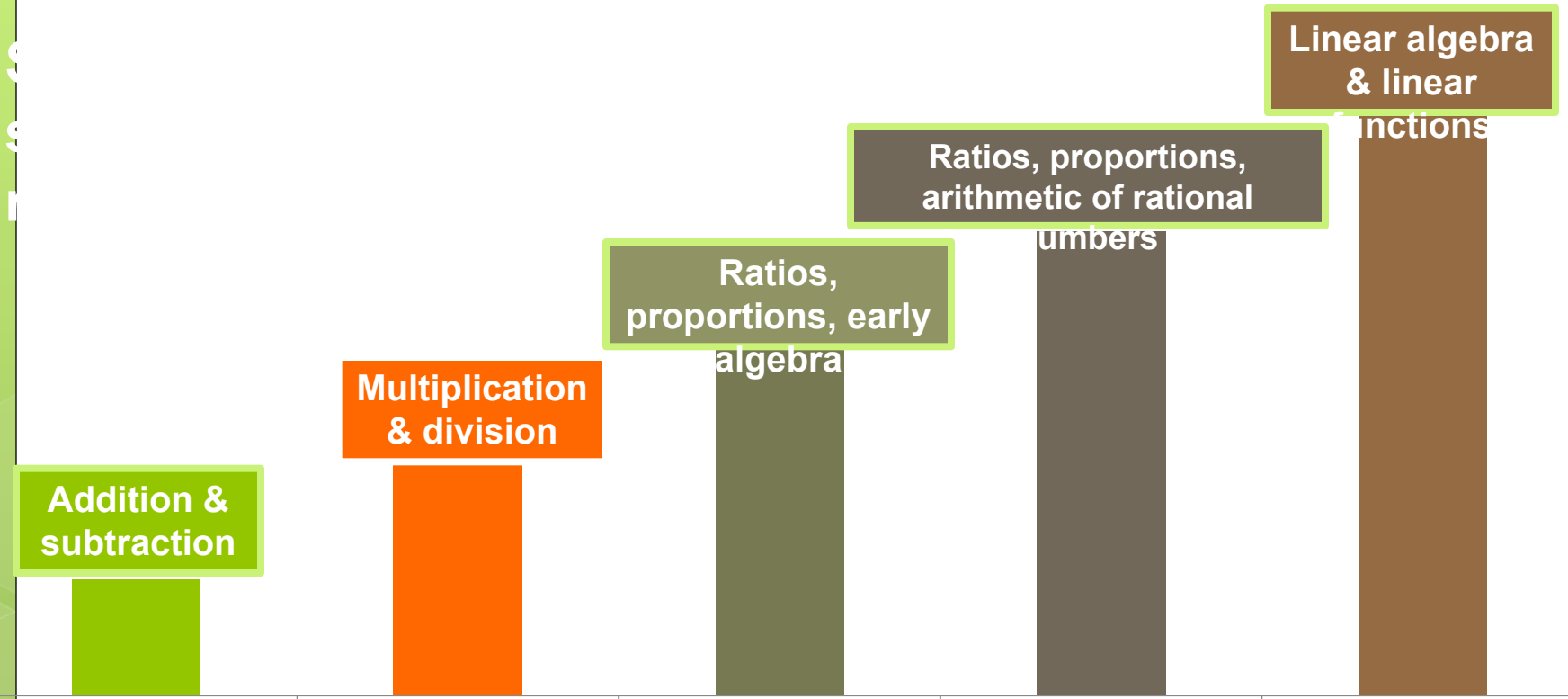
Communicating Reasoning

“Students can clearly and precisely **construct viable arguments to support their own reasoning and to critique the reasoning of others.**”

Data Analysis and Modeling

“Students can analyze complex, real-world scenarios and can use mathematical models to interpret and solve problems.”

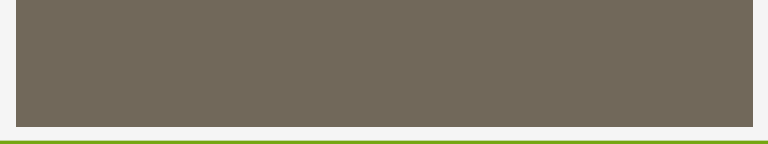
Common core math Standards by grade



Common Core State Standards connect learning across grades.

8 Mathematical Practices identified in the CCSS

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for regularity in repeated reasoning.



Tools/strategies shared with Teachers

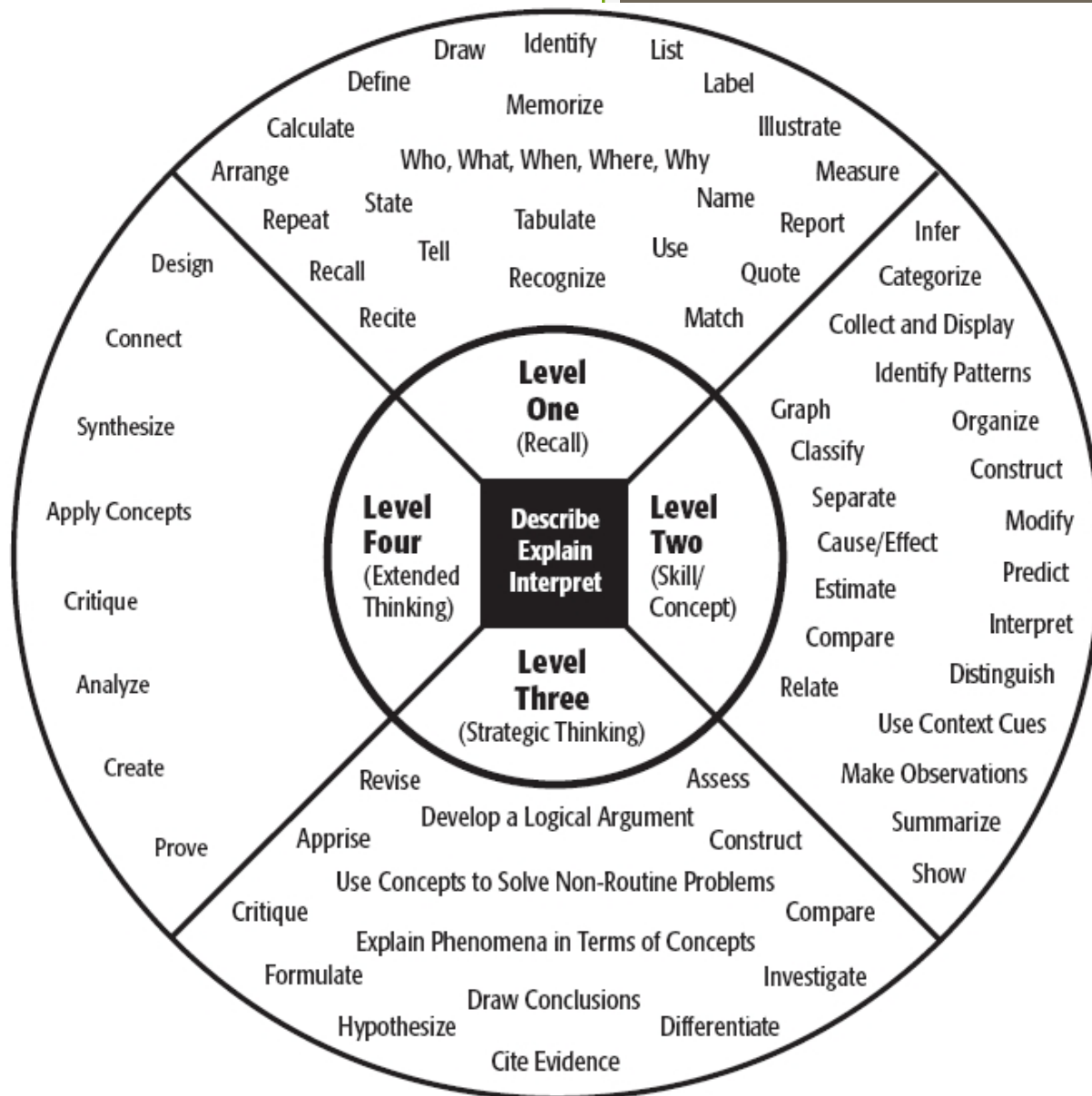
ASSESSING HIGHER-LEVEL THINKING SKILLS

- The Depth-of-Knowledge Levels web is one widely used method for illustrating the various types of knowledge and skills that teaching and learning encompasses.
- The level of thinking becomes more demanding as one moves to the higher levels and tackles more complex tasks such as synthesizing multiple pieces of information or proving an idea based on evidence in a text.
- Students especially need level three and four skills to succeed in college and careers. The Common Core standards reflect these skills more strongly than most state tests.



Source: N.L. Webb, *Depth-of-Knowledge Levels for Four Content Areas* (2002)

<http://facstaff.wcer.wisc.edu/normw/All%20content%20areas%20%20DOK%20levels%2032802.doc>; Linda Darling-Hammond, et al., *Criteria for High-Quality Assessment* (2013) https://edpolicy.stanford.edu/sites/default/files/publications/criteria-higher-quality-assessment_2.pdf



Building Knowledge Through Content-Rich Nonfiction and Informational Texts

Range of Text Types

Make sure that students are exposed to a wide range of text types including informational text (HS – 70%/30%).

Text Complexity

Make sure students are exposed to grade level text complexity – gradient increase with support.

Regular practice with complex text and academic vocabulary

- Tier 2 Vocabulary: Words that add to students' language ability (e.g., maintain, fortunate, required, tend, contrast/compare, insisted, summarize)
- Tier 3 Vocabulary: Words that are needed in a content area (e.g., isotope, peninsula, photosynthesis, cubism, isosceles triangle)

Smarter Balanced Skills our students will need

- **Countering** - Addressing counter claims in Argumentative Writing to acknowledge they exist; refute them or minimize their significance.
- **Synthesizing** - Pulling together material from multiple sources, drawing comparisons, noting contrasts in style, content, and point of view.
- **Highlighting** - Regularly engage students in highlighting text for different purposes (e.g., main ideas, descriptive details, unfamiliar vocabulary, etc.)
- **Elaborating** – **Narrative**: include details, descriptions & dialogue; **Explanatory**: examples, explanations, definitions, stats & factual details; **Argumentative**: stated claim that is maintained, integrated resources, logical reasoning, problem solving & counter claims
- **Conventions** - Correct sentence formation; Correct capitalization; Correct grammar/usage; Correct spelling

Smarter Balanced Skills our students will need

- **Citing** - Using evidence within a text to support a claim, explain a concept, justify an analysis)
- **Quoting** - Knowing when to insert direct quotations for maximum impact and effect
- **Attributing** - Giving credit for ideas or information taken from source materials either formally or informally
- **Paraphrasing** - Putting information into your own words, complete with attribution
- **Integrating** - Inserting information from sources seamlessly into the paper
- **Transitioning** - Moving smoothly from idea to idea within and between paragraphs

Universal Tools

Embedded

Breaks, Calculator,
Digital Notepad,
English Dictionary,
English Glossary,
Expandable Passages,
Global Notes,
Highlighter,
Keyboard Navigation,
Mark for Review,
Math Tools,
Spell Check,
Strikethrough,
Writing Tools, Zoom

Non-embedded

Breaks,
English Dictionary,
Scratch Paper,
Thesaurus

Designated Supports

Embedded

Color Contrast,
Masking,
Text-to-speech,
Translated Test
Directions,
Translations (Glossary),
Translations (Stacked),
Turn off Any Universal
Tools

Non-embedded

Bilingual Dictionary,
Color Contrast,
Color Overlay,
Magnification,
Read Aloud,
Scribe,
Separate Setting,
Translation (Glossary)

Accommodations

Embedded

American Sign Language, Braille,
Closed Captioning, Text-to-speech

Non-embedded

Abacus, Alternate Response Options,
Calculator, Multiplication Table,
Print on Demand, Read Aloud,
Scribe, Speech-to-text

SUMMATIVE SMARTER BALANCED ASSESSMENTS

- Administered during the last 12 weeks (approx.) at grades 3-8, and last 6 weeks at high school (grade 11)
- Significant portion of the assessment requires hand scoring, estimated 6-week turnaround for student achievement results
- Single testing opportunity for each student per year, in ELA and Math

Logistics of administering the SBAC

- Choosing which device(s) will be used
- Coordinating location within the buildings
- Schedule within building and across district

Resources

- **Smarter Balanced Field Test Portal**

<http://sbac.portal.airast.org/>

- **Common Core Standards Webpage (ODE)**

<http://www.ode.state.or.us/search/page/?id=2860>

- **Oregon Diploma Webpage**

<http://www.ode.state.or.us/search/results/?id=368>

- **Essential Skills Webpage**

<http://www.ode.state.or.us/search/page/?id=2042>

- **General Assessment Webpage**

<http://www.ode.state.or.us/search/results/?id=169>

Practice Test

- <http://sbac.portal.airast.org/practice-test/>



Corvallis

SCHOOL DISTRICT

VIII.D. Technology Update

IX. CONSOLIDATED ACTION

IX.A. Minutes

IX.A.1. October 13, 2014

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

I. CALL TO ORDER AND ROLL CALL

The meeting was called to order at 6:33 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.

<u>BOARD MEMBERS PRESENT</u> Chris Rochester, Chair Tom Sauret, Vice Chair Vincent Adams Judy Ball Lisa Corrigan Bill Kemper Anne Schuster	<u>EXECUTIVE STAFF PRESENT</u> Dr. Erin Prince, Superintendent Kevin Bogatin, Assistant Superintendent Jennifer Duvall, Human Resources Director Steve Nielsen, Finance and Operations Director <u>STUDENT REPRESENTATIVES PRESENT</u> Selena Refugio, College Hill Avery Allen, CHS Galen Chan, CVHS
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A quorum was present and due notice had been published.

II. PLEDGE OF ALLEGIANCE – Chair Rochester 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 – The second new student representative from College Hill, Selena Refugio, was introduced and welcomed. Each student representative provided highlights about the activities of his/her student body.

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

- VI. RECOGNIZE LOVE, INC.** – Love, INC organizing and carrying out of the annual teacher school supply giveaway. Trudy Parker and Shannon Hartley, representing Love, INC., were given heartfelt thanks and a certificate of appreciation for

VII. SPECIAL REPORTS

A. Technology Innovation Grant Recipients

The following teachers presented information about how they are using or plan to use the iPads they received through Technology Innovation Grant funds:

- Jennifer Rodriguez and Margie McShane – Adams Elementary School
- Kathy Alexander; Savannah Battro – Garfield Elementary School
- Rachel Frazier and Marilyn Polo – Lincoln Elementary School
- Britten Clark-Huyck – Corvallis High School

B. Muddy Creek Charter School Annual Report

Muddy Creek Charter School (MCCS) Executive Director Dan Hays provided highlights from the 2013-14 annual report, which was provided to the board prior to the meeting. (Filed as Supplemental Item #V-1 of the Official 2014-15 Board Minutes.) Major topics of the report included: academic performance and growth; parent survey results; financial performance; organizational performance; and building maintenance. Mr. Hays and Assistant Superintendent Kevin Bogatin responded to board member questions.

Some of the information conveyed by Mr. Hays and Mr. Bogatin included:

- 509J has extended the lease on the former Inavale School building for another year; MCCS has taken good care of the building and continues to do upgrades to it.
- MCCS test scores rose quite a bit last year; they are above average for similarly-sized charter schools around the state.
- The school is in compliance for the areas of employment, registration, and financials.
- The concerns last year regarding the size of the MCCS board are non-existent this year.
- Information regarding middle school performance of former MCCS students is provided by the middle school principals; it is not tracked by MCCS, although it is good information for the school and for prospective students.
- The school has a small number of students with challenging discipline issues.
- The attendance rate of approximately 73% is not as good as it could be because we have a number of students that come from home schooling; parents don't always feel that they have to have their kids at school, or they have things they want to do that they used to do as home schoolers. The distance from town is sometimes a challenge for all families.

C. Technology Update

Assistant Superintendent Kevin Bogatin provided updates about various topics including:

- A web site called Newsela.
- BrightBytes evaluation of 1:World.
- Network security audit.
- Technology Advisory Committee.
- Listservs.
- Pinnacle.
- Mobile Device Management.

Chair Rochester requested a thorough and candid presentation on the quality of all interfaces with the Linn Benton Lincoln Education Service District (LBL ESD). Mr. Bogatin noted that the conversation must be in-depth; reflecting the pros, cons, and ramifications, as well as the impacts on the other districts in our region.

Vice Chair Sauret opined that if we can't produce a reliable system, 1:World will fail; or we will need to have some serious discussion about our fallback plan. He said this has to be part of our long range planning.

Mr. Bogatin said that district staff has had some frank discussions with Apple; the district has been very clear that we are going to look at all options because we need systems that work.

D. Summer School Update

College Hill Counselor Cathy Wright provided information, including:

- The program is called Credit Recovery Summer School because all of the students were making up credit; no one was earning first-time credit.
- A total of 121 students were served.
- The students earned 157 half-credits, combined.
- Credits were predominantly in English and Social Studies, but some math was offered.
- Approximately 91 students were being served through the Free and Reduced Price Meals program. Students were arriving hungry; with the help of the district's Food and Nutrition Services Department, summer school became a free breakfast site.
- The staff was amazing; they treated every student as an individual.
- Staff had some amazing ideas for next year, which were based on their learnings about why some students succeeded and why some didn't.
- The Corvallis Public Schools Foundation provided huge financial support for the program.

VIII. ADOPT ACHIEVEMENT COMPACT

A. Presentation

Assistant Superintendent Bogatin presented information on the Achievement Compact, which the board had received prior to the meeting. (The presentation and draft Achievement Compact are filed as Supplemental Item #V-2 of the Official 2014-15 Board Minutes.) He provided information on topics including:

- How goals were determined.
- Graduation rates.
- Successes.
- Successes in subgroups.
- Areas in which growth is needed.

Regarding attendance, Mr. Bogatin reported that our high schools are sending the message loud and clear, specifically to our 9th grade groups, that it's important for students to come to school in order to make gains. Dr. Prince added that we have an active administrative group that's doing a complete study; the board will receive a report at a later date, which will include creative thinking around strategies.

Director Adams commented that Mr. Bogatin's presentation conveyed a large amount of information very quickly; he wondered aloud whether the board would wish to use time at its upcoming retreat to focus on high-level strategic items, which staff could break out visually. Dr. Prince said that's exactly what the retreat would be about. She pointed out that the Achievement Compact is sort of a road map; what staff drills into for school improvement planning and then for teacher and administrator professional goals is really where the rubber hits the road. Dr. Prince added that the board will have a chance to converse at length with principals later this fall around some of these key indicators for success.

Vice Chair Sauret said that the data presented tonight highlights the things the board has been talking about: a focus on not having enough gains in subgroups. He said he is very concerned about not seeing gains in the significant benchmarks of 3rd grade reading and 5th grade math; it just reinforces that we need to be more creative and find more ways of reaching all of our students to ensure that we are truly a successful school district.

Mr. Bogatin clarified that although we saw gains in most areas, our subgroups need to hit almost the 10% threshold every time for us to show that we're making gains. He added that discussion will take place at a later date around how we share growth and the projection for when we expect subgroups to get over the bar. Dr. Prince noted that more conversation is needed regarding how Smarter Balanced Assessment affects how we use the data.

Chair Rochester commented that there is good news in the Achievement Compact – in some cases very good news; however, we obviously have to focus on the deficiencies and challenges. He added that it's one thing to talk about meeting or exceeding a goal and it's another to talk

about an absolute lack of growth; there are very few, if any, examples of an absolute lack of progress, much less a regression.

Director Ball noted that the subgroups who are behind have to make extraordinary growth in order to get over the bar, and in order to be college and career ready at the end of their tenure in the school system. She opined that the kind of growth that we're seeing shouldn't give us the comfort that we seem to want to get from it. Mr. Bogatin expressed certainty that building principals, district leadership and the Student Services Department team would wholeheartedly agree with Director Ball. Mr. Bogatin added that it's a frustration but it's what drives us to do the work that we do on a day-to-day basis.

[Recorder's note: There was some discussion during the board meeting regarding the date indicating "submitted to the OEIB" that was on the draft Achievement Compact. Following the board meeting, clarification was obtained that the date stamp was automatically placed on the document by the online program used by the Oregon Department of Education; it reflects the last date of revision through the online program. The final Achievement Compact was submitted on Tuesday, October 14, 2014, following board approval.]

B. Board Action

MOTION #8:

It was moved by Vice Chair Sauret and seconded by Director Kemper to approve the Achievement Compact as submitted. The motion was voted on and passed unanimously.

IX. STAFF AND PUBLIC TESTIMONY

Chair Rochester read aloud the directions regarding public testimony.

Stravya Tadepalli, Crescent Valley High School student, presented a petition regarding temperature regulation at CVHS, which had been signed by approximately 352 students over about a week's time during lunch breaks and off-block times. (Filed in Section IV of the Official 2014-15 Board Minutes.) Ms. Tadepalli indicated that the general consensus is that the school is quite cold overall; the worst locations are the library, F Building, and several rooms in the main building. She noted that the cold temperature discourages student productivity because it's hard to study and concentrate.

Gabe Giordono, Linus Pauling Middle School student, asked a few questions regarding problems with apps loading onto iPads and a rumor he heard that iPads would be recalled within a week if they don't work. He said he wants to know what's happening with the apps that aren't loading.

X. CONSOLIDATED ACTION**MOTION #9:**

It was moved by Director Adams and seconded by Vice Chair Sauret to approve the Consolidated Action items. The motion was voted on and passed unanimously.

The following items were approved.

A. Minutes – August 18, 2014 and September 22, 2014.

B. Licensed Personnel Recommendations**Recommendation to Hire**

- Josh Armentano: Applied Technology Teacher, 0.33 FTE, Crescent Valley High School, effective September 24, 2014 (Temporary).
- Jamie Jones: Special Education Teacher, 0.50 FTE, Crescent Valley High School, effective September 24, 2014 (Temporary).
- Steven Kunkle: Assistant Principal, 1.0 FTE, Corvallis High School, effective October 12, 2014 (Temporary).
- Patricia Monson: Elementary Principal, 1.0 FTE, Wilson Elementary School, effective September 29, 2014 (Temporary).
- Lisa Rogers: Spanish Teacher, 0.50 FTE, Corvallis High School, effective September 25, 2014 (Temporary).

C. Substitute Teacher Per Diem Rate (Filed as Supplemental Item #VI-2 of the Official 2014-15 Board Minutes.)

D. Board Policies (All are Filed as Supplemental Item #VII-3 of the Official 2014-15 Board Minutes.)

- KBA—Public Records—Revised—Second Reading
- EBCB—Emergency Drills—Revised—Second Reading
- ECG—Motor Vehicle Idling—New—Second Reading
- GBN/JBA—Sexual Harassment—Revised—Second Reading
- JBA/GBN—Sexual Harassment—Revised—Second Reading
- GBNA—Hazing/Harassment/Intimidation/Menacing/Bullying/Cyberbullying—Revised—Second Reading

XI. CONSOLIDATED INFORMATION**A. Non-Licensed Personnel Information****Recommendation to Hire**

- Donna Cowger: Administrative Assistant 1, 3 hrs, Linus Pauling Middle School, effective September 26, 2014 (Probationary).
- David Fleming: Warehouse Delivery, 5.5 hrs, District Office/Food Services, effective October 9, 2014 (Probationary).

- Remigio Olvera: Food Service Specialist, 8 hrs, Central Kitchen, effective October 8, 2014 (Probationary).
- Eva Riedlecker-Wolfe: Educational Assistant 2, 4 hrs, Mt. View Elementary, effective September 22, 2014 (Probationary).
- Kevin Taylor: Educational Assistant 2/Lifeskills, 7 hrs, Linus Pauling Middle School, effective September 29, 2014 (Probationary).
- Elena Valdes-Chavarria: Educational Assistant 2/Bilingual, 4 hrs, Garfield Elementary School, effective October 2, 2014 (Probationary).
- Breeanne Wyatt: Educational Assistant 2/LRC, 6.5 hrs, Adams Elementary School, effective September 22, 2014 (Probationary).

Termination/Resignation/Layoff/Retirement

- Kerry Smith: Food Service Assistant, 4.5 hrs, Clemens Elementary and Central Kitchen, effective September 17, 2014 (Resignation).
- Brock Wild: Educational Assistant 2/LRC, 6.5 hrs, Crescent Valley High School, effective September 22, 2014 (Resignation).

B. Board Policies and Administrative Regulations

- Board Policy JHCDA—Administering Injectable Medicines to Students—Revised—First Reading
- Administrative Regulation JHCD-AR/JHCDA-AR—Administering Noninjectable/Injectable Medicines to Students—Revised—For Information
- Administrative Regulation JHCDA-AR/JHCD-AR—Administering Noninjectable/Injectable Medicines to Students—Revised—For Information
- Administrative Regulation KG-AR—Facility Usage Rules and Procedures—Revised—For Information

XII. ADJOURNMENT

There being no further business before the Board, Chair Rochester adjourned the meeting at 8:56 p.m.

Chris Rochester, Board Chair

Dr. Erin Prince, Superintendent

Prepared By: Julie Catala

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Corvallis
SCHOOL DISTRICT

IX.B. Licensed Personnel Recommendations

Corvallis School District 509J
Board of Directors

BOARD MEETING DATE: November 3, 2014

FOR-ACTION

SUBJECT: Licensed Personnel Action

-
1. Issue: Information on licensed personnel recommendations
 - a. Termination/Resignation/Layoff/Retirement:
Kathleen Johnson: Special Education Teacher, 1.0 FTE, Lincoln Elementary School, effective November 7, 2014 (Resignation).
 - b. Information:
Alicia Ward-Satey: ELL-Equity Coordinator, 1.0 FTE, District Office, effective October 20, 2014 (Regular). Was Assistant Principal at Corvallis High School.

ACTION REQUESTED: Approve recommendations.

CONTACT PERSON: Jennifer Duvall



Corvallis
SCHOOL DISTRICT

IX.C. Board Policy JHCDA—Administering Injectable Medicines to Students—
Revised—Second Reading

Corvallis School District 509J
Board of Directors

BOARD MEETING DATE: November 3, 2014

FOR ACTION

SUBJECT: Board Policy JHCDA—Administering Injectable Medicines to Students—
Revised—Second Reading

Issue: House Bill 2749 requires school district policy to allow backup autoinjectable epinephrine to be kept in the student's classroom if requested by the student's parent/guardian, and other conditions are met. Policy and administrative regulations have been updated to include this information.

Options Considered: Not revising the policy.

Involvement: District staff and Nurses

Consequences: Policy will remain outdated.

Cost Impact: Minimal

ACTION REQUESTED: Adopting the revised policy.

CONTACT PERSON(S): Kevin Bogatin, Kerry Richey

Administering Injectable Medicines to Students**

The district recognizes a need to ensure the health and well-being of students who require regular injections of medication as a result of experiencing an allergic reaction or to have a need to manage hypoglycemia, asthma, or diabetes. Therefore, in situations when a licensed health care professional is not immediately available, designated trained staff may administer to students, by means of injection, epinephrine, glucagon, or other medication as prescribed and allowed by Oregon law (OAR 851-047-0030).

~~In order to ensure the health and well-being of district students who require regular injections of medication or who may experience allergic reactions, suffer from hypoglycemia, asthma, or diabetes, procedures and trainings will be in place to administer injectable meds. Epinephrine, insulin, glucagon, or other medication as prescribed by a physician and allowed under Oregon Law (OAR 851-047-0030) may be administered by means of injection to students by trained staff in situations when a licensed health care professional is not immediately available.~~

When directed by a physician or other licensed health care professional, students in grades K-12 will be allowed to self administer medication. A medical protocol regarding each student who self administers injectable medication will be developed, signed by a physician or other licensed health care professional and parent, and kept on file. Permission for self-administered medication may be revoked if the student violates policy or medical protocol.

All requests for the district to administer injectable medication to a student shall be made by the parent in writing. Requests shall be accompanied by the physician's order for administering epinephrine, insulin, glucagon, or other medication as allowed by law. A prescription label will be deemed sufficient to meet the requirements for a physician's order for epinephrine, glucagon, or other medication. A process shall be established by which, upon parent request, a backup prescribed autoinjectable epinephrine may be kept at a reasonable, secured location in the student's classroom.

The district shall designate staff authorized to administer epinephrine, insulin, glucagon, or other medication as allowed under Oregon law. Training shall be provided as required by law as established by Oregon Department of Human Services, Health Services, and the Oregon State Board of Nursing—Nurse Practice Act. Staff designated to receive training also shall receive bloodborne pathogens training. A current first aid and CPR card will also be required.

Injectable medication will be handled, stored, monitored, disposed of, and records maintained in accordance with established district regulations governing administering noninjectable/injectable medicines to students including procedures for the disposal of sharps and glass.

The superintendent/designee will ensure student health management plans are developed as necessary, maintained on file, and pertinent health information is provided to district staff as

appropriate. Such plans will include provisions for responding to emergency situations including those occurring during curricular and extracurricular activities held after regular school hours and on or off district property.

In accordance with the Oregon Department of Human Services protocols, staff who are currently certified in the treatment of severe allergic reactions may respond to an individual experiencing anaphylaxis and administer injectable epinephrine.

END OF POLICY

Legal Reference(s):

[ORS 109.640](#)

[ORS 339.866](#)

[ORS 339.870](#)

[ORS 339.871](#)

[ORS 433.800 to-433.830](#)

[OAR 851-047-0030](#)

[OAR 851-047-0040](#)

SB 1040 (2007)

Cross Reference(s):

Policy JHCD—Administering Noninjectable Medicines to Students

**As used in this policy, the term parent includes legal guardian or person in a parental relationship. The status and duties of a legal guardian are defined in ORS 125.005(4) and 125.300—125.325. The determination of whether an individual is acting in a parental relationship, for purposes of determining residency, depends on the evaluation of the factors listed in ORS 419B.373. The determination for other purposes depends on evaluation of those factors and a power of attorney executed pursuant to ORS 109.056



Corvallis

SCHOOL DISTRICT

X. CONSOLIDATED INFORMATION

X.A. Non-Licensed Personnel Information

BOARD MEETING DATE: November 3, 2014

FOR INFORMATION ONLY

SUBJECT: Non-licensed Personnel Information

1. Issue: Information on non-licensed-personnel

a. Recommendation to Hire:

Ruben Almazan Zeferino: Educational Assistant 2/Lifeskills, 7 hrs, Corvallis High School, effective October 15, 2014 (Probationary).

Heidi Blankenship: Food Service Assistant, 4 hrs, Linus Pauling Middle School, effective October 13, 2014 (Probationary).

Vladimir Fox-Cisco: Food Service Assistant, 4 hrs, Central Kitchen, effective November 3, 2014 (Probationary).

Deanna Lungren: Food Service Assistant, 2 hrs, Linus Pauling Middle School, effective October 17, 2014 (Probationary).

Kathleen Nichols: Educational Assistant 2/LRC, 6.5 hrs, Corvallis High School, effective October 6, 2014 (Probationary).

Niles Potts: Educational Assistant 2/LRC, 6.5 hrs, Crescent Valley High School, effective October 20, 2014 (Probationary).

b. Termination/Resignation/Layoff/Retirement:

Lauren Whipple: Educational Assistant 2/LRC, 6.5 hrs, Linus Pauling Middle School, effective October 28, 2014 (Resignation).

CONTACT PERSON: Jennifer Duvall



Corvallis

SCHOOL DISTRICT

- XI. EXECUTIVE SESSION - The Board will meet in Executive Session at 5:00 p.m. under 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.

XII. ADJOURNMENT

*All times are approximate.

Note: The Chair of the Board may alter the order of business as they deem proper and necessary.



Corvallis

SCHOOL DISTRICT

Agendas – Agendas and supporting materials are available online at <https://v3.boardbook.org/Public/PublicHome.aspx?ak=1000829> a few days before each School Board meeting. For more information, please contact Kim Nelson at kimberly.nelson@corvallis.k12.or.us.

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

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

Public Comment –

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

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

Grievance Process - ORS 192.705

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

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

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