



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 13, 2015 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 13, 2015
6:30 PM

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

Meeting Details: Monday, April 13, 2015, 6:30 PM in the District Office Board Room,
1555 SW 35th Street, Corvallis, OR 97333.

If you would like to watch live-streaming of the School Board meeting, please navigate to the District's YouTube channel: <https://www.youtube.com/channel/UC9Jtpte5dmilZI9kySBJbVQ?> A recording of the meeting will also be posted to that channel.

- I. CALL TO ORDER AND ROLL CALL
- II. PLEDGE OF ALLEGIANCE
- III. COMMITTEE/BOARD MEMBER ITEMS
- IV. STUDENT REPRESENTATIVE REPORTS
- V. SUPERINTENDENT'S REPORT

- VI. 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

Page 3

- 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

VII. SPECIAL REPORTS

VII.A. Guiding Principles

VII.B. Smarter Balanced

VII.C. 2015-17 School Calendars

VII.C.1. Adopt School Calendars for 2015-16 and 2016-17

BOARD MEETING DATE: April 13, 2015

FOR ACTION

SUBJECT: 2015-16 and 2016-17 School Calendars

Information:

Earlier in the school year a survey was sent out to staff and parents requesting feedback about a start date for the school year with Labor Day on September 7, and for any additional input about the calendar. We received feedback from 376 staff members and over 800 parents. There was overwhelming feedback from both groups to start after Labor Day.

Three calendar options were then created and sent to staff for feedback. There was not an overwhelming choice, but Option C received the highest percentage of votes (40.2% versus Option A with 24.3% and Option B with 35.5%). Based on additional feedback received both through the survey and from the professional development committee a new calendar option was created, option D.

Option D responds to the request for elementary and middle school conference time in February, providing earlier feedback using data from our RTI model, and providing more professional development time throughout the school year for building and district needs, such as new curriculum being implemented, AVID and instructional technology.

When developing a calendar contractual obligations and required instructional time are taken into account. Included are the two calendar options for the Board to consider with a comparison chart below. **The 2016-17 calendar options mirror the 2015-16 models.**

Option C	Option D
For 2015-16 *Start after Labor Day (Sept. 9) *Fall conferences end of October (Oct. 28-30, specific days based on level) *Wednesday before Thanksgiving no school (Nov. 25) *Spring conferences structure differently in April (elementary: 1 day of grading, 1 day of Conferences; MS 1 day grading/conferences; HS in session – no conferences) *Last day of school is June 16 *Teachers' last work day June 17	For 2015-16 *Start after Labor Day (Sept. 9) *Fall conferences end of October (Oct. 28-30, specific days based on level) *Wednesday before Thanksgiving no school (Nov. 25) *Spring conferences structure differently: -Elementary and middle school conference Feb. 26 -Elementary conference April 15 (student led or open house model) -No high school conferences in the spring *Six 2-hour early release days for professional development (three times for PD cohort, designed from the collaboration grant, and three times for building/district needs): Oct 2, Nov 6, Dec 11, Jan 15, March 11, April 22 *Last day of school is June 16 (all day) *Teacher's last work day June 17

Cost Impact:

Option D includes one additional instructional day at the high school level due to no spring conferences. This will require our classified staff who work on student days, such as educational and food assistants, to increase their work calendar, therefore an additional cost of approximately \$12,000.

Involvement:

Assistant Superintendent Kevin Bogatin and Human Resources Director Jennifer Duvall have gathered feedback from principals, staff and parents.

ACTION REQUESTED:

Adopt one of the proposed 2015-16 and 2016-17 school calendars.

CONTACT PERSON: Jennifer Duvall



CORVALLIS SCHOOL DISTRICT

2015-16 School Year Calendar

For Parents

Gray boxes indicate no school for all. Half-gray boxes indicate no school for at least one level. Please see list for detailed information.

IMPORTANT DATES

August 2015				
M	T	W	TH	F

October 2015				
M	T	W	TH	F
			1	E 2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

December 2015				
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February 2016				
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29				

April 2016				
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June 2016				
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September 2015				
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28	29	30		

November 2015				
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30				

January 2016				
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March 2016				
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May 2016				
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9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

Sept 1, 2, 3, 4: **No school all levels**
 Sept 7: **No school all levels** (Labor Day Holiday)
 Sept 8: **No school all levels**
 High School Freshman Orientation *
 Sept 9: First Day of School, Grades 1-12
 Sept 9-15: Kindergarten "Gentle Start" *
 Sept 11: First Day Regular Kindergarten Schedule
 Oct 2: **2-Hour Early Dismissal All Levels** **
 Oct 9: **No school all levels**
 Oct 28: **No school elementary, middle High School In Session**
 Oct 29: **No school all levels** (Conferences) *
 Oct 30: **No school all levels** (Conferences) *
 Nov 11: **No school all levels** (Veterans Day Holiday)
 Nov 16: Beginning of Second Quarter
 Nov 25-27: **No school all levels** (Thanksgiving Holiday)
 Dec 11: **2-Hour Early Dismissal All Levels** **
 Dec 21-Jan 1: **No school all levels** (Winter Break)
 Jan 18: **No school all levels**
 Feb 4: **No school all levels**
 Feb 5: **No school all levels**
 Feb 8: Beginning of Third Quarter/ Second Semester
 Feb 15: **No school all levels**, Weather make up day if needed
 March 4: **2-Hour Early Dismissal All Levels** **
 March 21-25: **No school all levels** (Spring Break)
 April 14: **No school elementary Middle School & High School In Session**
 April 15: **No school elementary, middle High School In Session** (Conferences)
 April 18: Beginning of Fourth Quarter
 May 30: **No school all levels** (Memorial Day Holiday)
 June 13: High School Graduation
 June 16: **2-Hour Early Dismissal All Levels** ** - Last Day
 June 17: Teacher Work Day, unless needed for weather make up

FRIDAYS:

1-hour early release for elementary & middle school students

* Please see your building for more details.

** 2-hour early dismissal from regular release time: Elementary at 12:40/ Middle School at 1:35/ High



CORVALLIS SCHOOL DISTRICT

2015-16 School Year Calendar

For Parents

Gray boxes indicate no school for all
Please see list for detailed information...

Half-gray boxes indicate no school for at least one level.

IMPORTANT DATES

August 2015				
M	T	W	TH	F

October 2015				
M	T	W	TH	F
			1	E 2
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December 2015				
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February 2016				
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April 2016				
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June 2016				
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September 2015				
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November 2015				
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January 2016				
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March 2016				
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May 2016				
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Sept 1, 2, 3, 4: **No school all levels**
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 Sept 9-15: Kindergarten "Gentle Start" *
 Sept 16: First Day Regular Kindergarten Schedule
 Oct 2: **2-Hour Early Dismissal All Levels ****
 Oct 9: **No school all levels**
 Oct 28: **No school elementary, middle**
 Oct 29: **No school all levels** (Conferences) *
 Oct 30: **No school all levels** (Conferences) *
 Nov 6: **2-Hour Early Dismissal All Levels ****
 Nov 11: **No school all levels** (Veterans Day Holiday)
 Nov 16: Beginning of Second Quarter
 Nov 25-27: **No school all levels** (Thanksgiving Holiday)
 Dec 11: **2-Hour Early Dismissal All Levels ****
 Dec 21-Jan 1: **No school all levels** (Winter Break)
 Jan 15: **2-Hour Early Dismissal All Levels ****
 Jan 18: **No school all levels**
 Feb 4: **No school all levels**
 Feb 5: **No school all levels**
 Feb 8: Beginning of Third Quarter/ Second Semester
 Feb 15: **No school all levels**, Weather make up day if needed
 Feb 26: **No school elementary, middle**
 (Conferences)*
 March 11: **2-Hour Early Dismissal All Levels ****
 March 21-25: **No school all levels** (Spring Break)
 April 15: **No school elementary** (Conferences)*
 April 18: Beginning of Fourth Quarter
 April 22: **2-Hour Early Dismissal All Levels ****
 May 30: **No school all levels** (Memorial Day Holiday)
 June 13: High School Graduation
 June 16: **Last Day of School : Full Day, No Early Release**
 June 17: Teacher Work Day, unless needed for weather make up

FRIDAYS :

1-hour early release for elementary & middle school

* Please see your building for more details.

** 2-hour early dismissal from regular release time: Elementary at 12:40/ Middle School at 1:35/ High School

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October 2016				
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November 2016				
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February 2017				
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April 2017				
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June 2017				
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Aug 30, 31: **No school all levels**
 Sept 1,2: **No school all levels**
 Sept 5: **No school all levels** (Labor Day Holiday)
 Sept 6: **No school all levels**
 High School Freshman Orientation *
 Sept 7: First Day of School, Grades 1-12
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 Oct 26: **No school elementary, middle**
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 Oct 27: **No school all levels** (Conferences) *
 Oct 28: **No school all levels** (Conferences) *
 Nov 7: Beginning of Second Quarter
 Nov 11: **No school all levels** (Veterans Day Holiday)
 Nov 23-25: **No school all levels** (Thanksgiving, Holiday)
 Dec 9: **2-Hour Early Dismissal All Levels** **
 Dec 19-Jan 1: **No school all levels** (Winter Break)
 Jan 16: **No school all levels**
 Feb 2: **No school all levels**
 Feb 3: **No school all levels**
 Jan 30: Beginning of Third Quarter/Second Semester
 Feb 20: **No school all levels** , Weather make up day if needed
 Mar 3: **2-Hour Early Dismissal All Levels** **
 March 27-31: **No school all levels** (Spring Break)
 April 6: **No school elementary**
Middle School & High School In Session
 April 7: **No school elementary, middle** (Conferences) *
High School In Session
 April 10: Beginning of Fourth Quarter
 May 29: **No school all levels** (Memorial Day Holiday)
 June 12: High School Graduation
 June 15: **2-Hour Early Dismissal All Levels** ** - Last Day
 June 16: Teacher Work Day, unless needed for make up
FRIDAYS :
 1-hour early release for elementary & middle school students

*** Please see your building for more details.**

**** 2-hour early dismissal from regular release time:** Elementary at 12:40/ Middle School at 1:35/ High School at 12:25



Half-gray boxes indicate no school for at least one level.

May 2017				
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 Nov 23-25: **No school all levels** (Thanksgiving, Holiday)
 Dec 9: **2-Hour Early Dismissal All Levels** **
 Dec 19-Jan 1: **No school all levels** (Winter Break)
 Jan 13: **2-Hour Early Dismissal All Levels** **
 Jan 16: **No school all levels**
 Feb 2: **No school all levels**
 Feb 3: **No school all levels**
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 Feb 10: **No school elementary, middle**
 (Conferences)*
 Feb 20: **No school all levels** , Weather make up day if needed
 Mar 10: **2-Hour Early Dismissal All Levels** **
 March 27-31: **No school all levels** (Spring Break)
 April 14: **No school elementary** (Conferences) *
 April 17: Beginning of Fourth Quarter
 April 21: **2-Hour Early Dismissal All Levels** **
 May 29: **No school all levels** (Memorial Day Holiday)
 June 12: High School Graduation
 June 15: **Last Day Of School : Full Day, No Early Release**
 June 16: Teacher Work Day- unless needed for weather make up
FRIDAYS :
1-hour early release for elementary & middle school students

Same as 2015-16 Option D, except Feb conference day is two weeks earlier.

*** Please see your building for more details.**

**** 2-hour early dismissal from regular release time:** Elementary at 12:40/ Middle School at 1:35/ High School at 12:25



Corvallis
SCHOOL DISTRICT

VII.D. Superintendent's Priorities for the 2015-16 Budget

School Board Meeting

April 13, 2015

Where Do Our Priorities Fit
in 2015-17 Biennium?

Review of Budget Parameters

Assumptions

- Full School Year
- Stable Enrollment
- Stable to modestly rising State School Fund??
- Slow recovery of local option
- Slow economic recovery
- Continued poverty rate requiring additional resources
- ***50/50 biennium split (Propose 49.5/50.5)***

Parameters/Priorities Reflected in \$7.255 State Budget

1. Not to exceed current resources/long term sustainability
2. 85%/15% Balance of Personnel/Operations
3. Contract agreements aligned with available resources (Steps)
4. Full Day Kindergarten continues
6. PERS set aside
7. Rainy Day Fund (\$600K no more than 1/3)
10. Carry Over Policy 25%

Parameters/Priorities Reflected in \$7.255 State Budget

- 5. Equity a Priority in resource allocation
- 9. Focus on K-3 literacy/math proficiency
 - Reserve certified and classified positions (2.0 and 2.0)
 - Running Start additional funds for added students
 - Equity weight for discretionary funds (RTI/poverty)
 - Additional elementary counselors (1.0 FTE)
 - AVID expansion (1 grade at LPMS, CMS, CV, CHS)
 - RTI, ELL, SPED roll-over of 2014-15 added positions
 - Additional College Hill position (.5FTE)
 - ELL and RTI proposal 2.0 certified/1.0 classified

Parameters/Priorities Reflected in \$7.255 State Budget

8. Technology (focused on equity priority)

Board requests and changes:

- SPED: Additional fund to respond to need (\$20K)
- Roll-up Innovation Grant classrooms (Wilson 4th/Adams 3rd: \$80K)
- Removal of specific HS device

Parameters/Priorities Reflected in \$7.255 State Budget

8. Technology (focused on equity priority)

\$7.255 Proposal:

- 1:1 Lincoln
- 1:1 Garfield
- SPED fund
- Technology Support FTE
- Innovation Grant Expansion to Wilson/Adams
- AVID HS expansion
- ½ of the HS Pilot programs
- Infrastructure district-wide
- Professional Development
- Enrollment Changes

Total:

Parameters/Priorities Reflected in \$7.255 State Budget

Additional Budgeted Areas:

- Add back of Communications Specialist
- Add back of Maintenance FTE
- Alignment of Office Staff and Principal days
- Regular Inflation rates built in

Still At Play...

- Negotiations for all Employment Groups
- Legislature still in Session
- State School Fund Adjustments due in May
- PERS Litigation Findings

Priorities if Additional Resources Exceed \$7.255

- Complete RTI/ELL Proposal (2.0 FTE)
- Secondary Technology TOSA (1.0 FTE)
- Additional Assessment/SPOC Support (\$79K)
- Complete 1:World Recommendations:
 - Remaining 1½ HS Pilot Programs
 - 5th Grades (Hoover, Wilson, Adams, Franklin)
- College Hill Additional .5 FTE
- Operational Support DLI Schools (1.0 FTE)
- Educational Assistant Professional Dev. HS/MS
- Other (Behavioral support, SPED Compliance)

Discussion

Corvallis School District 509J
 Superintendent's Modified 1:World Phase IV Recommendation to the Board of Directors
 April 13, 2015

1:World Phase IV Budget (Superintendent's Recommendation #2 - @ \$7.255B)	DEVICES & CARTS														TECH SUPPORT & PROFESSIONAL DEVELOPMENT			
		iPads			iPad Minis (K-2)			Mac Laptop			Carts				Additional FTE			
		(w/ case, apps, charger & MDM)																
Location	Grades	Qty	\$ ea	Cost	Qty	\$ ea	Cost	Qty	\$ ea	Cost	Qty	\$ ea	Cost	Materials Totals	Tech Support	Tech TOSA	Prof Develop	GRAND TOTALS
1:1 Lincoln*	K-5	62	\$415	\$25,730	231	\$345	\$79,695				13	\$1,000	\$13,000	\$118,425				\$118,425
1:1 Garfield^	K-5	125	\$415	51,875	91	\$345	31,395				12	1,000	12,000	95,270				95,270
Special Education Expansion +Innovation Grant Ext-Wilson-4th; Adams-3rd	All	50	\$415	20,750										20,750				20,750
	Misc	180	\$415	74,700		\$345					6	1,000	6,000	80,700				80,700
AVID Expansion at CHS & CVHS	HS	40	\$415	16,600		\$345								16,600				16,600
High School Pilots (two classrooms)	Misc		\$415			\$345		80	\$849	67,920				67,920				67,920
Enrollment Changes & Misc		20	\$415	8,300		\$345								8,300				8,300
Professional Development														0			40,000	40,000
Tech Support / Other														0	71,600			71,600
TOTALS		477		\$197,955	322		\$111,090	80		\$67,920	31		\$31,000	\$407,965	\$71,600	\$0	\$40,000	\$519,565

*Lincoln: iPads already deployed in 4th grade DLI & English only classes; ^Garfield: iPad Minis already deployed in 2nd grade & iPads already deployed in English only classes; +Innovation Grant extension: Adams and Wilson already have devices in 2nd & 3rd grades respectively as a result of 2014-15 innovation grants. We propose an extension whereby iPads stay in current classrooms and also roll forward a grade with the students. In this scenario, we have budgeted for an additional Wilson 3rd grade class from the 2014-15 configuration.
 -Infrastructure: All remaining schools will be fully wired for 1:1 wifi by 6-30-16. The work will be covered by federal e-rate funds (60%) and the balance with Construction Excise Tax funds. Sites selected for Phase IV expansion will be completed during the Summer of 2015

Funding:
 General Fund: 50%
 Facilities Grant: 50%
 Addn'l 1.0
 Classified FTE -Tech I
 + addn'l .5
 FTE of AA
 Support
 (Gen Fund)

General Fund GF: \$315,583
 FG: \$203,982

1:World Phase IV Budget (Superintendent's Recommendation #2 - above \$7.255B - add-ons)	DEVICES & CARTS													TECH SUPPORT & PROFESSIONAL DEVELOPMENT				
		iPads			iPad Minis (K-2)			Mac Laptop			Carts				Additional FTE			
		(w/ case, apps, charger & MDM)																
Location	Grades	Qty	\$ ea	Cost	Qty	\$ ea	Cost	Qty	\$ ea	Cost	Qty	\$ ea	Cost	Materials Totals	Tech Support	Tech TOSA	Prof Develop	GRAND TOTALS
Professional Development																90,000		90,000
High School Pilots (two classrooms)	Misc							80	\$849	67,920				67,920				67,920
All 5th (Adams, Franklin, Hoover, Wilson)	5th	235	\$415	97,525							8	1,000	8,000	105,525				105,525
TOTALS		235		\$97,525	-		\$0	80		\$67,920	8		\$8,000	\$173,445	\$0	\$90,000	\$0	\$263,445
GRAND TOTALS		712		\$295,480	322		\$111,090	160		\$135,840	39		\$39,000	\$581,410	\$71,600	\$90,000	\$40,000	\$783,010

Corvallis School District 509J

2015-16 Budget Parameters Discussion

Board Meeting – December 15, 2014

As approved by the School
Board on 12-15-2014

***12-15-14 Discussion Objective:** To adopt budget parameters for staff to utilize in building the proposed 2015-16 budget

***Summary:** District staff sought input and guidance to establish the framework for building the 2015-16 proposed budget. Topics for discussion and recommendations based on discussions with staff and the Finance Workgroup were provide for consideration.

***2015-16 Budget Assumptions:**

- 1) Full School Year.
 - 2) Stable Enrollment.
 - 3) Stable to modestly rising State School Fund.
 - 4) Continued slow recovery of local option levy revenue from tax compression.
 - 5) Continued state economic recovery, but no significant changes concerning state taxation and retirement system, or Corvallis housing and taxation policies.
 - 6) Continued significant number of low and very low income students with resulting requirements for resources.
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***2015-16 Budget Parameters:**

- 1) Current requirements will not exceed current resources with a focus on long term sustainability.
- 2) Personnel costs will not exceed 85 percent of operating resources.
- 3) Agreements with employee associations will be aligned with available current resources.
- 4) Continue all-day kindergarten district-wide.
- 5) Equity will be a priority in resource allocation.
- 6) The district will continue to maintain the PERS litigation set-aside until all said litigation has been resolved. At that time, the Board will then establish a policy regarding the use of these funds.
- 7) The district will re-build the Rainy Day Fund to the Board policy level of 5 percent of current resources by June 30, 2018. The other two reserve accounts will be maintained at policy levels (2.5 percent for Contingency and 5 percent for Unappropriated Ending Fund Balance).
- 8) The primary criteria for technology expenditures will be academic achievement and infrastructure reliability.
- 9) Focus on K-3 literacy and math proficiency.
- 10) Carry over Policy: Schools and departments may carry over up to 25 percent of their unspent 2014-15 allocations into 2015-16 as has been the practice the past two fiscal years. The Board will continue to grant the Superintendent discretion to approve a maximum 50 percent carry over on a case by case basis.



Corvallis

SCHOOL DISTRICT

VIII. CONSOLIDATED ACTION

VIII.A. Minutes

VIII.A.1. February 2, 2015

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

I. CALL TO ORDER AND ROLL CALL

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

<u>BOARD MEMBERS PRESENT</u> Vincent Adams Judy Ball Beth Heaney Bill Kemper Felicia Reid-Metoyer Chris Rochester, Chair Tom Sauret, Vice Chair	<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 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. SCHOOL BOARD RECOGNITION

- A. School Presentations of Books Purchased in Honor of the 2014-15 School Board** – School staff and students presented and shared about the books they have purchased for their library collections in honor of the school board.

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

V. STUDENT REPRESENTATIVE REPORTS – Student representatives provided highlights about the activities involving their schools.

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

VII. STAFF AND PUBLIC TESTIMONY

Chair Rochester read aloud the directions regarding public testimony.

Lisa Pierson, 2397 NW Kings Boulevard #217, Corvallis, addressed the topic of behavioral and mental health services. She distributed copies of a news story about a 13-year old Forest Grove student who had completed suicide. She said her high school aged daughter could very easily have ended up being that news headline because last year she fell out of the school system, despite being in three honors classes, orchestra and track, and having good support at home. Ms. Pierson said that the ratio of three counselors to 1,000 students at Crescent Valley High School is not adequate, given the enormity of their duties at the school, including trying to be the behavioral/mental health counselors. She opined that the school needs its own behavioral intervention team and its own mental health capacity to ensure that kids won't fall through the cracks.

Denise Cardinali, 6017 SW Grand Oaks, Corvallis, addressed the topic of STEM/career and technical opportunities for students, and read from a prepared statement. (Filed in Section IV in the Official 2014-15 Board Minutes.) She said that in the Governor's 40-40-20 initiative, 60% of students are highly impacted by career and technical program offerings; the skills that some students get in their school's shop classes are direct stepping stones to their careers. She expressed concern about the capital investment in equipment that is needed for the Corvallis School District's career and technical education. She said that a grant was obtained last year that provided an after school computer science class taught by a former student; however, that isn't the same as a computer science course included as part of a school's master schedule and taught by a highly qualified teacher. She urged the Board to consider how best to expand and support career and technical programs.

VIII. SPECIAL REPORTS

A. YES House (Youth Entering Sobriety) Alternative Education Program

Representatives from YES House were unable to attend as planned, due to an unforeseen emergency. Assistant Superintendent Kevin Bogatin provided a brief overview of the private residential drug and alcohol treatment center, which is licensed by the State and receives approximately \$70,000 in ADMw funding from the District and \$20,000 in Title 1D funds. The District provides some oversight, including curriculum review, and IEP, 504, special education and counseling support. The number of participants in the program ranges between 18-25 students; they come and go at various intervals.

B. Presentations by Technology Teachers

Presentations were given by Margie McShane, 2nd grade teacher at Adams Elementary School, Elise Hughes, math teacher at Cheldelin Middle School, and Jon Strowbridge, PE and health teacher at Cheldelin Middle School. Each teacher provided in-depth examples of their students' use of iPads.

IX. BOYS & GIRLS CLUB OF CORVALLIS TEEN CENTER EXPANSION**A. Resolution No. 15-0201 In Support of a Boys & Girls Club Facility Expansion at the Linus Pauling Middle School Site**

(Filed as Supplemental Item #II-3 of the Official 2014-15 Board Minutes.)

Finance and Operations Director Steve Nielsen and Maintenance Manager Kim Patten provided historical background to date. Mr. Nielsen noted that he believes the resolution presented tonight takes into account the best interests of the District and protects the District while also allowing the Boys & Girls Club of Corvallis (BGCC) to move forward with the City of Corvallis's conditional use permit process.

Mr. Nielsen and Ms. Patten responded to questions from Board members. Information conveyed included:

- I did an initial title search and found anomalies; legal counsel is assisting us with them.
- We don't anticipate problems resolving any of the issues by the end of February.
- The deadline is February because it would still give BGCC ample time to submit their conditional use permit to the City. It also gives our legal counsel ample time to get everything fully resolved.

Director Heaney requested that BGCC provide proof that they have enough funds to complete the entire project before they actually begin construction. Mr. Nielsen, Ms. Patten and Chair Rochester responded with information including:

- The BGCC has stated that they would need to have at least 60% of the funds needed for the project before construction could begin.
- They already have some money in the bank and they have a Memorandum of Understanding (MOU) with Trillium Family Services for 25% of the funding.
- BGCC still has a long way to go to get through the City's process and that will cost them some money.
- This resolution is a tool the BGCC needs not only to get a permit from the City but also to use with the fundraising campaign.
- We are asking BGCC to demonstrate that they have enough money to complete the project.
- It would be up to us to determine exactly what that dollar amount would be; where the funds are obtained will play a role in what the actual budget is.
- It is a public project.

- The \$8 million listed as BGCC's fundraising target is for the expansion as well as the program; it won't take \$8 million to build the building.
- BGCC anticipates seeking funding through private donors and state and federal grants.
- We'll make sure all of the District's interests are met when we get to the funding checkpoint.
- The resolution stipulates that the District will have at least one representative on BGCC's construction committee at all times; that's a way for us to keep tabs on the process.

Vice Chair Sauret's comments included:

- The drawing is a scale drawing, not a dimension drawing.
- This is the "most favorable" depiction; I'm happy that this drawing doesn't show the large trees being taken out.
- We still don't know where BGCC wants the lease line to go.
- I want fencing around the parking lot because I'm assuming that there will be some groups who still want to use that field; I want to make sure that students can't just run into the parking lot.
- I want all parking spaces shown as "shared" not "restricted".
- There has been a lot of progress and I feel comfortable moving forward with the resolution.

Chair Rochester's comments included:

- The final determination of the lease line will depend on the culmination of the process with the City.
- Ms. Patten and Mr. Nielsen will return to the Board whenever they have pertinent information to share.
- No one can say right now where that lease line will be drawn because the City now has to engage with BGCC.
- Mr. Nielsen, Ms. Patten, Vice Chair Sauret and I have spent quite a bit of time on this resolution and have scrubbed it as carefully as we can at this point.
- There have been no material changes to the project from the last time the Board heard about it.
- After the City tells the BGCC what it wants, the BGCC will return to the Board, the lessee, for review and a final determination.

MOTION #23:

It was moved by Director Ball and seconded by Director Adams to adopt Resolution No. 15-0201 in support of a Boys & Girls Club facility expansion at the Linus Pauling Middle School site. The motion was voted on and passed unanimously.

X. 509J BY THE NUMBERS**A. Board Questions**

509J By The Numbers had been discussed at the January 5, 2015 Board meeting. Tonight's discussion was to answer questions from Board members. Staff members responded to questions and Board members commented on various parts of the report, including:

- Class sizes.
- Inter- and intra-district transfers.
- Overhead costs for Adams Elementary School.
- All-day kindergarten.
- Enrollment.
- Running Start.
- School building capacity.
- English-only classes at Dual Immersion schools.
- Third-language magnet-type schools.
- English Language Learners.
- Free and reduced price meal numbers.
- Facilities assessment report/facilities planning.
- Facilities age and associated maintenance.
- Obtaining data to compare 509J's spending with that of other districts.

Vice Chair Sauret expressed appreciation for the quality of the report, and for the tremendous amount of work that went into creating it by Mr. Nielsen and his staff; it's helpful for the conversations Board members have with the public because it contains a lot of the key information about our district.

XI. CONSOLIDATED ACTION**MOTION #24:**

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

The following items were approved.

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

- Jerry Bryan: Fifth Grade Teacher/Bilingual, 1.0 FTE, Lincoln Elementary School, effective January 5, 2015 (Temporary)
- Anna Court: ELL Teacher, 0.50 FTE, Lincoln Elementary School, effective January 14, 2015 (Temporary)
- Chris Kimber: Intervention Specialist, 0.50 FTE, Wilson Elementary School, effective January 17, 2015 (Temporary)

- B. Resolution No. 15-0202 - LBL ESD Local Service Plan 2015-2016** (Filed as Supplemental Item #II-4 of the Official 2014-15 Board Minutes.)

XII. CONSOLIDATED INFORMATION

Chair Rochester drew the Board's attention to Administrative Regulation KL-AR. He said that the Board's policy work group and staff have worked tirelessly to remove ambiguity and make the AR as workable and transparent as possible; there may not be any absolutely perfect language or definitions but we've gotten about as close as we can to making this fair, comprehensible and clear. He echoed those sentiments in relation to Administrative Regulation KBA-AR.

A. Non-Licensed Personnel Information

Recommendation to Hire

- Marta Decoster: Administrative Assistant 2/OA, 8 hrs, Mt. View Elementary School, effective January 1, 2015 (Limited Term)
- Barbara Desjardin: Educational Assistant 2/Bilingual, 6.25 hrs, Garfield Elementary School, effective January 22, 2015 (Probationary)
- Gary Hilberg: Educational Assistant 2, 4 hrs, Wilson Elementary School, effective January 8, 2015 (Limited Term)
- Julia Semprini: Educational Assistant 2/Lifeskills, 7 hrs, Corvallis High School, effective January 22, 2015 (Limited Term)
- Jane Sievers: Budget Analyst, 1.0 FTE, District Office, effective February 9, 2015 (Probationary)
- Caitlin Sorensen: Educational Assistant 2/Lifeskills, 7 hrs, Corvallis High School, effective January 22, 2015 (Limited Term)
- Heidi Wallace: Educational Assistant 2/Lifeskills, 7 hrs, Corvallis High School, effective January 22, 2015 (Limited Term)
- Kendra Williams: Educational Assistant 2/Lifeskills, 7 hrs, Jefferson Elementary School, effective January 13, 2015 (Limited Term)
- Jan Wroblicky: Educational Assistant 2, 2 hrs, Franklin School, effective January 5, 2014 (Probationary)
- Termination/Resignation/Layoff/Retirement:
- Jerrienne Barr: Administrative Assistant 1, 7 hrs, Crescent Valley High School, effective January 30, 2015 (Retirement)
- Marta Decoster: Administrative Assistant 2/OA, 8 hrs, Mt. View Elementary School, effective December 31, 2014 (Retirement)
- Joanna Hughey: Food Service Assistant, 6.25 hrs, Corvallis High School, effective January 16, 2015 (Resignation)
- Chris Kimber: Educational Assistant 2, 3 hrs, Mt. View Elementary School, effective January 16, 2015 (Resignation)
- Linda Martin: Budget Analyst, 1.0 FTE, District Office, effective January 31, 2015 (Retirement)

B. Unaudited Financial Statements - December 31, 2014 (Filed as Supplemental Item #VI-9 of the Official 2014-15 Board Minutes.)

In response to a question from Vice Chair Sauret regarding a balance outstanding since October 2014 from Philomath School District (PSD), Finance and Operations Director Steve Nielsen said he believed it was due in part to the resignation of PSD's business manager; however, Mr. Nielsen committed to finding out for sure. He added that the Corvallis School District has a very close working relationship with PSD and he's not concerned about this anomaly.

C. Board Policies and Administrative Regulations

- Administrative Regulation KBA-AR—Public Records—Revised—For Information
- Administrative Regulation KL-AR—Public Complaint Procedure—Revised—For Information

XIII. ADJOURNMENT

There being no further business before the Board, Chair Rochester adjourned the meeting at 8:31 p.m.

Chris Rochester, Board Chair

Dr. Erin Prince, Superintendent

Prepared By: Julie Catala

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Corvallis

SCHOOL DISTRICT

VIII.A.2. February 17, 2015

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

I. CALL TO ORDER AND ROLL CALL

The meeting was called to order at 6:30 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.

<u>BOARD MEMBERS PRESENT</u> Vincent Adams Judy Ball Beth Heaney Bill Kemper Felicia Reid-Metoyer Chris Rochester, Chair Tom Sauret, Vice Chair	<u>EXECUTIVE STAFF PRESENT</u> Dr. Erin Prince, Superintendent Kevin Bogatin, Assistant Superintendent Steve Nielsen, Finance and Operations Director Jennifer Duvall, Human Resources Director
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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.

Director Heaney informed the Board that she would not run for re-election; her goal is to stay through the end of the school year and the last Board meeting of the year.

III. FINAL BOOK PRESENTATION – SCHOOL BOARD RECOGNITION MONTH

Cheldelin Middle School Principal Jeff Brew explained the book that his staff had purchased for the school's library in honor of the school board.

IV. COUNSELING AND YOUTH MENTAL HEALTH

A. Counseling

Curriculum Coordinator Rynda Gregory introduced elementary counselors Nichole Hoffman, Diana Hammond, and Stevie Andersen, and high school counselor Josh Miller, who provided

information about the work that they do, the students they serve, and the successes and challenges they experience.

Some of the information conveyed included:

- Our goal is to help every student improve academic achievement, navigate personal and social development, and plan for successful careers after graduation.
- We build relationships with students and their families to overcome barriers to learning.
- Counselors sift through the schools to help students who often fall through the cracks.
- Counselors are vital in meeting the District's goals of every student a graduate, every student shows growth, and closing the opportunity gap.
- Each counselor serves multiple schools.
- The average elementary counselor to student ratio is 1:1,100.
- It's difficult to implement consistent systems because I'm not at the same school every day; it's hard for students too – especially those who have abandonment issues.
- Some of the students' situations include:
 - ✓ Families evicted, doubled up with other families, and then evicted again.
 - ✓ A student being afraid that his dad will be deported.
 - ✓ A student worried every day about whether her mom, who suffers from mental illness, will be home after school.
 - ✓ A student worried about whether or not her mommy will be alive when she gets home.
 - ✓ Attempting suicide.
 - ✓ Expressing suicidal ideations.
- One of the more important roles counselors play is to help facilitate connecting families with mental health support intervention.
- We consult with staff quite a bit.
- I am on our school's equity committee to address and remove barriers to learning for students of color.
- We help with 504s, behavior plan development, and crisis response team.
- We're the gatekeepers to help support these kids.
- The student suicides have brought to light the hard things going on in our community.
- Before the addition of elementary counselors, students usually didn't get the help they needed until middle school.
- Catching kids early gives them a chance to do things differently.
- We want to keep kids from falling through the cracks – the current ratio is a good start but we can always use more staff.
- We are thankful that the District and Board have supported elementary counseling; it's made a difference and kids are being helped.
- We're thankful for our partnership with Trillium Family Services; I've been filling their caseloads with kids.
- I want to make clear that the sifting through of kids comes through a school counselor; finding those kids and communicating with teachers; reading the comments the kids write in journals and getting them to the services they need.

- I have a dream that we would have a comprehensive school counseling program, meaning that we serve all kids and that we help them all grow academically, not just the red and yellow zone kids.
- I want to use data to create goals for the entire school and develop exciting things like leadership to help with that big goal, so we'd do assemblies and campaigns and the kids would run them.
- The next step is to work with smaller groups for intervention – and to help teachers be able to tell us which kids they feel need help the most. Being known by teachers and students, but also by parents; that parents trust us and know that we're part of the system.
- I'm at .1 FTE at two schools and .4 FTE at one school. With that type of staffing model parents just don't know counselors and therefore don't trust them.
- It's about school climate. Counselors can lead the way in setting the school and community climate – academically, socially, etc., working with staff, students and families.
- I spend a lot of time doing individual crisis response, so it's hard for me to do whole school work.
- Right now we're more reactive. It would be nice to have a certain percentage of our time devoted to the whole school.
- At the high school level, I write letters of recommendation for students who are applying for college; however, the letter may be for a student that I've met only once due to my high caseload, so I would then spend 30 minutes to an hour trying to get to know the student before authoring the letter.
- Counselors attend IEP meetings.
- Doing 504s for students with disabilities is a big part of our job.
- I meet with kids who are failing classes or not attending; I meet with parents too.
- My dream would be to be in the classroom more, to teach classes on anxiety, anger management, etc., and to be visible so that kids don't feel we're strangers.
- The national model for caseloads is 250 students per counselor.
- Our Cadillac stance is to have a counselor at every elementary school. Then counselors could work with staff on a daily basis, meet and check in with students, do follow-ups, be in the classrooms once or twice a week, and work with Trillium Family Services.

Dr. Prince thanked the presenters and all of their colleagues who were in the audience. She said that we sometimes have to depend on parents with their own mental health issues to carry the burden and get the students to treatment; it's so powerful to be able to bring the treatment into our schools. Dr. Prince pointed out that the counselors had brought forward the need for additional staffing last year and advocated to take care of our youngest students, so that by the time they get to high school they're not lost in the cracks. She said the District heard the counselors and will continue to move forward in the direction of strengthening our cadre.

Board member comments included:

- I would love to envision a time when we have more counselors and that they are each assigned to just one school

- The president of OSU indicated that one of the most important things OSU is facing is depression.
- I look forward to the day when the state gives us funding for counselors.
- We're under the impression that things are perfect; kids are pressured by their parents to be perfect.
- So many parents at the high school level think a counselor is just someone they go to for a signature on a document. It's important that counselors document where their time is currently spent, and where they would like their time to be spent.
- People need to know that counselors are not psychologists yet are more than behavior specialists.
- When I hear the ratio 1:1,00, I cannot even imagine how counselors could be anything but reactive.

B. Youth Mental Health

CoCo Anderson, Behavior Consultant from Linn Benton Lincoln Educational Services District, and Chiharu Blatt, Valley Community Services Manager from Trillium Family Services gave a PowerPoint presentation entitled *The Corvallis School District and Trillium Family Services Partnership – Increasing Access to Mental Health Services for Corvallis Students*. (Filed as Supplemental Item #V-12 of the Official 2014-15 Board Minutes.)

The comments of the presenters and counselors, and responses to Board member questions included:

- Last spring, in response to multiple attempted and completed suicides in the region, Corvallis School District entered into a Memorandum of Understanding (MOU) with Trillium Family Services to provide preventative mental health services at Crescent Valley High School.
- The District continued to fund preventative services at .1 FTE this school year.
- Corvallis High School was identified by the Oregon Health Authority Addictions and Mental Health Division as a school needing increased access to mental health services.
- In October Trillium was awarded a five year contract to provide .6 FTE of mental health prevention services for CHS.
- In January Benton County Health Department contracted with Trillium to provide an additional .8 FTE for a therapist to serve the Corvallis School District.
- The District is using Medicaid survey funds to match the Benton County funds to provide an additional .8 FTE for prevention services through Trillium.
- Trillium therapists are able to bill insurance and thus increase mental health services in the schools.
- Although the identified service is prevention, it still is very reactionary.
- Our goal is to move to a preventative model.
- The number of students needing services is slowly growing; we need school counselors because they are the ones who get the referrals going.
- Our plan is to have hubs in the communities so we can build more connections for students outside of just their home school.

- The middle schools really need a Trillium therapist in the schools in addition to the school counselors.
- The Youth Services Team (YST) is a multi-agency team that serves families. Families meet with the team and the team suggests services for them; it eliminates the need for families to go from agency to agency, and they can follow up with the YST.
- Most of the referrals to YST come from school counselors and administrators.
- When a student doesn't have insurance Trillium will sometimes refer them out to community providers.
- We also received funding that we can use to provide services for students who don't have insurance; it's used after we've exhausted all of our resources.
- Trillium never turns kids away; their staff always finds a way, including setting families up on the Oregon Health Plan (OHP).
- Trillium staff in the schools are master's level therapists. In addition, we have a nurse practitioner on our team and a psychiatrist through the Farm home. Also some kids and families are given in-home skills training, which is done by bachelor's level staff.
- The overhead for the entire Trillium Family Services agency is approximately 20% but the rate is outlined by the InterCommunity Health Network Coordinated Care Organization.
- Trillium came on board as crisis support in response to student suicides; we haven't been involved long enough to know whether there is any identifiable reason for the spike in suicides.
- Students need relationships with an adult at the school whom they feel "knows" them; however, it's hard for counselors with large caseloads to have those relationships.
- If a student could have even a basic relationship with an adult in a school – such as taking 30 minutes to sit down and let a student tell his/her story – that's where the healing begins, and it looks different for every kid.
- Kids are bombarded with the internet, they can have relationships that aren't real because they aren't face-to-face; they're creating a persona that doesn't even exist.
- Students who complete suicide tend to be in isolation and believe there's no hope, that there's no help out there.
- I've tried to document a day in the life of a counselor but it's all over the board. We don't ever sit down or take lunches or breaks. There's always someone at our door needing help.
- Cutting and other forms of self-harm are maladaptive coping mechanisms that seem to work for some students.
- It's not necessarily that there's an increase in cutting, but now that we have more services in the schools, we are able to not only identify students but to work closely with them and their families to develop different coping mechanisms, and to really uncover the root for why it is happening.

Dr. Prince thanked Ms. Anderson and Ms. Blatt not only for the services they provide but for their willingness to kick down barriers and look at services differently instead of just the historical outpatient model. She also thanked the school counselors for all of their work.

Chair Rochester called a short break and then resumed the meeting.

V. COLLABORATION GRANT

Collaboration Grant Coordinator Tamara Benning gave a PowerPoint presentation. (Filed as Supplemental Item #V-13 of the Official 2014-15 Board Minutes.)

Ms. Benning's comments and responses to Board members included:

- This is the third year that ODE has funded the grant.
- The grant is designed to empower teachers and ultimately raise academic achievement.
- It provides collaboration opportunities among teachers and administrators to ultimately increase student growth.
- The four focus areas of the grant are:
 - ✓ Teacher evaluation.
 - ✓ Career pathways for teachers.
 - ✓ Creative compensation for teachers.
 - ✓ Professional development for teachers.
- We are collaborating with Tillamook, David Douglass, South Lane, and Ashland School Districts, as well as with Oregon State University.

Dr. Prince provided additional information including:

- This is very complex work and it has taken three years to get to this point.
- About 10 years ago, Chalkboard Project launched efforts to raise and elevate effective teachers and effective teacher leaders.
- Chalkboard Project realized that our state was lacking career pathways that really encouraged leadership opportunities for teachers as well as ways to enhance leadership opportunities for teachers that didn't necessarily want to go on to become administrators.
- The evaluation tool has been absolutely phenomenal because it's teacher created.
- All four areas of the grant are teacher-led and teacher-driven.
- While this is incredibly complex work, it goes without saying that this is fully immersed in collaboration with dialogue and planfulness.
- This grant has brought \$1.2 million into the District to promote teacher leadership, to develop the teacher evaluation tool, and to create a shift in culture and how teachers elevate into leadership roles and conduct professional development.
- The magic of this work is that it becomes enculturated, so it can be sustained even after the \$1.2 million grant funding goes away.
- This is built on the premise of teacher leadership.
- When you build the capacity from within, you lose the dependence of the "sitting and getting" professional development model. Teachers are elevated to a level of peer coaching to provide that professional development.
- The pathways are created and it becomes a stronger, much more stable environment.

- Over 10 years there are many districts that have built this model and been able to sustain it and continue to sustain it. Tillamook is one of those districts; they've been able to maintain high levels of achievement as well as teacher leadership.

In response to a question from Director Ball, Dr. Prince provided the following information:

- The Collaboration Grant is part of the teacher effectiveness/teacher improvement portion of the Governor's budget through OEIB.
- Chalkboard Project's CLASS (Creative Leadership Achieves Student Success) Project became the Collaboration Grant and ODE assumed management of it; however, there has been frustration around the management of the grant and the delay in dispersing funds.
- Chalkboard Project has subsequently asked to assume the management of the grant.
- There's a bill proposed in the Legislature which I am supporting that is requesting the shift.
- If Chalkboard Project takes over management of the Collaboration Grant, it will look the same but we will find out sooner if we'll get renewed funding.
- If ODE maintains management of the grant, we won't find out about renewed funding until August or September.
- Ms. Benning's position and others throughout the District are funded through the grant.

Dr. Prince provided additional information including:

- There is creative movement in our District around expanding peer coaching.
- Conversation to come will be around students providing evaluative feedback to teachers; how we would incorporate that and which teachers would be receptive to it.
- There will be some "pushing the envelope" around creative compensation – some different ways that we can compensate; shifting how we pay teachers; looking at different ways to recognize additional leadership opportunities.

VI. SUSTAINABILITY

Custodial and Operations Manager John Meyer outlined the general topics involved in the District's sustainability efforts. He noted that the list is not meant to be all inclusive but rather an example of sustainable efforts in the Corvallis School District.

Lamps

- All lamps are now recycled in the District. This is done in a program at every site with UPS pre-paid pick-up.
- We still use ALTO® lamps when possible, which are lower in mercury gases.
- We use compact fluorescent lamps (CFL) and light emitting diode lamps (LED) as we make replacements.
- We replaced all mercury vapor and metal halide lamps in gyms with fluorescent lamps.
- We conducted a lighting retro-fit in 2010 at all schools that were served by Pacific Power.

Recycling and Dumpster Use

- Signs posted on all District dumpsters outlining the rules and prohibited items, encouraging the recycling process to be followed, and requiring closed lids.
- Dumpsters are locked after hours to control contents.

Composting

- We are in the early stages of implementing a pilot cart composting program at two elementary schools.
- Milk dump stations will be introduced at all elementary schools in the near future.
- Secondary schools have done cart composting; Cheldelin continues to keep its program going.

Custodial Supplies and Equipment

- Supplies RFP contains language requiring green chemicals.
- Chemicals use cold water and are mixed in dilution cabinets for exactness.
- Auto scrubbers are designed to use less water and chemicals.
- Paper products such as towels and toilet tissue are made from recycled paper.
- Liners purchased with best sustainable practice in mind.

Integrated Pest Management Policy

- Requires use of chemicals on the low-impact chemical list developed and approved by OSU.
- Educate staff to reduce/eliminate pest conducive conditions.
- Maintenance projects include exclusion work on modules and doorways.

Oregon D.E.Q. School Lab Cleanup Program

- Last spring our District participated in the program with the assistance of Benton County Environmental Health Specialist Gordon Brown.
- All secondary schools participated.

Utility Management

- Regular monitoring of utility use has led us to discover billing errors and leaks.
- As funds have allowed, boiler retro-fits have occurred to provide better heat with resource and cost savings.
- Lighting retrofit was done in all classrooms that were served by Pacific Power. The difference in quality of light was amazing.

Bottle Filling Stations

- Stations have been installed at all secondary schools.
- Stations in staff rooms at elementary schools are planned for next year.

Printing Reductions

- Maintenance staff have been assigned iPads to support the total electronic work order

system.

- Scan and send practices are encouraged and supported District wide.
- New copier RFP supports “scan and send” function along with printing to copiers from PCs to reduce desktop printer use.

Mr. Meyer relayed some additional information on behalf of Maintenance Manager Kim Patten:

- Discussions are underway regarding a 100 kilowatt solar array at Corvallis High School.
- Support and standardization of District garden programs is occurring.

Director Adams offered information including:

- I’ve been working with Mr. Meyer for the last couple of months after I was approached by two parents to do a composting project.
- As you have heard, we have people in our District who are very passionate about sustainability and working very hard at it. They are champions of it, but they are champions alone a lot of the time.
- I think that as a Board we can do a better job of keeping our eye on sustainability as a priority.
- Facilities is only one side of the coin; in the future, we’ll probably hear from educators about what they are teaching our students.
- I would like to see the Board apply some resources toward sustainability, such as a fraction of an FTE toward a sustainability coordinator. A staff member, Lynne Griffin, is currently doing it on a volunteer basis.
- It’s pretty common for districts to have sustainability coordinators.
- Sustainability is an area that can pay for itself; if we invest a little in a sustainability coordinator, we’d be able to pay for the FTE through efficiency.
- The City of Corvallis will be taking up a goal addressing climate change and coordinating with Energize Corvallis in the Georgetown University Energy Prize challenge.
- The winner will be awarded \$5 million; the Corvallis School District could play a very critical role in winning that prize.

In response to a question from Director Kemper regarding outdoor light pollution and focusing the lights, Mr. Meyer provided information including:

- Outdoor lighting is one of the last frontiers.
- I don’t believe LED lighting had come to life at the time our newer facilities were built.
- We have focused our efforts inside buildings and classrooms; the outside has a tendency to be reactive due to liability concerns, so we want to keep areas well-lit.
- We discovered an opportunity for getting on a different rate schedule for nonprofit field lighting by absolutely isolating the field lights from any other electrical use on a field. At Taylor Field there was one little concession stand amongst many field lights; by installing a separate meter just for the concession stand, we save approximately \$10,000 a year.

VII. REVIEW GUIDING PRINCIPLES

Chair Rochester commented that the Guiding Principles aren't meant to be operational or to direct a supervisor to do something but are important to the extent that they're taken seriously. He opened the floor for Board member input regarding draft Guiding Principles they had received under separate cover. Revised Guiding Principles will be brought to the Board at a later date.

VIII. ADJOURNMENT

There being no further business before the Board, Chair Rochester adjourned the meeting at 8:40 p.m.

Chris Rochester, Board Chair

Dr. Erin Prince, Superintendent

Prepared By: Julie Catala

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Corvallis

SCHOOL DISTRICT

VIII.A.3. April 28, 2014 Budget Committee Minutes

MINUTES
Meeting of the
BUDGET REVIEW COMMITTEE
Corvallis School District 509J

I. CALL TO ORDER AND ROLL CALL

The meeting was called to order at 6:40 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> Tom Sauret, Chair Chris Rochester, Vice-Chair Vincent Adams Judy Ball Lisa Corrigan (arrived at 8:15 p.m.) Bill Kemper Anne Schuster	<u>COMMITTEE MEMBERS PRESENT</u> Rich Arnold LeeAnn Baker Katherine Bremser David Coulombe Beth Heaney Jim McCullough Rick Osborn
<u>EXECUTIVE STAFF PRESENT</u> Dr. Erin Prince, Superintendent Kevin Bogatin, Assistant Superintendent Steve Nielsen, Finance & Operations Director	

A quorum was present and due notice had been published.

II. PLEDGE OF ALLEGIANCE

Board Chair Sauret led the group in the Pledge of Allegiance.

III. NOMINATION AND ELECTION OF OFFICERS

Board Chair Sauret took nominations for Budget Committee Chair.

Chris Rochester nominated Jim McCullough for Chair; Anne Schuster seconded. There were no other nominations. Board Chair Sauret called for a vote and Mr. McCullough was unanimously elected Chair of the Budget Committee.

Board Chair Sauret turned the meeting over to Committee Chair McCullough.

Committee Chair McCullough called for Budget Committee Vice-Chair nominations. Beth Heaney nominated Rich Arnold for Vice-Chair and this was seconded by Vince Adams. There were no other nominations and Mr. Arnold was unanimously elected Vice-Chair of the Budget Committee.

Committee Chair McCullough provided framework regarding the charge of the committee.

IV. SUPERINTENDENT'S BUDGET MESSAGE and BUDGET OFFICER HIGHLIGHTS OF THE 2014-15 PROPOSED BUDGET

Dr. Erin Prince presented her budget message. (PowerPoint presentation is filed as Supplemental Item 1). Her remarks included:

- Information regarding the changing demographics of the district, including increases in diversity
- Identification of three areas of major focus/priority for the board and the district:
 - Academic growth for every student
 - Response to Intervention (RTI) efforts
 - Universal screening and timely assessments
 - Tracking individual student groups – students with disabilities; students living in poverty
 - Closing the opportunity gap
 - Advancement Via Individual Determination (AVID)
 - Dual-Language Immersion (DLI) curriculum alignment and building the program at the secondary level
 - Access to technology in the classroom
 - Response to Intervention (RTI) system supports educational differentiation
 - Increasing the 4-year cohort and 5-year completion graduation rates
 - Running Start program
 - Providing multiple pathways to success

Budget Officer Steve Nielsen's remarks included:

- Proposed budget shows continued improvement and stabilization and includes funding for a full school year;
- Enrollment has stabilized and we will be funded by the state at our current year ADMw rather than the prior year;
- Proposed budget for 2014-15 includes full-day kindergarten for all elementary schools per previous board discussion at an additional cost to the general fund in 2014-15 over 2013-14 of between \$600,000 and \$650,000; the state will start funding kindergarten students at 1.0 in 2015-16, for 2014-15, kindergarten students will continue to be funded by the state at 0.5;

- Teacher FTE has increased by 18.4 over the 2013-14 Adopted Budget and includes FTE added during 2013-14 in response to additional enrollment;
- In addition to FTE intended to support the implementation of full-day kindergarten, also new in the 2014-15 proposed budget is FTE to return the administrative staff level at Crescent Valley High School to the 2012-13 amount, two additional elementary counselors, additional DLI capacity at Linus Pauling Middle School, and increases to technology support district-wide;
- 2014-15 general fund current resources are expected to be up by 6.1 percent, while local option levy revenue is still expected below \$4 million; the proposed budget does balance resources with requirements without additional use of reserves;
- Still pending are agreements with the Corvallis Education Association (CEA) and non-represented administrative employee groups; an agreement has been established with the Oregon School Employees Association (OSEA) and is reflected in this budget; steps are budgeted for both CEA and Non-Represented groups;
- When we were planning for the 2013-14 budget, the state had not yet passed a budget nor had there been settlement on various potential Public Employees Retirement System (PERS) reform; included in the 2013-14 budget was a conservative set-aside for PERS related costs; this has been continued in 2014-15 with an anticipated cumulative set-aside of \$1.25 million; this will be reviewed again during the 2015-16 budget process and after the 2015-17 PERS rates have been released.

Assistant Superintendent Kevin Bogatin highlighted the following items embedded in the budget document in the realm of student services:

- This budget is the first time in his tenure with the district that he did not have to figure out how to do more with less; however, we still do not have funding to make significant impacts on equity;
- This proposed budget allows for a Special Education teacher in every building – all elementary schools have at least 1.0 FTE regardless of case size; additional FTE is increased as appropriate resulting in case ratios of approximately 30/teacher at elementary and 40/teacher at secondary;
- There are increases expected in the Speech Language Pathology function; services to autistic students falls here; this population is growing and we see higher levels here locally than other areas; we are trying to analyze the needs of each child to determine if they could be served differently;
- We anticipate nine Life Skills students moving to the secondary level in 2014-15; our district model of inclusion requires increased support and staff will be reshuffled as students move levels;
- Recently we have moved to a student services model (versus separate curriculum and special education departments) to eliminate silos; in the future we are looking to include principals as leaders in special education and anticipate that the necessary supports at the district level will shift;
- New in this budget is a teacher on special assignment (TOSA) to oversee special education legal compliance, oversight that was left to classified staff in the past;

- 2.0 FTE of school nurses added after the adoption of last year's budget as a shift from contracted services at 1.0 FTE has been a great investment; this is continued in 2014-15;
- RTI is embedded in the document; we will start to shift from this model to Multi-Tiered Systems of Support (MTSS), a more appropriate system for use at the secondary level;
- The additional 3.5 FTE at the secondary level in this proposed budget is less about reducing class sizes and more targeted based on plans developed by the secondary principals to strategically close the achievement gap;
- Curriculum materials we are looking at for 2014-15 include English language arts and math adoption; funding is targeted for support and training, necessary even if the curriculum itself is free;
- Counselors were added into this budget – two at the elementary level. This is not an equity approach to this need, but is centered around the minimum our schools would need. Mental health and counseling is something that we will need to support in the future; we've partnered with local mental health providers to assist; we have just begun this work.

V. PUBLIC AND STAFF TESTIMONY

Committee Chair McCullough opened public testimony. Noting there were no requests to testify, Chair McCullough closed public testimony.

VI. COMMITTEE DISCUSSION, QUESTIONS, AND REQUESTS FOR MORE INFORMATION

Committee Chair McCullough invited committee members to ask questions of the staff and or to discuss topics of interest.

Mr. Sauret asked if we had figured out how the Smarter Balanced assessments will work next year.

- Mr. Bogatin replied that this budget includes 0.5 FTE for a certified teacher to assist with this project and additional costs are not anticipated at this time.

Mr. Rochester asked for clarification of the purpose of the additional 3.5 FTE allocation at the secondary level – this will not be used to reduce class size, but will instead be used to meet needs identified by the secondary principals. It may be more appropriate to explain this as something to target achievement rather than reduce class size.

- Dr. Prince replied that in approaching class size after the board parameters discussion, it equated to 1.0 FTE at each elementary school and 3.5 FTE spread across all of the secondary schools. In looking at the impact of class size that would be realized with that amount of additional FTE, it was clear that the resulting reduction would not be impactful. At the secondary level especially, it's well worth articulating that class size averages doesn't necessarily equate to achievement.

Ms. Ball shared her concerns regarding the allocation for middle school as it appears to be decreasing while elementary and high school funding appears to be increasing. She also expressed specific concerns about intervention specialists being allocated equally at both middle schools rather than based on need.

- Dr. Prince replied that there's been an increased FTE at Linus Pauling Middle school to assist with additional DLI program requirements. The Interventions noted were part of our basic school amounts, so it is equal among secondary schools. Discretionary, however, is weighted, so the total amount of resources going to Linus Pauling is greater based on their demographics and increased enrollment.
- Mr. Nielsen added that the figures on page C-9 indicate an increase in FTE but an overall decrease in dollars. The difference in dollars shows in object 400-supplies and materials. This is where we purchased iPads during Phase II of the 1:World initiative in 2013-14.
- Mr. Bogatin shared that he expected approximately 1.5 FTE of the 3.5 FTE targeted to secondary schools would be distributed to middle schools depending on the plans from principals.

Ms. Schuster noted that she attended an OSBA meeting last weekend and learned that the AVID program had been in use in Salem for a decade – 80 percent of the middle school teachers have been trained in the program. It's made a huge impact to focus these efforts at the middle school level.

- Dr. Prince and Mr. Bogatin both noted that the middle school principals and many middle school teachers are very interested in this program, but balancing this interest with other initiatives they've already committed to implement requires careful financial and time planning.

Ms. Schuster also shared that she heard that there will be a possible \$7.2 billion allocation for the 2015-17 biennium to help with all day kindergarten and 40/40/20.

- Dr. Prince noted that Superintendents are already starting to prep their stance, along with OSBA and others.
- Dr. Prince and Mr. Bogatin also acknowledged they've heard discussions regarding the equity of the current state funding model and that educators across the state are watching those conversations closely.

Ms. Schuster commented that another topic of conversation at the OSBA meeting was that some districts are encouraging all of their students to stay a fifth year to participate in Running Start-type programs and this is diluting the state school fund.

Committee Chair McCullough requested a glossary of programs from staff.

- Staff noted that they would put together a list for the next meeting.

Ms. Corrigan arrived at 8:15 p.m.

Committee Chair McCullough noted that technology was a large portion of the discussion last year. He wondered if things were working according to plan.

- Mr. Bogatin explained that so far the program has been positively received across the schools; we've seen positive impacts at all levels. There have been some parental concerns and we need to do some assessments and security audits, so we have slowed down this year. We will be offering some innovation grants this year and have already seen lots of applications and interest from teachers.
- Mr. Nielsen noted that information regarding Phase III are shown in Appendix G of the proposed document.
- Mr. Rochester noted that the Phase III proposal from the Superintendent was significantly scaled back to meet community concerns, address a number of implementation issues, offer more time to staff to better understand how to really use them in the classroom, and take a step back from implementation in particular at the elementary school level. He said the board indicated a desire to slow down next year, including a decision not to implement 1:1 at 5th grade and, with only a few exceptions, no expansion at elementary level in 2014-15. There was a decision to proceed with infrastructure at the high schools where there is a clear need. There was a lot of discussion around this. We didn't take anything away, but we are really and deliberately slowing things down.
- Mr. Sauret clarified that the board did authorize full 1:1 implementation at Franklin K-8 for the middle school classes.
- Dr. Prince also shared that a Superintendent's Technology Advisory Committee is being formed to advise and develop policy and procedures related to this initiative. Additionally, while there have been a lot of questions and concerns voiced, and the implementation has been bumpy at times, we've only received one formal complaint.
- It was clarified that so far, the following groups have been issued iPads: teachers district-wide, all students at Cheldelin, Linus Pauling, and Mt. View, English-only students at Garfield and Lincoln, AVID students at both high schools, 4th graders at Jefferson. In 2014-15, this number will be increased by 542 to include all middle school students at Franklin, additional classes of AVID students at both high schools, and as a result of awards of the innovation grants.
- Mr. Kemper shared that until we get the technology out there, we really don't know what it will do. There have been very exciting anecdotal reports – taking a breath at this time is allowing those experiences to develop and to be shared among staff and community. Opportunities will continue to develop from there.
- Ms. Schuster expressed that she's felt urgency about distributing this technology. If teachers want them in their classrooms and we aren't giving them the opportunity to use them will they lose interest?
- Mr. Bogatin expanded on this concept, sharing that issuing the devices directly to children allows them to be active participants in their own education. It's exciting to see what they will do with them. He shared that teachers are increasingly enthusiastic about this technology and he hoped that enthusiasm would continue.

Summary of comments related directly to the Innovation Grants:

- Ms. Shuster asked where the innovation grant applications have been coming from.
 - Mr. Bogatin replied that they're coming in from all across the district.
 - Dr. Prince noted that she had shared previously with the board the grant application to be used in the innovation grant process. She clarified that the innovation grants would provide 300 iPads total – so likely ten individual classroom grants. The application specifically asked teachers to indicate how the use of this technology in their specific situation would help to reduce the achievement gap, how this would be assessed, and how the experience would be shared out with others.
- Ms. Schuster noted that many of the parental concerns were from K-2 and asked if those grade levels were allowed to submit innovation grant applications.
 - Mr. Bogatin: yes.
 - Dr. Prince noted that 70 applications had been received, but she wasn't sure what the grade level break down was.
- Ms. Ball expressed her concern that when the proposal to expand iPads was discussed by the board, the decision was made not to implement at the 5th grade level or further to elementary until the Technology Advisory Committee was established and we had a better understanding of what the return on investment really was, since we really have no data. She felt that this grant program is directly in conflict with what she remembered the board said that it wanted to do in the next phase.
 - Mr. Bogatin noted that the way it was explained to him was that we were not doing a district-wide expansion by grade or by school but that we would proceed with the grant opportunity for teachers who were expressing a desire for this new technology.
- Ms. Ball noted that while teachers and students may be ready for this technology, the board had heard a lot of concerns coming from parents – especially at the primary level. She wondered if the grant application specifically asked for information from teachers about how they would address these parental concerns.
 - Mr. Bogatin acknowledged that there had been some parent testimony previously but that it was his opinion that those concerns were addressed after parent information nights provided those parents with more information about how the technology would actually be utilized in the classroom.
- Ms. Ball asked for clarification as to the timing of the grants – is the plan to award these grants even before the formation of the Technology Advisory Committee and before data regarding results and evaluation is available?
 - Ms. Prince shared her notes from the board discussion. The parameters she noted were that the innovation grants would be held to 300 devices, with the criteria of equity and Title schools. There was a desire for a strong communication plan, and a district-wide approach (not focused at one school)
- Mr. Rochester shared the concerns of Ms. Ball, stating that it was his recollection that the board had a lengthy conversation about slowing down, curtailing, and limiting implementation of any kind at the elementary level. He noted that it was his assumption

that whatever happened with the innovation grants wouldn't happen at the elementary level and that the innovation grants feel like they're being used as a back door around this board decision.

- Mr. Nielsen noted that it was his understanding from the board discussion that while we were not going to implement across a whole grade or school, the 300 innovation grant iPads would be available K-12 to interested teachers.
- Ms. Corrigan stated her understanding of that meeting was that it was known that all middle school students already have iPads. That only leaves opportunity for implementation of the innovation grants at either elementary or high school. She noted that she'd brought up other possibilities for technology at the high school level – perhaps expanding computer and engineering coursework. Her opinion was that we should get these in the hands of those who most want to use it and who feel that their classes could best benefit from it rather than forcing it on teachers who may not be ready for it or who may be planning to retire before they have to use it. She stated that she doesn't agree that this is a back door – she was at the same meeting.
- Mr. Kemper agreed with Ms. Corrigan, noting that he felt the grants were an open door to the most innovative teachers. He felt it was a competition among those who would embrace the technology and roll it out most effectively in the classroom. He was pleased to hear that there are as many applications as there are. He expressed concern that waiting for an arbitrary review group to provide data would miss an opportunity to get these devices into classrooms to see what they could do for students. He verified that he did not hear during that discussion that we would not be offering the opportunity to specific grades because we'd decided not to implement globally at that level. It is a mistake to limit these opportunities.
- Mr. Sauret verified this was a long discussion. He recalled a lot of concerns about implementation, especially at the K-2 level. However, he did not recall a specific prohibition saying that the elementary level would not be involved in the innovation grants. He expressed his concern that the innovation grants should be awarded for innovation – the need must be unique. iPads are not a small part of the technology budget.
 - Mr. Nielsen clarified that iPads are \$244,000 in a \$1.1 million budget.
- Mr. Rochester asked for clarification regarding the timing of the grant process.
 - Dr. Prince stated that the application deadline has passed. They're putting together an evaluation matrix and a board member will be asked to participate on the selection committee. More information will be made available in the next few weeks.

Ms. Baker asked for more information regarding the Running Start and GED Program budget as described on page A-18. It looks like we will be experiencing significant growth in this area.

- Mr. Nielsen said this program has evolved over the past year. He will provide further information.

Mr. Arnold noted an increase in general fund FTE this year seems to be an anomaly with enrollment. Why are we expanding as much as we have without a documented multi-year increase in enrollment?

- Mr. Nielsen noted that we have been funding needs and are responding to enrollment. There was some FTE added after the budget was adopted last year. We will work on this for you and provide some further information for the next meeting.

Ms. Heaney asked for clarification that this proposed budget does not allocate funds back to the rainy day fund. She wondered if there was a plan for what happens if we don't have to use the PERS fund we've established.

- Mr. Nielsen stated that is correct – we aren't spending from the Rainy Day Fund, which was the original plan, nor are we adding to it. There is a \$1 million balance.
- Committee Chair McCullough suggested that the board consider a policy that establishes a percentage of future revenue increases to be earmarked for this purpose.

Mr. Kemper asked how enrollment projections are made.

- Mr. Nielsen answered that many factors are involved – how many students are here now, what is happening operationally with additional full-day kindergarten options, and changes to the transfer policy. There is a thorough process and analysis, complete with principal feedback, that begins in the fall.
- Mr. Bogatin noted that the Student Services department is still working on student transfer requests for the 2014-15 school year. Further information should be available to the board soon.

Mr. Osborn wondered about physical space constraints at the facilities in light of expanding all-day kindergarten this year?

- Mr. Nielsen noted that there are some known space issues at Jefferson and Hoover Elementary Schools. Student Services and Facilities are looking at solutions for these issues. We did offer only AM kindergarten this year, so we are positioned fairly well at this time for full-day classes.

Mr. Osborn asked about additional wear and tear costs – are additional funds allocated for additional facility use?

- Mr. Nielsen answered that we always seem to be short in the Facilities and Maintenance department budget.
- Mr. Bogatin stated that he estimated this would not be a large cost impact.
- Ms. Corrigan reminded the group about Construction Excise Tax funds available for this purpose.
- Dr. Prince also noted that this is something that is being reviewed at the state level as well; many districts are not positioned as well as Corvallis in this regard.

Ms. Heaney asked for clarification of Appendix C – are these estimates?

- Linda Martin noted that we will be sending out a revision to this appendix.

Mr. Rochester noted that he takes to heart the point Mr. Arnold made – this proposed budget is very aggressive on FTE. There are several issues unknown regarding PERS and the pending CEA union agreement.

Mr. Coulombe requested updates to the glossary of terms – he wondered specifically about the district's view of equity, as well as programs like AVID. He also wondered about activities related to TAG students. Are expenditures for this group in line with the district's stated mission of challenges for all students? He shared he would feel more comfortable if we were able to rebuild the rainy day fund sooner rather than later. He also shared his disclosures and declarations. As an attorney he serves the City of Corvallis as well as a client who has interest in the Inavale School property, his son-in-law is principal at Linus Pauling, and his granddaughter is a student at Hoover Elementary School.

- Staff indicated they would update the glossary.

Mr. Sauret also disclosed that his spouse is employed by the district and he has a sibling who has done temporary work for the district.

Ms. Bremser asked for more information about Running Start and online classes. She also inquired about summer school funding.

- Staff indicated further information would be provided.

VII. ADJOURNMENT

There being no further business before the Committee, Chair McCullough adjourned the meeting at 9:20 p.m. and announced that the next Budget Committee meeting is scheduled for Monday, May 12th, at 6:30 p.m.

Chris Rochester, Board Chair

Steve Nielsen, Budget Officer

Prepared By: Jennifer Schroeder

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Corvallis

SCHOOL DISTRICT

VIII.A.4. May 12, 2014 Budget Committee Minutes

MINUTES
Meeting of the
BUDGET REVIEW COMMITTEE
Corvallis School District 509J

I. CALL TO ORDER AND ROLL CALL

The meeting was called to order at 6:31 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> Tom Sauret, Chair Chris Rochester, Vice-Chair Vincent Adams Judy Ball Lisa Corrigan (arrived late) Bill Kemper Anne Schuster <u>EXECUTIVE STAFF PRESENT</u> Dr. Erin Prince, Superintendent Kevin Bogatin, Assistant Superintendent Steve Nielsen, Finance & Operations Director	<u>COMMITTEE MEMBERS PRESENT</u> Rich Arnold, Committee Vice-Chair LeeAnn Baker Katherine Bremser David Coulombe Beth Heaney Jim McCullough, Committee Chair Rick Osborn
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A quorum was present and due notice had been published.

II. PLEDGE OF ALLEGIANCE

Committee Chair McCullough led the group in the Pledge of Allegiance.

**III. INFORMATION REGARDING ALTERNATIVE EDUCATION PROGRAMS, INCLUDING
RUNNING START (Eric Wright, Alternative Pathways Coordinator)**

Alternative Pathways Coordinator Eric Wright provided a brief handout highlighting alternative pathways statistics (supplement to these minutes, "Budget Meeting Supplement 20140512-01"). His comments included:

- The purpose of the Alternative Pathways Coordinator position is to find more ways for more kids to graduate.
- College Hill High School (CHHS) is an alternative high school program serving students from both Corvallis High School (CHS) and Crescent Valley High School (CVHS) located at

the Harding Elementary School site. 2013-14 enrollment at CHHS is 104, served by three certified teachers.

- Programs at CHHS are self-paced. Students identify an academic goal and credit objectives necessary to obtain that goal. Those credits are broken down into individual daily assignments/hours necessary to reach the stated goal in the stated timeframe.
- 26 of the CHHS students also participate in an afternoon online credit recovery program to provide even more flexibility to students who may need additional assistance in working toward an academic goal.
- 22 students are seeking a GED through the CHHS GED program, with an additional four students seeking a GED as parents through the Parent Enhancement Program (PEP).
- 58 students are participating in Running Start in 2013-14 either through the Advanced Diploma Program or the Alternative Learning Options Program.
- 35 students are expected to earn a diploma this year, and 10 are expected to earn a GED.
- Very rough financial figures for the program were also shared – Tuition and books for three full terms at LBCC costs approximately \$4,144 per student.
- There are currently 105 applicants for Running Start in 2014-15.

Questions and Answers:

Ms. Schuster asked about the demographics of the CHHS group – are they at different levels? Grades? How do you determine which students are on target to graduate each year in terms of determining a graduation rate?

- Mr. Wright noted that CHHS does not have a published graduation rate since it is a program and not an individual school – all students are enrolled either at CVHS or CHS. It's hard to identify an actual graduation rate specific to CHHS as many students use this program to get back on track and end up returning to their high school.

Mr. Wright clarified that CHHS has a capacity of 98 students and that while all of those students are invited to participate in Running Start, the Running Start program (with an expected enrollment of 105 next fall) is a separate program. Running Start students are not counted in the CHHS enrollment figures.

Ms. Ball asked for clarification regarding the qualification for Running Start participation. It was her understanding that these students already met requirements for graduation but deferred receiving their diploma to earn college credits.

- Mr. Wright noted that this is the case for students participating in the Advanced Diploma Program. He shared that 72 of the 105 applicants for the 2014-15 program fall into this category. Of the remaining students, some are former homeschool students who have decided to enroll in the district to obtain a diploma rather than a GED, and the rest are CHHS, CHS, or CVHS students who are taking a class or two at LBCC as an alternative to high school coursework.

Mr. Sauret asked if transportation was provided to these students.

- Mr. Wright said that transportation is not provided. Students are encouraged to take as many classes as possible at the Benton Center here in Corvallis. He also noted that students may take the Linn-Benton Loop bus free of charge four times a day to attend classes at the Albany campus.

Mr. Sauret asked if there was an LRC equivalent on the CHHS staff or if services were provided by the high schools.

- Carol Griffith is both the CHHS English teacher as well as the Special Education teacher.

Ms. Heaney noted that it seemed the intent of the Running Start program was to offer a collegiate experience to students who may not be otherwise able to participate in education beyond high school. She wondered what there was in place to keep students who may not need this additional support from enrolling in the program.

- Mr. Wright clarified that the program is open to all students. While the majority of the students who have taken advantage of this are first generation who may need a little more support, that is not a requirement for participation.

Ms. Schuster noted that the “catch” with this program is that it takes funding away from K-12 education at a state level – funds intended for K-12 are diverted to community colleges. She shared that OSBA is proposing that the legislature allocate funding specifically for these fifth year students.

- Mr. Wright noted that if funding were designated that he would propose that the district target those dollars to serve first-generation students and students in poverty.
- Superintendent Prince added that the district is finding that students on track to attend a four-year university are, in fact, attending a four year university instead of participating in this program. This offers an alternative pathway for another group of students. The success of these programs, however, is causing the state to look at funding concerns.

Ms. Ball asked if there were restrictions regarding what students could study – can they use this opportunity to obtain a certificate or trade credits?

- Mr. Wright noted that they can study any pathway they choose so long as they have a plan and are making progress. Staff work with individual students at their particular level to reach individual academic goals.

Vice-Chair Arnold asked if there was a set budget for Running Start and if data was available as to the actual cost of the program.

- Mr. Wright responded that there has not been a set budget – this is a new program and expenditures have depended upon participation and the number of credits sought.
- Mr. Sauret asked about overhead costs – administration, teachers, supports, etc.
 - Mr. Wright noted that administrative duties are shared with the general operation of CHHS. LBCC staff also help to support program operation.

- Ms. Martin added that \$140,000 was budgeted this year and that so far it has not all been used. We will know more about the actual costs after all bills are in and paid.

Mr. Coulombe asked for clarification as to the number of credits required – is 12 the minimum or the cap?

- Mr. Wright noted that ODE will pay the district a maximum of 12 credits per term per student. However, if an individual student wishes to take more, those situations are reviewed on a case by case basis and the families may be required to pay for additional credits out of pocket.

Mr. Coulombe asked what happened to the “overage” from Mr. Wright’s cost estimate sheet – what are the “other services” provided?

- Mr. Wright clarified that the figures on that page were for basic overview only – funding that comes in goes through the general fund. Running Start is not a stand-alone program.

Ms. Ball asked for information about how students were tracked in this program. Do we know what we’re paying for?

- Mr. Wright explained that every student must provide four- and eight-week progress reports to determine if they are on track to earn credits in the classes for which they are enrolled. If progress is not satisfactory at the four-week mark, the student must meet with Mr. Wright and take advantage of the LBCC tutoring center. Additionally, students must receive grades of C or better in their coursework to be eligible to continue with the program.
- Additionally, students meet with counseling staff at both LBCC and 509j to identify and track academic goals.

Mr. Wright also shared a personal success story regarding his “starfish kid” and expressed his deep gratitude to the district for creating this position where he is able to touch so many lives in a meaningful way.

IV. FOLLOW UP TO QUESTIONS (Steve Nielsen)

Committee Chair McCullough invited Budget Officer Steve Nielsen to follow up with any additional information as it related to questions the committee previously asked. His remarks included:

- Mr. Nielsen noted that the FTE table on page A-17 has been updated and was previously sent to the Committee along with other questions and answers asked at the last meeting and subsequently. (Q and A, parts 1 and 2, are supplementary to these minutes, ., “Budget Meeting Supplement 20140512-02 and 20140512-03,” respectively.)
 - In regards to Kindergarten FTE, he noted that the 10.5 FTE change in the chart compares 2013-14 Adopted Budget FTE to 2014-15 Proposed Budget FTE. However, our actual FTE for kindergarten teachers in 2013-14 is also shown on

the chart at 11.95 FTE. The increase of 3.45 FTE from 2013-14 Adopted to current was due to increased enrollment at the kindergarten level and an adjustment between general fund and Title fund dollars after sequestration hit at the federal level. (Table 5 shows only General Fund.) The increase in kindergarten FTE (7.05) in the 2014-15 Proposed Budget is due to the move to all-day kindergarten for all schools and a subsequent move to full funding from the General Fund for these positions.

- Additional FTE allocated to classrooms in the 2014-15 budget is primarily due to an expected increase in enrollment.
- The increase of 6.29 FTE in Support Services includes a professional development Teacher on Special Assignment (TOSA), as well as 2.0 FTE in Nursing Services, and 2.0 in Elementary Counselors.
- Changes in the Classified FTE include reflect changes made to the basic school support formula, increasing Technology Single Point of Contact (SPOC) time.

V. PUBLIC AND STAFF TESTIMONY

Committee Chair McCullough opened public testimony and explained the parameters for such participation.

Marqit Foss, 1455 NW Larch Ave, Corvallis, OR 97330 (parent)

Ms. Foss spoke about her concerns regarding the funding of 1:World. A copy of her testimony was provided to the board and is filed as supplemental to these minutes, "Budget Meeting Supplement 20140512-04".

Seeing no further individuals wishing to testify, Committee Chair McCullough closed public testimony.

VI. COMMITTEE DISCUSSION, QUESTIONS, AND REQUESTS FOR MORE INFORMATION

Committee Chair McCullough invited committee members to ask further questions of the staff and or to discuss topics of interest.

Mr. Rochester outlined his three points in regards to the budget as proposed: 1. the proposal to add roughly 29 FTE is too ambitious and this should be pared down; 2. the Innovation Grants were not intended as a method to increase iPads at the elementary level and funding for this purpose should be reduced by \$90,000 and directed instead to an additional 1.0 FTE in technology support; and, 3. the committee should articulate a pathway through which the Rainy Day Fund could be replenished over the next three fiscal years in order to bring the fund back into alignment with board policy.

Superintendent Prince clarified that the original proposal for the Innovation Grants did specify the possibility of utilizing those funds to purchase 300 iPads.

Mr. Sauret clarified it was his understanding of that conversation that the innovation funds did not have to be used to purchase iPads and could, in fact, be used to purchase other devices or in other ways altogether.

Ms. Schuster asked Superintendent Prince to clarify the role of the Collaboration Grant. Superintendent Prince explained that this ODE grant looks at professional development for teachers, evaluation of performance including creative compensation, and career pathways for teaching professionals. This has allowed the district to be more targeted and differentiated in offering development opportunities to staff as well as identifying leadership opportunities.

Superintendent Prince noted that the Innovation Grant, however, is a district-based initiative related to pockets of readiness within the district where staff are looking at new ways to reduce our opportunity gap. With 300 devices, this would equate to an impact of 10 classrooms – not every school would see this. However, it offers the opportunity to gain momentum in the utilization of new teaching methods. Ms. Schuster noted that there is obvious interest as the district has received 70 applications. Superintendent Prince agreed and noted that the district will screen these applications based on specific criteria – it may be that all of the funds designated for this purpose are not distributed.

It was clarified that the Innovation Grants are not specifically grant funds – the “grant” nomenclature in this context may be misleading. This is a budgeted item from the general fund and does not come from an outside source nor is it specifically earmarked for this purpose.

Superintendent Prince also acknowledged that the Collaboration Grant has been used intentionally to help build capacity around the use of technology in the classroom. The train-the-trainer model is being utilized district-wide to build the capacity of the district while this money is viable. The goal is to be able to embed this knowledge enough within the district that it will be sustainable.

Ms. Ball shared her concern that the district should not be launching into the Innovation Grant process before the Technology Advisory Committee has been formed and the district has had a chance to look at data concerning the impact of these devices in the classroom. She expressed her opinion that moving forward with further expenditures in this area without knowing what kind of a return has been gained from those expenditures already made is irresponsible. She agreed with Mr. Rochester that perhaps this funding could be better utilized this year in another area. She further noted her perception that the community has expressed a desire to slow down the entire initiative and that this line item in the budget appears to be in conflict with those desires.

Superintendent Prince noted that this was discussed in an open session and that there was no further testimony about the topic afterwards. She acknowledged one formal complaint was being addressed through an instructional materials review process. She expressed her opinion that the concerns of the public have been addressed – the district has slowed down and is honoring the formal evaluation process in addition to subjective data currently known. The

district has held community meetings, has met individually with parents who've expressed concerns, and has had success in these outreach efforts. She would caution against making a broad generalization of what the community thinks about this topic based on the opinions of one or two very vocal parents. She shared her opinion that by holding off of the Innovation Grants we will stay status quo and our students deserve more than status quo.

Mr. Coulombe noted that it was his understanding that the role of the budget committee was to appropriate funds at a high level. He expressed his confusion that this is a topic of conversation at this committee level – he felt this is something for the board to decide as it is their role to dictate the direction of the district. This committee can appropriate the funds, and then the board can determine the boundaries and priorities of the use of those funds.

Committee Chair McCullough agreed with Mr. Coulombe.

Ms. Baker shared that this has been an ongoing conversation at this committee for the past several years. She recalled conversations regarding the cost of textbooks and admission by board members then that it would require innovation to make the strides that we wanted to make in the area of equity. As a parent, it is very scary to back an initiative where your children will be in front of a screen. She shared that she wants her school district to use the money that they have to make every child successful. She doesn't think that can be done through textbooks – these new tools allow students to learn in a very individualized way. While she respects the opinions of others in this area, she expressed her opinion that the board was innovative in years past and when teachers are asking for these tools so they can be innovative and serve children the committee needs to be supportive of that innovation.

Vice-Chair Arnold noted that while he agreed with Mr. Coulombe to a certain extent, he does believe the committee has a responsibility to make sure everything balances out and that the budget is appropriate. As mentioned at the last meeting, he concurs with Mr. Rochester in that this proposed budget is overly ambitious. While enrollment increased this year for the first time in ten years, there is no guarantee that this trend will continue. We don't know what next year will bring and we have a limited timeframe in which to make changes. He expressed that while he is in favor of expanding all-day kindergarten, he felt that the Innovation Grants and other additional instructional FTE might be ill advised at this time. He said that perhaps we should slow down at this time and see what enrollment does next year to see if this is an ongoing trend before adding FTE.

Chair McCullough asked how many of the 29 FTE are for kindergarten. Mr. Nielsen indicated 7.5 of this 29 FTE was directly related to kindergarten. Mr. Sauret also noted that as school populations increase, the basic school support allocations may also grow.

Ms. Schuster noted that the district's enrollment has been up slightly over not just one year, but the past two years, and with the change to all day kindergarten next year she expects enrollment will at least stay where it's at or go up. She said that we are being conservative – we aren't spending any of those PERS dollars that other districts are, even though we've been

encouraged to spend these dollars. Over the past twenty years we've had very little opportunity to do anything except cut or stay status quo. She's tired of cutting and it's time to spend some money on what these kids need. This budget seems very reasonable. She expressed appreciation for Ms. Baker's comments agreed that we're moving ahead and we need to continue to do that.

Ms. Bremser stated that she is supportive of the FTE added in this budget, including kindergarten and replacing previously outsourced positions with in-house FTE. This is an appropriate response to enrollment. She shared her support of the 1:World program and noted that she attended meetings where the community was invited to express their concerns. She felt as though the district listened to the community and slowed down. And, she feels as though the program has merit and that we should not be stopping the program's progression. She felt the Innovation Grants looked like a compromise – an opportunity for the district to continue to move forward without making that move a requirement for those who may not yet be ready. She expressed her surprise that there was not the consensus among board members that she'd understood to be the case after attending those meetings. She understands Ms. Ball's desire for evaluative data, as well as the parental concerns around screen time. She feels that this is a timing issue - we need to budget now, and if we don't have that piece in there, we won't have money in the budget if the data that comes back is positive. She wondered if there could be some contingencies on the use of budgeted funds based on results from the technology committee, evaluations, etc., in which we would not release these funds until we have more data. She agreed with Ms. Baker that these devices are the way of the future.

Chair McCullough asked when evaluation information would be available. Superintendent Prince replied that data will start to be available mid-May but that OAKS data and survey data won't be available until June. She noted that the longer we go, the more data will be available.

Superintendent Prince also added that in regards to the comments previously made about certified FTE, she felt the need to clarify that the district builds FTE around set targets – a range for maximums and average student to teacher ratios. Allocations are based on these targets and staffing is adjusted based on actuals. Adams Elementary, for example, is already up for next year beyond the district's projections. It isn't that we have extra money and we're adding random FTE – we're very conservative when we add teachers.

Mr. Nielsen added that this proposed budget has been built with the same targets as last year. If, for some reason, enrollment drops, the district would then not hire. Superintendent Prince agreed, stating that this is where the district needs to be courageous. In the past, we would keep this FTE. If enrollment drops, we will need to be disciplined to not fill positions.

Vice-Chair Arnold asked for clarification – it was his understanding at the last meeting that the FTE increase in this budget would represent a reduction in the student-teacher ratio. Mr. Nielsen noted that we set out to build this budget at minus one to those targets. However, with the change to full-day kindergarten year round, the elementary ratios are essentially the same.

The proposed reduction at the secondary level was instead added to provide targeted assistance.

Mr. Osborn shared that he is cautiously optimistic in regards to the FTE in this budget. He agrees that over the past we've been cutting, cutting, cutting, it's time to put some back in. And, even then, we're behind. He shared that it's reasonable in light of enrollment projections. In regards to the Innovation Grants discussed, he shared that he personally doesn't think 300 iPads is that many – he'd like to see more. His son is in middle school and has an iPad this year. After seeing his son work with the device he feels as though he's better prepared for the work force due to his exposure to this technology. He agrees that the grants are an opportunity to support teachers who what to come up with new ideas while still slowing down the district-wide progression of the program. In fact, due to the fact that teachers must apply and designate specific goals and methods of evaluation, we may find this is a more successful method of deployment.

Ms. Heaney noted that this was one of the more optimistic budget meetings she's experienced in the last nine years. She shared, however, that the Rainy Day Fund still concerns her. She wondered if there was any way we could put money back in this fund this year. She also asked when we will know when we could utilize the PERS funds we've set aside. Can we designate some of this to go back to the Rainy Day Fund when it is (optimistically) available?

Chair McCullough concurred, adding that he'd like to see the district back in line with policy. He noted that every "windfall" the district gets should be directed to the Rainy Day Fund.

Mr. Nielsen noted that the potential use of PERS reserve funds is a top consideration for this next year. We will need to see what happens in the next few months. PERS will also set rates for the 2015-17 biennium in September or October. The new rates will give a good indication of what options we may have in the future, as will any outcomes of current court cases.

Ms. Heaney asked if there was anything we could do now, before this information is known, to replenish the Rainy Day Fund earlier. Mr. Nielsen noted that we could see additional State School Fund monies, tied to increased enrollment. We aren't sure how that will look just yet. Additionally, there may be some carry-over unassigned after the audit process that could be utilized. For now, however, we should be comforted by the fact that we'd planned on using the remaining million in the fund to cover operational costs this year and we do not have to do that after all.

Ms. Corrigan noted that class size at the secondary level is a concern – sizes have been creeping up to the point that some students in general education science classes cannot do their labs. She feels that staff cannot do the interventions that need to be done and serve everyone else without more certified teachers and she trusts staff to use our formula to keep FTE necessary.

Ms. Schuster noted that one problem with the Rainy Day Fund has been that the Local Option Levy has been hard hit by compression, leaving less funding available.

In regards to 1:World, Mr. Adams noted that when he puts his “social science” hat on, he can see that the district is doing an experiment. Looked at through that lens, this first year we got it wrong – we didn’t establish baseline data. Since then, we’ve entered into a contract with an evaluator. The first thing that the evaluator is going to want to do is establish that baseline data. After that, they’ll want to have an appropriate sample size of student users, especially if we will be focusing on particular demographic groups. I would advocate for the roll out of at least 300, but not less than 200, to ensure good data from the evaluator.

Mr. Sauret noted the revised Appendix C showing FTE totals for the district. He shared that in his opinion, where we are now plus kindergarten is reasonable. He isn’t sure where we could reduce FTE without cutting programs.

Mr. Rochester stated that his concern centers not necessarily with the number of FTE, but rather the increase in aggregate costs in light of the fact that we don’t yet have a new CEA [certified employee’s union] agreement. Ms. Ball shared that the unknown about the agreement is also of concern for her – if it comes in above, where will the funding come from?

Mr. Nielsen commented that he agreed with Mr. Sauret’s assessment of the FTE totals. He confirmed that negotiations with CEA are still in progress. He noted, however, that the proposed budget does include a step increase for CEA as well as previously negotiated increases for OSEA [classified union]. If negotiations require further funding, the contingency plan would be to look at using the last portion of the Rainy Day Fund.

Mr. Rochester noted that there was one large personnel cost noted in this proposed budget, but there is a large contingent personnel cost because of bargaining. However, we need to approve the budget prior to the finalization of those negotiations. The impact of this could be quite substantial.

It was clarified that the total cost of the new agreement with OSEA has been reflected in this budget, but only a step increase for CEA has been included at this time.

Mr. Coulombe asked if the cost of a 2.5 increase for CEA were to be known. Mr. Nielsen estimated that this would be an increase of approximately \$600,000 - \$700,000. The step increase already included cost \$630,000.

Mr. Rochester expressed his that this uncertainty was the basis for his concerns regarding this budget – he agrees that we have compelling educational needs, but as he is conservative, he worries when discretionary funds are being dedicated for other things in light of this large contingency.

Mr. Sauret asked if Mr. Rochester could quantify where a reduction could be made. Mr. Rochester stated that he didn’t want to make a cut. He would, however, he would like to see something put into the Rainy Day Fund, even if it were symbolic.

Ms. Shuster noted that she felt comfortable simply not spending the final \$1,000,000 originally planned. This is a huge win for this year – we aren't serving our kids well by saving too much.

Ms. Corrigan asked that if we could designate any overflow or any unspent general fund monies from 2013-14 to be directed to the Rainy Day Fund. Mr. Rochester thought that would be a good idea. Superintendent Prince noted that staff had previously recommended that departments and schools be allowed 25 percent of carry over funds – she agreed that the remainder could be designated to replenish the Rainy Day Fund.

Mr. Kemper noted that he's concerned as to the level of technical support for 1:World. In order for that program to be successful, there needs to be support in place. He explained that he is a strong advocate of this program, even if we don't know the extent of the specific impacts of it as of yet.

Mr. Sauret echoed these sentiments. He shared that he and Mr. Kemper were at Mt. View Elementary this morning in classrooms watching students working with iPads. He was impressed with the opportunities for differentiated learning with these devices. Seeing it in action was very powerful to him. He agrees that we need to get data to support our suspicions that this is a rock solid program that is going to improve the education for students of the district. He shared that the data shown to him by Rosemary [Principal O'Neil] regarding STARS data was promising. More data will make us feel more comfortable. He shared that he has been struggling with where any cuts could be made to this proposed budget.

Mr. Rochester noted that he would rather see a discussion and recommendation from this group regarding the Rainy Day Fund than discuss cuts.

Chair McCullough noted that he had identified three main issues that he wanted to be sure were resolved by the group: 1. Technology Grants, 2. FTE Expansion, and 3. Rainy Day Fund. After hearing there were no other topics from the group that they wished to resolve prior to the end of the meeting, he asked each member to speak in turn.

Technology Grants. Chair McCullough asked for each member's opinion – leave alone, eliminate, or include with restrictions?

- Ms. Heaney: Keep the innovation grant monies and emphasize the innovation part – not just for iPads.
- Ms. Ball: I would put some restrictions on it.
- Mr. Osborn: I would agree – some kind of measurements.
- Mr. Adams: Leave it as is.
- Mr. Sauret: Agree with Ms. Heaney.
- Mr. Rochester: I would leave the money as proposed in the budget but say to the Superintendent that I would support using some of that money for additional technical support.

- Mr. Coulombe: I would support the appropriations, but I don't feel that strings should come from this committee or from the budget.
- All remaining members expressed agreement that this item should be left as is.

Chair McCullough noted that the consensus of the group was to leave the item as is in the budget.

FTE Expansion. Chair McCullough asked for each member's opinion – leave as proposed or reduce?

- Ms. Corrigan: I already spoke on this. I would leave it as is.
- Mr. Rochester: I would ask that the Superintendent act quickly if future enrollment does not support this level of staffing.
 - Superintendent Prince acknowledged that it takes courage and is difficult to stay true to our targets and align staffing to enrollment.
- Chair McCullough: Concurs with leaving it as is. He acknowledged a little nervousness about a new contract, but he expressed his confidence in the staff to manage their way through that process.
- Mr. Sauret: I feel reassured hearing the Superintendent's reaffirmation, but I feel comfortable leaving it as is.
- Ms. Ball: I have some concerns, but there's not any place that I can say we don't need this. I am concerned about the new contract.
- Vice-Chair Arnold: I wanted a discussion around this topic, but I would leave it as is.
- All remaining members expressed agreement that this item should be left as is.

Chair McCullough confirmed that the consensus of the group was to leave the item as is in the budget.

Rainy Day Fund. Chair McCullough noted that there was no provision for this, but noted that he felt the group could recommend a policy be considered by the board to designate any windfall funds this year to the Rainy Day Fund and that they consider a goal of complete replenishment of this fund in accordance with policy by 2017-18. He asked for the group's comments and or opinions.

- Ms. Schuster asked that the group be mindful to ensure the rebuilding of this fund not be done at the expense of educational needs in the present.
- Mr. Rochester noted that without the Rainy Day Fund we would have been in a very bad spot previously – it was wise to have it then and it would be wise for us to build it back up.
- Mr. Coulombe asked if the minutes would be sufficient to prompt a nudge to the board for a subsequent policy discussion.

MOTION #1:

It was moved by Mr. Rochester and seconded by simultaneously by Vice-Chair Arnold, Mr. Adams, and Ms. Ball that the budget committee recommend to the board that if there are

unspent funds or revenue enhancements beyond determined operational needs that a certain percentage of those funds be directed to the Rainy Day Fund. The motion was voted on and passed unanimously.

VII. APPROVAL OF 2015-16 BUDGET, TAX RATE, AND TAX AMOUNT

Seeing no further deliberation from the group regarding this year's budget, Chair McCullough asked if there was a desire from the group to make a motion related to the approval of the budget, tax rate, and tax amount.

MOTION #2:

It was moved by Ms. Schuster to levy the tax rate of \$1.50 per \$1,000 of assessed value for the Local Option Levy for the General Fund. Mr. Sauret seconded the motion. The motion passed without opposition.

MOTION #3:

It was moved by Ms. Corrigan to levy the permanent tax rate of \$4.4614 per \$1,000 of assessed value in support of the General Fund. Ms. Ball and Mr. Sauret simultaneously seconded the motion. The motion passed without opposition.

MOTION #4:

Mr. Coulombe made a motion that Corvallis School District proposed budget for 2014-15 in the aggregate amount of \$107,971,032 be approved as proposed. Vice-Chair Arnold seconded the motion. The motion passed without opposition.

MOTION #5:

Mr. Sauret made the motion that a tax levy of \$10,026,000 be approved for the Debt Service Fund for the purpose of retiring bonded debt owed by the school district. Mr. Coulombe seconded the motion which passed without opposition.

VIII. ADJOURNMENT

There being no further business before the Committee, Chair McCullough adjourned the meeting at 9:07 p.m. He further noted that the meeting previously scheduled for Tuesday, May 27, 2014 will be cancelled.

Chris Rochester, Board Chair

Steve Nielsen, Budget Officer

Prepared By: Jennifer Schroeder

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Corvallis
SCHOOL DISTRICT

VIII.B. Licensed Personnel Recommendations

BOARD MEETING DATE: April 13, 2015

FOR ACTION

SUBJECT: Licensed Personnel Action

1. Issue: Information on licensed personnel recommendations

a. Recommendation to Hire:

Susan Breckenridge: ELL Teacher, 0.375 FTE, Garfield Elementary School, effective March 31, 2015 (Temporary)

b. Termination/Resignation/Layoff/Retirement:

Caelen Bensen: Second Grade Bilingual Teacher, 1.0 FTE, Lincoln Elementary School, effective June 30, 2015 (Resignation)

Carolyn Donne: Kindergarten Teacher, 1.0 FTE, Jefferson Elementary School, effective June 30, 2015 (Retirement)

Jennifer England: Fourth Grade Teacher, 1.0 FTE, Franklin School, effective June 30, 2015 (Retirement)

Erika Gabonay: Math Teacher, 0.67 FTE, Corvallis High School, effective June 30, 2015 (Resignation)

Carol Griffith: Special Education and Alternative Education Teacher, 1.0 FTE, Harding Center, effective June 30, 2015 (Retirement)

Kathleen McNutt: First/Second Grade Teacher, 1.0 FTE, Hoover Elementary School, effective June 30, 2015 (Retirement)

Emily Mercado: Music Teacher, 0.50 FTE, Crescent Valley High School, effective May 23, 2015 (Resignation)

Allison Priewe: First Grade Teacher, 1.0 FTE, Mt. View Elementary School, effective June 30, 2015 (Resignation)

Marc Rosegold: Counselor, 1.0 FTE, Crescent Valley High School, effective June 30, 2015 (Resignation)

Patricia Templeton: Special Education/Lifeskills Teacher, 1.0 FTE, Harding Center, effective June 30, 2015 (Retirement)

Tracy Velez: Language Arts Teacher, 0.50 FTE, Crescent Valley High School, effective June 30, 2015 (Resignation)

ACTION REQUESTED: Approve recommendations.

CONTACT PERSON: Jennifer Duvall

BOARD MEETING DATE: April 13, 2015

FOR ACTION – ADDENDUM

SUBJECT: Licensed Personnel Action

1. Issue: Information on licensed personnel recommendations

a. Termination/Resignation/Layoff/Retirement:

Shannon Gabriel: Elementary Teacher, 1.0 FTE, Garfield Elementary School, effective June 30, 2015 (Resignation). Shannon is currently on a leave of absence.

b. Voluntary Reduction:

Charlyn Ellis: Language Arts Teacher, 1.0 FTE, Corvallis High School, voluntary reduction to 0.83 FTE

Heather Perrigan: Physical Education/Health Teacher, 0.67 FTE, Corvallis High School, voluntary reduction to 0.50 FTE

Sandra Reitmeier-Coolen: Music Teacher, 1.0 FTE, Wilson Elementary School, voluntary reduction to 0.70 FTE

c. Request for Leave:

Alexandra Fell: Kindergarten Teacher, 1.0 FTE, Hoover Elementary School, requesting 0.50 FTE leave for the 2015-16 school year

Liisa Hasenstein: Social Studies Teacher, 1.0 FTE, Linus Pauling Middle School, requesting 0.33 FTE leave for the 2015-16 school year

Millie Kimes: Math Teacher, 1.0 FTE, Corvallis High School, requesting 0.33 FTE leave for the 2015-16 school year

Jennifer Kollath: Math Teacher, 1.0 FTE, Corvallis High School, requesting 0.17 FTE leave for the 2015-16 school year

Marsha Lincoln: Math Teacher, 1.0 FTE, Cheldelin Middle School, requesting 0.50 FTE leave for the 2015-16 school year

Janice Rosenberg: Science Teacher, 0.67 FTE, Cheldelin Middle School, requesting 0.67 FTE leave for the 2015-16 school year

Sally Starker: Spanish Teacher, 0.67 FTE, Linus Pauling Middle School, requesting 0.67 FTE leave for the 2015-16 school year

ACTION REQUESTED: Approve recommendations.

CONTACT PERSON: Jennifer Duvall



Corvallis

SCHOOL DISTRICT

IX. CONSOLIDATED INFORMATION

IX.A. Non-Licensed Personnel Information

SUBJECT: Non-licensed Personnel Information

1. Issue: Information on non-licensed-personnel

a. Recommendation to Hire:

Juleia Dooley: Food Service Assistant, 4 hrs, Central Kitchen, effective March 4, 2015 (Probationary)

Kellie Greer: Educational Assistant 2/Lifeskills, 7 hrs, Linus Pauling Middle School, effective March 30, 2015 (Probationary)

Alexandra Jones: Educational Assistant 2/LRC, 6.75 hrs, Lincoln Elementary School, effective February 23, 2015 (Probationary)

Kelli Mergl Burton: Educational Assistant 2/LRC, 6.5 hrs, Franklin School, effective March 19, 2015 (Limited Term)

Leslie Van Allen: Educational Assistant 2/LRC, 6.5 hrs, Corvallis High School, effective March 30, 2015 (Probationary)

b. Termination/Resignation/Layoff/Retirement:

Barbara Dandeneau: Educational Assistant 2/LRC, 6.5 hrs, Harding Center, effective June 30, 2015 (Retirement)

Jennifer Eleveld: Educational Assistant 2/LRC, 6.5 hrs, Hoover Elementary School, effective June 30, 2015 (Retirement)

Geoffrey Floyd: Food Service Assistant, 4 hrs, Central Kitchen, effective March 11, 2015 (Resignation)

Ronda Kossow: Food Service Assistant, 6.75 hrs, Central Kitchen and Crescent Valley High School, effective June 12, 2015 (Resignation)

Susan Locey: Administrative Assistant 3/OA, 8 hrs, Corvallis High School, effective June 30, 2015 (Resignation)

Margaret Miranda: Library Media Assistant 2, 8 hrs, Linus Pauling Middle School, effective June 30, 2015 (Retirement)

Binh Nguyen: Maintenance 1, 8 hrs, Lincoln and Hoover Elementary Schools, effective April 3, 2015 (Termination)

Elaine Silverio: Educational Assistant 2/LRC, 7.5 hrs, Franklin School, effective June 30, 2015 (Retirement)

Karen Walz: Library Media Assistant 2, 7.5 hrs, Cheldelin Middle School, effective June 30, 2015 (Retirement)

Mary Yates: Educational Assistant 2/LRC, 5 hrs, Jefferson Elementary School, effective June 30, 2015 (Retirement)

CONTACT PERSON: Jennifer Duvall

BOARD MEETING DATE: April 13, 2015 FOR INFORMATION ONLY – ADDENDUM

SUBJECT: Non-licensed Personnel Information

1. Issue: Information on non-licensed-personnel

a. Termination/Resignation/Layoff/Retirement:

Maria Claudia Betancourt: Educational Assistant 2, 4 hrs, Garfield Elementary School, effective June 30, 2015 (Resignation). Maria is currently on a leave of absence.

Jamie Habben: Food Service Assistant, 7 hrs, Central Kitchen and Cheldelin Middle School, effective April 24, 2015 (Resignation)

b. Request for Leave:

Christine Merrill: Educational Assistant 2/LRC, 7.25 hrs, Jefferson Elementary School, requesting 7.25 hrs leave for the 2015-16 school year

Joan Wonsley: Administrative Assistant 2, 8 hrs, Crescent Valley High School, requesting 8 hrs leave for the 2015-16 school year

CONTACT PERSON: Jennifer Duvall



Corvallis

SCHOOL DISTRICT

IX.B. Unaudited Financial Statements - February 28, 2015

FOR INFORMATION

BOARD MEETING DATE: **April 13, 2015**

SUBJECT: **February 28, 2015 Financial Statements (Unaudited)**

The General Fund Statement of Revenues and Expenditures for the period ending February 28, 2015 and 2014 follows this report.

General Fund - Current Highlights

Revenues:

The 2014-15 year-to-date revenues total \$47.5 million or 84.1 percent of total budgeted revenue as compared to \$43.6 million, or 82.3 percent, for 2013-14.

Expenditures:

The 2014-15 year-to-date expenditures total \$35.6 million or 61.3 percent of total budgeted expenditures as compared to \$32.6 million or 60.0 percent for 2013-14.

In reviewing the budget column you will note that there is a deficit of \$1.6 million in the category labeled 'Excess of Revenues over Expenditures'. As a reminder, this is a result of utilizing the beginning fund balance rolled forward from 2013-14 to fund all-day kindergarten, salary increases for contract negotiations that were not settled at the time the budget was built, and department/sites carry over balances rolled forward.

Other:

A new annual feature is incorporated this month to report the status of financial operations at a deeper level. As part of the 2013-14 annual audit, the auditors recommended a new best practice to help ensure the board is informed during the course of the year as well as at the end of a fiscal year.

Included in the packet is a sample of questions the board can ask as part of monitoring financial operations. This handout was reviewed with the Finance Workgroup and it was determined to include an update annually at a mid-fiscal year point. Auditors conduct two onsite visits, typically in late Spring and again in early Fall, with the Comprehensive Annual Financial Report issued in December. A mid-fiscal year point serves as another good status check during the course of the year. Staff will schedule a review discussion annually with the Finance Workgroup and then incorporate a status report with the following board packet.

2014-15 mid-fiscal year status report provides the following notations:

- ✓ Monthly comparative financial statements are submitted to the Board along with an investment report, check register listing, and narrative of pertinent information
- ✓ Cash and investments are reconciled to the general ledger in a timely manner and are current
- ✓ Payroll reports are filed in a timely manner and are current
- ✓ Federal and state reimbursement requests have been filed timely and are current
- ✓ No significant changes to the accounting system or policies

A financial operations note to share: staff are currently working on two projects in regards to the acceptance of debit/credit cards for payments. At the high school level, the receipting software is now partnered with a card payment processor and we are currently piloting with Corvallis High School for accepting onsite payments. We plan to expand this to Crescent Valley High School in April. In addition, we are working through set-up and testing to accept debit/credit card payments online for the Food Service Program. We look forward to finalizing these projects and providing new payment options to families.

General Fund - Previously Reported Highlights

Embedded in the category of Local Sources - Other Revenue, are funds received for E-Rate reimbursement purposes. Under the direction of the Federal Communications Commission (FCC), the program purpose is to make telecommunication and information services more affordable for schools. It is funded through a service fee charged to companies that provide telecommunication services. As with many federal programs, participation requires complex and time sensitive application and annual reporting. Initially, the district managed this in-house but soon found staff resources were not available at the required level. Intermountain ESD has developed staff to specialize in this work and the district now contracts with them to ensure participation requirements are met.

Telecommunication vendors provide direct reimbursement to the district. The timing of the reimbursements and the amounts are not consistent which creates variances in comparing revenues between years. This is the case for variance in the Local Sources – Other Revenue category in this report.

As a note of interest, for the 2015-16 E-rate application year, the program purpose is shifting to focus support on broadband (data transmission services and internet access) and phases down support for voice services. In addition, \$1 billion is being set for the federal program budget in 2015 and 2016 to work on closing the Wi-Fi gap and support improving building internal connections. The district is currently working on project plans with expected eventual funding of \$150,000. District E-rate revenues for 2013-14 fiscal year were \$196,290.

The General Fund revenue increase of \$3.9 million compared to 2013-14 is primarily due to property and Local Option Levy taxes. We received \$2.3 million more in property taxes this year compared to last year, and \$346,384 more in Local Option Levy taxes. In large part, that difference is due to the required refund last year of \$1.8 million in property taxes and \$315,600 in Local Option Levy taxes to Hewlett-Packard as a result of their tax appeal. The remaining \$1,243,000 revenue difference is due to increased direct State School Fund support, largely related to higher ADMw rate and count.

Expenditures for supplies and materials are down \$116,332 over the prior year. A key factor is the reduction in iPad purchases for the 1:World program in 2014-15. Insurance premiums for the district increased by \$78,000 over the prior year for policy updates to improve coverage for earthquake, crime and cyber security, and to fund risk management activities in 2014-15.

Overall, General Fund expenditures through February 2015 increased \$3.0 million as compared to the prior year. Increased costs associated with our union contracts constitute the bulk of this increase.

The Schedule of Investments and Cash Disbursements for February 2015 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. “What Monitoring are You Doing?” discussion prompt from district auditors, Pauly, Rogers and Co., P.C.**
- 2. Statement of Revenue and Expenditures, Fiscal year to date as of February 28, 2014 and 2015**
- 3. Schedule of Investments as of February 28, 2015**
- 4. Schedule of Cash Disbursements greater than or equal to \$1,000 for the period of February 1 - 28, 2015.**

Governing Body What Monitoring are You Doing?

- ❖ Most common monitoring done is reviewing staff financial statements and budget. *Is that adequate?*
- ❖ Do you have a written monitoring policy?
- ❖ What other monitoring activities are you missing?

Monthly review of:

- Detailed listing of investments and investment activity.
- General fund expenditures by object summary compared to budget and the prior year.
- General fund revenues by object summary compared to budget and the prior year.
- General fund revenues and expenditures by function compared to budget.
- All other funds revenues and expenditure summaries compared to budget.

Governing Body

What Monitoring are You Doing? (con't)

Board Monitoring Questions:

- Are the books balanced and reconciled?
- Are all cash and investment accounts reconciled to the general ledger?
- Does the adopted budget reflect expected expenditures?
- Have all payroll reports been filed and have all payroll liabilities been paid timely?
- Have all federal and state reimbursement requests as well as required financial reporting forms been filed timely?
- Are there any cases of fraud that we need to be aware of?
- Have there been any significant changes to the internal control system?
- Is the business office adequately staffed to allow for proper segregation of duties?
- Have there been any changes to the accounting system or accounting policies that are significant?
- Are there any other financial related matters we should be aware of?
- Are there any new pronouncements on the horizon that may require additional staff time or disbursement of funds to properly implement?
- Are all financial statements that have been provided to the Board accurate and complete to the best of your knowledge?
- Without the Superintendent/CEO/Executive Director present, ask the CFO/business manager if he/she has been asked to do anything that makes him/her uncomfortable or to present any information he/she feels is inaccurate.

Corvallis School District 509J
Statement of Revenues and Expenditures
Fiscal Year to Date as of February 28, 2014 and 2015 Respectively (Unaudited)

General Fund

	FY2013-14			FY2014-15		
	Budget	Actual		Budget	Actual	
Revenues:						
Local Sources						
Property Taxes	\$ 22,950,000	\$ 20,021,662	87.2%	\$ 23,137,983	\$ 22,363,640	96.7%
Local Option Taxes	3,890,200	3,294,219	84.7%	3,756,650	3,640,603	96.9%
Earnings on Investments	100,000	75,120	75.1%	100,000	82,021	82.0%
Other	394,000	200,605	50.9%	445,000	152,246	34.2%
Intermediate Sources	260,000	92,516	35.6%	260,000	149,007	57.3%
State Sources						
General Support	24,719,368	19,854,865	80.32%	28,185,108	21,091,948	74.8%
State School Fund - Subaccount	-	-	-	-	-	-
Common School Fund	494,332	-	-	561,055	-	-
Other	83,000	-	-	33,000	-	-
Federal Sources	9,000	8,971	99.7%	9,000	-	-
Total Revenue	<u>\$ 52,899,900</u>	<u>\$ 43,547,958</u>	82.3%	<u>\$ 56,487,796</u>	<u>\$ 47,479,465</u>	84.1%
Expenditures:						
Instruction	\$ 32,546,155	\$ 19,328,513	59.4%	\$ 35,285,365	\$ 21,051,664	59.7%
Supporting Services	21,588,032	13,178,198	61.0%	22,633,047	14,458,238	63.9%
Community Services	127,370	67,182	52.7%	127,184	63,694	50.1%
Facilities Improvements	1	-	-	1	-	-
Transfers to Other Funds	2	-	-	2	-	-
Total Expenditures	<u>\$ 54,261,560</u>	<u>\$ 32,573,893</u>	60.0%	<u>\$ 58,045,599</u>	<u>\$ 35,573,596</u>	61.3%
Excess of Revenues over Expenditures	\$ (1,361,660)	\$ 10,974,065		\$ (1,557,803)	\$ 11,905,869	
Beginning Fund Balance	6,324,100	6,629,956	104.8%	7,001,833	7,001,834	100.0%
Budgeted Contingencies	2,322,445	-		2,619,640	-	
Unappropriated Ending Fund Balance	<u>2,639,995</u>	<u>-</u>		<u>2,824,390</u>	<u>-</u>	
Fund Balance, February 28	<u>\$ -</u>	<u>\$ 17,604,021</u>		<u>\$ -</u>	<u>\$ 18,907,703</u>	

Corvallis School District 509J
Schedule of Investments
February 28, 2015

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:					\$ -	\$ -
<u>Local Government Investment Pool:</u>				Average Annualized Rate		
General Account				0.50%		\$ 41,574,201
Debt Service Account				0.50%		55
Subtotal LGIP ¹						<u>\$ 41,574,256</u>
<u>Local Government Investment Pool - Pension Bond Debt Service:</u>						
Pension Bond Debt Service Account: ⁴				0.50%		<u>\$ 1,181,719</u>
<u>Total Investments</u>						<u>\$ 42,755,975</u>

1. The maximum amount (in any combination of accounts) that the Local Government Investment Pool (LGIP) allows in an account is \$46,801,588.
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 1/31/15:

3-Month U. S. T-Bill bond equivalent yield: 0.00%

3-Mo. Jumbo CDs 0.03%

These are the latest rates available and are as of January 31, 2015

Corvallis School District 509J
Schedule of Cash Disbursements greater than or equal to \$1,000
For the period of February 1, 2015 -February 28, 2015

<u>Fund, Object, Vendor</u>	<u>Amount</u>	<u>Fund, Object, Vendor</u>	<u>Amount</u>
100 - General Fund	\$ 675,070.92	100 - General Fund Continued	
Computer Software	\$ 2,555.00	Telephone	\$ 4,671.01
APPLE, INC	\$ 1,400.00	AT&T MOBILITY-ACCT#837370420 (TECH)	\$ 1,564.95
RENAISSANCE LEARNING, INC	\$ 1,155.00	CENTURYLINK.	\$ 3,106.06
Consumable Supplies and Materials	\$ 44,949.58	Other Communication Services	\$ 12,952.45
COASTWIDE LABORATORIES	\$ 9,021.87	CENTURYLINK	\$ 1,345.80
HENDERSONS OFFICE SYSTEMS	\$ 1,776.51	COMCAST/INSTITUTIONAL NETWORKS	\$ 11,606.65
OFFICE MAX	\$ 10,394.23	Water and Sewage	\$ 14,906.51
PART WORKS INC	\$ 2,123.61	CITY OF CORVALLIS	\$ 14,906.51
AMAZON.COM CREDIT SERVICES	\$ 3,009.58	Legal Services	\$ 17,235.64
GOVCONNECTION INC	\$ 1,859.00	HUNGERFORD LAW FIRM LLP	\$ 5,146.44
PLATT ELECTRIC SUPPLY CO	\$ 4,811.40	LUVVAA COBB	\$ 5,348.50
INDUSTRIAL PIPE & SUPPLY CO INC	\$ 1,087.02	OREGON DEPARTMENT OF EDUCATION	\$ 6,740.70
JW PEPPER & SON INC	\$ 1,974.46	Garbage	\$ 11,016.08
BARK PLACE	\$ 1,042.00	REPUBLIC SERVICES	\$ 11,016.08
CCI	\$ 3,019.80	Textbooks	\$ 4,434.06
WENGER CORPORATION	\$ 1,596.00	AMAZON.COM CREDIT SERVICES	\$ 1,109.04
FORESS SIGN CO	\$ 1,300.00	GRASS ROOTS BOOKSTORE	\$ 1,566.76
JOSTENS INC	\$ 1,934.10	AMERICAN READING COMPANY	\$ 1,758.26
Other Non-instructional Professional and Technical Services	\$ 44,724.56	Instructional, Professional and Technical Services	\$ 60,901.65
MAXIM HEALTHCARE SERVICES	\$ 8,663.40	HELLO FOUNDATION	\$ 26,632.00
MCLELLAN TEMPORARIES, INC.	\$ 1,266.16	WASHINGTON STATE SCHOOL FOR THE BLIND	\$ 6,859.00
NORTHWEST REGIONAL EDUCATION SERVICE DISTRICT	\$ 2,895.00	KELLOGG, MELEA	\$ 3,043.68
OPTIMIZON	\$ 14,500.00	LINN BENTON COMMUNITY COLLEGE	\$ 24,366.97
PACIFIC EDUCATIONAL GROUP, INC.	\$ 17,400.00	Non-reimbursable Student Transportation	\$ 1,626.06
Printing and Binding	\$ 3,330.79	WELLS FARGO REMITTANCE CENTER	\$ 1,626.06
HENDERSONS OFFICE SYSTEMS	\$ 1,989.81	Copier Charges	\$ 14,747.12
OREGON STATE UNIVERSITY PRINTING	\$ 1,340.98	OREGON STATE UNIVERSITY PRINTING	\$ 14,747.12
Reimbursable Student Transportation	\$ 244,792.82	Charter School Payments	\$ 47,756.31
GO GET'EM TAXI AND TRANSPORT LLC	\$ 16,302.50	INAAVALE COMMUNITY PARTNERS, INC	\$ 47,756.31
DYE, MINDY	\$ 1,136.20	Away HS Playoffs and/or Tournaments	\$ 2,049.60
FIRST STUDENT INC	\$ 227,354.12	DOUBLE TREE BY HILTON PORTLAND	\$ 2,049.60
Repairs and Maintenance Services	\$ 16,031.26	Negotiation Services	\$ 4,500.00
COASTWIDE LABORATORIES	\$ 2,961.33	ROCHHOLZ, TIM	\$ 4,500.00
BENTON COUNTY PUBLIC WORKS	\$ 1,381.71		
ECO HOME COMFORT, LLC	\$ 2,041.00	296 - Grants Fund	\$ 60,290.55
REYNOLDS ELECTRIC, INC.	\$ 1,487.22	Consumable Supplies and Materials	\$ 17,753.60
OMLID & SWINNEY	\$ 1,366.00	GOVCONNECTION INC	\$ 17,753.60
SYNERGY SECURITY SOLUTIONS	\$ 2,475.00	Other Non-instructional Professional and Technical Services	\$ 9,643.00
TIM BREWER TREE & STUMP SERVICE INC	\$ 1,640.00	YES HOUSE	\$ 9,643.00
EGNER ROOFING	\$ 2,679.00	Travel, Out of District	\$ 8,256.16
Travel, Out of District	\$ 7,012.88	WELLS FARGO REMITTANCE CENTER	\$ 3,535.16
WELLS FARGO REMITTANCE CENTER	\$ 1,952.22	OREGON READING ASSOCIATION	\$ 3,635.00
INN AT THE CONVENTION CENTER	\$ 1,899.66	Rosegold, Marc S	\$ 1,086.00
NATIONAL COUNCIL FOR COMPUTER EDUCATION	\$ 3,161.00	Textbooks	\$ 1,439.69
Fuel	\$ 54,601.84	PACIFIC NORTHWEST PUBLISHING	\$ 1,439.69
BENTON COUNTY PUBLIC WORKS	\$ 1,270.57	Instructional, Professional and Technical Services	\$ 18,934.68
NW NATURAL	\$ 53,331.27	LEBANON COMMUNITY SCHOOL DISTRICT	\$ 7,192.37
Electricity	\$ 60,275.70	PHILOMATH SCHOOL DISTRICT 17J	\$ 8,483.21
PACIFIC POWER AND LIGHT	\$ 46,523.25	ELLIS, JORIE	\$ 3,259.10
CONSUMERS POWER INC	\$ 13,752.45		

<u>Fund, Object, Vendor</u>	<u>Amount</u>
296 - Grants Fund Continued	
Non-reimbursable Student Transportation	\$ 2,244.00
FIRST STUDENT INC	\$ 2,244.00
Technology Equip \$1,000 - \$4,999	\$ 2,019.42
MICRON CONSUMER PRODUCTS GROUP, IN	\$ 2,019.42
297 - Student Body Funds	\$ 39,696.01
Consumable Supplies and Materials	\$ 24,706.54
HOME DEPOT CREDIT SERVICES	\$ 1,071.39
SHIRT CIRCUIT	\$ 1,429.00
COSTCO - ALBANY	\$ 1,624.51
PEPSI-COLA	\$ 1,068.90
ANDYMARK, INC	\$ 1,630.78
ARMORZONE	\$ 1,776.00
ES FUNDRAISING	\$ 2,160.00
LIDS TEAM SPORTS	\$ 2,764.60
M & R SALES	\$ 5,062.50
RUBBER GRANULATORS INC	\$ 5,103.00
VEXPRO - CREDIT CARD CHARGE	\$ 1,015.86
Travel, Student Out of District	\$ 12,316.15
EMERALD SKI RACING LEAGUE	\$ 2,963.95
EXPERIENCE OREGON CHARTER SERVICE	\$ 1,945.00
HOLIDAY INN EXPRESS PORTLAND SE-CLACI	\$ 4,237.20
OREGON MUSEUM OF SCIENCE & INDUSTR	\$ 1,170.00
Petersen, Carole	\$ 2,000.00
Non-reimbursable Student Transportation	\$ 2,673.32
FIRST STUDENT INC	\$ 2,673.32
204 - District Donation Fund	\$ 13,931.74
Computer Software	\$ 3,240.00
MIND RESEARCH INSTITUTE	\$ 3,240.00
Consumable Supplies and Materials	\$ 3,748.75
OFFICE MAX	\$ 1,658.10
WENGER CORPORATION	\$ 1,000.00
HOME SCIENCE TOOLS	\$ 1,090.65
Repairs and Maintenance Services	\$ 1,200.00
SCIENTIFIC INSTRUMENT AND REPAIR	\$ 1,200.00
Travel, Student Out of District	\$ 1,155.72
DOUBLETREE HOTEL - LLOYD CENTER	\$ 1,155.72
Instructional, Professional and Technical Se	\$ 2,187.27
ARTS CENTER	\$ 2,187.27
Equipment-like items \$1,000 - \$4,999	\$ 2,400.00
QUINN THE ESKIMO VINTAGE HORNS	\$ 2,400.00
203 - Food Service Fund	\$ 70,865.42
Food - Food Service Only	\$ 31,336.66
LOCHMEAD DAIRY	\$ 16,209.49
DUCK DELIVERY PRODUCE INC	\$ 12,154.76
FRANZ FAMILY BAKERIES	\$ 2,972.41
Inventories	\$ 39,528.76
MCDONALD WHOLESALE CO	\$ 26,185.26
SYSO FOOD SERVICE	\$ 11,356.26
FOOD SERVICE OF AMERICA	\$ 1,987.24

<u>Fund, Object, Vendor</u>	<u>Amount</u>
298 - Designated Revenue Fund	\$ 57,023.26
Consumable Supplies and Materials	\$ 7,761.36
OFFICE MAX	\$ 1,000.11
SCHOOL SPECIALTY	\$ 1,047.85
DICK BLICK	\$ 1,780.03
FREESTYLE	\$ 1,322.19
CAROLINA BIOLOGICAL SUPPLY CO	\$ 1,051.18
Davis, Jennifer H	\$ 1,560.00
Printing and Binding	\$ 1,540.00
ESD PRINTS	\$ 1,540.00
Travel, Out of District	\$ 2,470.00
BOOMERANG PROJECT	\$ 2,470.00
Travel, Student Out of District	\$ 35,880.00
RESIDENCE INN - WASHINGTON DC/FOGGY	\$ 35,880.00
Instructional, Professional and Technical Se	\$ 3,072.00
INSTITUTE FOR APPLIED ECOLOGY	\$ 3,072.00
Equipment-like items \$1,000 - \$4,999	\$ 6,299.90
JNEQUIPMENT.COM	\$ 6,299.90
601 - Insurance Fund	\$ 414,027.76
Other Non-instructional Professional and Te	\$ 8,566.90
MCLELLAN TEMPORARIES, INC.	\$ 1,666.00
CPR WORKS, LLC	\$ 1,470.00
BARKER-UERLINGS INSURANCE, INC	\$ 5,430.90
Group Insurance	\$ 405,460.86
REGENCE BCBS OF OREGON	\$ 382,213.40
LIFEMAP ASSURANCE COMPANY	\$ 9,396.46
WILLAMETTE DENTAL GROUP (GROUP Z13:	\$ 13,851.00
Grand Total	\$ 1,330,905.66



Corvallis
SCHOOL DISTRICT

X. 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