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 10, 2017 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 10, 2017
6:30 PM

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

Meeting Details: Monday, April 10, 2017, 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. EXECUTIVE SESSION – 5:30-6:15 p.m. The Board will meet in Executive (closed) Session under ORS 192.660(2)(i) Superintendent's Evaluation--Self-Reflection. **Note: this is not part of the public meeting.**

II. CALL TO ORDER AND ROLL CALL – 6:30 p.m.

III. PLEDGE OF ALLEGIANCE

IV. REPORTS FROM BOARD LIAISONS TO DISTRICT WORK GROUPS/COMMITTEES

- IV.A. Facilities
- IV.B. Sustainability
- IV.C. Finance
- IV.D. Special Education
- IV.E. Technology
- IV.F. Policy Review
- IV.G. Corvallis Public Schools Foundation
- IV.H. Linn Benton Lincoln Education Service District Budget

V. BOARD-SCHOOL LIAISON REPORTS

- V.A. Vincent Adams: Lincoln Elementary and Linus Pauling Middle Schools
- V.B. Sami Al-AbdRabbuh: Franklin K-8 School

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V.C. Judy Ball: Garfield Elementary and Wilson Elementary Schools

V.D. Bill Kemper: Adams Elementary and Corvallis High Schools

V.E. Alexis McQuillan: Hoover Elementary and Cheldelin Middle Schools

V.F. Scott Newsham: Jefferson Elementary and College Hill High Schools

V.G. Tom Sauret: Mt. View Elementary and Crescent Valley High Schools

VI. STUDENT REPRESENTATIVE REPORTS

VII. SUPERINTENDENT'S REPORT

VII.A. Recognize Golden Apple Award Recipients

VIII. PUBLIC/STAFF COMMENT

NOTE: To indicate your desire to comment, please arrive several minutes early and complete a request card, then turn it in to the Board Secretary before the meeting begins. See attached guidelines for providing input to the School Board.

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Providing Input to the School Board

(Revised 01-23-17)

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 Board. The public may offer comments during meetings or correspond in writing via email or U.S. mail, as outlined below.

I. Written Correspondence

Letters, emails and other written materials submitted to the Board are considered public record. They may be submitted via U.S. mail to: Corvallis School Board, Attn: Julie Catala, P.O. Box 3509J, Corvallis, OR 97339. Emails may be sent to: schoolboard@corvallis.k12.or.us, and will reach all Board members as a group. Others who will receive emails sent to this address: Superintendent, Assistant Superintendent, Human Resources Director, Finance and Operations Director, and Executive Assistant to the Superintendent and Board of Directors (also known as the Board Secretary).

II. Public Comment at Meetings

Members of the public have the opportunity to share their ideas and opinions with the Board during the agenda item labeled *Public Comment*. These opportunities are offered only during Business and some Special Meetings of the School Board. Spanish language interpreter services will be available at Business Meetings.

To request the opportunity to offer public comment

A. Complete a "Comment Request" card, which can be found on a table at or outside the entrance to the meeting room, and give it to the Board Secretary at the head table **before** the meeting begins.

B. Complete all requested information. 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 offer comments at the meeting.

C. Although it is not required, you may wish to prepare a written statement from which to read during the meeting; if so, you may choose to leave your written comments with the Board Secretary to file with the official minutes of the meeting.

D. Although they are not required, you are welcome to provide handouts to the Board; if so, please bring 13 copies and give them to the Board Secretary to distribute.

E. The Board Secretary will sort cards, by topic, when they are completely filled out and were submitted before the meeting started. If there were several cards in one set/topic, the Board Secretary will draw one card from each set, in turn.

F. If more comment requests were submitted than could be accommodated during the allotted time on the Board's agenda, you might not be called upon to provide your comments. In that case, you may submit your comments in written form; see below for information.

G. When you testify, your name, address and comments are matters of public record; however, students and staff do not need to provide their addresses.

Rules for Public Comment

A. When you're called on to comment, proceed to the podium/table in front of the Board, state your name and the topic you will address before you begin. This is a matter of public record and will not count against your time. Only one person at a time is allowed to be at the podium/table, with exceptions at the discretion of the Board Chair.

B. Direct your comments to the Board. The Board Chair will refer questions or requests for action to an appropriate person who will provide a response at a later date.

C. Keep your comments within the specified time allotted, usually three minutes. The Board Secretary will signal you with one chime when you have 30 seconds remaining and with two chimes when your time is up.

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

E. If a group wishes to speak, designate one spokesperson for the group; that person will stand at the podium/table. In order to maintain the meeting schedule, repetitious comments are discouraged.

F. 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–Public Complaints" and administrative regulation "KL-AR–Public Complaints," copies of which are available during meetings at which public comment is accepted or online at http://policy.osba.org/corvall/KL/index.asp.

G. Complaints regarding budget, programs, or other District issues also should be handled by following the steps outlined in policy KL. Challenges of instructional resources or materials used by the District are subject to the rules and regulations of policy "II/IIA–Instructional Resources/Instructional Materials" at http://policy.osba.org/corvall/I/index.asp.

H. 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.

III. Telephone Communication

Vincent Adams	541-738-4324 or 541-240-4055	Alexis McQuillan	541-230-1342
Sami Al-AbdRabbuh	541-283-6611	Scott Newsham	703-855-1637
Judy Ball	541-758-1671 or 240-997-1222	Tom Sauret	541-758-2244
Bill Kemper	541-754-0943 or 541-740-0728		

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IX. AVID (ADVANCEMENT VIA INDIVIDUAL DETERMINATION)

Corvallis SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Rynda Gregory
Meeting Date: April 10, 2017

Advancement Via Individual Determination (AVID) Update

NO ACTION REQUIRED

Background

The mission of Advancement Via Individual Determination (AVID) is to ensure that **all** students, and most especially the least served students who are in the middle, will:

- Succeed in rigorous curriculum;
- Complete a rigorous college preparatory path;
- Enter mainstream activities of the school;
- Increase their enrollment in four-year colleges; and
- Become educated and responsible participants and leaders in a democratic society.

AVID's systemic approach is designed to support students and educators as they increase school-wide and district-wide learning and performance through **intentional** planning and implementation.

Essential Components in the AVID System

1. AVID student selection
2. Voluntary participation
3. AVID elective class offered during the school day
4. Rigorous course of study
5. Strong, relevant writing and reading curriculum
6. Inquiry to promote critical thinking
7. Collaboration as a basis of instruction
8. Trained tutors
9. Data collection and analysis
10. District and school commitment
11. Active interdisciplinary site team

Current Level of Implementation

2016-17	Cheldelin	LPMS	CHS	CVHS	Total
AVID 7	10	24			34
AVID 8	22	37			59
AVID 9			27	20	47
AVID 10			18	6	24
AVID 11			10	7	17
AVID 12			4	3	7
Total	32	61	59	36	188

Longitudinal Data

Attached are data reports for each school site which includes information on enrollment, ethnicity, gender, and college preparatory courses.

LONGITUDINAL REPORT OF AVID SECONDARY DATA FOR CHELDELIN MIDDLE SCHOOL IN CORVALLIS SCHOOL DISTRICT

ENROLLMENT OF AVID ELECTIVE STUDENTS AND ALL STUDENTS AT THE AVID SECONDARY SCHOOLS

	Total Enrollment at All Sites	AVID Elective Enrollment
2016	556	22

PERCENTAGE OF STUDENTS ENROLLED IN AVID ELECTIVE

	Enrollment
2016	4%

NUMBER OF AVID ELECTIVE SECTIONS OFFERED AND AVERAGE ENROLLMENT

	AVID Elective Sections	AVID Sections per School Average	Students per Section Average
2016	1	1	22

PERCENTAGE OF AVID ELECTIVE STUDENTS AND ALL STUDENTS ELIGIBLE FOR NATIONAL SCHOOL LUNCH PROGRAM

	All Students	AVID Elective Students
2016	26%	41%

PERCENTAGE OF AVID ELECTIVE STUDENTS AND ALL STUDENTS IN EACH ETHNIC GROUP

	Hispanic Or Latino		Black Or African American		White		Asian		American Indian Or Alaska Native		Other	
	All Students	AVID Elective Students	All Students	AVID Elective Students	All Students	AVID Elective Students	All Students	AVID Elective Students	All Students	AVID Elective Students	All Students	AVID Elective Students
2016	0%	0%	1%	0%	72%	45%	8%	5%	1%	5%	18%	45%

PERCENTAGE OF AVID ELECTIVE STUDENTS AND ALL STUDENTS BY GENDER

	Female		Male	
	All Students	AVID Elective Students	All Students	AVID Elective Students
2016	50%	73%	50%	27%

PERCENTAGE OF ALL STUDENTS IN EACH GRADE AT AVID SCHOOLS, ENROLLED IN THE AVID ELECTIVE

	6th Grade	7th Grade	8th Grade
2016	0%	12%	0%

Date AVID Data Retrieved: 4/5/2017 2:10:05 PM
Source: https://data.avidcenter.org

LONGITUDINAL REPORT OF AVID SECONDARY DATA FOR CHELDELIN MIDDLE SCHOOL IN CORVALLIS SCHOOL DISTRICT

PERCENTAGE OF AVID ELECTIVE STUDENTS ENROLLED FOR MULTIPLE YEARS

	AVID middle school students enrolled in at least their second year of AVID
2016	0%

ACADEMIC DATA OF 6TH–8TH GRADE AVID ELECTIVE STUDENTS

	Enrolled in Algebra 1, 8th grade Common Core Math, or a higher level math course			Enrolled in Honors course or high school credit bearing course (other than math)		
	6th	7th	8th	6th	7th	8th
2016		23%			23%	

ACADEMIC OUTCOME OF 8TH GRADE AVID ELECTIVE STUDENTS (FROM PREVIOUS YEAR)

	Completed Algebra 1, 8th grade Common Core Math, or a higher level math course with a grade of "C" or better	Completed an Honors course or high school credit bearing course (other than math) with a grade of "C" or better	Recommended for enrollment in a college prep course sequence in high school	Took a pre-collegiate exam such as PSAT™ 8/9, ACT Aspire™, etc.
2016				

PERCENTAGE OF AVID-TRAINED TEACHERS, ADMINISTRATORS, AND COUNSELORS

School Yearid	Trained
2016	34.4%

Date AVID Data Retrieved: 4/5/2017 2:10:05 PM
Source: https://data.avidcenter.org

LONGITUDINAL REPORT OF AVID SECONDARY DATA FOR LINUS PAULING MIDDLE SCHOOL IN CORVALLIS SCHOOL DISTRICT

ENROLLMENT OF AVID ELECTIVE STUDENTS AND ALL STUDENTS AT THE AVID SECONDARY SCHOOLS

	Total Enrollment at All Sites	AVID Elective Enrollment
2016	714	24

PERCENTAGE OF STUDENTS ENROLLED IN AVID ELECTIVE

	Enrollment
2016	3%

NUMBER OF AVID ELECTIVE SECTIONS OFFERED AND AVERAGE ENROLLMENT

	AVID Elective Sections	AVID Sections per School Average	Students per Section Average
2016	1	1	24

PERCENTAGE OF AVID ELECTIVE STUDENTS AND ALL STUDENTS ELIGIBLE FOR NATIONAL SCHOOL LUNCH PROGRAM

	All Students	AVID Elective Students
2016	42%	58%

PERCENTAGE OF AVID ELECTIVE STUDENTS AND ALL STUDENTS IN EACH ETHNIC GROUP

	Hispanic Or Latino		Black Or African American		White		Asian		American Indian Or Alaska Native		Other	
	All Students	AVID Elective Students	All Students	AVID Elective Students	All Students	AVID Elective Students	All Students	AVID Elective Students	All Students	AVID Elective Students	All Students	AVID Elective Students
2016	26%	58%	1%	0%	63%	33%	3%	0%	1%	0%	6%	8%

PERCENTAGE OF AVID ELECTIVE STUDENTS AND ALL STUDENTS BY GENDER

	Female		Male	
	All Students	AVID Elective Students	All Students	AVID Elective Students
2016	47%	50%	53%	50%

PERCENTAGE OF ALL STUDENTS IN EACH GRADE AT AVID SCHOOLS, ENROLLED IN THE AVID ELECTIVE

	6th Grade	7th Grade	8th Grade
2016	0%	0%	11%

Date AVID Data Retrieved: 4/5/2017 2:13:36 PM
Source: https://data.avidcenter.org

LONGITUDINAL REPORT OF AVID SECONDARY DATA FOR LINUS PAULING MIDDLE SCHOOL IN CORVALLIS SCHOOL DISTRICT

PERCENTAGE OF AVID ELECTIVE STUDENTS ENROLLED FOR MULTIPLE YEARS

	AVID middle school students enrolled in at least their second year of AVID
2016	0%

ACADEMIC DATA OF 6TH–8TH GRADE AVID ELECTIVE STUDENTS

	Enrolled in Algebra 1, 8th grade Common Core Math, or a higher level math course			Enrolled in Honors course or high school credit bearing course (other than math)		
	6th	7th	8th	6th	7th	8th
2016			100%			0%

ACADEMIC OUTCOME OF 8TH GRADE AVID ELECTIVE STUDENTS (FROM PREVIOUS YEAR)

	Completed Algebra 1, 8th grade Common Core Math, or a higher level math course with a grade of "C" or better	Completed an Honors course or high school credit bearing course (other than math) with a grade of "C" or better	Recommended for enrollment in a college prep course sequence in high school	Took a pre-collegiate exam such as PSAT™ 8/9, ACT Aspire™, etc.
2016				

PERCENTAGE OF AVID-TRAINED TEACHERS, ADMINISTRATORS, AND COUNSELORS

School Yearid	Trained
2016	20.5%

Date AVID Data Retrieved: 4/5/2017 2:13:36 PM
Source: https://data.avidcenter.org

LONGITUDINAL REPORT OF AVID SECONDARY DATA FOR CRESCENT VALLEY HIGH SCHOOL IN CORVALLIS SCHOOL DISTRICT

ENROLLMENT OF AVID ELECTIVE STUDENTS AND ALL STUDENTS AT THE AVID SECONDARY SCHOOLS

	Total Enrollment at All Sites	AVID Elective Enrollment
2016	982	36
2015	1,008	22
2014	992	14

PERCENTAGE OF STUDENTS ENROLLED IN AVID ELECTIVE

	Enrollment
2016	4%
2015	2%
2014	1%

NUMBER OF AVID ELECTIVE SECTIONS OFFERED AND AVERAGE ENROLLMENT

	AVID Elective Sections	AVID Sections per School Average	Students per Section Average
2016	2	2	18
2015	2	2	11
2014	14	14	1

PERCENTAGE OF AVID ELECTIVE STUDENTS AND ALL STUDENTS ELIGIBLE FOR NATIONAL SCHOOL LUNCH PROGRAM

	All Students	AVID Elective Students
2016	27%	53%
2015	23%	73%
2014	23%	64%

PERCENTAGE OF AVID ELECTIVE STUDENTS AND ALL STUDENTS IN EACH ETHNIC GROUP

	Hispanic or Latino		Black or African American		White		Asian		American Indian or Alaska Native		Other	
	All Students	AVID Elective Students	All Students	AVID Elective Students	All Students	AVID Elective Students	All Students	AVID Elective Students	All Students	AVID Elective Students	All Students	AVID Elective Students
2016	8%	25%	4%	3%	60%	67%	12%	0%	5%	3%	11%	3%
2015	9%	0%	3%	5%	63%	41%	12%	5%	5%	0%	9%	50%
2014	8%	14%	2%	7%	69%	71%	13%	0%	5%	0%	2%	7%

Date AVID Data Retrieved: 4/5/2017 2:13:01 PM
Source: https://data.avidcenter.org

LONGITUDINAL REPORT OF AVID SECONDARY DATA FOR CRESCENT VALLEY HIGH SCHOOL IN CORVALLIS SCHOOL DISTRICT

PERCENTAGE OF AVID ELECTIVE STUDENTS AND ALL STUDENTS BY GENDER

	Female		Male	
	All Students	AVID Elective Students	All Students	AVID Elective Students
2016	50%	44%	50%	56%
2015	50%	82%	50%	18%
2014	49%	50%	51%	50%

PERCENTAGE OF ALL STUDENTS IN EACH GRADE AT AVID SCHOOLS, ENROLLED IN THE AVID ELECTIVE

	9th Grade	10th Grade	11th Grade	12th Grade
2016	10%	3%	2%	0%
2015	5%	4%	0%	0%
2014	5%	0%	0%	0%

PERCENTAGE OF AVID ELECTIVE STUDENTS ENROLLED FOR MULTIPLE YEARS

	AVID high school students enrolled in at least their third year of AVID
2016	11%
2015	0%
2014	0%

ACADEMIC DATA OF 9TH–12TH GRADE AVID ELECTIVE STUDENTS

	AVID students are taking a college course that allows them to earn transferable college credit	AVID students are taking courses allowing them to meet four-year college entrance requirements
2016	0%	100%
2015	0%	100%
2014	0%	100%

ACADEMIC OUTCOME OF SENIORS ENROLLED IN THE AVID ELECTIVE (FROM PREVIOUS YEAR)

COLLEGE PLANS OF SENIORS ENROLLED IN THE AVID ELECTIVE(FROM PREVIOUS YEAR)

Date AVID Data Retrieved: 4/5/2017 2:13:01 PM
Source: https://data.avidcenter.org

LONGITUDINAL REPORT OF AVID SECONDARY DATA FOR CRESCENT VALLEY HIGH SCHOOL IN CORVALLIS SCHOOL DISTRICT

PERCENTAGE OF AVID-TRAINED TEACHERS, ADMINISTRATORS, AND COUNSELORS

School Yearid	Trained
2016	28.8%
2015	18.2%
2014	6.5%

Date AVID Data Retrieved: 4/5/2017 2:13:01 PM
Source: https://data.avidcenter.org

LONGITUDINAL REPORT OF AVID SECONDARY DATA FOR CORVALLIS HIGH SCHOOL IN CORVALLIS SCHOOL DISTRICT

ENROLLMENT OF AVID ELECTIVE STUDENTS AND ALL STUDENTS AT THE AVID SECONDARY SCHOOLS

	Total Enrollment at All Sites	AVID Elective Enrollment
2016	1,277	50
2015	1,244	31
2014	1,242	48

PERCENTAGE OF STUDENTS ENROLLED IN AVID ELECTIVE

	Enrollment
2016	4%
2015	2%
2014	4%

NUMBER OF AVID ELECTIVE SECTIONS OFFERED AND AVERAGE ENROLLMENT

	AVID Elective Sections	AVID Sections per School Average	Students per Section Average
2016	4	4	13
2015	3	3	10
2014	2	2	24

PERCENTAGE OF AVID ELECTIVE STUDENTS AND ALL STUDENTS ELIGIBLE FOR NATIONAL SCHOOL LUNCH PROGRAM

	All Students	AVID Elective Students
2016	31%	70%
2015	30%	81%
2014	31%	46%

PERCENTAGE OF AVID ELECTIVE STUDENTS AND ALL STUDENTS IN EACH ETHNIC GROUP

	Hispanic or Latino		Black or African American		White		Asian		American Indian or Alaska Native		Other	
	All Students	AVID Elective Students	All Students	AVID Elective Students	All Students	AVID Elective Students	All Students	AVID Elective Students	All Students	AVID Elective Students	All Students	AVID Elective Students
2016	16%	64%	2%	4%	66%	26%	6%	2%	1%	2%	10%	2%
2015	15%	74%	2%	3%	69%	13%	5%	3%	0%	3%	8%	3%
2014	15%	54%	2%	8%	71%	33%	4%	0%	0%	0%	8%	4%

Date AVID Data Retrieved: 4/5/2017 2:11:28 PM
Source: https://data.avidcenter.org

LONGITUDINAL REPORT OF AVID SECONDARY DATA FOR CORVALLIS HIGH SCHOOL IN CORVALLIS SCHOOL DISTRICT

PERCENTAGE OF AVID ELECTIVE STUDENTS AND ALL STUDENTS BY GENDER

	Female		Male	
	All Students	AVID Elective Students	All Students	AVID Elective Students
2016	49%	46%	51%	54%
2015	48%	45%	52%	55%
2014	48%	44%	52%	56%

PERCENTAGE OF ALL STUDENTS IN EACH GRADE AT AVID SCHOOLS, ENROLLED IN THE AVID ELECTIVE

	9th Grade	10th Grade	11th Grade	12th Grade
2016	8%	4%	1%	2%
2015	6%	2%	3%	0%
2014	9%	7%	0%	0%

PERCENTAGE OF AVID ELECTIVE STUDENTS ENROLLED FOR MULTIPLE YEARS

	AVID high school students enrolled in at least their third year of AVID
2016	26%
2015	0%
2014	0%

ACADEMIC DATA OF 9TH–12TH GRADE AVID ELECTIVE STUDENTS

	AVID students are taking a college course that allows them to earn transferable college credit	AVID students are taking courses allowing them to meet four-year college entrance requirements
2016	48%	100%
2015	0%	100%
2014	2%	75%

ACADEMIC OUTCOME OF SENIORS ENROLLED IN THE AVID ELECTIVE (FROM PREVIOUS YEAR)

COLLEGE PLANS OF SENIORS ENROLLED IN THE AVID ELECTIVE(FROM PREVIOUS YEAR)

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LONGITUDINAL REPORT OF AVID SECONDARY DATA FOR CORVALLIS HIGH SCHOOL IN CORVALLIS SCHOOL DISTRICT

PERCENTAGE OF AVID-TRAINED TEACHERS, ADMINISTRATORS, AND COUNSELORS

School Yearid	Trained
2016	29.0%
2015	22.2%
2014	18.6%

Date AVID Data Retrieved: 4/5/2017 2:11:28 PM
Source: https://data.avidcenter.org

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X. TECHNOLOGY IN THE CLASSROOM

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Prepared for: Corvallis School Board
Prepared by: Kevin Bogatin, Assistant Superintendent
Meeting Date: April 10, 2017

Technology in the Classroom — NO ACTION REQUIRED

Research Study on Instructional Technology

Last year the district contracted with the OSU Center for Research on Lifelong Stem Learning to examine the district's use of tablet technology as a mechanism for improving teaching and learning. The study, conducted by Dr. Martin Storksdieck and Dr. Nancee Hunter, focused primarily on tablet use at the middle school level, however teachers, students, and parents, in grades K-12 provided input through a survey or focus group.

I. Overall Findings

As noted in the Executive Summary, "Teachers were generally positive about the use of tablets, seeing them as essential for 21st century education." While student and parent responses were mixed, the report notes that benefits include "increased engagement and interest in learning, more opportunity to make learning relevant and fun, as well as mobility, portability, and general ease of use."

Key findings indicate that the access tablets provide to new content and helpful applications provide personalized instruction for every child. Infrastructure and connectivity were noted as the greatest challenge. It was also noted that there is a gap in communication about technology use in classrooms and that there is a perception by some that tablet use is not needed by all teachers. In addition, some key concerns emerged such as parent concerns about screen time and educator concerns about the need for increased professional development.

In this report, we will address four areas that we believe are key components of the study.

II. Infrastructure and Connectivity

Much of the study focused on a lack of effective infrastructure and the inability of teachers and students to fully utilize digital tools. We are now in our fifth year of expanding instructional technology in our classrooms and with few exceptions, we have worked through these infrastructure issues.

During the initial 1:1 rollout, there were a number of challenges with internet connectivity, application downloads, and inaccessible websites due to strict internet filter protocols.

These issues led to end-user difficulties resulting in middle school students not reliably bringing their device to school and teachers not having confidence in application downloads or internet connectivity. Home internet access continues to be a concern for some students.

Throughout the 2015-16 school year, our technology department staff worked collaboratively with Apple, Comcast (Internet provider) and JAMF (Mobile Device Management provider) to resolve issues regarding internet connectivity and download issues. To date, we have seen a significant improvement is internet reliability, application downloads, and filter settings to better meet student learning needs.

This year, middle school tablets were upgraded to Apple iPad Air 2 devices providing access to Apple Classroom, which offers improved student management tools. Additionally, we purchased cart storage for middle schools to support the start-up of the new school year and to ensure that the distribution of student devices would be a smooth process.

Increased levels of technology support are now provided throughout the district to regularly and easily address issues associated with tablet use. The high school technology support positions were granted additional access rights and responsibilities resulting in improved classroom/teacher response time and a significant reduction in technology related difficulties.

We will continue to monitor infrastructure needs and challenges but overall, the issues noted in the study have been acknowledged and improved. We are continuing to monitor the filter protocols to ensure that students have access to appropriate websites.

III. Professional Development

According to the study, the need for professional development and support for teaching staff is paramount to the success of technology in the classroom. The success of any pedagogical change in school classrooms relies on effective professional development and ongoing support.

This year the district doubled the capacity of teacher support from 1.0 FTE to 2.0 FTE, with additional emphasis on tablets as an assistive technology tool for students with special needs. Professional development was also provided to teachers at the elementary and middle school levels, and training was provided to administrators. We are committed to meeting the ongoing professional development needs of teachers and administrators to ensure the most productive utilization of technology tools provided.

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IV. Promising Practices

Promising educational practices and impacts are being reported, but additional evidence and examples need to be collected that show students working collaboratively for learning as well as utilizing technology to gather, evaluate and use information for learning.
A brief summary of promising practices noted in the study include:

- Math (Personalized learning, immediate feedback)
- Test Taking & Assessment (Quizzes, polls, exit tickets)
- Exploring the world (Google Earth, Solar System)
- Literacy and Reading (iBooks, Read Naturally, Raz-Kids Leveled reader, NewsELA)
- Bilingual Education (Duolingo, Raz-Kids Spanish books)
- Special Needs (Speech Recognition, Text-to-Speech, Note Taking, Social Skills)
- Assignment Submission (Showbie, Dropbox, Educreations)
- Communication & Collaboration (Social media, Explain your thinking)
- Research
- Presentations (PowerPoint, Video, Audio)
- Typing & Writing (Blogs)
- Immersive and Interactive Notetaking
- Classroom Management
- Learning Games, Augmented Reality and Virtual Field Trips
- Creative Photo taking and Movie and Music Making

V. Communicating about Technology in the Classroom

The report also notes that communication needs to be improved with all stakeholders to ensure that the use of technology in the classroom at each school is clearly understood. School and district websites are key places for information and they need to be up-to-date with information that meets the needs of parents including internet safety, screen time guidance, and other possible safety issues.

Launched last October, we have a new and robust district website that includes content about instructional technology in a user-friendly and easily searchable format. Parents can find information about health and safety concerns, device troubleshooting, and additional reports and resources.

Parent education events and messages from classroom teachers and building principals are an important communication link to keep parents informed about how instructional

technology is used at school and to provide support and guidance for technology use at home. Last month our technology department collaborated with other school districts to host the *EngageCorvallis* parent education conference. It was well attended and we will continue to provide these types of parent learning opportunities in the future. The Technology Advisory Committee is still active and meets to discuss emerging technology issues relevant to the school district and to provide input and feedback about district technology practices.

The study also serves as a reminder that there are many successful learning experiences taking place across the district and it is essential that these stories are collected and shared as part of a comprehensive narrative of instructional technology in our classrooms.

VI. Moving Forward

Our long-term goal for technology in the classroom is to amplify student learning and engagement. Through utilization in the classroom by effective teachers, students will be curious and active learners who are able to handle complex assignments and engage in higher order thinking skills.

We are currently planning for the 2017-18 school year and will continue to promote a culture of innovation and best practice to provide all students with 21st century tools and learning activities.

The study acknowledges the complexity of systemic change and this summary only highlights a few of the possibilities and challenges of instructional technology integration. In addition, this study reaffirms the direction we are heading and identifies opportunities for continued growth and success.

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Understanding the Use of Tablet Technology as a Mechanism for Improving Teaching and Learning in the Corvallis School District

Research Report

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Executive Summary

The Tablets in Classrooms (TIC) program was initiated by the Corvallis School District (CSD) during the 2012-13 school year. TIC provides teachers and students in elementary and middle grades with Apple iPads as new pedagogical tools for teaching and learning. The school district contracted with Oregon State University's Center for Research on Lifelong STEM Learning to explore if, how and when tablets support learning, based on the past three years of experiences from teachers, students, parents, pedagogical and technical support staff and administrators. The goal of the study was to identify key aspects of effective use of tablet devices and to assess the implications of tablet technology use in classrooms. This report is based on a district-wide teacher survey and a number of interviews and focus groups with teachers, students, parents and administrators, in an attempt to capture a variety of perspectives on the affordances and challenges of using tablets in and out of classrooms for the purpose of enhanced instruction and learning.

Overall, there has been evidence to support the use of tablets in classrooms. At the same time, the adoption and integration of tablet devices into schools is not without its challenges.

Teachers were generally positive about the use of tablets, seeing them as essential for 21st century education. As part of this research, we collected and report numerous examples of how tablets are being used to support learners beyond simple drill and practice games, to support collaborative learning, to provide personalized learning experiences, to enhance student monitoring and assessment, to augment and enhance active learning processes in the classroom, and to provide students with modern productivity tools in support of student work. In addition, teachers report benefits from using tablets for classroom management. There is, however, strong need for increased professional learning opportunities to better familiarize teachers with the pedagogical potential of tablets and similar devices and to provide teachers with effective means to integrate them into classroom practice. Also of note, elementary teachers were more likely to favor shared devices and class sets, whereas middle school teachers preferred 1:1 solutions in which each student is provided an individualized tablet. High school teachers do not have enough experience yet to identify which of these options, or which kind of tablet, is most suitable for their needs.

Students report that iPads are "fun" and easy to use, but they also report that strict policies and content filters limit their ability to download new, useful apps to their tablets. For technical and legal reasons, the school approves which apps will or can be used school wide and manages the download process for apps, which can make the process of adding applications extremely slow. Students also report that teachers might need support to help them troubleshoot downloads or to address other technical challenges, which students feel they could resolve faster on their own. As such, students expressed some frustration with the 'waste of time' spent on technical issues, rather than to use tablets in support of classroom productivity or learning.

The feedback from parents was mixed (though limited to few focus groups). They identified benefits such as: increased engagement and interest in learning, gains in knowledge and technology skills, more opportunity to make learning relevant and fun, as well as mobility, portability and general ease of use which enables a wider range of learning activities to occur at home. One particular benefit to parents was that their children may not have to carry around heavy school bags any longer. At the same time, parents expressed some anxiety about breakage, theft, loss or misuse of the devices by children, and expressed concern about costs and inconsistencies in what parents are expected to contribute. Parents' biggest concerns related to their children receiving 'too much screen time' and that home-school communication about the program is lacking.

Administrators report that concerted efforts have been made each year to improve the TIC program, based on their own learning and the various experiences reported by users since the program was implemented. Administrators are aware that program cost within the context of limited school funding is of particular concern to some stakeholders, as is the need for more and different technical support to deal with such issues as lack of consistency among different operating systems and interfaces; availability and monitoring of apps; issues of security and data backup; consistent policies; as well as professional development and training; and enhanced communication with key stakeholders.

The report outlines a Theory of Change for the TIC program, which the Corvallis School District can use as a guide for continued long-term planning and effective implementation of tablet technologies (or other digital devices for teaching and learning) in CSD schools. Such planning involves consideration of existing technical infrastructure, networking models, broad stakeholder preparation and on-going engagement as well as processes for capturing progress through continuous feedback. The Theory of Change can also serve as the foundation for assessing the impact of the TIC program on potential key measures of success around enhanced instruction and student outcomes in the disciplines and in technology and information literacy.

Key Findings

Overall, teachers who used the tablets perceived them as a 'tool' for enhanced learning. They are used creatively and collaboratively in the classroom, and both teachers and students are still exploring and finding new ways in which tablets can be best utilized. At the same time, it was acknowledged that the tablets placed additional demands on teachers' planning and preparation time. In particular, significant time was dedicated to evaluating and procuring educational apps, determining relevance to the curriculum, and then installing these on individual student devices. The typical apps being utilized are classified as instructive, educational game-based (especially at the elementary grades), content-creation, and 'productivity' apps (e.g., Pages, Notability, Google Classroom). According to teachers, many of the apps have the ability to develop higher order thinking skills and provide creative, individualized opportunities for students to express their understanding of content. The apps also provide opportunities for increased collaboration amongst students.

Teachers believe the tablets support and enhance student learning by enhancing engagement and motivation, improving face-to-face and online collaboration amongst students, personalizing learning and improving learning outcomes. Teachers ascribed these benefits to many factors: the portability of the devices; teachers' ability to easily differentiate instruction and cater to individual learning needs and preferences; the ease with which students can create professional and aesthetic reports, presentations, etc.; how appropriate apps help to scaffold and compensate for students' emerging skills (e.g., text to speech); and the sense of student ownership of their learning. The integration of a range of peripheral technologies (e.g., still and video cameras, voice recorder), and Internet access were also identified as distinguishing features with potential for facilitating learning.

Students and teachers agree that communication has been improved by the use of tablets. Teachers can send out materials and information to students (and parents). Students are able to email teachers with questions or assignments, as well as collaborate with other students on homework and class projects. Teachers involved in focus groups reported that they adopted more innovative, student-centered approaches when using tablets. For example, using a range of multimedia afforded new opportunities for students to demonstrate their learning. Teachers also reported that using tablets resulted in an increase in students sharing digital work; while at the same time providing opportunities for the teacher to provide prompt and ongoing feedback, and to collect assessment data. At the same time, however, there is a disparity between how educators view their use of technology and how students themselves might perceive it. It seems that teachers are not always meeting student expectations about how the technology can and should be used in the classroom. Student feedback suggests that they prefer to bring what they are doing outside of the classroom into their lives at school (e.g., mobile learning, collaboration, and social networking). They see potential in using smartphones, for instance, and they believe the strict policies and filters prevent them from making possible learning connections. In

addition, the students want to be heard. Students who participated in focus groups reported that they (and other students) may be more technically savvy than their teachers, yet they say their teachers may not be asking for their input on troubleshooting technology.

There are still technical and logistical issues to address. For instance, since tablets are primarily designed as single-user devices, there are challenges associated with school deployment (e.g., Internet connectivity and access). Management time associated with setting up the devices and establishing accounts were identified as barriers to successful use. In addition, teachers (and to some degree, parents) expressed a desire to better understand what types of infrastructure upgrades CSD will be considering in the future, particularly as it relates to connecting tablets to peripheral technologies, such as interactive whiteboards, sensors, probes, projectors, etc. Findings also indicate that there are significant decisions to be made regarding the most time efficient methods of installing and updating apps in accordance with licensing regulations. In addition, the study illuminated the need for future teacher professional learning regarding the use of mobile devices. As tablets are more or less intuitive devices, the emphasis needs to be on pedagogical approaches and task design, rather than on the technical aspects of using the device. The report lists many ideas that were generated by Corvallis School District teachers and staff as to how tablets might be used productively in and out of classrooms to enhance student engagement and student learning.

Benefits and Challenges

Findings from this study indicate that many of the tablet features offer learning affordances, but also present some significant challenges. Appendix B provides a quick summary of the top pros and cons described by stakeholders. In addition, the primary benefits and challenges associated with tablets in the CSD classrooms are described below.

Benefits

The greatest benefit of using tablets in the classroom is the access to so much new content and the many helpful apps that are available, which in turn allows for more personalized instruction for every child. More specifically, teachers discussed having easier access to outside information (e.g., various apps and websites, links to homework help, photos and graphics); differentiated content, which levels the playing field for students with special needs; and internal information, such as teacher-created files or websites. In addition, tablets can be used across all subjects and in a variety of creative ways (e.g., making presentations or films, taking notes, playing math games, reading a book of interest, using a calculator, recording a song or listening to music, or simply doing research). Because the tablets allow for a variety of ways to access and present information and more choices and flexibility in how to solve tasks, they make it easier for teachers to organize content and coursework. At the same time, tablets make it easier for students to practice research and technology skills, as well as engage in problem solving tasks; take tests and monitor their own grades; find out what they missed in class, if absent;

collaborate (e.g., remote sharing); and be more creative (via innovative apps). According to one teacher, students are *"going above and beyond the written word to demonstrate their knowledge."* A major benefit reported by parents is their children not having to carry around heavy school bags. As it relates to classroom management, teachers are largely happy with the tablets and suggest that it is now easier to share assignments, monitor student progress, and provide prompt feedback (e.g., ability to grade and post on 'Pinnacle'). There is also an increase in opportunities to provide individualized or specialized support and instruction. In addition, the use of tablets cut down on the number of lost materials and 'wasted' paper while limiting time spent making copies.

As a result of these affordances, teachers reported that students are producing better quality research and presentations, are able to be more independent and work at their own level, are more engaged, and are developing technology competencies and learning about Internet safety. There is also more accountability to both teachers and parents. In fact, parents say that their children are proud to show their schoolwork and that they are more engaged with their children's homework. There is also a sense of students being more active learners and less inclined to engage in off-task behaviors (though there is, by no means, a consensus on this). Teachers also suggested that students appear to be able to handle more complex assignments and do more with higher-order skills. In addition, increased motivation in students was reported and a greater willingness to work on specific subject areas. Students also expressed satisfaction with aspects of the tablets, including the ability to receive immediate feedback and a sense of accomplishment and power gained in working with the technology. In the end, tablets appear to provide a means through which a wider range of students can excel.

Challenges

The greatest challenge reported is the lack of effective infrastructure (e.g., limited connectivity and bandwidth). Filters are perceived to be too restrictive and both teachers and students would like access to more sites. At the same time, parents and teachers are somewhat concerned about trusting the students with these devices, sharing fears about breakages, theft and loss, and about misuse. Concern was expressed around tablets as major sources of distraction in the classroom. Parents shared concerns about the amount of time their children might be using tablets, and in turn, potentially diverting them from time spent with family or friends or being outdoors. Some parents, particularly English language learners, found it difficult to know how to impose boundaries or even know the actual amount of time their children use the tablets each day. Many of these parental concerns may directly relate to lack of communication, and in receiving timely information on the (intended) use of tablets in the classroom. As a result, parents may not necessarily distinguish between issues with digital device use at home from that in classrooms.

Other general concerns relate to the tablets as a distraction for students, potential costs (e.g., damage, upgrades), and loss of important skills (e.g., writing, interpersonal communication). Particularly among teachers, there was a sentiment that not all teachers should be required to

use these devices. Questions were raised also on whether a 1:1 policy in which each student is issued a personal tablet is appropriate and financially prudent, particularly at the elementary and high school level -- elementary teachers do not seem to use them as often or as long as other grade levels and there is a perception that at the high school level many students already have personal tablets and do not need another one. Research suggests that smartphone use among older students is widespread, while younger students use tablets more often. In fact, according to a recent Pearson study, 75 percent of high school students regularly use a smartphone, whereas only 42 percent of high school students regularly use a tablet at home or school (Pearson, 2015). Nonetheless, not all students have access to this technology, which raises important questions around equity. At the same time, the diversity of operating systems creates technical problems, making consistent use of mobile technology in classrooms based on student's own devices currently very challenging.

Introduction

The proliferation of technology and education applications has changed the way educators teach, how students learn, and the way teachers and students communicate. Tablet programs, in particular, are being rolled out in more and more schools every day in hopes of creating interactive learning environments. By the end of 2012, half of the nation's school districts were using some sort of tablet or eReader (MCH Strategic Data, 2012). Technology is far more ubiquitous in education today, with U.S. public schools now providing at least one computer for every five students (Herold, 2016). In a recent study of 3,667 science teachers, nearly all (98.6%) of the respondents indicated that they currently use digital media to support science instruction (Reidinger & Storksdieck, 2016). Consequently, the 2014 National Assessment of Educational Progress (NAEP) found that half of students in 8th grade reported using a computer or other digital technology to create, edit, or organize digital media at least once a month in school and 41% did so outside of school[1].

Since 2012, the Corvallis School District (CSD) spent more than $1 million on iPads and upgrades to school wireless networks; distributed tablet computers to every student at Mountain View Elementary School, Linus Pauling and Cheldelin middle schools; and announced plans to provide every student in the district with an iPad and to replace the iPads every three years, with an estimated cost of approximately $1.2 million annually. Early research shows that tablets in classrooms have the potential to significantly enhance learning, allowing teachers to function in ways they have not been able to previously. For example, teachers now have the ability to provide instant feedback and personalize instruction for their students. They are also able to track student learning progress. And, they have access to a wide range of applications, which can serve a variety of purposes (e.g., note-taking, reading, research, developing presentations, or learning games). Using tablets and the Internet to transform the classroom can not only make learning more fun and engaging for students, but can also give teachers a way to see exactly how well each child is learning and customize lessons accordingly. With worksheets and a whiteboard, a differentiated classroom is difficult to accomplish; with tablets--and a teacher who understands how to use them--it is much easier. In addition to differentiated instruction, potential outcomes of learning with tablets include: higher motivation and engagement for students, greater and equal access to information, utilization of pedagogically-sound apps and other tools that can enhance learning; and critical technological literacy and research skills in an ever-growing information age.

However, providing students (or teachers) with tablets is only the first step. In order for digital technology to live up to it's potential for enhancing or changing teaching and learning, it needs to be embedded into an overall context of ongoing pedagogical and technological support (National Research Council, 2011).

[1] https://www.nationsreportcard.gov/tel_2014/#results/infocommtech

For the past year, the Corvallis School District (CSD) has been working with Oregon State University researchers from the Center for Research on Lifelong STEM Learning (CRL) to help the district study how it can improve the implementation of the program. More specifically, the study aims to give voice to all stakeholders by tapping into the local knowledge accumulated over the length of the program and to harvest ideas for how to use the tablets effectively in the classroom in order to accomplish a variety of goals and to better address challenges.

This formative study focused on aspects of use and usage, with the purpose of deriving recommendations for procedural, organizational and technical improvements. The following is a detailed listing of questions that guided this research.

For teachers:

a. Instructional change: What types of instructional changes have occurred with tablets? Who has made these changes and why? What do these changes look like? How do individual changes potentially add up to new instructional strategies in general? What do these new instructional strategies look like? How do these instructional changes relate to other uses of digital technology?
b. Training needs: What is the minimal level of initial training that most faculty require to productively implement the tablets in their classroom? Who might be best positioned to provide initial training? What are potentially effective ways to provide this training?
c. Support: What are the technical and pedagogical support structures and specific support activities needed to sustain ongoing (rather than sporadic and episodic) effective use of tablets as teaching and learning tools? Who should provide this support? To what degree can ongoing support be thought of as ongoing peer learning? What are technical or procedural barriers for effective use of tablets in and out of the classrooms?
d. Communication: What knowledge and skills are required in order to continue use and experimentation with tablets as instructional technology? What ongoing feedback do teachers and students need in order to optimize learning processes supported by tablets? What level of sharing with peers, experts and supervisors is required to turn a "best-use-scenario" into a common practice within a "learning community"?

For parents/community/school board:

e. Goals: What do these groups know about the goals of the program? How can these goals be best communicated to them?
f. Benefits: What benefits, if achieved, would convince stakeholders that the use of tablets as learning and teaching tools is warranted? What benefits and goals do these stakeholders pursue?
g. Making the case: What would be convincing evidence that embedding technology (in the form of tablets) into the school experience benefits student learning without creating unintended harmful effects? What are concerns about using tablets as learning and teaching tools?

For students

h. Disciplinary learning: Do tablets help in learning disciplinary concepts? If so, why or in what ways?
i. Engagement: How does tablet use influence student engagement with learning? Can we monitor student engagement through the tablets?
j. 21st Century skills: Tablet use might help students practice information technology as a means to learning itself. Does this occur? Are there other so-called 21st Century Skills that are being practiced by students when they engage with tablets as instruments for learning?
k. Technological literacy: Technological literacy can be understood as a precursor for information literacy, which is the broader concept that includes finding and selecting relevant and valid information for specific decision-making. Technological literacy encompasses familiarity, comfort and facility with the technology that supports information literacy. Do students develop familiarity and comfort with this particular kind of information technology (tablets)? Do familiarity, comfort and facility transfer to other forms of digital technology? For instance, does it lead to more sophisticated use of online resources for information gathering and processing?

Around integration:

l. Integrating tablets into classroom management systems: Is it possible to integrate the tablet use within a structured online classroom management system (as is now widespread in higher education)? Under what circumstances can such a system provide critical information to students and teachers that will help optimize individual and group learning processes?

Background

The Corvallis School District introduced about 4,000 tablet computers into classrooms with the intent to

(a) provide teachers and students with current technology for information accessing and processing;
(b) spark improvements to teaching and learning in the disciplines through opportunities afforded by this technology; and
(c) create exposure, familiarity and facility with using modern information technology by utilizing this technology as part of classroom instruction and the extension of learning throughout the day.

The school district introduced these tablets about three years ago and provided limited guidance so that use and usage could occur as emergent practices by local teachers, students and caregivers; particularly teachers were encouraged to experiment with tablets as instructional technology. During this time the school district gathered valuable initial experiences. Excellent examples of early adopters who are utilizing tablets in innovative and productive ways to enrich and improve learning opportunities for students show, in principle, the potential of tablets; however, the broad introduction of this technology also revealed invariable technical, administrative and pedagogical challenges that require close attention in order to ensure that this particular investment into learning technology benefits all students.

The school district retained the services of the technology consultancy *BrightBytes* which accompanied the introduction of tablets into district classrooms with a baseline survey of teachers and parents. The survey provided insights into a variety of critical issues, from computer use and Internet access by teachers and students at home and in schools to teacher attitudes towards digital technology as instructional tools. A series of reports in late 2014 by *BrightBytes* documented the current status quo, and revealed that attitudes towards using digital technology in classrooms was positive, even as gaps still existed in widespread readiness. The analysis allowed the school district to address critical issues in the technology infrastructure.

With the benefit of two to three years of on-the-ground practical experiences, the CSD decided it was now time to systematize what has been learned from this initial phase of experimentation, and – using these lessons learned – to optimize the utilization of tablets for learning in and out of classrooms.

The introduction of new technologies in any setting requires careful support, but also ongoing monitoring of adoption, adaptation and usage in order to help teachers and students optimize their use, and to document and – where and when appropriate – measure outcomes and impacts of the new technology on teaching and learning. To this end, the CSD and the Center

for Research on Lifelong STEM Learning collaborated on a flexible and responsive research and evaluation process that would accompany the current “tablet program” of the district.

The focus of this second phase of research, following on the footsteps of baseline and background data provided by *BrightBytes*, consisted of a systematic review of the potential that tablets provide, derived from the perspective of key stakeholder groups: students, teachers, caregivers/parents, and administrators. The purpose of the study was formative in nature; exploring and systematically and objectively recording the lessons learned from past experimentation in order to provide user feedback for the next phase of implementing tablets as digital learning technology in the CSD. This next phase will consist of direct technical and pedagogical support for productive and effective utilization of tablets in every classroom, based on experiences in Corvallis schools and supplemented with evidence for promising or best practices from research and evaluation elsewhere. The next phase also consists of an expansion of the current program into High Schools.

Following this study and the improvements and enhancements to the current and future tablet program that will likely result, a quantitatively-based summative or impact evaluation of the program will be merited, focused on critical student learning outcomes that are associated and expected from using tablets as means of instruction and learning. We would expect that a period of about three years of optimized usage be required before a summative evaluation would provide a fair and objective assessment of the program’s impact.

RESULTS – Teachers

Teacher Survey

The CRL team constructed a short questionnaire around the use of tablets; it was administered to all teachers in the CSD. Figure 1 shows the total number of teachers in the CSD for the 2015-2016 school year, broken down by grade range (elementary, middle, and high). During this time, there were a total of 382 teachers in the district. Of this total, 196 teachers completed the survey for a response rate of 51%. The survey used two questionnaires: one for elementary and middle school teachers (where tablets have already been introduced), and a separate one for high school teachers (where tablets will be introduced this year). At the elementary school level, eleven percent of the total respondents have never used tablets in a classroom and only one percent from middle school never did. Thirty-three percent of the high school teachers are not currently using digital devices in the classroom (see Figure 2).

Figure 1. 2015-2016 School Year Teacher Breakdown (Total Teachers = 382)

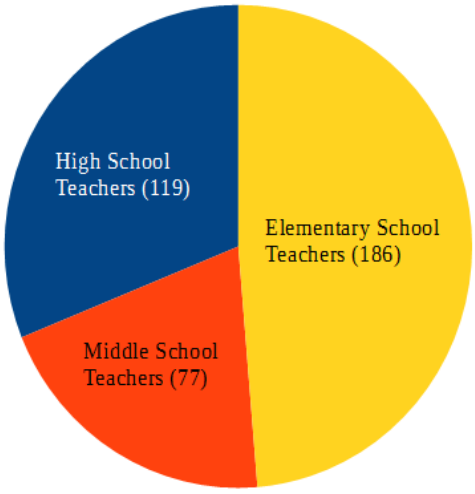
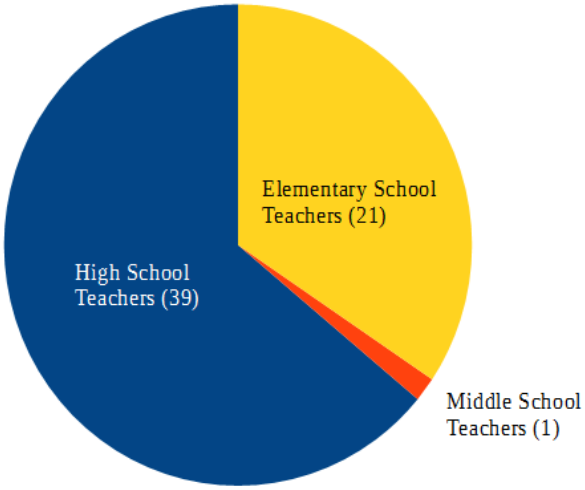


Figure 2. Total Respondents (by Grade Level) Who Have Never Used Tablets



The goal of survey was three-fold: (1) to inform all teachers of the study, (2) to provide all teachers an opportunity to give feedback, and (3) harvest ideas for tablet-based pedagogy. More specifically, the survey asked teachers to rate their own use of tablets, their attitudes towards tablet use, and their experiences with the current program.

The results of the teacher survey reveal that at the elementary and middle school level (those who have had access to the tablets for at least one year) the primary issue that prevented the relatively few teachers from using the tablets was lack of access to tablets themselves. Secondarily, not being comfortable with the technology, lack of time, unfamiliarity with the technology, lack of interest, and technical issues had relatively equal weight.

Sixty-seven percent of K-12 teachers believe that the tablets are useful to the students they teach. And, when asked to describe how the tablets have been most useful to students, the top responses from teachers are as follows:

1. Quick and more access to:
    - information (e.g., various apps and websites, links to homework help, photos)
    - teacher files, websites, etc.
    - technology (e.g., Internet) that might not be available outside school environment
    - differentiated content
2. Students are:
    - producing better quality research and presentations
    - able to receive immediate feedback
    - able to be more independently and work at their own level
    - learning about Internet safety (digital citizenship)
    - more engaged
3. Easier for students to:
    - research data
    - take tests
    - monitor their own grades
    - find out what they missed in class
    - be more creative
    - practice research and technology skills, as well as problem solving
4. New opportunities for teacher to:
    - grade and post on 'Pinnacle'
    - provide individualized/specialized support and instruction
    - create quick responses and assessments

There was significant concern around the difficulty of the tablets becoming distractions if and when they are not used for the correct reasons. In addition, forty-five percent of the respondents described major challenges that they have encountered when using tablets in their classroom. Of those responses the majority had to deal with the following:

1. Poor internet connection
2. Technology glitches (e.g., apps not downloading properly, student work and data being lost during submissions, battery life, blocked sites, frequent updates/pop-ups)
3. Students not having their devices available (forgot to bring to school that day) or not charged for classroom use or tablets generally not working for other reasons
4. Classroom management issues when some students are not using the tablets appropriately (e.g., distracted by other apps or websites, some students have difficulty staying off the device).

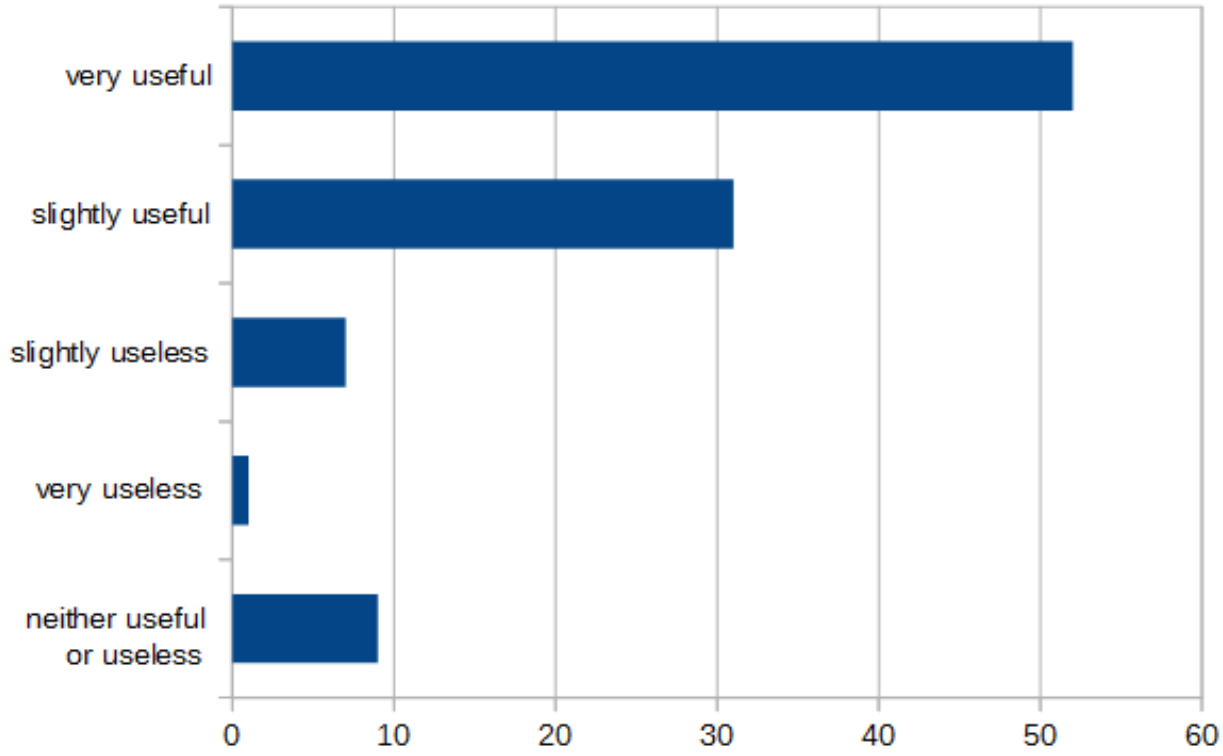
Other issues include: inability to stream things from the students' iPads; no interface from iPad to projector; the tablets do not support specific software or other technologies (e.g., Adobe, Vernier wireless probes); very few resources available in Spanish; hard to set up consistent,

reliable systems; often takes time to get everyone to get onto sites or randomly knocks them off; the process for getting new apps on iPads has been difficult; lack of time to create appropriate instruction; access issues when tablets are shared between classes; access to only a handful of tablets in a large class; students not being able to successfully access the internet at home; lack of professional development and training for teachers.

Roughly 81% of educators surveyed rated the digital devices that they are currently using in their classrooms as very useful (42%) or somewhat useful (39%). And, when it came to which technological devices teachers would most like to have access to in their classroom, they tended to favor laptops, notebooks, or Chromebooks, with tablets coming in as a close second; smartphones were not favored by teachers as digital pedagogical devices.

While the majority of educators (69%) expressed overall satisfaction toward the use of tablets in the classroom, 19% were unsatisfied and 12% were neither satisfied nor unsatisfied. Figure 3 summarizes how Corvallis School District teachers rated the overall usefulness of tablets in their classrooms. More than half saw them as “very useful” and another third saw them as “slightly useful”. Fewer than 1 in 11 teachers saw them as “slightly” or “very useless”. In fact, hardly any teachers considered them “very useless”. When asked what they see as major benefits of using digital technology in the classroom, student access rose to the top of the list. On the other hand, reliable and safe access to the Internet, need for technical support, time management, and potential for distractions were considered major drawbacks or challenges of using digital technology in the classroom.

Figure 3. Total Percent of Teachers Rating Overall Usefulness of Tablets in Classroom



While many teachers expressed positive attitudes toward the use of technology in the classroom, others are resistant to this change. Almost a fifth of responding teachers (17%) stated that implementing new technology provides little benefit for students or teachers. Nonetheless, most teachers described a happy medium with technology (i.e., it is useful in some situations, but a distraction in others). Appendix B provides a list of the top pros and cons that surround the CSD technology in the classroom debate.

Not surprisingly with a project this large, some difficulties were experienced. Some teachers complained that they could not access the Internet in the classroom via the devices. Teachers did not feel that they received adequate training. Some students bypassed security measures and accessed prohibited websites. And, the program drew opposition from parents, with some saying school officials had not justified the need for the devices, while others worried about the additional time children spend staring at a screen. Overall, however, teachers were generally positive about tablet use in their classrooms. The ability to communicate with students within school and outside was an important factor in engaging students in learning; in addition, instant access to student work and teacher feedback allowed teachers to better serve struggling students. Many teachers reported higher levels of motivation and engagement and students' working in new and exciting ways, while at the same time learning more collaboratively. Teachers also commented on how adept students are at finding and sharing content and appropriate apps, and how skilled they were becoming in this process.

The following direct quotes from teacher survey respondents help to better illustrate and summarize teacher opinions about the program:

- Technical Support
  - *"The District is good at spending on hardware, but not support, including technical support and infrastructure. If we all log on at same time, the server can't handle it, for instance. When there is a problem and people helpers are part-time and not nearby, it is really frustrating. Filters continue to be an issue and we can't access new sites because they're blocked – this is not always the case on teacher computers, but it is for students, so I think everything is or will be fine and yet the kids can't get on…. If I have to complete a work order and wait for a really slow response, that is no good. When we are teaching, the need for support is immediate. And, what can I say, textbooks always work."*

- Differentiated Learning
  - *"It offers more and better practice because if someone needed differentiated learning before, the kids would be standing in line and the teacher would be handing out materials and now kids can go directly to their tablets and find the level they need and they are corrected as they go through the content."*

  - *"The ability to provide differentiated instruction, feedback, and engagement is evident in the integration of technology. This definitely shows in the data and is progress towards getting our students graduated."*

  - *"The whole purpose and benefits of the program is to promote a shift in personalized learning."*

- Access
  - *"Tablets are a novelty in students' hands with so many attractive nuisances. It can actually be disengaging with kids watching football games or playing video games."*

  - *"For students with disabilities, it is a common device that everyone has access to including those who struggle to read and it is not different looking or unique so there is no identifier that a student is special needs. Kids with autism benefit from social stories which help them to understand how to go through various interactions with others (e.g., what they are allowed to do or not do and the consequences). This is done using pictures and videos. The additional access means that all kids are integrated and included."*

- *"My child has struggled with learning and can now approach things in the same manner as others to navigate the world and in turn, she has a higher level of independence."*

- *"The fact that it opens a door and provides access to so many things may not be a positive outcome. We may be giving students more distractions."*

- Sensory Overload
  - *"There is a lot of brain research about the effects on attention span and the benefits of silence, boredom, and daydreaming, which allow for innovation and creativity. The latest and greatest shiny and new thing doesn't fix everything. Walking in the forest provides quiet and may have as much value as the Internet and always looking things up. I have philosophical and pedagogical differences. I think we can saturate our kids. These digital devices are simply tools, in the same way chalk and whiteboards are or have been. They are not about learning. Just being plugged in and able to provide a quick response is not the best approach to learning. I think down time is okay and that we should not overwhelm students with sensory input."*

- Collaboration
  - *"When these devices are utilized well, students can work more collaboratively with other people and there are a multitude of delivery mechanisms."*

- General Benefits
  - *"We've seen 56% urgent intervention reduced to 35% in 3 months. There are 805 students at or above grade level today, yet only 445 were at the beginning of the school year. This model allows us to monitor progress and see how students need extra support. Top level of needs have been reduced drastically and I know this implementation is a huge factor."*

  - *"There are some great benefits to English Language Learners (ELL); we are not leveraging this yet, but it is coming quickly. I believe there are around 50 different languages spoken in our schools."*

- One-to-one
  - *"The program needs to be seamless, streamlined, and level the playing field by making devices available only to families who need or want one. I guess that approximately 60% of my students would already have a tablet and therefore not need another one."*

Teacher Focus Groups

The primary goal of the teacher focus groups was to glean promising practices and pedagogical ideas for incorporating tablets in the classroom, based on teacher experiences. Appendix C -

'Promising Practices Using Tablets and Apps in the Classroom' consists of a comprehensive list of these responses. Hence, we provide only general impressions from each of the teacher focus groups below.

Elementary Teachers

Elementary teachers were more likely to favor shared devices and class sets, as opposed to 1:1 devices. Typical uses at the elementary level are to read a personalized selection of books, play learning games that reinforce the curriculum, and create projects that demonstrate what students learned. The greatest perceived benefit is that the tablets allow teachers to personalize instruction for every child. If a student is struggling, the iPad can offer repetition (through games, targeted reading, or apps) and if another needs to move faster, they can be directed to a faster-paced game or app.

Countering the common parent complaint about too much screen time, one teacher pointed out that most parents equate screen time with passively watching television, yet the tablets are interactive learning tools and customized books, and that the kids do not use them any more than they use other learning tools (e.g., toys, pencils, paper and white boards). When asked for some measurable examples of success, one teacher said that she observed a demonstrable change in that nearly all of her first grade students were reading above grade level – and that this was a first in her long teaching career. The teacher went on to say that nothing else changed so it could only be attributed to the new technology.

Teachers also indicated that students, even at the elementary school level, are able to acquire an impressive level of skills with a broad range of software and that the students are acquiring a basic understanding of how various computer tools behave. In turn, they are building a confidence around learning to use new tools and software applications. Another teacher suggested that elementary school is probably the best place to expand the creativity of students and that tablets help kids become more creative through various applications designed for drawing, sketching and painting. There are also numerous apps that allow kids to create stories and videos, or to boost creativity through games. There was a general agreement that kids need to be technology literate, regardless of age.

An elementary school principal, in an interview, echoed what many of the teachers felt when saying, *"They [the students] are actively participating in every single part of the lesson. They're excited, they like it, and that's reaffirming for the teacher and the student."* A fifth-grade teacher said that, *"…students have been learning so much by having the iPads, including how the technology works and learning more information about various topics."*

There are many benefits to allowing students in elementary school to utilize tablets in the classroom, most notably are:

- **Differentiated Instruction**: Students can each receive individual math problems to solve, e-books to read, or websites/topics to research; both content delivery and

students' assignments can be varied based on students' interests and readiness levels. This can all be done discreetly as well, so no student knows that others are working on easier or more difficult tasks.

- **Presentation of Schoolwork**: Like older learners, elementary students need to feel that they have valuable things to say. Tablets allow students more options for creating and sharing their work, whether it is through writing, presentations, audio, or video files.
- **Developing Digital Citizens**: Elementary students become comfortable with technology.
- **Increased Student Motivation**: Students are frequently more motivated to learn.

Overall, CSD teachers do not believe that elementary school students are too young to benefit from using tablets. However, there is recognition that care must be taken to ensure that the benefits of new technologies are maximized for young students without taking away traditional learning tools and experiences, like physical books, manipulatives (e.g., learning blocks or dominoes, money, string, rulers, measuring cups, or thermometers), and opportunities for physical movement. Ultimately, the TIC initiative is seen as being about students having ubiquitous access to technology *when it is beneficial*. Teachers recognize that the program does not suggest that students will use technology all day, or every day as part of their classroom experience.

Middle School Teachers

Middle school teachers discussed the efficiency of message boards such as classroom websites, Corkulous, and Showbie as drop-points for assignments and resources. By placing electronic versions of assignments online, teachers felt that they cut down on the number of lost instructions and "wasted paper" while limiting time spent making copies and conducting related administrative tasks. Going "paperless" also means that teachers have less physical paperwork to monitor. Using apps such as Socrative or Duolingo, quizzes and in-class activities can be administered and stored for grading online. With 24/7 electronic turn-in systems like Showbie, teachers felt that students have more accountability both to teachers and parents. Students can turn in assignments at their convenience, while parents have easy access to view students' grades and assignment records. This, teachers report, allows for more frequent dialogue between students, teachers, and parents about student's progress in the classroom. In terms of accessibility, teachers said that the ability to quickly enlarge text, "write" through typing, utilize dictation, annotate images, and have text read aloud has been beneficial to all students, regardless of development levels. These features proved to be especially important for students with physical and motor impairments. Teachers strongly expressed the importance of developing technological competency among their students and emphasized the innovative freedoms that tablets provide in terms of production of schoolwork. Applications such as Notability, iMovie, Educreations, Garage Band, Keynote, and PowerPoint enable students to "go above and beyond" the written word in terms of demonstrating their knowledge, while teachers have found meaningful ways to

share feedback through the analysis and annotation of video performances (e.g., for music assignments and speeches), voice memos, and written notations.

The biggest challenge reported by middle school teachers relates to infrastructure and connectivity. Teachers suggested that content filters are too restrictive and they would like access to more sites. One teacher suggested that filtering websites does the next generation of digital citizens a disservice, because students need to learn how to evaluate the accuracy of information from all types of sources. Another teacher says: *"As an educator, I have a responsibility to produce media-literate members of society who have the ability to make sound decisions based on knowledge and understanding."* Poor or no access to the Internet at home was raised as an issue that might advantage some students over others. Limited bandwidth, particularly as increasingly more devices share existing capacity, was raised as a challenge. Teachers were worried that the school may not have enough infrastructure to handle an increase in Wi-Fi use; also noting that fluctuations in the amount of data that can be downloaded occurs throughout the day and, in turn, there is no consistency in what one can expect to do with students on the devices.

High School Teachers

According to the high school teachers, one of the key potential outcomes of using tablets and other digital technologies in the classroom is collaboration – both at a school-wide level and in the classroom, because users can more easily share documents. For example, group activities can take a lot of class time since the students are unable to do the activity at home (i.e., teachers cannot expect the students to coordinate outside of class); but with tablets students can collaborate remotely, turning the devices into collaboration tools. Another example comes from a teacher who assigned a jigsaw class activity with nine questions. The students were divided into nine table groups, each getting one question and sharing the same document with all other groups. The kids used a Google doc template and were able to collaborate without needing computer lab time for the activity.

Teachers remarked that in the one-to-one classroom environment tablets can be used with additional hard and software as powerful tools for collaborative work. One example for such a tool was Padlet: a virtual wall that works like an online sheet of paper where users can put any content (e.g. images, videos, documents, text) anywhere on the page, together with anyone, from any device. The tool does not require specialty apps; users just sign in. Students would be able to read articles, answer questions and then share those with other students who chose different notes – others can benefit from the summary of the article without having to read the article itself. The tool is inclusive and provides a great way to offer choice, which in turn, increases engagement.

For special education students who may struggle with writing or with finding information, tablets provide easier access to helpful content and, in turn, levels the playing field with non-special education peers. Some special education students who have difficulty with penmanship may struggle less when typing as opposed to trying to write, which, in turn, helps them to keep the same pace as other students.

The high school teachers echoed the middle school teachers concern about strict filtering of content. However, teachers also said that in managing classrooms, there are going to be problems -- regardless of whether or not technology is present. Teachers mentioned the reality that almost all of the students now carry smart phones, allowing those who do to break through filter restrictions, making the presence of content filters a selective barrier to information gathering for students without smart phones. One teacher expressed this by saying *"…we are educators in 2016 and digital citizenry is part of our task as teachers."* Teachers expressed that concerns regarding access to information should be addressed going forward, and voiced a need for curricula that help navigate this "new world" of ubiquitous digital technology and access to information.

Some teachers stated that they did not see it as their job to teach about technology/digital citizenry since they are teachers in a discipline (such as physics, chemistry or any other subject for that matter). In turn, there was some debate as to who is responsible for teaching digital citizenship and where within the school day this might best be done. There was general support for a notion that teachers should not be required to incorporate digital citizenship (or digital technology) into their classroom. As one teacher said, *"Don't force it on those who don't want to use the devices."* Instead, tablets and associated pedagogies ought to be part of a widening set of tools made available to teachers. The sentiment was not, however, that teachers might not ultimately embrace and utilize the technology. Teachers expressed the notion that we are living in an information age, where education is moving away from memorization of facts toward a need for working with information at is at one's fingertips (critical information literacy). Hence, there was recognition that digital technology is not just useful, but almost essential, yet that adoption by teachers would be more effective and less prone to conflict if based on a voluntary basis. Hence, teachers felt that support is needed for those teachers who want to use tablets to enrich their curriculum and make it more engaging. It was also noted that those teachers who choose not to use the tablets might get pressure from students to use it and they should be able to, at a minimum, submit assignments electronically.

RESULTS – Students

The technical problems, including problems with the filtering, stood out as a dominant concern for students. The students also expressed great concern about how other students misused the iPads as a distraction from doing their work. It was apparent that they had not discussed many of their concerns with their teachers or parents and the focus group was hence a welcomed opportunity to have their voice heard.

In general, elementary school students enjoyed using the iPads *especially* for games. They indicated that their teachers are using iPads often for math games. The middle school students were overall negative about the experience with the iPads, and expressed frustration with implementation; but each student also made the effort to generate some positive aspects of usage as well. For instance, they shared that they liked the ability to share products with other students for feedback and encouragement. They also appreciated the different apps available and their 'freshness' as learning tools, but at the same time they were frustrated by the limited availability of apps and the inability to keep up with new or improved app developments. They also expressed concern over the fact that technical glitches, like slow or disconnected Wi-Fi or batteries dying, can ruin a lesson or activity. Students even admitted to the tablets being a distraction for themselves and others -- when they are supposed to be working, it is very easy to quickly access a game, a text message or email, or a different app and in many case, they suggest, the teacher is completely unaware.

The high school students were also candid about the difficulties they faced adopting the tablets in their classrooms, and they had strong opinions to share. All of the high school focus group participants were 9th graders who had "a lot of experience" using tablets in middle school. They expressed that they were more experienced than their teachers at using the technology in terms of navigating applications, knowing what the possibilities were in using the technology, and being able to circumvent administrative "blocks." The group conversation focused heavily on the struggles that came with the tablets and changes that could be made to the current system. Highlighted difficulties include students distracting themselves and others through misuse and "wasting time" with technology troubleshooting during class time. The students had several suggestions for improving the student experience, and most of them involved better preparation on the administrative side before students are given access to the tablets (e.g., blocking sites, training teachers, setting up apps ahead of time, addressing technology issues outside of teaching hours). As for the "pros" of using tablets in the classroom, the students' mentioned ease of access to tools and opportunities for convenience that they would not otherwise have.

Below is a summary of the pros and cons that cut across all of the student focus groups:

PROS (and favorite things):

- Tablets take away the need to carry textbooks.

- Assignments can be typed up and worked on at home *and* at school without struggling with file compatibility.
- Typing up assignments on apps like Pages, instead of having to go to the library or computer lab and being able to type rather than write is easier for many and, in turn, takes less time.
- Convenient for students who do not have similar technology at home.
- Being able to have extra time to work on assignments (can make a time later in the evening, rather than rushing to finish at the end of the day).
- Turning in assignments with apps like Showbie.
- Being able to download instead of printing documents and carrying them.
- Using tablets for graphics and video, as well as hobby or extracurricular work – access to tools they might not otherwise have.
- Being able to enlarge text when working and writing.

CONS (and difficulties):

- School wireless connection is slow.
- The filters give students different search results at home vs. at school.
- Experience students can circumnavigate filters.
- Distraction and time spent off task. For example, students may play games and are not paying attention to instruction, something teachers may not notice. Students can easily switch tabs and hide an activity.
- Waiting for system updates is considered a waste of time.
- Students feel they know more about the technology than their teachers and are, in turn, more confident at using the technology. And, they feel their expertise is not utilized sufficiently.

Students also offered suggestions and solutions to the difficulties they have encountered, as indicated below:

- Put more time into blocking things permanently and making sure the blocks work.
- Instead of having an iPad for everyone, have classroom sets that teachers can request; seems wasteful to have them when not everyone uses them the same way or to the same extent.
- Allow students to use their own apple ID in order to avoid difficulty logging in.
- Teachers are not realizing that they can lock screens to control which apps are open or not, so make sure teachers understand the full extent to which they can control student access.
- Address technical issues outside of class time, which will keep teachers from getting frustrated in class, wasting time in class, and messing up schedules.
- Delays in getting the iPads was frustrating, so make sure everything necessary is done before the school year starts (e.g., ensure there is consistent access across all iPads and that all of the applications needed are present on all iPads).

- Give students a choice on whether they get to use them or not for some specific tasks such as writing. Some students suggested that they can write a lot faster than they can type on a touch screen or keyboard (and availability of keyboards was sparse); other students said that typing was easier than writing.

RESULTS – Administrators and Parents

Administrators

A total of seven interviews were conducted with CSD administrators (e.g., board members, principals, superintendent). The interviews indicate that the administrators have a basic understanding of what the school district's overarching goals are for this program (e.g., tablets as instructional tools to promote and enhance learning; not about replacing teachers; desire for students to be at or above grade level in various subjects and to ultimately graduate; increased access and to close the opportunity gap). Several of the interviewees also addressed their own personal goals related to the use of tablets in the schools (e.g., focus on students with disabilities; supporting students to be bi-literate and bi-cultural). All but one of those interviewed believed that the program is worth the investment; the one who was not sure whether it was worth the investment stated specifically concern about the 1-to-1 aspect of the program in high school as potentially wasteful due to potentially low usage. In addition, there was sentiment that there is not a need for all teachers to teach the same way with the same tools.

Parents

While there was an attempt to gain data on parental attitudes towards the "Tablets in Classrooms" pilot program, there was very little response to our efforts for creating focus groups, likely due to miscommunication with parents during the recruitment phase of the study. Nonetheless, the focus groups revealed some important insights, mostly around parental concerns with tablet use in general and in schools, and around the need for communicating with more detail around the program.

Parents generally felt positive about the program indicating greater engagement with their children's learning and their child feeling "proud" to share work with their parents. These parents felt lucky to be at a school where their kids get opportunity to work with modern technology. Parents also felt that not having to carry around heavy school bags' was a major benefit. Concerns raised by parents related to fears about breakage, theft, loss or misuse of the devices by children. Another key concern for parents was related to the costs; many of the parents felt that the initiative did not represent good value for the money. In particular, they were concerned about the lifecycle of the machines and the "never-ending" expenses for future upgrades. One parent felt "bullied" into participating in the tablet program, with no alternative given, or choice to opt out, and also expressed a lack of communication about how and how often tablets are being used in the classroom.

Other parents – particularly those of young, elementary school learners – expressed concern that their children's increased use of technology might be somehow detrimental. They expressed some concern around unintended harmful effects of using tablets excessively (e.g., can lead to more sedentary lifestyle; transitioning out of using tablet is hard for kids; vision issues; some parents don't know how to put limits on the new technology; kids cannot sleep as

well), extending private concerns about their children's use of this technology to schools. Parents were unclear as to how much interaction their children are having with tablets and for what purposes. Better communication and support for parents will likely alleviate those concerns. There was also some tension expressed around the use of these tools for productivity versus entertainment. One parent described feedback from her kids that if they have an assignment to use the tablets, they feel the teachers just give them a website or activity to "entertain" them. On the other hand, one parent shared a story about when he volunteered for his child's kindergarten class and how the children were "super excited" about showcasing the iPads. He also mentioned that they used a mini-tablet at home everyday with their child for enrichment over the summer and the child chose to do about 30 minutes per week of math using Raz Kids and IXL; they also took advantage of a wide range of reading materials related to numerous different subjects. Another parent echoed this, saying that the digital experience at home is complementary to the work they are doing at school. Parents felt confident in helping their children use the tablet to support learning in the home, using, where school issued tablets are not available, their own personal technology at home. In the end, it seemed that the biggest issue for parents was around the amount of screen time their children are receiving and whether tablets were used in pedagogically productive ways.

When asked "What would be convincing evidence that embedding technology into the school experience benefits student learning without creating unintended harmful effects?" responses included:

- Clear, detailed and well-planned information about how tablets will be used to enhance learning helps to build confidence in parents.
- It is part of the responsibility as a parent to engage with the process. Parent-teacher relationship goes both ways.
- It is really helpful for teachers to communicate regularly and to build in information about the technology initiative (e.g., reminders about passwords).
- Provide a platform for parents to ask questions of other parents and to share relevant information and ideas (e.g., how are they managing technology with their kids; what works, what doesn't and why). Also, utilize PTA's and already planned parent events for parents to share how they are managing technology in general.

Discussions with parents suggest that key questions for parents relate to the benefits and implications of tablet use (e.g., how they will be used to support teaching and learning generally; more practical concerns relating to use, misuse, security, lifecycle, training and support and, costs). In this respect, ongoing engagement with parents that includes opportunities to discuss and negotiate approaches to implementation, as well as to learn more about the benefits of the tool could have a significant impact on acceptance and overall success of the tablet initiative.

Concerns from parents of English language learners were around how their native language, culture and traditions are not learned through tablets. In other words, the devices do not help students become bilingual or bicultural. As such, there was fear that the new technologies are hindering cultural identity. Most, however, recognized that digital citizenship may be important in

high school and possibly, middle school, but felt that it was not essential for younger students. Concern was raised that some families cannot afford digital technology at home or that it is not a priority for them to embrace digital technology. Another issue raised was around awareness (or potential lack thereof) for limiting screen time. Parents of ELL students expressed the need for the CSD to make sure that translations of parent materials are culturally relevant and use language that is reflective of the cultural background of the families. They also cautioned against making electronic communication the dominant model for information sharing, noting the need for continuing send materials home in student backpacks, to send printed communiqué and not only electronic ones, and get important information out through parent-teacher conferences and PTA's.

Next Steps

Theory of Change

Beginning with the knowledge gained from this study, as well as other previous evaluations, it is recommended that the CSD develop a mature theory of change to drive the next phase of this effort. A "Theory of Change" is a specific type of methodology used for planning, participation and evaluation, which aims to promote social change. More specifically, Anderson (2005) defines theory of change as *"a series of critical thinking exercises that provide a comprehensive picture of the early-and intermediate-term changes that are needed in order to reach a long-term goal articulated by the community."* Ultimately, Theory of Change is a planning and issue framing tool as well as a monitoring and evaluation tool and it keeps the processes of implementation and evaluation transparent so everyone involved knows what is occurring and why. An effective, research-based Theory of Change process is a great tool for schools to use when strategically planning for technology initiatives.

A Theory of Change is essentially a concept map that describes a program or change initiative – what it is, what it does and how, as well as how it is expected to lead to the desired outcomes and goals. Typically, outcomes and goals are mapped out in a Logic Model Framework, which provides the basis for identifying what type of activity or intervention will lead to the outcomes identified as preconditions for achieving the long-term goal. Appendix D provides an initial, draft Theory of Change and the accompanying Logic Model for the CSD Tablets in Schools Program, derived from the results of this study.

Recommended next steps in this process include for CSD decision-makers to use the provided draft versions of a Theory of Change / Logic Model as a starting point for a consensus process that involves school leaders, teachers, students and select parents. Following agreement on a final version, the district (with potential help from outside experts) can develop a plan of action that tests the change theory, i.e., an impact evaluation that shows whether the tablet program is achieving agreed upon outcomes and goals via the mechanisms (the program) that has been put in place.

Communication is another key element in the process; involving stakeholders in the development of the final version of a Theory of Change invariable requires continued engagement and provides a maximum level of transparency around the program, its goals, its implementation and its impact.

Considerations for Next Steps

Throughout this research, we have heard the CSD community advocate for a holistic, iterative, effective approach toward technology and learning. As mentioned previously, further programming should be guided by pedagogical insights and an overall sound theory of change.

Hence, we frame some of the key outcomes from this report in the form of discussion questions, meant as scaffolds for productive dialogue about technology integration in the CSD among a broad range of stakeholders.

- Exactly how will the use of technology contribute to improved learning outcomes? Has the CSD agreed on a credible theory of change, rooted in experience and education research outcomes, that suggests precisely how technology-related activities lead to better learning outcomes? And what are these learning outcomes?
- How will change over time be measured? What are realistic expectations for change over time in participating teachers' and students' knowledge, skill and attitudes? How will learning gains be measured and is there any comparison group to ensure that change can be attributed to the program?
- What is the nature of teacher professional development, or teacher learning? What is the best approach to professional development and growth (long-term vs. short-term; subject-related or pedagogically-focused)? How will enough time be made available for teachers to participate in a sustained way? How motivated are they to do so? Is there provision for certification? And, is a process that strengthens teachers' abilities to use tablets (and other technology) in the classroom conducive to support teachers in other ways as well?
- Is communication and community engagement systematic, effective and reliable? What are the means for collecting and reporting insights and critical reflection, and for providing continued feedback?

These questions can guide the next phase of the program, which will likely consist of a plan to scale promising practices in using tablets and other digital technology to all classrooms, and to ensure a sustainable path forward for the continued adaption and adoption of new technology in CSD is guaranteed.

Conclusions

Tablet use in the classroom is clearly changing the way educators teach, how students learn, and the way teachers and students (and their parents) communicate. Tablets certainly have the ability to make learning more productive and flexible. Both administrators and teachers reported observing improvements in test scores, accelerated comprehension, and expanded engagement of students. One issue made very clear by the respondents is that integrating technology into the classroom takes much more effort than simply handing out devices. As such, it is important that the CSD continue to be aware of the realistic costs and necessities of using tablets and other mobile devices in their K-12 classrooms.

It is also important to recognize that the more a teacher uses technology, the more comfortable they will be with the technology in their classroom, and this is independent of age or years of teaching (Costley, 2014). One of the most interesting outcomes from this research is the number of classroom teachers who, with a little hands-on support, created technology-rich lessons with a minimum of training or professional development. Yet, it is also very clear that a combination of more training and support can result in a more successful and innovative learning experience for teachers and their students.

The Corvallis School District did not dictate how teachers should use the devices or what to use them for; individual teachers could go at their own pace. This approach is viewed as a positive aspect of the program by some (i.e., those who want this freedom), and a negative aspect of the program by others (i.e., some needed more guidance and direction). The teacher survey has led us to understand that while many teachers would like to use tablets meaningfully in their classrooms, they are not able to due to a lack of time, access, or training. At the same time, research findings clearly indicate that tablets are being used by many teachers to support a diverse community of learners at every grade level. Students are using the tablets for long-term projects and in daily core subject reviews. More specifically, tablets are being used as a research tool; for reading books; practicing math; writing reports: vocabulary review; for creating videos, podcasts and slide shows; and the list goes on. In addition, the tablets have helped engage students, cut down on paper, and allowed absent students to keep up with classwork.

Integrating technology in education has its advantages and disadvantages; proper implementation and planning is key to minimizing the drawbacks. Overall, the change in student learning and instructional changes are aspects of the program that warrant further discussion, in addition to the need for training, support, and improved communication by the CSD. A Theory of Change is a powerful communication tool and framework for reaching long-term goals. It is a useful communication and planning tool for schools, in particular, where decisions affect many individuals, groups and programs. This process should be used to amend a Corvallis School District Technology plan moving forward.

Finally, it is useful to recognize that no technology has an impact on learning in its own right; its impact depends upon how it is used. Tablets are no exception to this and in this report we identify ways in which these devices can be used to support teaching and learning. There is evidence that they can help teachers, learners and parents in multiple ways. To leverage these learning benefits, the tablets should play the supporting role to the learning activity (i.e., rather than ask ‘Can tablets support learning?’, instead ask ‘How can tablets be used to support collaborative, exploratory or personalized learning?’). Another important benefit is that learning is not restricted to specific disciplines; tablets and similar technology allow students to develop the necessary skills to become critical digital citizens, an aspect of the tablet program that many teachers highlighted.

The tablet is one of many tools that can assist in learning, and when used wisely it can be quite effective. As with all technology, however, this is not a one-off decision -- the on-going costs and the need for on-going evaluation and monitoring should not be underestimated. Tablets should also be seen within the context of rapidly changing technology. This study identified affordances of digital technology, lessons learned from the use of tablets, and potential challenges, which can transfer to the next evolution of digital devices that invariably follow and replace tablets.

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Appendix A: Methodology

In order to answer the research questions, capture a variety of perspectives on the program, and to craft a Theory of Change for the use of tablet computers as learning devices in Corvallis schools, we engaged three key stakeholder groups – teachers, students, parents – in a series of moderated, focused group discussions ("focus groups"), conducted face-to-face semi-structured interviews with key representatives from teacher unions, parent groups, school administrators, and school board members, and conducted a survey with all teachers in the Corvallis School district around the use of tablets as learning and teaching tools.

Survey with Teachers

The CRL team constructed a short questionnaire around the use of tablets in the CSD, which was administered to all teachers. The survey used two questionnaires: one for elementary and middle school teachers (where tablets have already been introduced), and a separate one for high school teachers (where tablets will be introduced this year). The survey fulfilled two key functions: It informed all teachers of the study, and it provided all teachers an opportunity to give feedback. The survey asked teachers to rate their own use of tablets, their attitudes towards tablet use, and their experience with the current program.

Five Focus Groups with Teachers

Five focus groups were conducted as approximately 60-minute discussions. Teachers were identified by the school district with help from the CRL staff and the results of the teacher survey. Each focus group represented a "typical" sample and were conducted with the following groups: Mountain View teachers; middle school teachers – mixed group; high school teachers – non-users; elementary teachers – mixed group; and high school users. We did not aspire to capture a full representation of all members of a class of audiences.

Three Focus Groups with Students

Focus groups were conducted as approximately 30-minute discussions, with assent from students and written permission by parents, as appropriate. Students were identified by their teachers with help from school district and Center staff. We conducted three student focus groups: A group of 3-5 graders from Mountain View Elementary, a group of middle school students from Linus Pauling, and a group of freshman students at Crescent Valley High School who had used tablets during their middle school years.

Two Focus Groups with Parents plus one interview

Focus groups were conducted as 30-60 minute discussions. Parents were recruited by teachers and school district staff. We expected three focus groups that represented the focus groups conducted with students, but response was not as strong as expected and we only conducted one focus group at Mountain View Elementary, in addition a one-on one interview was held with a PTA leader and a short survey (5 questions) was distributed to PTA members from Garfield

Elementary. Due to the low parent turnout, we strongly recommend that the CSD find an alternate way to glean parent input (e.g., community discussions, short parent survey).

Semi-structured, in-person interviews with key stakeholders
Seven representatives from teacher unions, school administrators (including principals), and school board members were identified by district and Center staff and recruited to participate in an in-depth, one-on-one discussion on the opportunities and challenges of tablets in classrooms. Interviews lasted approximately 60-minutes.

Appendix B: Summary of Key Findings from the CSD Tablets in Classrooms Research

Top Pros and Cons (*Please note:* these are not one to one relationships)	
Pro 1: Access to… • Current information • Much more content (e.g., online resources) • New software and apps	**Con 1: Infrastructure/Technological Limitations** • The technology is constantly changing • Need to be up and ready with Wi-Fi and broadband width, etc. • Need a robust filter to limit access • Security concerns (e.g., use of personal id's) • Upgrades hit right as trying to roll-out program • Sometimes difficult to log on
Pro 2: Differentiated Instruction • Provides the kids that get it the ability to move on, whereas struggling students can break out into small groups • Teacher can dynamically change the delivery of content • Can transition from 'pull out to push in' (classroom is a social unit and don't want to pull kids out that require special education)	**Con 2: Classroom Management** • So many attractive nuisances (e.g. sports, video games) • Disengaging
Pro 3: Replicates Real-World Application • Ability to focus on what is relevant - Simulates the ways professionals work today • Critical Thinking • Nimble learners • Able to adapt	**Con 3: Safety/Risks** • Need better understanding and guidance related to effects on health • Where tablets should be placed (ergonomics) • Screen time limits (good vs. bad); electromagnetic flux

Pro 4: Supports Special Needs • Equal access • No identifier that student is special needs • Apps to target special needs	**Con 4: Teacher Readiness and Support** • Many teachers do not know how to use the technology • Need to train teachers and make them accountable • Provide ample planning time and professional development
Pro 5: Personalized Learning • Able to navigate world • Higher level of independence	**Con 5: Communication and Outreach around Program Goals** • Need to better ensure that the teachers and parents understand the program goals; buy-in • Alleviate fears
Pro 6: Digital Citizenship • Prepares students for a society full of technology • Teaches kids the norms of appropriate, responsible technology use	**Con 6: Difficulties of Change** • Need to be sure that this is adaptive • Need to recognize that change is hard • Negative experience exacerbates disinterest in using new technologies
Pro 7: Teaching Tool • Tablets replace textbooks • Shift from memorizing to active learning • Tool for substitution, augmentation (doing additional activities), and modification of content (creating new tasks and refining content)	**Con 7: Kids Can't Afford to be Plugged in Constantly** • Brain research shows benefits of silence and down time • Over-saturation of sensory input
Pro 8: Collaborative Learning • Students can work with others • Multitude of delivery mechanisms	**Con 8: Access** • Some students don't have access, or have limited access, at home • Easy access to off-task material • Potential for an overwhelmed teacher to just 'plug students in' • More distractions
Pro 9: Language Learning and Development • Numerous language learning apps • Can monitor progress and see how students need extra support	**Con 9: Cost** • Who pays for the insurance on each device? CSD? Parents? • Purchase viewed by many as zero sum game (expensive; money could be reallocated elsewhere) • Many students do not need a device and, in turn, there is money being wasted by giving students one more tablet (when they already have one).

Pro 10: More Comprehensive, Integrated Classroom Experience	Con 10: Teaching Tool
• Helps students differentiate between biases and unbiased information • Less need for printing costs • Higher level of independence for learners • Curriculum integration • Expands teacher effectiveness • Technology augments instruction • Transforms how teachers provide instruction	• Not useful for stand alone instruction; still need well-developed lesson plans • The technology doesn't take the place of good pedagogy

Appendix C: Promising Practices Using Tablets and Apps in the Classroom

From taking notes to taking pictures; tuning into satellite radio to going on a virtual field trip, there is no single way to use tablets in the classroom. Below is a descriptive list of promising practices and top apps that Corvallis School District teachers and students shared as part of this research. The list is based on the most creative, functional, and innovative uses of tablets (listed in no particular order).

Math

Math teachers need to create an environment that maximizes students' learning opportunities so that they can encourage self-directed learning, model mathematical thinking and reasoning, and provide purposeful and timely feedback. Tablets, and associated math learning apps, provide teachers with more opportunities to reach these goals; they are also convenient and engaging for students. In addition to the app features listed below, teachers use tablets to access spreadsheets, practice equations and strategies, conduct small group work, and access self-paced math games.

Popular Apps:

- ST Math is a research-based, visual math instruction app developed for learning math solution in K-12 environments.
- IXL is an adaptive math practice program which includes review and games.

Test Taking and Practice

There are many ways to use tablets in order to aid students in taking tests. CSD teachers are taking full advantage of the ability to use quick response drills to practice for STAR (Standardized Testing and Reporting) testing, for compiling questions for a quiz, or to test the knowledge of their students against artificially intelligent apps (e.g., Siri or Google Now). For example, one teacher described how he has students 'race' to see who can answer particular questions first. Or, they can write down their answers in advance and search online to see if they are right.

Popular Apps:

- Quizlet offers learning tools and flashcards.
- Socrative is a test review app. Teachers can get instant insight into student learning with easy-to-create quizzes, polls, exit tickets and more.

Exploring the World

Students can use their tablets to navigate around the world; they can learn about different countries, look at the solar system, and even map out basic travel routes.

Popular Apps:

- Google Earth allows students to view satellite imagery, maps, terrain, 3D buildings, galaxies far in space, and the deepest depths of the ocean. And, it lets students see the contours and landmarks of the planet.
- Wikiplaces is a collaborative mapping project with the aim to describe every location in the world. It currently has over 25 million places annotated all over the world, many of which contain detailed descriptions, photos and user comments.
- Apple's Maps includes a detailed 3D-flyover for some major cities (the options appear automatically when available).
- Google Maps is a web mapping service offering satellite imagery, street maps, 360° panoramic views of streets, real-time traffic conditions, and route planning for traveling by foot, car, bicycle, or public transportation. It has recently added 3D buildings in some areas, as well.
- Starwalk is an augmented reality app that labels all the stars, constellations and satellites. Users can simply point an iPad and real-time motion tracking identifies the overhead stars.
- Arloon Solar System is an interactive 3D tool that lets students discover and explore the solar system.
- Planet Earth HD is a comprehensive, interactive eBook that provides information on the continents, weather cycles, the solar system, and more.

Literacy and Reading

Literacy applications can improve the reading preparedness of younger students, as well as second language learners. Reading on a tablet is like reading a book, although some apps are more like interactive movies (with animations and clips). Many CSD teachers acknowledged improvements in reading skills as a result of particular apps. Additional uses include: access to online magazines, listening to books, reading digital books in Spanish, accessing electronic textbooks, independent reading, reading comprehension, vocabulary review, and phonological awareness. One teacher described how they have students create a collage of culture using online magazines (related to students' culture or interests).

Popular Apps:

- iBooks has an extensive audiobook library.
- Read Naturally offers reading interventions.
- Raz-Kids is an interactive reading program.
- Newsela provides recent news articles.

Bilingual Education

Schools are more diverse than ever and educators must adapt to students that are not predominately English speaking. At the same time, most children have the capacity and facility to learn more than one language. And, there is a growing body of research that suggests

students who are bilingual have advantages (e.g., literacy development, improved problem-solving skills). This makes bilingual learning an important component of in the K-12 education system.

Popular Apps:

- Duolingo is a free language-learning platform that includes a digital language proficiency assessment exam.

Assessment

Tablets allow for cost effective delivery and reporting of results and make it possible to weave assessment into the daily routines. For example, daily quizzes can be administered electronically and graded instantly, giving a real-time picture of subject mastery. In addition, all information goes instantly to centralized systems that can report back on progress and trends, allowing educators to take the most effective actions possible before students get too far behind. Teachers can also evaluate their own teaching. For example, if most of the class is answering a question incorrectly then perhaps the teacher missed explaining something.

Popular Apps:

- Seesaw is a relatively new app offering a suite of tools that enable students to keep a record of what they are learning (and parents, as well). Photos, videos, drawings, text, web links, pdfs and material from other apps can all be incorporated, and teachers have the option to log into the journals (and approve work) from any device. A recent update added blogging capabilities to the app.
- Google Forms allows teachers to customize data collection. Customized forms can be used for classrooms observations or for identifying students' goals and objectives and to see if they are meeting them or not. Teachers (and others) can also evaluate how much time was needed to reach goals and can provide instant feedback to the students. One CSD teacher created Google Forms to monitor homework, while another recorded notes from conferences. School administrators can also use it to track how much time they are in certain classrooms so they can see where there are gaps.
- Socrative can be used for quick or traditional quizzes. One CSD teacher described how before class, she creates quizzes for students and the website automatically divides the class into teams; it also gives percentages which can be used as a grade.
- Kahoot allows teachers to build quizzes or create flashcards for review. They can also embed videos and use Kahoot as part of the teaching process. Students can also create review games to share. One disadvantage is that students can use aliases. And, while the teacher can see overall how the class is doing, unlike Socrative, they cannot see the patterns of a struggling student.
- Edmodo is a tool for collecting student work and assigning quizzes. Edmodo can lighten the load of paperwork teachers take home. It is easy to set up student accounts, assign

them to different classes, create and assign quizzes, and have students upload attachments of files they have created.

- Showbie allows teachers to assign, collect and review student work, then provide detailed feedback, either individually or collectively, using annotations, text notes and voice notes directly onto students' documents. Showbie allows students to turn in work and they are able to enlarge and see what they typed (for visibility) or annotate. One benefit described by a CSD teacher is that with Showbie students are more accountable. Another teacher mentioned a downside of Showbie is the need to download an assignment and then re-name it, making it more difficult than Classroom.

Assisting Special Needs Students

Tablets can be used as communication tools by improving the interaction between teachers and students with cognitive disabilities. There are numerous apps that can assist students with speaking or who have trouble understanding social situations. They also help students communicate emotions and help with conditions like Dyslexia. For special needs populations who struggle with writing and finding information having access to these apps gives them a more level playing field with peers.

Popular Apps:

- Dragon is a speech recognition app. Students can speak and Dragon will transcribe what they say into text. For students who struggle with reading and writing, they can actually see their words in print.
- StoryBuilder is designed to help learners improve paragraph formation, integration of ideas, and higher level abstractions by inference. Extensive use of audio clips promotes improved auditory processing for special needs children with autism spectrum disorders or sensory processing disorders.
- MyHomework is a school organizer which makes it easy to keep track of what tasks and assignments need to be done. It is particularly helpful for students who have trouble concentrating.
- Speak It! Is a text-to-speech app that can help learners read or speak. Students simply copy and paste selected text and Speak It! reads the words out loud. The app also highlights each spoken word so that kids can more easily follow along with the text. This app gives non-verbal students a voice so that he or she can interact with classmates.
- Notability is a note-taking app which works especially well with visual learners and those who excel through listening (via audio recording component).
- Social Skills Builder provides interactive videos that teach key social thinking, language, and behavior that are critical to everyday living. It specifically helps teach problem solving and friendship/life skills, critical thinking, emotions, and consequences.

- eBooks can help students with dyslexia by allowing them to use the tablets to listen to books instead of struggling to read.

Assignments

Tablets allow for streamlined posting and submission of assignments.

Popular Apps:

- Dropbox allow students to learn about their homework assignments, as well as turn them in. The teacher can grade the assignment and return it to the Dropbox in a matter of minutes.
- Educreations is an app that transforms an iPad into a recordable whiteboard. It records voice and handwriting, and also allows users to insert pictures to produce personal video lessons that can be shared with students online.

Improving Communication and Collaboration

Digital tablets allow students and teachers to better communicate and collaborate.

Popular Apps:

- Edmodo is essentially a social media platform, which facilitates communication between teachers and students where they can hold discussions, post and turn in assignments, and have class discussions or debates. It also has grading and lesson planning features as well.
- Padlet is a virtual wall that allows people to express their thoughts on a common topic easily. It works like an online sheet of paper where people can put any content (e.g. images, videos, documents, text) anywhere on the page, together with anyone, from any device.

Student Research

Students can use the Internet on their tablets to complete class assignments and homework. They can also learn about current events or complete WebQuests. They can even keep up with the latest news from around the world.

Popular Apps:

- Newslea is a good resource for teachers and students to garner child-centered news. They cover science, money, law, health, the arts, kids, and have a section called war and peace. One can also adjust reading levels to differentiate the difficulty of text complexity.

Student Presentations

Tablets can improve student presentations by allowing students to record and practice public speaking. Many apps can also be used to do real-time drawing, writing, and animation during a presentation. Students can circle, highlight, or write in points as they present their latest

research or findings. When they are done, the presentation is saved and can be emailed to the teacher for grading.

Popular Apps:

- Google Slides is an online presentations app that allows students to show off their work in a visual way. Users can create and edit presentations.
- Keynote makes creating posters and presentations, along with animations, easy. Students can simply touch and tap in order to put together a presentation, giving them accessibility to resources on an individual level and allowing them to articulate themselves in ways that include, but are not limited to, a written essay.

Typing and Writing

Tablets can help students practice spelling, compose documents, take notes, write and type final drafts, type and listen with speech to text, or make a book. Typing is faster than handwriting, which is helpful when there is a lot of information to take down. Research also suggests that students write longer texts when they learn to write on a keyboard, and that they become more motivated to write.

Popular Apps:

- Pages is a powerful word processor that lets users create documents. Features also allow for real-time collaboration.

Immersive and Interactive Note-Taking

Students' notes are an important tool for learning. Good note-taking practices can lead to more efficient study practices, improved learning outcomes, and increases in longer-term retention of content. Students can use a variety of note-taking apps to help them organize their thoughts.

Popular Apps:

- Apple Notes is a note-taking app which can incorporate web links, checklists, photos taken within the app, sketches and miniature maps. Students can use Notes to record what happens on a field trip, to research a particular event in history, or for any other purpose where different media needs to be mixed with text.
- Evernote is a full-featured app that stores all of its information in the cloud, meaning note files and clippings can be easily accessed from different locations and via multiple devices. There are also options for collaborating on notes with multiple people.
- Notability is a helpful app in which students can take handwritten notes, play back their notes with the audio feature, and import slides or anything else might they want.

Classroom Management

Tablets help teachers keep track and be aware of each of their student's progress. Tablets can also help teachers get their students more actively involved in class and to better plan and create their lessons. Tablets allow teachers to distribute electronic handouts and assignments,

and give students remote access to teacher websites; they can also submit assignments virtually. At the same time, teachers can virtually give or check grades on Pinnacle.

Popular Apps:

- Google Classroom is a blended learning platform for schools that aims to simplify creating, distributing and grading assignments in a paperless way. It provides quick accessibility for teachers, students and parents.
- Corkulous is a multi-purpose app containing cork boards where users can place notes, labels, photos, contacts, and tasks. Teachers can group ideas visually on one board or spread ideas out across multiple boards.

Learning Games

One way teachers have incorporated the use of tablets in the classroom is through the use of games. Teachers allow students to play games on the tablets as a supplement to a lesson and to reinforce learning. Games can help to connect ideas and increase engagement. Several CSD teachers suggest that incorporation of games lead to improvements in student learning and in their ability to remember key facts that are covered during the process of playing the game. Other teachers mentioned that the time and logistics of incorporating games can be a challenge, particularly if students cannot log on or get kicked out and have to restart. The competitiveness can be an issue as well -- the most competitive students are playing to “win” and not necessarily playing to learn.

Popular Apps:

- Kahoot is a game-based classroom response system, where teachers can create fun quizzes using Internet content.
- Angry Birds is an educational game which the elementary students reportedly enjoy. Teachers can use it for math (e.g., by assigning numbers to different colored birds and having kids do calculations) or physics (e.g., if a bird hits a structure at a certain angle where will it fall?). Students can also write stories about the game, design their own levels, or create related artwork.

Worldwide Radio

When studying a foreign culture or the like, access to radio stations from around the world provides a unique way of bringing a taste of it into the classroom.

Popular Apps:

- TuneIn Radio allows kids to experience music and talk shows from around the world in dozens of different languages, with more than 100,000 stations to choose from.

Creative Photo-Taking and Movie-Making

Tablets have camera apps that relatively simple to use and can record anything from a field trip diary to the results of a science experiment or a class art show. Most include a time-lapse mode

for recording a scene over a long period of time and then allow for shortening the results later. There are also many other apps that enhance the ability to make and analyze movies or videos.

Popular Apps:

- Pic Collage for Kids, a safe photo editor which lets students put pictures together and add stickers on top. It offers numerous backgrounds, free stickers, and different fonts. Students can create collages and send them by email (or text).
- PicLab is an all-in-one photo editor, collage maker, and photobooth, which lets users add filters, text and various other effects.
- iMovie allows students and teachers to view, edit, and share movies.
- Stop Motion Studio allows users to build a movie from a series of pictures.
- Shadow Puppet Edu lets users add voice narrations, music and text to videos.
- ChatterPix Kids lets students turn inanimate objects and drawings into animated talking heads. They simply take any photo, draw a line to make a mouth, and record their voice. They can then share the Pix with others.

Music-Making

Tablets are popular music-making devices, and there are lots of apps available, ranging from ones that add effects to existing tracks to others that allow for composing something from scratch, note by note. Students can make music (or any other kind of audio) and then use a tablet to record it. Two CSD music teachers use iPads to record students playing music for auditions and for pieces they are playing for a grade. They mentioned that the iPads took the nervousness and fear factor out for the students and allowed the teachers to give clearer feedback.

Popular Apps:

- GarageBand allows students to use 'touch instruments' and create music with all the features of a modern recording studio. Teachers and students can also plug an actual instrument into the tablet and play along with special effects. Users can also record and edit third-party instrument apps and share results via email, Facebook, YouTube, etc.
- Music Studio offers a complete music production environment for iPads.
- Caustic 3 is a music creation tool; everything is real-time and optimized for mobile devices.
- ABC Music is an Apple app for younger students. It is aimed to nurture the musical creativity of kids.
- Animal Band is a 3D interactive music app that encourages young children to explore music while listening to their favorite tunes.

Augmented Reality and Virtual Field Trips

CSD teachers are beginning to see the educational value of virtual and augmented reality. Technology makes it so that students can afford to go virtually anywhere that they want.

Teachers can utilize the various app and take students to national parks, or connect students with someone from another country to learn about their customs or get a tour of their local community.

Popular Apps:

- Google Expeditions allows teachers to take students on immersive, virtual journeys (e.g., coral reefs or the surface of Mars).
- Skype allows teachers to take students for an adventure without leaving the classroom by visiting experts out in the field all around the world.

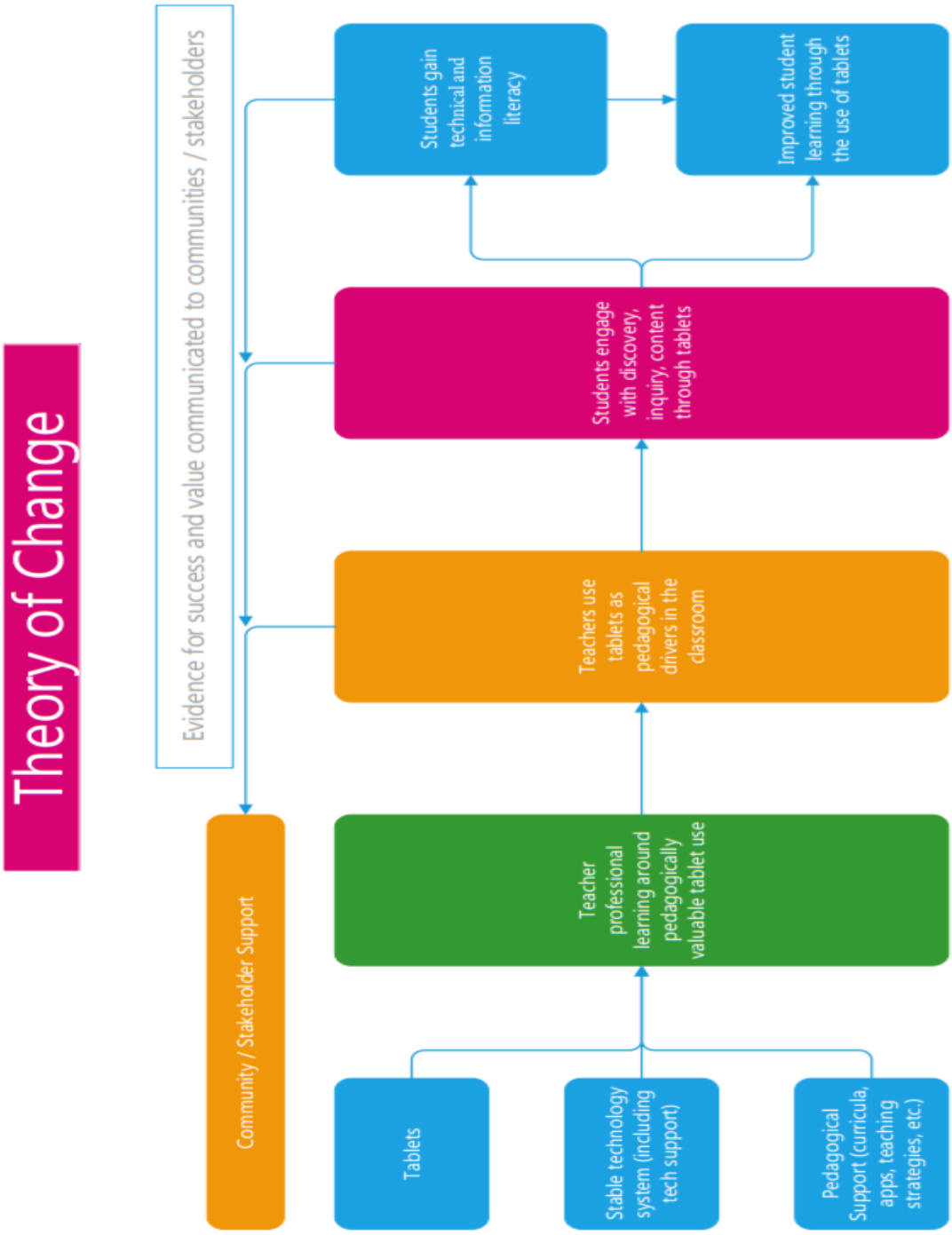
Creating Blogs

Blogging is a great way to write and share ideas, and comes with the benefit of reflecting on what has been learned while at the same time creating an emotional connection to the information. Blogging offers many different opportunities for students to share their voice while becoming digital citizens. Through blogging, students become experts in the area they are reporting on and have the opportunity to process and think about each of their comments, allowing for deeper and richer conversations and debates.

Popular Apps:

- Easy Blog Jr makes web publishing easy by allowing younger students to log in by tapping on their picture (so it's suitable for shared devices), and they can then combine text, video and images into a blog post that goes live with a couple of taps.
- Blogsy is a more complicated alternative for older students with a host of extra capabilities.
- Blogger is Google's free tool for creating blogs. It includes hosting and analytics.
- Edublog allows students to manage and update blogs. They can post or moderate comments, upload photos and videos, and more.

Appendix D: Logic Model and Theory of Change for CSD Tablets in Schools Program



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CORVALLIS SCHOOL DISTRICT TABLETS IN CLASSROOMS PROGRAM LOGIC MODEL

INPUTS	OUTPUTS		OUTCOMES		
	Activities	Participants	Short-term	Medium-term	Long-term
Resources (e.g., money, personnel/consultants) Prior knowledge (research, literature review) Community feedback/support Communication exchange with stakeholders Infrastructure / technology environment System of teacher professional learning	Provide Tablets/iPads Teacher professional development Provide pedagogical support for tablets Provide technical support to teachers and students Develop tech implementation plan Outreach to community, stakeholders (including parents)	School administrators Teachers Students Parents	Tablets used in pedagogically valuable ways Students engage with tablets as learning and productivity tools Increased motivation for learning Equal access to technology and related resources Become familiar with tablets as tools of engagement (not play or media consumption)	Funding to sustain and/or expand program Teachers get better at using technology Increased familiarity and comfort with technology Use for formative student assessment Teachers support each other Students get better at using technology Increased digital literacy Learning how to use tablets as productivity tools Improved student learning of content Understand pedagogical aspects of tablets	Support for integrated technology systems Change in instructional practice Vetted toolbox of pedagogically-sound apps and other tools that can enhance learning Digital citizens System-wide improved student achievement

ASSUMPTIONS
1. Secure funding for effective continuation of efforts and program improvements 2. In-house knowledge (expertise) of technology and pedagogical uses 3. Technology, combined with effective instruction, can improve student outcomes

Corvallis
SCHOOL DISTRICT

Technology in the Classroom Study Findings

Kevin Bogatin, Darren Bland

Center for Research on Lifelong STEM Learning (CRL)

Outside review of tablet (iPad) use in the Corvallis School District



© Mina Carson

“Teachers were generally positive about the use of tablets, seeing them as essential for 21st century education.”

BACKGROUND



PURPOSE



KEY FINDINGS



OPPORTUNITIES



CHALLENGES



PROMISING PRACTICES



Questions

Corvallis
SCHOOL DISTRICT

XI. ADOPT 2017-18, 2018-19 AND 2019-20 CALENDARS

Corvallis
SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Jennifer Duvall, Human Resources Director
Meeting Date: April 10, 2017

2017-18, 2018-19 and 2019-20 School Calendars ACTION REQUIRED

Information

District staff presented two school calendar options to the Board at its March 20 meeting after gathering input from staff and parents. To allow parents, staff and the community the ability to plan ahead with key calendar dates, district staff are proposing a three year calendar, 2017-18, 2018-19 and 2019-20.

Many things are taken into account when developing school calendars: feedback from staff and parents, contractual obligations and required instructional time. In addition, Board members requested district staff to add one more weather closure make-up day option into the first semester.

Attached are two calendar options for 2017-18, with a comparison chart provided on the next page. Also attached are calendar proposals for 2018-19 and 2019-20. In addition, district staff recommend communicating to the public the possibility of starting before Labor Day in the 2020-21 school year since Labor Day falls on September 7, 2020.

Involvement

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

Comparison Between Options for 2017-18 School Calendar

2017-18 Option 1	2017-18 Option 2
• Start Wednesday after Labor Day (9/6) • Fall conferences October 25-27 • Dec. 22 – Professional development day *(also possible make-up day)* • Winter break December 25 – January 5 • Jan. 26 – No School/ Possible professional development day *(make-up day)* • Semester break February 2 *(two days for HS; calendar notes a flexible semester date if have weather closure days)* • Spring conferences March 14-16 *(varies based on level; also possible make-up day)* • Four 2-hour early release time *(elementary & MS only: 10/6, 12/8, 3/2, 4/20)* • Last day of school June 15 • Four make-up day options before June, rest of make-up day options in June *(12/22, 1/26, 2/19, spring conference day in March)*	• Start Tuesday after Labor Day (9/5) • Fall conferences October 25-27 • Dec. 22 – Professional development day *(also possible make-up day)* • Winter break December 25 – January 5 • Jan. 26 – No School/ Possible professional development day *(make-up day)* • Semester break February 2 *(two days for HS; calendar notes a flexible semester date if have weather closure days)* • Spring conferences March 14-16 *(varies based on level; also possible make up day)* • April 27 – Non-contract day *(make-up day)* • Four 2-hour early release time *(elementary and & MS only: 10/6, 12/8, 3/2, 4/13)* • Last day of school June 15 • Five make-up day options before June, rest of make-up day options in June *(12/22, 1/26, 2/19, spring conference day in March, 4/27)*

Action Requested

Adopt one of the two proposed options for the 2017-18 school calendar and adopt the 2018-19 and 2019-20 school calendars.

Motion Requested

"I move to adopt (*Option 1* or *Option 2*) of the 2017-18 school calendar, and the 2018-19 and 2019-20 school calendars."

Corvallis
SCHOOL DISTRICT

XI.A. 2017-18

2017-2018 School Calendar – Elementary & Middle School

Month	Mon	Tue	Wed	Thu	Fri
Aug	28	29	30	31	1
Sep 2017	**4**	5	6	7	8
	11	12	13	14	15
	18	19	20	21	22
	25	26	27	28	29
Oct 2017	2	3	4	5	**6/ER**
	9	10	11	12	13
	16	17	18	19	20
	23	24	25	**26/C**	**27/C**
	30	31	1	2	3
Nov 2017	6	7	8	9	10
	13	14	15	16	17
	20	21	22	**23**	24
	27	28	29	30	1
Dec 2017	4	5	6	7	**8/ER**
	11	12	13	14	15
	18	19	20	21	**22/M**
	25	26	27	28	29
	1	2	3	4	5
Jan 2018	8	9	10	11	12
	15	16	17	18	19
	22	23	24	25	**26/M**
	29	30	31	1	**2***
Feb 2018	5	6	7	8	9
	12	13	14	15	16
	19/M	20	21	22	23
	26	27	28	1	**2/ER**
Mar 2018	5	6	7	8	9
	12	13	**14/M**	**15/C/M**	**16/C/M**
	19	20	21	22	23
	26	27	28	29	30
Apr 2018	2	3	4	5	6
	9	10	11	12	13
	16	17	18	19	**20/ER**
	23	24	25	26	27
	30	1	2	3	4
May 2018	7	8	9	10	11
	14	15	16	17	18
	21	22	23	24	25
	28	29	30	31	1
Jun 2018	4	5	6	7	8
	11	12	13	14	15
	18/M	**19/M**	**20/M**	**21/M**	**22/M**
	25	26	27	28	29

Created with WinCalendar. Word School Calendars , Excel School Calendar

Notes

Sept. 4	Labor Day
Sept. 6	First Day of School
Oct. 6	2 Hour Early Release
Oct. 25-27	No School (Grading/Conferences)
Nov. 10	Observe Veterans' Day
Nov. 22-24	No School (Thanksgiving Holiday)
Dec. 8	2 Hour Early Release
Dec. 22	No School (Possible Weather Make-up day)
Dec. 23-Jan. 5	Winter Break
Jan. 15	No School (Martin Luther King Day)
Jan. 26	No School (Possible Weather Make-up day)
Feb. 2	No School (End of Semester)
Feb. 19	No School (Presidents Day) (Possible Weather Make-up day)
March 2	2 Hour Early Release
March 14	No School-Elem Only(Possible Weather Make-up day)
March 15-16	No School (Conferences)(Possible Weather Make-up day)
March 26-30	No School (Spring Break)
April 20	2 Hour Early Release
May 28	No School (Memorial Day)
June 15	Last Day of School
June 15-22	Possible Weather Make-up days

Additional Notes:

All Fridays: 1 hour early release for elementary & middle school students, unless noted above

	Key
	Non School Days
*	End of semester could flex to following week based on weather closure days
ER	Early Release
C	Conferences
M	Possible Weather Make Up Days

OPTIONAL

2017-2018 School Calendar – High School

Month	Mon	Tue	Wed	Thu	Fri
Aug	28	29	30	31	1
Sep 2017	4	5	6	7	8
	11	12	13	14	15
	18	19	20	21	22
	25	26	27	28	29
Oct 2017	2	3	4	5	6
	9	10	11	12	13
	16	17	18	19	20
	23	24	25	26	27/C
	30	31	1	2	3
Nov 2017	6	7	8	9	10
	13	14	15	16	17
	20	21	22	23	24
	27	28	29	30	1
Dec 2017	4	5	6	7	8
	11	12	13	14	15
	18	19	20	21	22/M
	25	26	27	28	29
	1	2	3	4	5
Jan 2018	8	9	10	11	12
	15	16	17	18	19
	22	23	24	25	26/M
	29	30	31	1*	2*
Feb 2018	5	6	7	8	9
	12	13	14	15	16
	19/M	20	21	22	23
	26	27	28	1	2
Mar 2018	5	6	7	8	9
	12	13	14	15	16/M
	19	20	21	22	23
	26	27	28	29	30
Apr 2018	2	3	4	5	6
	9	10	11	12	13
	16	17	18	19	20
	23	24	25	26	27
	30	1	2	3	4
May 2018	7	8	9	10	11
	14	15	16	17	18
	21	22	23	24	25
	28	29	30	31	1
Jun 2018	4	5	6	7	8
	11	12	13	14	15
	18/M	19/M	20/M	21/M	22/M
	25	26	27	28	29

Created with WinCalendar. Word School Calendars , Excel School Calendar

Notes

Sept. 4	Labor Day
Sept. 6	First Day of School
Oct. 26-27	No School (Grading/Conferences)
Nov. 10	No School - Observe Veterans' Day
Nov. 22-24	No School All Levels (Thanksgiving Holiday)
Dec. 22	No School (Possible Weather Make-up Day)
Dec. 23-Jan. 5	Winter Break
Jan. 15	No School (Martin Luther King)
Feb. 1	No School
Feb. 2	No School (End of Semester)
Feb. 19	No School (Presidents Day) (Possible Weather Make-up day)
March 16	No School (Possible Weather Make-up day)
March 26-30	No School (Spring Break)
May 28	No School (Memorial Day)
June 15	Last Day of School
June 18-22	Possible Weather Make-up days

Additional Notes:

	Key
	Non School Days
*	End of semester could flex to following week based on weather closure days
ER	Early Release
C	Conferences
M	Possible Weather Make Up Days

Option 1

2017-2018 School Calendar – Elementary & Middle School

Month	Mon	Tue	Wed	Thu	Fri
Aug	28	29	30	31	1
Sep 2017	**4**	5	6	7	8
	11	12	13	14	15
	18	19	20	21	22
	25	26	27	28	29
Oct 2017	2	3	4	5	**6/ER**
	9	10	11	12	13
	16	17	18	19	20
	23	24	25	26/C	27/C
	30	31	1	2	3
Nov 2017	6	7	8	9	**10**
	13	14	15	16	17
	20	21	22	**23**	24
	27	28	29	30	1
Dec 2017	4	5	6	7	**8/ER**
	11	12	13	14	15
	18	19	20	21	**22/M**
	25	26	27	28	29
	1	2	3	4	5
Jan 2018	8	9	10	11	12
	15	16	17	18	19
	22	23	24	25	**26/M**
	29	30	31	1	**2***
Feb 2018	5	6	7	8	9
	12	13	14	15	16
	19/M	20	21	22	23
	26	27	28	1	**2/ER**
Mar 2018	5	6	7	8	9
	12	13	**14/M**	**15/C/M**	**16/C/M**
	19	20	21	22	23
	26	27	28	29	30
Apr 2018	2	3	4	5	6
	9	10	11	12	**13/ER**
	16	17	18	19	20
	23	24	25	26	**27/M**
	30	1	2	3	4
May 2018	7	8	9	10	11
	14	15	16	17	18
	21	22	23	24	25
	28	29	30	31	1
Jun 2018	4	5	6	7	8
	11	12	13	14	15
	18/M	**19/M**	**20/M**	**21/M**	**22/M**
	25	26	27	28	29

Created with WinCalendar. Word School Calendars , Excel School Calendar

Notes

Sept. 4	Labor Day
Sept. 5	First Day of School
Oct. 6	2 Hour Early Release
Oct. 25-27	No School (Grading/Conferences)
Nov. 10	Observe Veterans' Day
Nov. 22-24	No School (Thanksgiving Holiday)
Dec. 8	2 Hour Early Release
Dec. 22	No School (Possible Weather Make-up day)
Dec. 23-Jan. 5	Winter Break
Jan. 15	No School (Martin Luther King Day)
Jan. 26	No School (Possible Weather Make-up day)
Feb. 2	No School (End of Semester)
Feb. 19	No School (Presidents Day) (Possible Weather Make-up day)
March 2	2 Hour Early Release
March 14	No School-Elem Only(Possible Weather Make-up day)
March 15-16	No School (Conferences)(Possible Weather Make-up day)
March 26-30	No School (Spring Break)
April 13	2 Hour Early Release
April 27	No School (Possible Weather Make-up day)
May 28	No School (Memorial Day)
June 15	Last Day of School
June 18-22	Possible Weather Make-up days

Additional Notes:

All Fridays: 1 hour early release for elementary & middle school students, unless noted above

	Key
	Non School Days
*	End of Semester could flex to following week based on weather closure days.
ER	Early Release
C	Conferences
M	Possible Weather Make Up Days

Option 2

2017-2018 School Calendar – High School

Month	Mon	Tue	Wed	Thu	Fri
Aug	28	29	30	31	1
Sep 2017	**4**	5	6	7	8
	11	12	13	14	15
	18	19	20	21	22
	25	26	27	28	29
Oct 2017	2	3	4	5	6
	9	10	11	12	13
	16	17	18	19	20
	23	24	25	26	27/C
	30	31	1	2	3
Nov 2017	6	7	8	9	**10**
	13	14	15	16	17
	20	21	22	**23**	24
	27	28	29	30	1
Dec 2017	4	5	6	7	8
	11	12	13	14	15
	18	19	20	21	**22/M**
	25	26	27	28	29
	1	2	3	4	5
Jan 2018	8	9	10	11	12
	15	16	17	18	19
	22	23	24	25	**26/M**
	29	30	31	**1***	**2***
Feb 2018	5	6	7	8	9
	12	13	14	15	16
	19/M	20	21	22	23
	26	27	28	1	2
Mar 2018	5	6	7	8	9
	12	13	14	15	**16/M**
	19	20	21	22	23
	26	27	28	29	30
Apr 2018	2	3	4	5	6
	9	10	11	12	13
	16	17	18	19	20
	23	24	25	26	**27/M**
	30	1	2	3	4
May 2018	7	8	9	10	11
	14	15	16	17	18
	21	22	23	24	25
	28	29	30	31	1
Jun 2018	4	5	6	7	8
	11	12	13	14	15
	18/M	**19/M**	**20/M**	**21/M**	**22/M**
	25	26	27	28	29

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Notes

Sept. 4	Labor Day
Sept. 5	First Day of School
Oct. 26-27	No School (Grading/Conferences)
Nov. 10	No School - Observe Veterans' Day
Nov. 22-24	No School All Levels (Thanksgiving Holiday)
Dec. 22	No School (Possible Weather Make-up Day)
Dec. 23-Jan. 5	Winter Break
Jan. 15	No School (Martin Luther King)
Jan. 26	No School (Possible Weather Make-up Day)
Feb. 1	No School
Feb. 2	No School (End of Semester)
Feb. 19	No School (Presidents Day) (Possible Weather Make-up day)
March 16	No School (Possible Weather Make-up day)
March 26-30	No School (Spring Break)
April 27	No School (Possible Weather Make-up day)
May 28	No School (Memorial Day)
June 15	Last Day of School
June 18-22	Possible Weather Make-up days

Additional Notes:

	Key
	Non School Days
*	End of Semester could flex to following week based on weather closure days.
ER	Early Release
C	Conferences
M	Possible Weather Make Up Days

Option 2

Corvallis
SCHOOL DISTRICT

XI.B. 2018-19

2018-2019 School Calendar-Elementary & Middle School

Month	Mon	Tue	Wed	Thu	Fri
Aug	27	28	29	30	31
Sep 2018	3	4	5	6	7
	10	11	12	13	14
	17	18	19	20	21
	24	25	26	27	28
Oct 2018	1	2	3	4	5/ER
	8	9	10	11	12
	15	16	17	18	19
	22	23	24	25	26
	29	30	31	1/C	2/C
Nov 2018	5	6	7	8	9
	12	13	14	15	16
	19	20	21	22	23
	26	27	28	29	30
Dec 2018	3	4	5	6	7/ER
	10	11	12	13	14
	17	18	19	20	21/M
	24	25	26	27	28
	31	1	2	3	4
Jan 2019	7	8	9	10	11
	14	15	16	17	18
	21	22	23	24	25
	28	29	30	31/M*	1*
Feb 2019	4	5	6	7	8
	11	12	13	14	15
	18/M	19	20	21	22
	25	26	27	28	1/ER
Mar 2019	4	5	6	7	8
	11	12	13/M	14/C/M	15/C/M
	18	19	20	21	22
	25	26	27	28	29
Apr 2019	1	2	3	4	5
	8	9	10	11	12
	15	16	17	18	19/ER
	22	23	24	25	26
	29	30	1	2	3
May 2019	6	7	8	9	10
	13	14	15	16	17
	20	21	22	23	24
	27	28	29	30	31
Jun 2019	3	4	5	6	7
	10	11	12	13	14
	17/M	18/M	19/M	20/M	21/M
	24	25	26	27	28

Created with WinCalendar. Word School Calendars , Excel School Calendar

Notes

Sept. 3	Labor Day
Sept. 5	First Day of School
Oct. 5	2 Hour Early Release
Oct. 31	No School (Grading/Conferences)
Nov.1-2	No School (Grading/Conferences)
Nov. 12	No School Observe Veterans' Day
Nov. 21-23	No School (Thanksgiving Holiday)
Dec. 7	2 Hour Early Release
Dec. 21	No School (Possible Weather Make-up day)
Dec. 24-Jan.4	Winter Break
Jan. 21	No School (Martin Luther King)
Jan. 31	No School (Possible Weather Make-up day)
Feb. 1	No School (End of Semester)
Feb 18	No School (Presidents Day)(possible Weather Make-up day)
March 1	2 Hour Early Release
March 13	No School – Elem Only (possible Weather Make-up day)
March 14 & 15	No School (Conf.) (possible Weather Make-up day)
March 25-29	No School (Spring Break)
April 19	2 Hour Early Release
May 27	No School (Memorial Day)
June 14	Last Day of School
June 17-21	Possible Weather Make-up Days

Additional Notes:

All Fridays: 1 hour early release for elementary & middle school students, unless noted above

	Key
	Non School Days
*	End of semester could flex to following week based on weather closure days
ER	Early Release
C	Conferences
M	Possible Weather Make Up Days

Draft

2018-2019 School Calendar-High School

Month	Mon	Tue	Wed	Thu	Fri
Aug	27	28	29	30	31
Sep 2018	**3**	4	5	6	7
	10	11	12	13	14
	17	18	19	20	21
	24	25	26	27	28
Oct 2018	1	2	3	4	5
	8	9	10	11	12
	15	16	17	18	19
	22	23	24	25	26
	29	30	31	1	**2/C**
Nov 2018	5	6	7	8	9
	12	13	14	15	16
	19	20	21	**22**	23
	26	27	28	29	30
Dec 2018	3	4	5	6	7
	10	11	12	13	14
	17	18	19	20	**21/M**
	24	**25**	26	27	28
	31	**1**	2	3	4
Jan 2019	7	8	9	10	11
	14	15	16	17	18
	21	22	23	24	25
	28	29	**30/M***	31*	1*
Feb 2019	4	5	6	7	8
	11	12	13	14	15
	18/M	19	20	21	22
	25	26	27	28	1
Mar 2019	4	5	6	7	8
	11	12	13	14	**15/M**
	18	19	20	21	22
	25	26	27	28	29
Apr 2019	1	2	3	4	5
	8	9	10	11	12
	15	16	17	18	19
	22	23	24	25	26
	29	30	1	2	3
May 2019	6	7	8	9	10
	13	14	15	16	17
	20	21	22	23	24
	27	28	29	30	31
Jun 2019	3	4	5	6	7
	10	11	12	13	14
	17/M	**18/M**	**19/M**	**20/M**	**21/M**
	24	25	26	27	28

Created with WinCalendar. Word School Calendars , Excel School Calendar

Notes

Sept. 3	Labor Day
Sept. 5	First Day of School
Nov. 1-2	No School (Grading/Conferences)
Nov. 12	No School - Observe Veterans' Day
Nov. 21-23	No School (Thanksgiving Holiday)
Dec. 21	No School (possible Weather Make-up day)
Dec. 24-Jan.4	Winter Break
Jan. 21	No School (Martin Luther King)
Jan. 30	No School (possible Weather Make-up day)
Jan. 31	No School
Feb. 1	No School (End of Semester)
Feb 18	No School (Presidents Day) (possible Weather Make-up day)
March 15	No School (possible Weather Make-up day)
March 25-29	No School (Spring Break)
May 27	No School (Memorial Day)
June 14	Last Day of School
June 17-21	Possible Weather Make-up Days

Additional Notes:

*End of semester could flex for possible weather make-up days.

	Key
	Non School Days
*	End of semester could flex to following week based on weather closure days
ER	Early Release
C	Conferences
M	Possible Weather Make Up Days

Draft

Corvallis
SCHOOL DISTRICT

XI.C. 2019-20

2019-2020 School Calendar – Elementary & Middle School

Month	Mon	Tue	Wed	Thu	Fri
Aug	26	27	28	29	30
Sep 2019	2	3	4	5	6
	9	10	11	12	13
	16	17	18	19	20
	23	24	25	26	27
Oct 2019	30	1	2	3	4/ER
	7	8	9	10	11
	14	15	16	17	18
	21	22	23	24	25
	28	29	30	31/C	1/C
Nov 2019	4	5	6	7	8
	11	12	13	14	15
	18	19	20	21	22
	25	26	27	28	29
Dec 2019	2	3	4	5	6/ER
	9	10	11	12	13
	16	17	18	19	20/M
	23	24	25	26	27
	30	31	1	2	3
Jan 2020	6	7	8	9	10
	13	14	15	16	17
	20	21	22	23	24
	27	28	29	30/M*	31*
Feb 2020	3	4	5	6	7
	10	11	12	13	14
	17/M	18	19	20	21
	24	25	26	27	28/ER
Mar 2020	2	3	4	5	6
	9	10	11/M	12/C/M	13/C/M
	16	17	18	19	20
	23	24	25	26	27
Apr 2020	30	31	1	2	3
	6	7	8	9	10
	13	14	15	16	17/ER
	20	21	22	23	24
	27	28	29	30	1
May 2020	4	5	6	7	8
	11	12	13	14	15
	18	19	20	21	22
	25	26	27	28	29
Jun 2020	1	2	3	4	5
	8	9	10	11	12
	15/M	16/M	17/M	18/M	19/M
	22	23	24	25	26
	29	30			

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Notes

Sept. 2	Labor Day
Sept. 4	First Day of School
Oct. 4	2 Hour Early Release
Oct.30-31	No School (Grading/Conferences)
Nov. 1	No School (Grading/Conferences)
Nov. 11	No School (Veterans' Day)
Nov. 27-29	No School (Thanksgiving Holiday)
Dec. 6	2 Hour Early Release
Dec. 20	No School (Possible Weather Make-up day)
Dec.23-Jan. 3	Winter Break
Jan. 20	No School (Martin Luther King)
Jan. 30	No School (Possible Weather Make-up day)
Jan. 31	No School (End of Semester)
Feb. 17	No School (Presidents Day) (Possible Weather Make-up day)
Feb. 28	2 Hour Early Release
March 11	No School-**Elem Only** (Possible Weather Make-up day)
March 12-13	No School (Conferences)(possible Weather Make-up day)
March 23-27	No School (Spring Break)
April 17	2 Hour Early Release
May 25	No School (Memorial Day)
June 12	Last Day of School
June 15-19	Possible Weather Make-up

Additional Notes:

All Fridays: 1 hour early release for elementary & middle school students, unless noted above

	Key
	Non School Days
*	End of semester could flex to following week based on weather closure days
ER	Early Release
C	Conferences
M	Possible Weather Make Up Days

Draft

2019-2020 School Calendar – High School

Month	Mon	Tue	Wed	Thu	Fri
Aug	26	27	28	29	30
Sep 2019	**2**	3	4	5	6
	9	10	11	12	13
	16	17	18	19	20
	23	24	25	26	27
Oct 2019	30	1	2	3	4
	7	8	9	10	11
	14	15	16	17	18
	21	22	23	24	25
	28	29	30	31	**1/C**
Nov 2019	4	5	6	7	8
	11	12	13	14	15
	18	19	20	21	22
	25	26	27	**28**	29
Dec 2019	2	3	4	5	6
	9	10	11	12	13
	16	17	18	19	**20/M**
	23	24	**25**	26	27
	30	31	**1**	2	3
Jan 2020	6	7	8	9	10
	13	14	15	16	17
	20	21	22	23	24
	27	28	**29/M***	**30***	**31***
Feb 2020	3	4	5	6	7
	10	11	12	13	14
	17/M	18	19	20	21
	24	25	26	27	28
Mar 2020	2	3	4	5	6
	9	10	11	12	**13/M**
	16	17	18	19	20
	23	24	25	26	27
Apr 2020	30	31	1	2	3
	6	7	8	9	10
	13	14	15	16	17
	20	21	22	23	24
	27	28	29	30	1
May 2020	4	5	6	7	8
	11	12	13	14	15
	18	19	20	21	22
	25	26	27	28	29
Jun 2020	1	2	3	4	5
	8	9	10	11	12
	15/M	**16/M**	**17/M**	**18/M**	**19/M**
	22	23	24	25	26
	29	30			

Notes

Sept. 2	Labor Day
Sept. 4	First Day of School
Oct.31-Nov. 1	No School (Grading/Conferences)
Nov. 11	No School Veterans' Day
Nov. 27-29	No School (Thanksgiving Holiday)
Dec. 20	No School (possible Weather Make-up day)
Dec.23-Jan. 3	Winter Break
Jan. 20	No School (Martin Luther King)
Jan. 29	No School (possible Weather Make-up day)
Jan. 30-31	No School (End of Semester)
Feb 17	No School (Presidents Day) (possible Weather Make-up day)
March 13	No School (possible Weather Make-up day)
March 23-27	No School (Spring Break)
May 25	No School (Memorial Day)
June 12	Last Day of School
June 15-19	Possible Weather Make-up

Additional Notes:

	Key
	Non School Days
*	End of semester could flex to following week based on weather closure days
ER	Early Release
C	Conferences
M	Possible Weather Make Up Days

Draft

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Corvallis
SCHOOL DISTRICT

XII. BOARD MEETING SCHEDULE 2017-18

Corvallis
SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Julie Catala, Board Secretary
Meeting Date: April 10, 2017

Board Meeting Schedule 2017-18 — ACTION REQUESTED

Background

The Corvallis School Board has followed a Monday evening meeting schedule for many years. Board packet materials and notice are currently posted on the Wednesday prior to the meeting. Staff is recommending a change to the board meeting schedule beginning with the 2017-18 school year. The proposed schedule for 2017-18 is similar to that of 2016-17 with one exception: staff requests that meetings be held on Thursday rather than Monday.

Key Benefits

- Informational packets would be provided on the Friday preceding the board meeting, giving board members more time to review materials and submit clarifying questions to staff – and to receive answers before meetings.
- Board meeting days have resulted in 14-hour work days for staff members. This causes fatigue that often lasts throughout the remainder of the week. Holding board meetings on Thursdays would reduce the adverse impact on productivity.
- School board meetings currently overlap with Corvallis City Council meetings. With this change, board members and staff would be able to attend Corvallis city council meetings and city councilors and staff would be able to attend school board meetings.

Attached are draft meeting schedules reflecting dates that fall on Monday and dates that fall on Thursday. Staff recommends the adoption of the Thursday option.

ACTION REQUESTED:

Adopt the Thursday option of the 2017-18 school board meeting schedule.

MOTION REQUESTED:

"I move to adopt the Thursday option of the 2017-18 school board meeting schedule."

Corvallis SCHOOL DISTRICT

Board of Directors
2017-18 Meeting Schedule

Draft 04-10-17

Monday Option	Thursday Option
• August 14, 2017 – Special Meeting & OSBA Training	• August 17, 2017 – Special Meeting & OSBA Training
• September 11, 2017 – Retreat	• September 14, 2017 – Retreat
• September 25, 2017 – Business Meeting	• September 28, 2017 – Business Meeting
• October 9, 2017 – Business Meeting	• October 12, 2017 – Business Meeting
• October 23, 2017 – Work Session	• October 26, 2017 – Work Session
• November 13, 2017 – Business Meeting	• November 16, 2017 – Business Meeting
• November 27, 2017 – Work Session – (School Improvement Plans)	• November 30, 2017 – Work Session – (School Improvement Plans)
• December 4, 2017 – Business Meeting	• December 7, 2017 – Business Meeting
• December 11, 2017 – Work Session – (School Improvement Plans)	• December 14, 2017 – Work Session – (School Improvement Plans)
• January 8, 2018 – Business Meeting	• January 11, 2018 – Business Meeting
• January 15, 2018 – Work Session	• January 18, 2018 – Work Session
• February 5, 2018 – Business Meeting	• February 8, 2018 – Business Meeting
• February 19, 2018 – Work Session	• February 22, 2018 – Work Session
• March 5, 2018 – Business Meeting	• March 8, 2018 – Business Meeting
• March 19, 2018 – Work Session	• March 22, 2018 – Work Session
• April 9, 2018 – Business Meeting	• April 12, 2018 – Business Meeting
• April 23, 2018 – Work Session	• April 26, 2018 – Work Session
• April 30, 2018 – Budget Committee Meeting	• May 3, 2018 – Budget Committee Meeting
• May 7, 2018 – Business Meeting	• May 10, 2018 – Business Meeting
• May 14, 2018 – Budget Committee Meeting	• May 17, 2018 – Budget Committee Meeting
• May 29, 2018 – Budget Committee Meeting (a Tuesday)	• May 31, 2018 – Budget Committee Meeting
• June 18, 2018 – Business Meeting	• June 21, 2018 – Business Meeting

Meetings generally begin at 6:30 p.m. at the School District Office, 1555 SW 35th Street, Corvallis. Meeting times, locations, dates, and types are subject to change. Public comment is generally accepted only at Business Meetings. Current meeting agendas, supporting materials, and information about how to provide input to the School Board can be found at www.csd509J.net under the *About Us* tab. Business meetings, work sessions, retreats and special meetings are open to the public. Executive Sessions are closed to the public.

For more information, contact julie.catala@corvallis.k12.or.us

Corvallis
SCHOOL DISTRICT

XIII. 509J BY THE NUMBERS

Corvallis SCHOOL DISTRICT

BY THE NUMBERS

2016-17

An overview of the Corvallis School District's general demographics, facility utilization, and budget, intended to provide factual data to inform the reader about the district in one central and easily accessible location. This document is published annually by the Finance and Operations Department.

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To the Corvallis School Board and Community

The purpose of this document is to provide relevant and factual information about the Corvallis School District to the citizens of Corvallis.

STUDENTS

General information regarding the diverse student populations served by the Corvallis School District.

FACILITIES

This section highlights properties owned and operated by the district in support of our educational mission.

FINANCES

Basic information about our annual budget, including specifics regarding Local Option Levy revenues. For complete financial details, review the Adopted Budget and Comprehensive Annual Financial Report (CAFR) posted online.

ACCOUNTABILITY

Each year, the State of Oregon provides the public with standardized statistics regarding the performance of districts and schools. Report Card data is viewable online via the Oregon Department of Education's website:
http://www.oregon.gov/ode/schools-and-districts/reportcards/Pages/default.aspx.

Suggestions regarding the format and content of this report are welcomed by the Finance and Operations Department. Please contact us via phone at 541-757-3859 or via email to jennifer.schroeder@corvallis.k12.or.us.



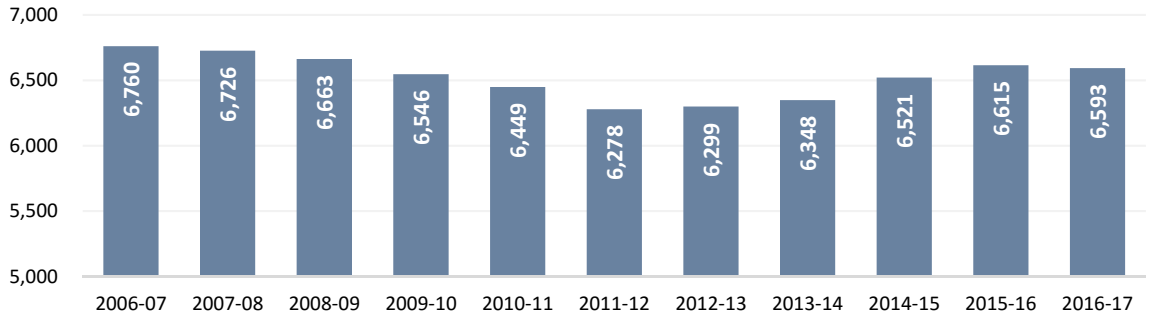
Olivia Meyers Buch, Finance and Operations Director
March 20, 2017

General Student Demographics

DISTRICT-WIDE ENROLLMENT

Enrollment has consistently declined from 1994-95, when the district had 7,769 students, to a low of 6,278 in 2011-12. Since 2011-12, the district's total student enrollment has increased slightly, with 6,593 students reported as of October 1, 2016.

Figure 1: District enrollment by level, 2006-07 to 2016-17 (October 1), excluding Muddy Creek Charter School and YES House



When reviewing the table below, it is important to note that students who have earned a diploma but who continue enrollment to participate in fifth year programs are also counted in the overall district population beginning in 2013-14.

Table 2: District enrollment by level, 2006-07 to 2016-17 (October 1), excluding Muddy Creek Charter School and YES House

	Elementary (K-5)	Middle (6-8)	High (9-12)	Total District	Total Change from Previous
2006-07	2,857	1,504	2,399	6,760	0.3%
2007-08	2,853	1,506	2,367	6,726	(0.5%)
2008-09	2,794	1,560	2,309	6,663	(0.9%)
2009-10	2,757	1,521	2,268	6,546	(1.8%)
2010-11	2,728	1,479	2,242	6,449	(1.5%)
2011-12	2,650	1,413	2,215	6,278	(2.7%)
2012-13	2,631	1,448	2,220	6,299	0.3%
2013-14	2,704	1,407	2,237	6,348	0.8%
2014-15	2,771	1,452	2,298	6,521	2.7%
2015-16	2,808	1,438	2,369	6,615	1.4%
2016-17	2,874	1,456	2,263	6,593	(0.3%)
3-year change	**6.3%**	**3.5%**	**1.2%**	**3.9%**	
10-year change	**0.6%**	**(3.2%)**	**(5.7%)**	**(2.5%)**	

STUDENTS

In addition to district-wide enrollment by level, it can be useful to track students by cohort as they move from kindergarten through graduation. When this information is reviewed over a period of time, an increase is seen between kindergarten and 1st grade. District staff believe this is due to families choosing private full-day kindergarten options instead of half-day district kindergarten programs, followed with enrollment in district 1st grade classrooms the following year. As the district transitioned to full-day kindergarten programs district-wide in 2014-15, it was expected that future increases between kindergarten and 1st grade would not be as dramatic. This, for the most part, has held true. In fact, only 13 more 1st grade students enrolled in 2015-16 compared to the 2014-15 kindergarten class, and, while this number more than doubled from 2015-16 to 2016-17, the 31 students gained is less than the average of 46 seen from 2010-11 to 2014-15.

The review of cohort information also shows an historic increase between the 8th and 9th grades. Again, this is likely due to students entering the Corvallis school system from local private K-8 options and home school environments.

Lastly, starting in 2014-15, an increase is also observed at the 12th grade level. Expansion of the Running Start program is a factor here, as 5th year students pursuing college credits are included in the counts for 12th grade students. Recent legislative changes have reduced the number of participants in this program for the 2016-17 year. Consequently, the increase in 12th grade numbers from this year over last have decreased.

Table 2: Enrollment history by grade 2006-07 to 2016-17 (October 1), excluding Muddy Creek Charter School and YES House

Grade	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17
K	446	428	442	422	418	392	420	432	462	435	472
1	458	483	463	459	454	460	432	486	481	475	466
2	477	453	476	462	458	442	450	439	485	480	485
3	471	496	474	475	460	454	424	454	439	506	492
4	523	465	483	468	475	442	462	426	461	450	509
5	482	528	456	471	463	460	443	467	443	462	450
6	488	502	530	471	478	471	482	445	486	475	476
7	495	500	512	526	473	476	466	489	461	495	478
8	521	504	518	524	528	466	500	473	505	468	502
9	657	636	637	661	672	645	557	564	582	544	521
10	573	604	587	554	587	577	590	543	522	558	560
11	584	572	542	520	479	507	520	564	528	549	576
12	585	555	543	533	504	486	553	566	666	718	606
Total	**6,760**	**6,726**	**6,663**	**6,546**	**6,449**	**6,278**	**6,299**	**6,348**	**6,521**	**6,615**	**6,593**

STUDENTS

ENROLLMENT BY SCHOOL

Enrollments by school are shown in the next table. It is important to note that students participating in programs at Harding Center, including College Hill High School students, fifth year and other specialized programs housed at that location, are included in shown figures for Corvallis High School and Crescent Valley High School based on the individual student's resident school.

Table 3: Enrollments by school (October 1, 2015), excluding Muddy Creek Charter School and YES House

	2012-13 Actual	2013-14 Actual	2014-15 Actual	2015-16 Actual	2016-17 Actual	3-yr change
Adams Elementary School	353	380	378	398	409	7.6%
Garfield Elementary School	394	394	420	430	436	10.7%
Hoover Elementary School	395	406	414	431	424	4.4%
Jefferson Elementary School	330	329	339	345	348	5.8%
Lincoln Elementary School	361	368	385	367	360	(2.2%)
Mt. View Elementary School	287	298	322	303	339	13.8%
Wilson Elementary School	341	358	342	364	388	8.4%
Franklin K-8 School	354	355	356	358	341	(3.9%)
Cheldelin Middle School	563	546	562	545	543	(0.5%)
Linus Pauling Middle School	701	677	705	705	742	9.6%
Corvallis High School	1,235	1,242	1,280	1,329	1,253	0.9%
Crescent Valley High School	985	995	1,018	1,040	1,010	1.5%
Total	**6,299**	**6,348**	**6,521**	**6,615**	**6,593**	**3.9%**

DIVERSITY: RACE/ETHNICITY AND PRIMARY LANGUAGE

As of October 1, 2016, 1,151 students, or 17.13 percent of registered students, self-reported a language spoken in their home other than English. Fifty unique languages were reported. For the third year in a row, Arabic is the second most popular non-English language spoken at home by our students after Spanish. Chinese (Mandarin), Korean, and Vietnamese round out the top five.

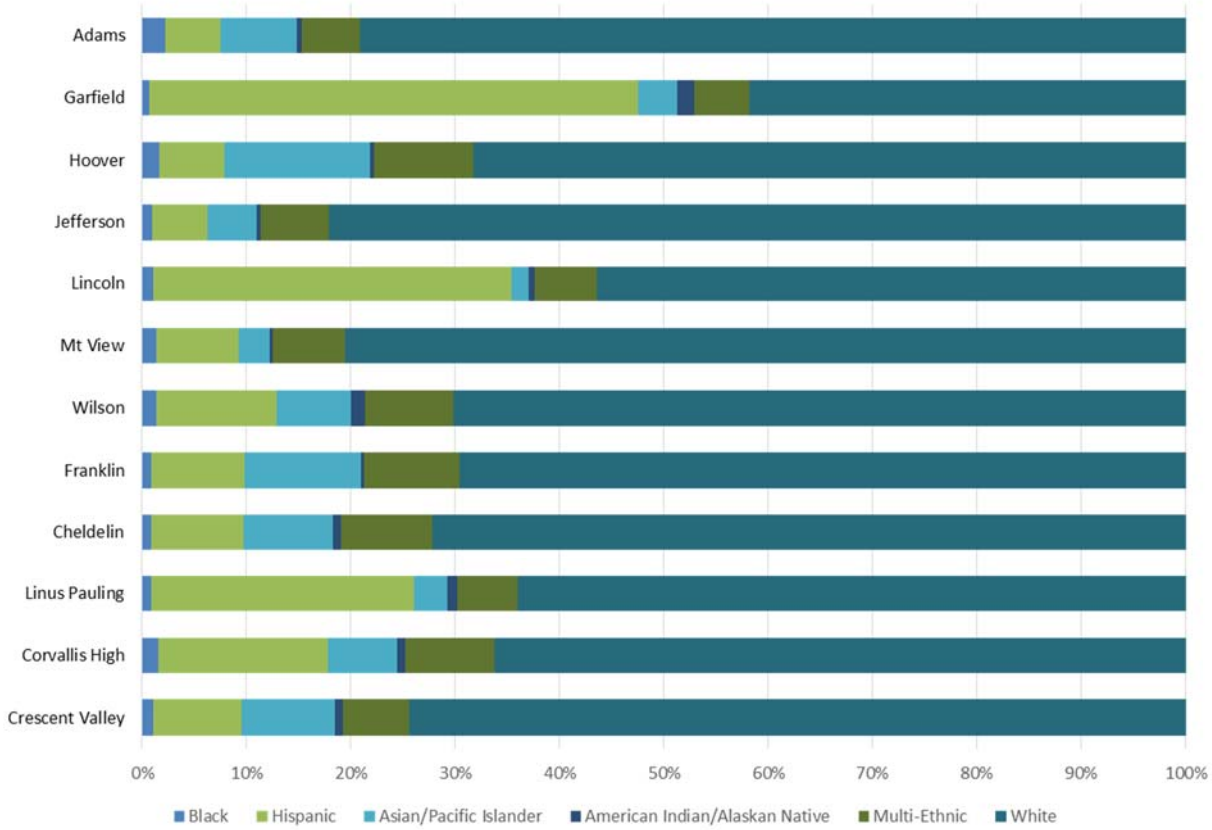
Statistical data regarding race and ethnicity is compiled based on information provided by parents during the registration process. In situations where data is not provided by parents, school staff make educated guesses in accordance with state requirements.

STUDENTS

Table 4: Race/ethnicity of students current and prior two years (ODE Fall Membership Data, October 1)

	2014-15		2015-16		2016-17		
Race/Ethnicity as Reported	Number	Percent	Number	Percent	Number	Percent	Statewide
Black	81	1.22%	81	1.21%	91	1.38%	2.36%
Hispanic	1,028	15.52%	1,031	15.41%	1,023	15.53%	22.64%
Asian/Pacific Islander	429	6.48%	451	6.74%	425	6.45%	4.71%
American Indian/Alaskan Native	47	0.71%	50	0.75%	48	0.73%	1.41%
Multi-Ethnic	473	7.14%	480	7.17%	496	7.53%	5.91%
White	4,567	68.94%	4,599	68.72%	4,504	68.38%	62.97%

Figure 2: Race/ethnicity of students by school (ODE Fall Membership Data, October 1, 2016

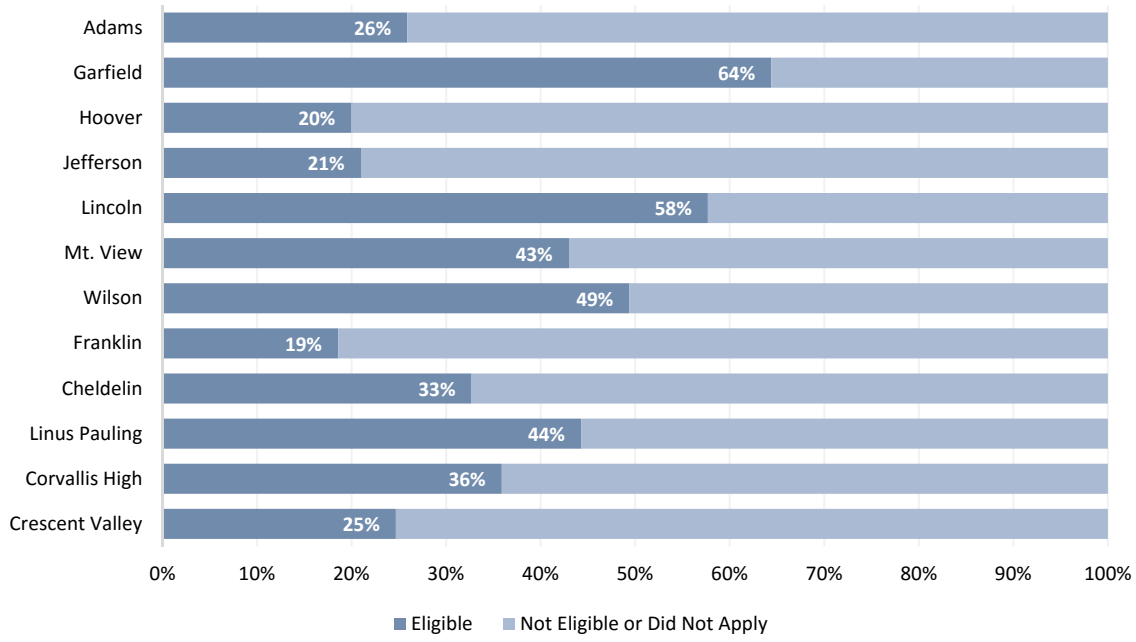


ECONOMICALLY DISADVANTAGED AND HOMELESS YOUTH

One of the key indicators of economic disadvantage is participation in the Free and Reduced-Priced Meal Program. A federally-funded program to ensure children from households that meet federal income guidelines have access to nutritious meals while at school, this program is completely confidential. Children from households that receive Food Stamps or Temporary Assistance to Needy Families (TANF) benefits are eligible for free meals. Additionally, all foster children are approved for free meals.

Children from households that meet federal income guidelines are determined eligible for either free or reduced-priced meals. Thanks to the Oregon State Legislature, effective 2015-16, students who qualify for reduced-priced meals also receive breakfast and lunch for free. This program provides children the opportunity for a nutritious breakfast that they need to be successful in school.

Figure 3: Free and reduced lunch program participation by school, 2016-17 (October 1), CSD Food Service Data



As of October 1, 2016, over one-third of students in the district (35.8 percent) were eligible and participating in the Free and Reduced-Priced Meal Program. As the table below demonstrates, the percentage of students eligible and participating has decreased over the last several years as the local economy has improved.

STUDENTS

Table 5: Free and reduced lunch program participation by school, 2011-12 to 2016-17 (October 1), CSD Food Service Data

School	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	5-yr change
Adams Elementary	22.6%	27.7%	24.5%	21.4%	25.9%	25.9%	3.3%
Garfield Elementary	77.7%	75.6%	72.1%	71.2%	64.2%	64.4%	-13.3%
Hoover Elementary	18.2%	18.0%	16.5%	15.3%	18.6%	20.0%	1.8%
Jefferson Elementary	25.5%	26.1%	28.0%	26.0%	25.8%	21.0%	-4.5%
Lincoln Elemenetary	69.3%	68.8%	67.4%	59.8%	61.6%	57.7%	-11.6%
Mt. View Elementary	53.4%	56.1%	55.3%	46.7%	47.4%	43.0%	-10.4%
Wilson Elementary	53.5%	56.5%	52.5%	50.1%	49.7%	49.4%	-4.1%
Franklin K-8	23.4%	23.3%	22.5%	26.1%	23.7%	18.6%	-4.8%
Cheldelin Middle	32.7%	36.5%	31.8%	31.9%	29.6%	32.7%	0.0%
Linus Pauling Middle	43.3%	44.9%	47.8%	43.2%	43.6%	44.3%	1.0%
Corvallis High	38.7%	38.6%	36.0%	33.1%	34.5%	35.9%	-2.8%
Crescent Valley High	26.7%	26.1%	27.8%	25.6%	25.5%	24.7%	-2.0%
District Average	**38.8%**	**39.7%**	**38.8%**	**36.0%**	**35.9%**	**35.8%**	**-3.0%**

The McKinney-Vento Act's Education of Homeless Children and Youth Program ensures that homeless children and youth are provided a free and appropriate public education, despite lack of a fixed place of residence or a supervising parent or guardian. Every school district in Oregon has at least one designated Homeless Student Liaison to provide direct assistance to homeless families and unaccompanied youths to access and achieve in school.

As of October 1, 2016, 183 students were being served under the McKinney-Vento program. In 2015-16, the Corvallis School District provided services to 253 students. This is up from the 220 students served in 2014-15, and a dramatic increase over the 170 students served by the same program in 2004-05.

SPECIALIZED LEARNING PROGRAMS

In order to meet the diverse needs of students, the district offers a variety of programs aimed at reaching each individual student. These services include those targeted specifically for Talented and Gifted (TAG) students, English Language Learners (ELL), and students on an Individualized Education Plan (IEP). TAG screening does not occur until 4th grade, which lowers the percentage of KG-3 TAG students reported. It is also customary to see the number of students being served in the ELL program drop as students age and obtain English language skills.

STUDENTS

Table 6: Students participating in specialized learning programs by level (October 1, 2016)

	TAG		ELL		IEP	
Academic Level	Number	Percent of Total by Level	Number	Percent of Total by Level	Number	Percent of Total by Level
Elementary (K-3)	7	0.4%	274	14.3%	150	7.8%
Elementary (4-5)	74	7.7%	119	12.4%	125	13.0%
Middle (6-8)	242	16.6%	66	4.5%	175	12.0%
High (9-12)	507	22.4%	46	2.0%	245	10.8%
All grades (K-12)	**830**	**12.6%**	**505**	**7.7%**	**695**	**10.5%**

Classroom Environments

ELEMENTARY SCHOOL CLASS SIZES

Lower class size at the elementary level has consistently been a local budget priority. Effective for the 2012-13 school year, targeted class sizes were identified for each grade to assist in the allocation of classroom FTE.

Table 7: District-wide average class sizes by grade, shown with budgetary target (October 1)

Grade	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	Target	Compared to Target
K	20.3	19.9	21.2	22.0	22.9	21.5	24.0	-2.5
1	24.0	23.3	25.4	21.9	22.4	21.2	26.0	-4.8
2	23.4	24.4	25.0	24.3	25.3	24.3	26.0	-1.8
3	24.5	24.9	27.4	23.1	26.4	24.6	27.0	-2.4
4	25.4	28.3	25.3	27.1	24.7	26.8	31.0	-4.2
5	26.0	27.7	27.2	31.6	25.8	28.1	31.0	-2.9
Average	**23.9**	**24.8**	**25.2**	**25.0**	**24.6**	**24.4**	**27.5**	**-3.1**

The average class size district-wide on October 1, 2016 was 24.4. Class size averages, while helpful in identifying district-wide trends over time, do not necessarily reflect the classroom experience of individual students. Blended grade level classes, classes integrated with Life Skills students, and creative use of differentiated learning groups can all impact these experiences.

Table 8: Class size averages by school 2012-13 to 2016-17 (October 1)

School	2012-13	2013-14	2014-15	2015-16	2016-17	3-yr change
Adams Elementary	27.2	27.1	25.2	26.5	25.6	(1.5)
Franklin (K-5 only)	28.3	28.5	28.5	28.3	28.3	(0.2)
Garfield Elementary	23.2	23.2	23.3	22.6	24.2	1.0
Hoover Elementary	23.2	27.1	25.9	25.4	24.9	(2.2)
Jefferson Elementary	26.7	27.3	26.1	26.5	26.8	(0.5)
Lincoln Elementary	22.4	23.0	22.6	20.4	21.2	(1.8)
Mt. View Elementary	23.9	24.8	24.8	23.1	26.1	1.3
Wilson Elementary	24.4	25.6	24.4	26.1	24.3	(1.4)

SECONDARY SCHOOL CLASS SIZES

There is no specific board policy regarding student-teacher ratios at the secondary level. The targeted size used to allocate FTE in 2016-17 continues to be 32 students per classroom teacher. Schools can and do supplement the allocated classroom FTE with vocational education and discretionary budgets.

Beyond the Typical Classroom

MUDDY CREEK CHARTER SCHOOL (MCCS)

As of October 2016, there were 110 children enrolled at MCCS, a public charter operated by Inavale Community Partners, Inc. Of these 110, 93 reported resident addresses within the Corvallis School District boundary area. The remaining 17 students attending were residents of Philomath (14), Monroe (2), and Greater Albany (1) school districts.

RUNNING START

Housed at the Harding Center, Running Start collectively refers to three distinct programs offered to students in cooperation with Linn-Benton Community College: Advanced Diploma (as of 2016-17, now called Post-Graduate Scholars), Alternative Learning Options, and Expanded Options. Each of these programs offers district students the opportunity to attend Linn-Benton Community College (LBCC) with tuition and materials paid for by the district.

Students enrolled in the Expanded Options program attend classes both at their home high school (either Corvallis or Crescent Valley) and one, two, or three courses at LBCC each term. Coursework completed at LBCC is also counted towards high school diploma requirements.

Alternative Options students are typically students who were previously home schooled and are taking coursework at LBCC with the intent of earning a high school diploma.

Effective 2016-17 and in compliance with SB 1537, the district's Advanced Diploma program was altered and renamed as the Post-Graduate Scholar program. Students who have completed all necessary credits and requirements to earn a high school diploma may still remain with the district post-graduation and earn community college credits with district funding under this new program. However, entry criteria was narrowed significantly by SB 1537, dramatically reducing the number of eligible students.

Running Start students are reported to the Oregon Department of Education (ODE) in the district's quarterly Cumulative Average Daily Membership (ADM) collection based on the number of college credit hours attempted. Currently, twelve credits per term is equivalent to 1.0 FTE. Funding for Post-Graduate Scholars will be reduced in 2017-18, however.

Table 9: Students enrolled in Running Start programs 2013-14 to 2016-17 (Fall Term)

	2013-14		2014-15		2015-16		2016-17	
Program	CHS	CVHS	CHS	CVHS	CHS	CVHS	CHS	CVHS
Expanded Options	21	13	12	4	1	2	4	1
Alternative Learning Options	-	6	5	5	1	11	2	4
Advanced Diploma	14	7	48	48	92	58	*	*
Post-Graduate Scholars	*	*	*	*	*	*	11	5
Total	35	26	65	57	94	71	17	10

* not applicable

TRANSFER STUDENTS

The Corvallis School District, in accordance with state law, district policy, and district administrative regulations, allows students to transfer to and from the district as well as between schools within the district, upon request by parents to the extent as is allowed by enrollment capacities at individual schools.

As one would expect, the majority of inter-district transfers each year involve residents of the Greater Albany and Philomath School Districts. Due to changes in legislation surrounding student transfers, figures regarding the total number of Corvallis residents attending public schools in neighboring districts is no longer available. The number of students entering the district from neighboring districts continues to be tracked however, and continues to increase, with 342 students enrolled in 2016-17 from districts other than Corvallis, compared to a documented 279 in 2015-16.

Transfers within the district are impacted by school boundary changes, school program offerings, and shifts due to family mobility. Additionally, Franklin K-8 has no boundary area. Therefore, all students attending Franklin are on an in-district transfer.

Table 10: District residents attending schools by boundary, October 2016

		Attending School							
Boundary Residents		Adams	Franklin	Garfield	Hoover	Jefferson	Lincoln	Mt. View	Wilson
Adams	351	291	26	10	11	7	5	-	1
Garfield	346	5	35	226	7	13	7	7	46
Hoover	365	1	13	4	332	9	1	2	3
Jefferson	336	7	15	28	12	267	4	1	2
Lincoln	436	88	24	8	7	5	296	4	4
Mt. View	463	4	31	33	18	18	9	296	54
Wilson	443	3	22	103	27	16	6	2	264
Resident Totals		399	166	412	414	335	328	312	374

STUDENTS

ONLINE AND VIRTUAL SCHOOLS

Virtual schools and online charter programs continue to be popular with families. As of October 1, 2016, 101 Corvallis resident students were identified as attending a virtual charter school sponsored by a public school district somewhere in the state. This is up from the 77 students enrolled with virtual charter schools as reported on October 1, 2015. The most popular program continues to be the Oregon Connections Academy, sponsored by the Santiam Canyon School District.

Virtual public charter schools not sponsored by a particular district may enroll up to 3 percent of the students who reside in that district without restriction. After three percent, the resident district may refuse to approve enrollment in the virtual school. Nearly 200 Corvallis area students would need to enroll in any one online option prior to triggering this rule.

PRIVATE SCHOOLS

The district supports local private schools in providing special education services to students they enroll, regardless of the child's residency. Additionally, private school students may enroll in individual courses offered by the district should that coursework not be available to them at their regular school.

With the exception of a decline in enrollment associated with the closure of the Good Samaritan School in the fall of 2014, private school enrollments have been relatively steady over the past few years and have seemingly recovered from previous declines attributed to the economic recession.

HOME SCHOOL

Home school students must register with Linn-Benton-Lincoln Educational Services District (LBL-ESD), and these enrollments are reported to the district quarterly by LBL-ESD. As with private school enrollments, home school enrollment in recent years has been fairly steady. For 2016-17 however, we are noting a decline of 13 percent over the previous year. This may be explained by the increase in the enrollment seen in online programs.

Also as with private school students, home school students may also attend classes at district schools as a supplement to their main educational experience. These students are not counted in the overall enrollment numbers reported in this document, but do count towards the district's overall Average Daily Membership Weighted (ADMw) through their hours of attendance.

Table 11: Corvallis students registered as home school 2012-13 to 2016-17, per LBL-ESD (October 1)

	2012-13	2013-14	2014-15	2015-16	2016-17
Count of Registered Home School Students	190	182	185	200	174
Percent Change from Prior Year	(2.6%)	(4.2%)	1.6%	8.1%	(13%)

Facilities

BUILDINGS AND PROPERTIES

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

Original construction dates for district buildings range from 1923 (Harding Center) to 2005 (Corvallis High School). Average school building ages as of 2017 are shown below. Only two schools have been built since 1971.

Table 12: Age of district facilities

Facility	Year Built	Age in 2017
Elementary and K-8 Schools		
Adams	1962	55
Franklin K-8	1947	70
Garfield	1955	62
Hoover	1968	49
Jefferson	1960	57
Lincoln	1949	68
Mt. View	1954	63
Wilson	1962	55
Elementary Average		**60**
Middle Schools		
Cheldelin	1967	50
Linus Pauling	2004	13
Middle School Average		**32**
High Schools		
Corvallis High School	2005	12
Crescent Valley High School	1971	46
High School Average		**29**
Other		
Harding Center	1923	94
Harding Center Addition	1976	41
District Office	1963	54
Physical Plant	1963	54
Western View Center	1988	29

Other properties owned by the district include Dixie and Inavale schools, which are both rented to other educational entities, and Osborn Aquatic Center, operated by the City of Corvallis. Dixie Elementary School is utilized by Head Start as well as LBL-ESD. Muddy Creek Charter School continues to operate at the Inavale location.

CLASSROOM UTILIZATION

Utilization is defined as the percentage of available classroom seats used by current students. This measurement was developed by the Program Resources and Review (PR2) Committee in 2005, and is calculated as a percentage of planning capacity and actual enrollment. Planning capacity is calculated per building based on the number of physical classroom spaces available multiplied by the number of students planned per classroom (set at 25 for K-5 and 28 for grades 6-12) multiplied by 85 percent to account for specialized instruction and prep periods. For the purposes of this section, the students-planned-per-classroom has not been aligned with the targeted class sizes as described on page 7. The Facilities Planning Committee may address this issue as it updates plans for the district's facilities.

Table 13: 2016-17 School building utilization

Schools	Classrooms	Modular Classrooms	Planning Capacity	10/1/2016 Enrollment	Utilization
Elementary					
Adams	19	3	468	409	87.5%
Garfield	17	3	425	436	102.6%
Hoover	14	5	404	424	105.0%
Jefferson	16	2	383	348	91.0%
Lincoln	19	4	489	360	73.7%
Mt. View	17	4	446	339	76.0%
Wilson	20	-	425	388	91.3%
Total Elementary	**122**	**21**	**3,039**	**2,704**	**89%**
K-8 School					
Franklin K-8 School	**16**	**-**	**358**	**341**	**95.3%**
Middle Schools					
Cheldelin	34	-	809	543	67.1%
Linus Pauling	34	-	809	742	91.7%
Total Middle Schools	**68**	**-**	**1,618**	**1,285**	**79.4%**
High School					
CHS	72	-	1,714	1,253	73.1%
CVHS	65	-	1,547	1,010	65.3%
Total High Schools	**137**	**-**	**3,261**	**2,263**	**69.4%**
Total District Capacity	**343**	**21**	**8,276**	**6,593**	**79.7%**

Budget

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

TOTAL BUDGET RESOURCES (ALL FUNDS)

The district receives most of its operating revenue from sources that are budgeted in the General Fund and in the Grant Funds. The largest source comes from the State School Fund Formula, which includes local property taxes and distributions from the state. The largest grants that the district receives are from the federal government for Title I-A (supporting programs that serve students navigating poverty) and IDEA (funding for education of disabled students).

Figure 4: 2016-17 Adopted Budget operating resources

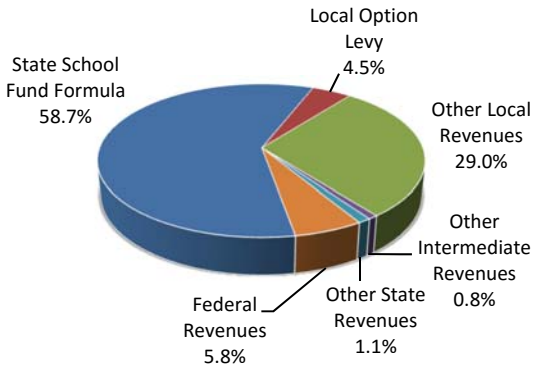


Table 14: 2016-17 Adopted Budget operating resources

Source	Description	Amount
State School Fund Formula	Includes local property taxes, common school fund, county school funds, and state allocations.	$ 58,667,124
Local Option Levy	Local option property taxes levied by the district.	4,545,040
Other Local Revenues	Includes property taxes levied for general obligation bond debt service, construction excise taxes, interest earnings, meal sales, indirect charges to grants, rental income, donations, and other miscellaneous revenues.	28,955,456
Other Intermediate Revenues	Includes funds passed through ESD and other restricted grant revenue.	825,000
Other State Revenues	Includes high cost disability grant and other restricted grants-in-aid.	1,083,300
Federal Revenues	Includes federal grant program revenues.	5,843,520
Grand Total		**$ 99,919,440**

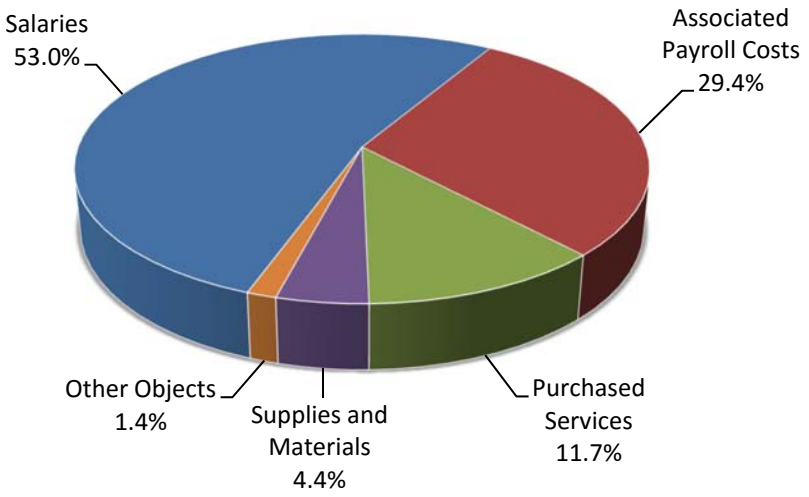
GENERAL FUND

The General Fund is the district's main operating budget. This fund pays for instructional programs, daily operations of schools, and general functions of the district. The 2016-17 Adopted Budget allocates a total of $65,865,963 in expenditures from the General Fund in the categories described in the table below.

Table 15: 2016-17 Adopted Budget - General Fund expenditures by object

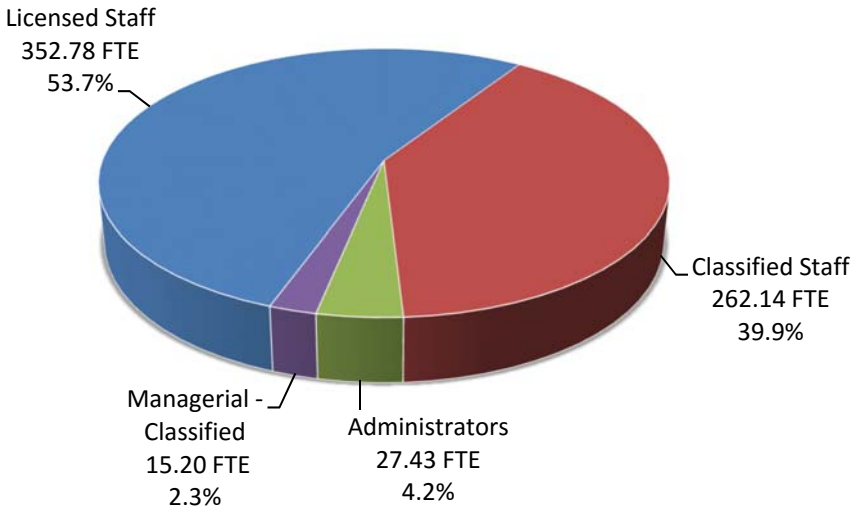
Category	Description	Amount	FTE
Salaries	Salaries for licensed staff, classified staff, administrative staff, managerial staff, wages for substitutes, and extra duty stipends for coaching.	$ 34,920,419	657.56
Associated Payroll Costs	Benefits for all staff including PERS, social security, health insurance, worker's compensation coverage and related costs.	$ 19,366,811	
Purchased Services	Includes utilities, legal services, transportation, contracted work, and other services the district does not provide and must purchase from outside agencies.	$ 7,702,555	
Supplies and Materials	Materials and supplies including equipment and instructional materials.	$ 2,929,169	
Other Objects	Includes capital outlay, dues and fees, cash donations made to other agencies, and insurance.	$ 947,009	
Grand Total		**$ 65,865,963**	**657.56**

Figure 5: 2016-17 Adopted Budget - General Fund expenditures by object



As noted above, and as in recent years, the largest portion of anticipated 2016-17 General Fund expenditures is related to labor costs, including salaries, wages and benefits. In line with the district's focus on class size, the majority of the district's FTE is allocated to licensed staff and classified staff in direct contact with students.

Figure 6: 2016-17 General Fund staffing (FTE) by category



LOCAL OPTION LEVY

Under Oregon's property tax law, a local option levy gives individual communities the ability to supplement state funding for their local schools. Voters first approved the Corvallis School District local option levy in 2006. The current levy, approved by voters in 2010, expires on June 30, 2017. On November 8, 2016, Corvallis voters approved Ballot Measure 2-104 to renew the local option levy at the same tax rate for another five years, through 2022. The renewal authorized the district to levy up to $1.50 per $1,000 assessed value each year beginning July 1, 2017 for five consecutive years.

Funds received from the local option levy represent about 4.5 percent of the district's operating revenues. The approved levy rate of $1.50 (per $1,000 in assessed value) is estimated to provide $4.2 million in resources annually. As assessed values increase over time, the amount of funding received through the local option levy will increase assuming that real market property values do not grow

more rapidly than assessed value. When real market value grows more rapidly than assessed value, compression losses increase.[1]

The majority of funds received from the local option levy pay for nearly 50 full-time teachers, or about 15 percent of the district's teaching staff. Because of the local option levy, class sizes have remained smaller, support for literacy instruction has increased, and students in grades K-6 have received supplemental music and PE instruction. Local option funds also help support high school athletics and activities and have helped expand career and technical education programs at the high schools. Starting in 2017, the local option levy will also fund supplemental art education for elementary students.

[1] *Measure 5 (approved in 1990) split taxes into "education" and "non-education" groups, and limits the amount of taxes to be paid for education to $5.00 per $1,000 of Real Market Value (RMV). When property taxes levied on a parcel of property exceed the limit, the rates are "compressed" to not exceed the maximum.*

The Corvallis School District does not discriminate on the basis of age, citizenship, color, disability, gender expression, gender identity, national origin, parental or marital status, race, religion, sex, or sexual orientation in its programs and activities, and provides equal access to designated youth groups. The following person has been designated to handle inquiries regarding discrimination:

Jennifer Duvall, Human Resources Director, jennifer.duvall@corvallis.k12.or.us
541-757-5840 | 1555 SW 35th Street, Corvallis, OR 97333

El Distrito Escolar de Corvallis no discrimina en base a la edad, nacionalidad, color, discapacidad, expresión de género, identidad de género, origen nacional, situación de los padres o de su estado civil, raza, religión, sexo u orientación sexual en sus programas y actividades, y proporciona igualdad de acceso a los grupos de jóvenes designados. La siguiente persona ha sido designada para atender las consultas acerca de la discriminación:

Jennifer Duvall, Director de Recursos Humanos, jennifer.duvall@corvallis.k12.or.us
541-757-5840 | 1555 SW 35th Street, Corvallis, OR 97333

BY THE NUMBERS

BY THE NUMBERS

STUDENTS

FACILITIES

FINANCES

BY THE NUMBERS

STUDENTS

FACILITIES

FINANCES

BY THE NUMBERS

STUDENTS

FACILITIES

FINANCES

STUDENTS

6,593
enrolled

-0.3%
compared to last year

+3.9%
over 3 years

STUDENTS

6,593
enrolled

-0.3%
compared to last year

+3.9%
over 3 years

STUDENTS

6,593
enrolled

-0.3%
compared to last year

+3.9%
over 3 years

STUDENTS

STUDENTS

STUDENTS

1,151

speak language other than English at home



STUDENTS

17.3%

speak language other than English at home



STUDENTS

17.3%

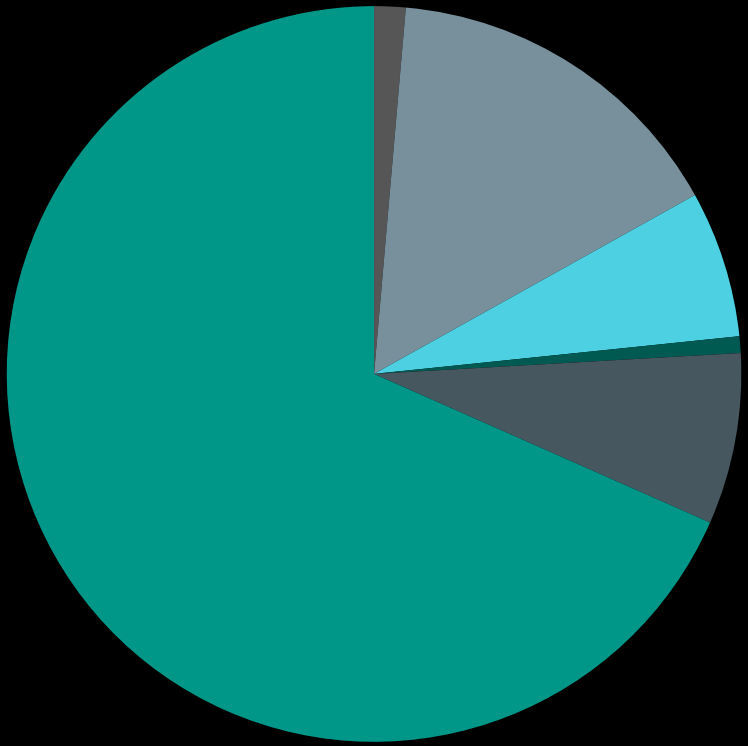
speak language other than English at home

50

languages reported

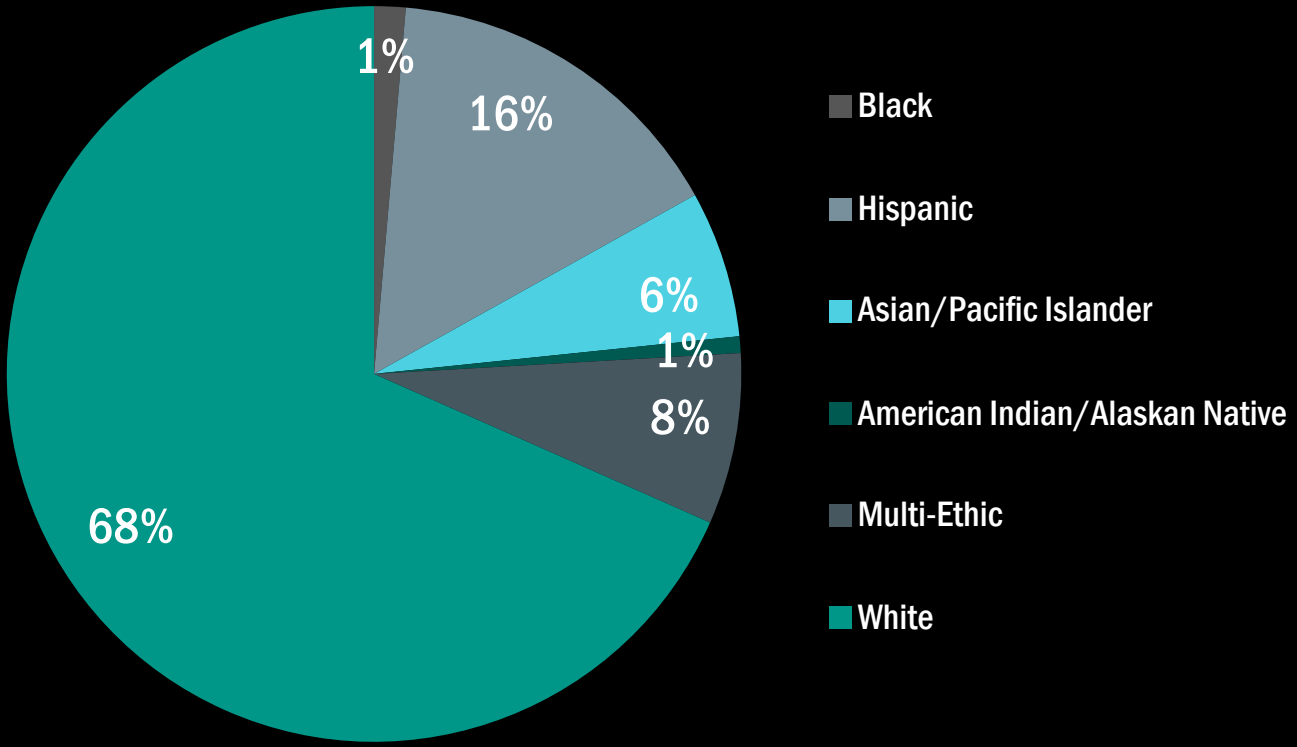


STUDENTS



- Black
- Hispanic
- Asian/Pacific Islander
- American Indian/Alaskan Native
- Multi-Ethic
- White

STUDENTS


1%
16%
6%
1%
8%
68%
Black
Hispanic
Asian/Pacific Islander
American Indian/Alaskan Native
Multi-Ethic
White

STUDENTS

STUDENTS


average
STUDENTS

13% ↑
TAG



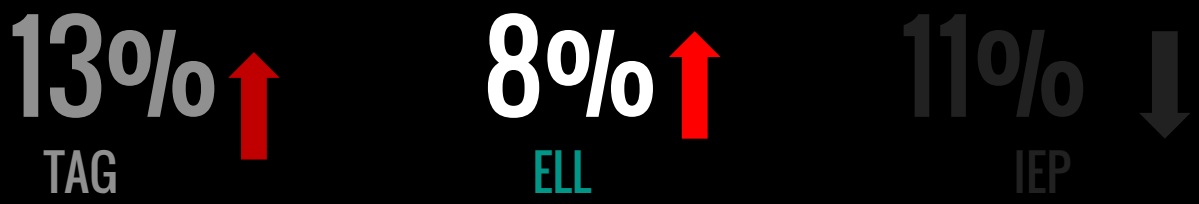
8% ↑
ELL



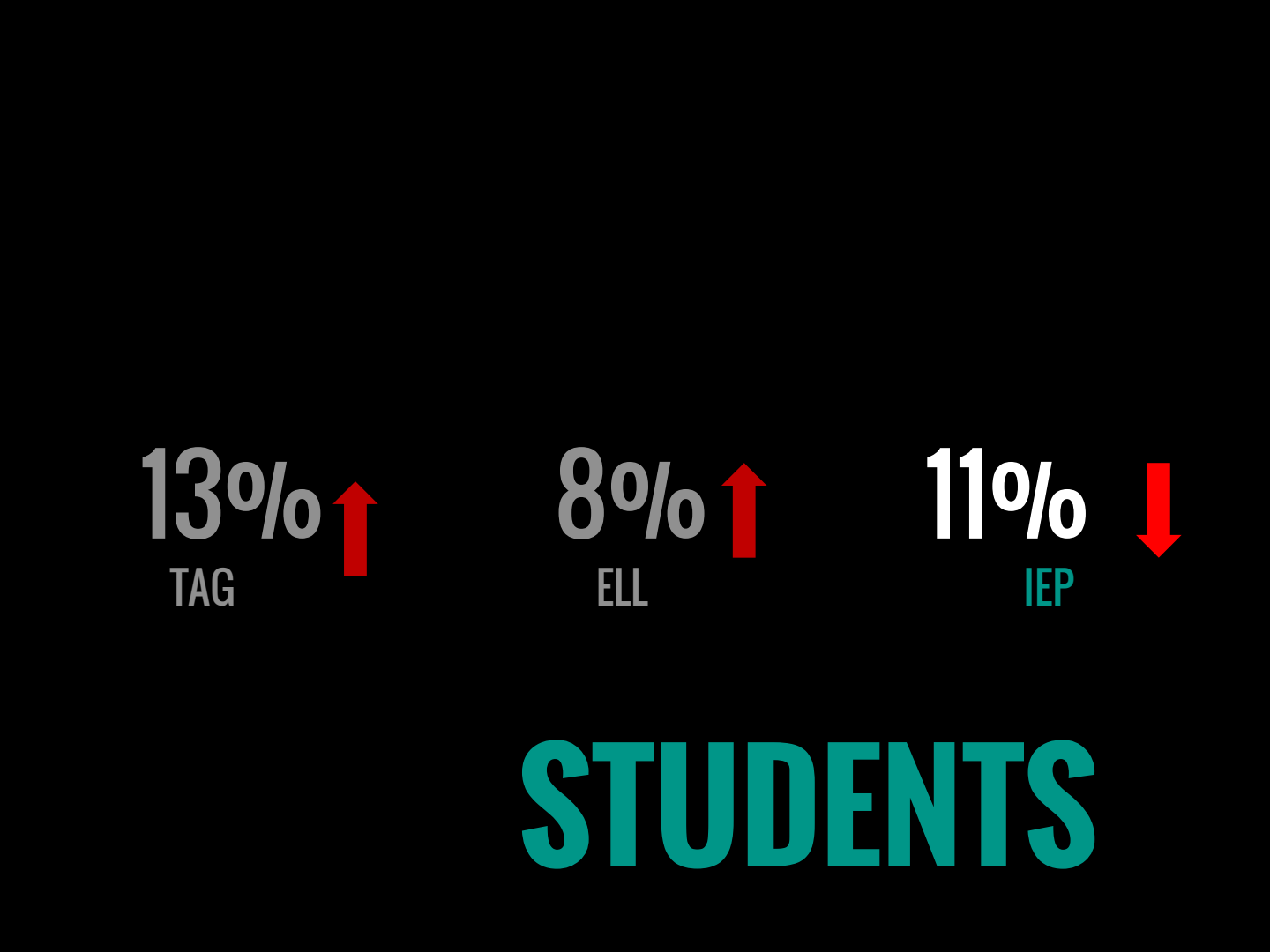
11% ↓
IEP



STUDENTS



STUDENTS


13%
TAG
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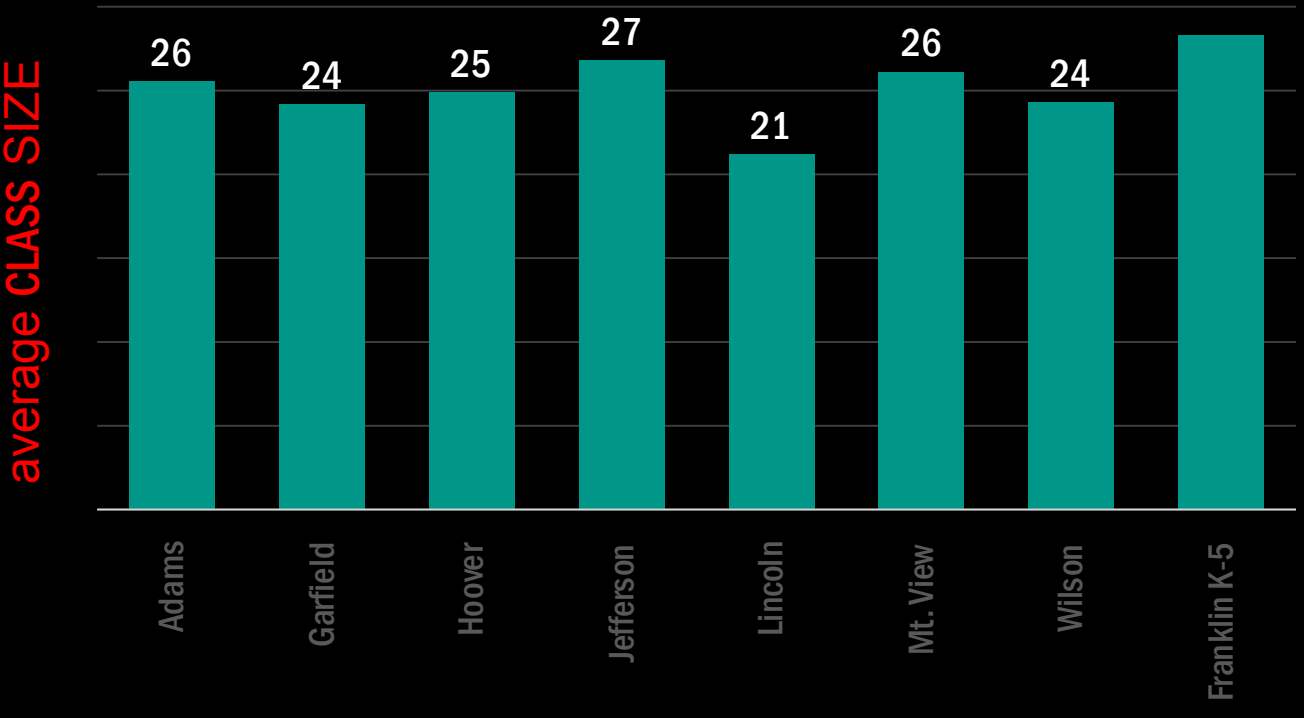
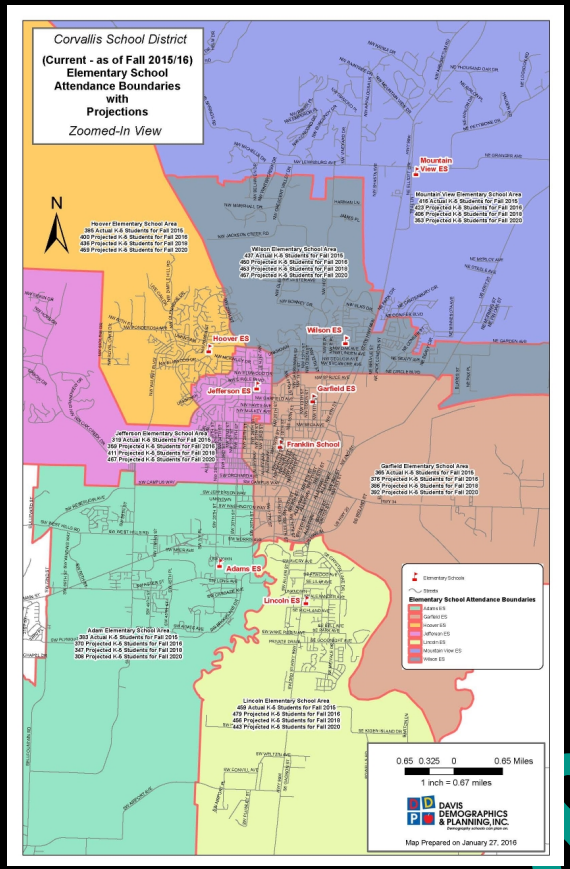
ELL
11%
IEP
STUDENTS


average CLASS SIZE
26
24
25
27
21
26
24
Adams
Garfield
Hoover
Jefferson
Lincoln
Mt. View
Wilson
Franklin K-5

STUDENTS



28%

elementary students attend school other than boundary school

STUDENTS

FACILITIES

15
locations

1.2 million
square feet

60 years
elementary school average age



FACILITIES

15
locations

1.2 million
square feet

60 years
elementary school average age

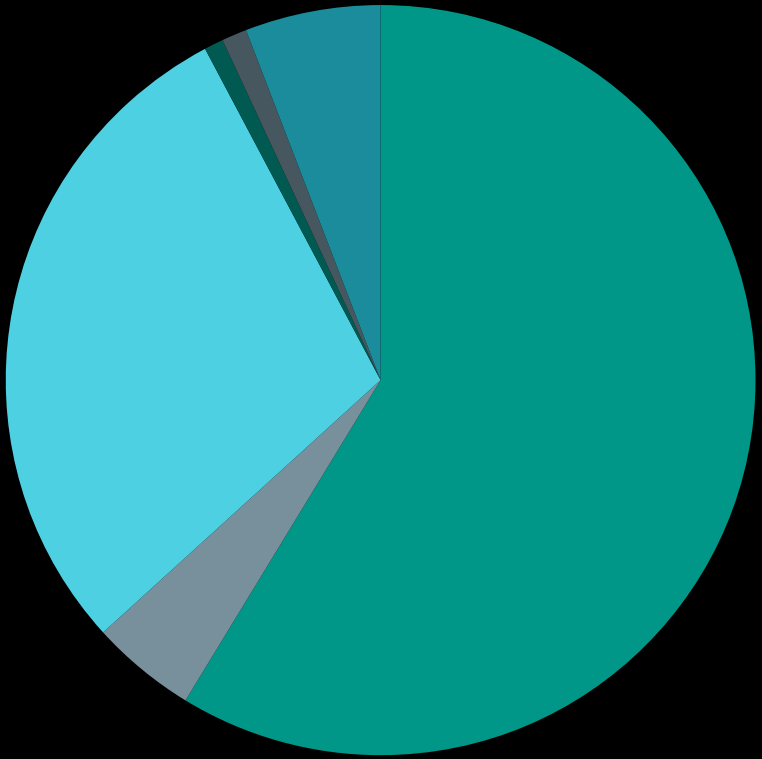

FACILITIES
15
locations
1.2 million
square feet
60 years
elementary school average age

FACILITIES



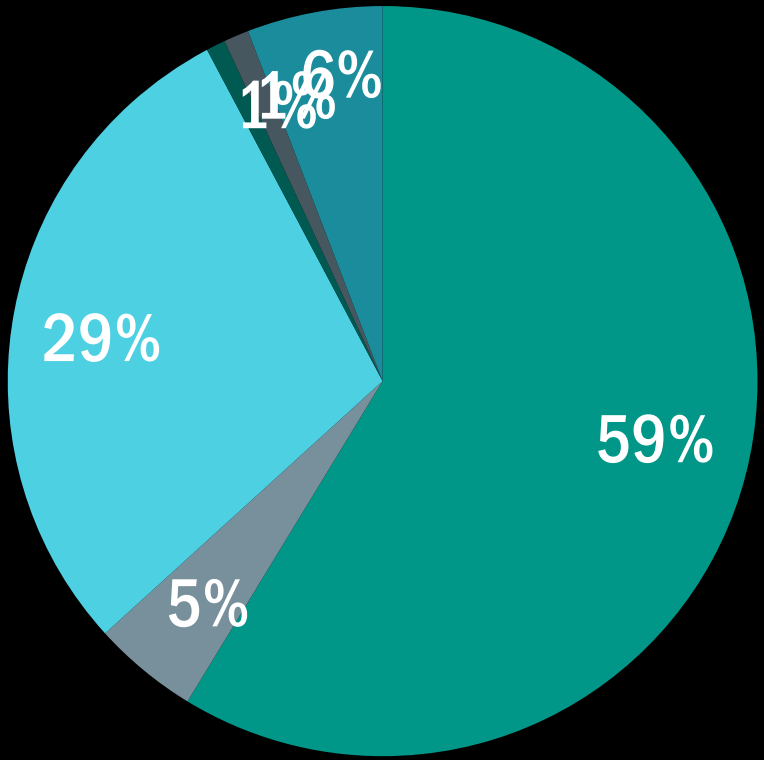
- State School Fund Formula
- Local Option Levy
- Other Local Revenues
- Other Intermediate Revenues
- Other State Revenues
- Federal Revenues

FINANCES



- State School Fund Formula
- Local Option Levy
- Other Local Revenues
- Other Intermediate Revenues
- Other State Revenues
- Federal Revenues

FINANCES



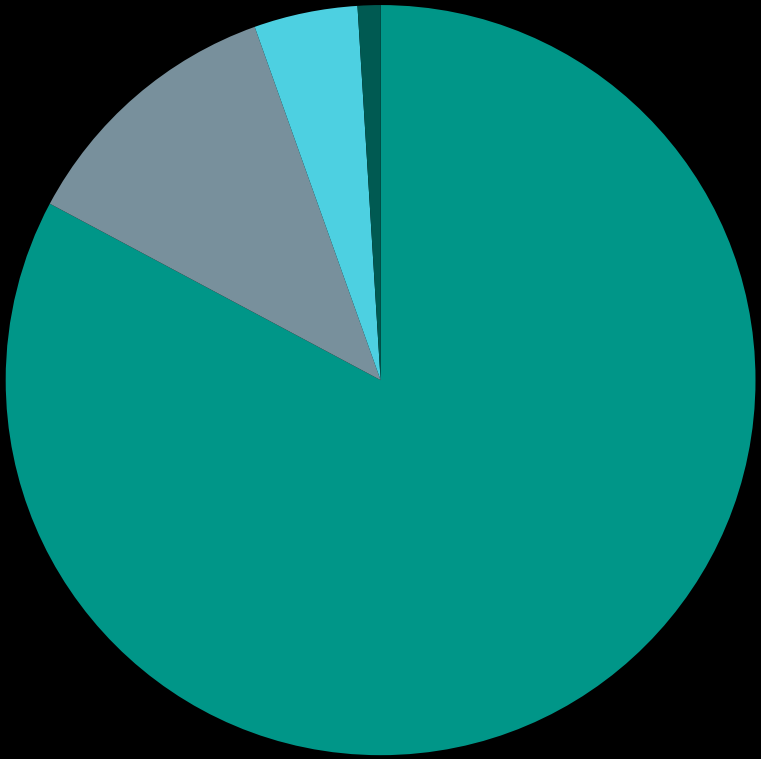
- State School Fund Formula
- Local Option Levy
- Other Local Revenues
- Other Intermediate Revenues
- Other State Revenues
- Federal Revenues

FINANCES

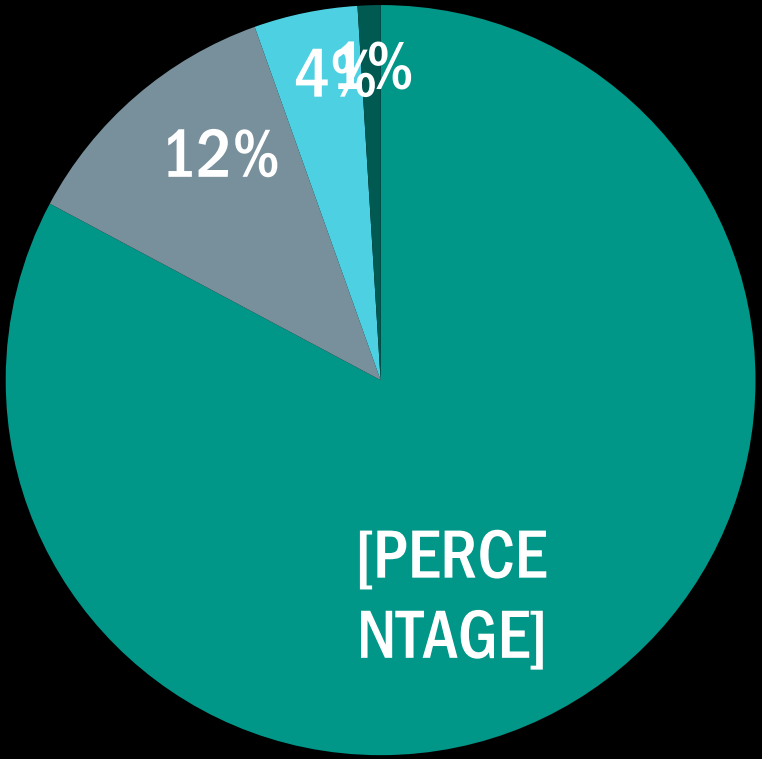


- Salaries & Associated Payroll Costs
- Purchased Services
- Supplies & Materials
- Other

FINANCES


Salaries & Associated Payroll Costs
Purchased Services
Supplies & Materials
Other

FINANCES



Salaries & Associated Payroll Costs

Purchased Services

Supplies & Materials

Other

FINANCES

QUESTIONS?

Corvallis
SCHOOL DISTRICT

XIV. CONSOLIDATED ACTION

XIV.A. Minutes

XIV.A.1. March 13, 2017

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

BOARD MEMBERS PRESENT	EXECUTIVE STAFF PRESENT
Vincent Adams, Vice Chair	Ryan Noss, Superintendent
Sami Al-AbdRabbuh	Kevin Bogatin, Assistant Superintendent
Judy Ball	Jennifer Duvall, Human Resources Director
Bill Kemper	Olivia Meyers Buch, Finance and Operations Director
Alexis McQuillan, Chair	
Scott Newsham	STUDENT REPRESENTATIVES PRESENT
Tom Sauret	Logan Barnett, College Hill
	Colleen Corrigan, CHS
	Adriana Madrigal, CVHS

A quorum was present and due notice had been published.

II. EXECUTIVE SESSION

The Board met in Executive Session at 5:30 p.m. under ORS 192.660(2)(e) – To consult with persons designated to negotiate real property transactions, and ORS 192.660(2)(d) – To consult with persons designated to conduct labor negotiations.

III. PLEDGE OF ALLEGIANCE

Chair McQuillan led the Pledge of Allegiance.

IV. REPORTS FROM BOARD LIAISONS TO DISTRICT WORK GROUPS/COMMITTEES

Board members provided brief updates regarding the committees to which they liaise.

V. BOARD-SCHOOL LIAISON REPORTS

Board members provided brief updates regarding their visits to schools and attendance at school events.

Unaccepted Minutes

VI. STUDENT REPRESENTATIVE REPORTS

Student representatives provided highlights about the events and activities involving their schools.

VII. SUPERINTENDENT'S REPORT

Superintendent Noss introduced new Crescent Valley High School principal Aaron McKee and his family. Mr. Noss also shared highlights from the past month and provided information regarding current and future initiatives.

VIII. PUBLIC/STAFF COMMENT

Seema Bharwani, 962 NW Polk, Corvallis, passed around some books written in Arabic and explained the project she'd organized to provide schools with books that celebrate Arabic language or Middle Eastern culture; there are a lot of families in the district for whom Arabic is their first language. Ms. Bharwani said she raised enough money to provide a set of eight books to each K-2 classroom at Garfield, Wilson, and Adams Elementary Schools, and subsequently raised another $1,000 to buy more books. She noted that the majority of the donations were from community members who don't have kids in the district. She added that the schools' librarians are working tirelessly to diversify the books.

John McQueen, 2525 NW 27th Street, Corvallis, said some class sizes at Jefferson are getting too big, with over 30 students per class, and it's almost a safety issue. He said he was a former teacher and knows how hard it is for teachers to differentiate the way they want and need to with a class that large. He expressed concern about teacher fatigue and/or burnout, and asked the board to look at class size caps and see if there's something that could be done for teachers and their students. He closed by saying that even if Jefferson had more teachers, there aren't enough classrooms to house them.

Ted McCann, Library Media Assistant at Garfield, described himself as a catch-up librarian for the school due to lack of hours in his contract; he said librarians throughout the district are in the same position. He urged the board to implement a dedicated yearly budget for books, noting that he has to seek grants every year just to buy books for his school. He said it is becoming increasingly frustrating to do the job students deserve.

Scott Davis, Library Media Assistant at Hoover Elementary School and Crescent Valley High School, provided information about the amount of time he spends on various tasks in an average week, as well as information about the average age of items in every school's library collection. (Copies of the handouts will be filed with the minutes of this meeting.) He said many librarians are scheduled to work 20 hours per week, yet some work just 10. He said the most time consuming tasks use up almost 15 hours each week; add to that required breaks, and only four hours are left for the librarians to do the wide variety of other tasks required of them. He expressed dismay that the technology assistant positions for all schools received additional contract hours but the library assistants didn't, even though they check iPads in and out.

Unadopted Minutes

Melissa Carr, Library Media Assistant at Crescent Valley High School, said librarians are required to track laptops, calculators and iPads, which is difficult due to the contract days for librarians. At the end of every school year, libraries are closed before students are done turning in materials, and are closed during the first two days of registration at the beginning of every school year, a time when librarians need to confer with bookkeepers regarding fines. She said a new library management system will be launched next year, which will require additional time for librarians to learn and correct issues, as well as to make sure library materials are properly accounted for in the system. She urged the board to consider extending librarians' contract period to better support students.

Andrea Mildrexler, Library Media Assistant at Franklin K-8 School, said there's a misconception that libraries only need a friendly clerk to check books in and out; the district's librarians already do much more than that. She said students deserve books that inspire and inform, and a librarian to teach them the literacy skills they need in the modern world; the goal of the district's librarians is to provide a program that is a well-used resource for students, teachers, and the community. She asked the board to allocate adequate time for librarians to work and an adequate budget.

Maria Simmons, Library Media Assistant at Jefferson Elementary School, shared how the addition of more library hours has made a difference in that school; however, the hours aren't guaranteed year to year. When she is able to work all day, Ms. Simmons said she has time to help struggling students as well as tend to the needs of voracious readers. She said she works with 15 classes and five book clubs, and on a variety of projects that shift throughout the year, such as Oregon Battle of the Books (OBOB). She said in the past, OBOB was led by parents, which meant sometimes students couldn't participate because there was no parent willing to volunteer. This spring she is coordinating participation in the Reading Without Walls Challenge, which is a community-building program she wouldn't have had time for if her work hours had been shorter.

Dana Zachary, Library Media Assistant at Cheldelin Middle School, provided a glimpse into the work she's doing at that school. She said wonderful support from her administrators allowed her to create a student-centered library with an open, flexible schedule; also, Ms. Zachary is able to work all day, so classrooms can utilize her skills all day, every day as needed. She said the school's library is becoming a place where students and teachers want to be; volunteers free up Ms. Zachary to get to know and assist students. She said she sees the seeds of a good library every single day and she wants that for every single district student because they deserve it.

Ian Ciechanowski, Alternative Education and Social Studies teacher at Cheldelin Middle School said half of his time is spent in alternative education; the small classes in alternative education help students learn to advocate for themselves and find a peer group. He mentioned lunchtime programs run by librarian Dana Zachary and noted that a portion of the participants are shy, anxious, and don't have a lot of friends, yet now they're a support group for each other. He added that unfortunately, most of the spots in his program are now used by kids who need behavioral support. He said when Ms. Zachary joined the staff, it felt like Cheldelin's library was instantly brighter; it's now a place of knowledge where middle schoolers want to be.

Unadopted Minutes

Don Tucker, Language Arts and Social Studies teacher at Cheldelin Middle School, said he has no problem sending students to the library because he knows librarian Dana Zachary will help them and not let them mess around. But, he added, that's only because Ms. Zachary's schedule has been freed up for teachers to send kids to the library at any time. He said the library is a place where kids want to go and hang out.

Kathryn Paley, Intervention Specialist and Reading Specialist at Cheldelin Middle School, said Ms. Zachary, a trained librarian with a depth of knowledge, has really made a difference. Ms. Paley said she can send children to the library and know they'll be welcomed there by Ms. Zachary; now the library has books that all kids, even those who don't like to read, actually like to read. In closing, Ms. Paley said the library should be the heart of the school; research shows that when it is, schools improve.

Karen Steele, 26123 Inavale, Corvallis, said she worked for the district for 40 years, and was the district's librarian. She noted that the list of tasks in a library should be done by certified employees with assistance from library assistants; however, that is not the case in the district. She distributed a handout of Oregon Department of Education standards for school libraries, and asked the board if the standards are being met and, if so, by whom. She asked how a library assistant can work only a few hours a day and be expected to meet all the state laws. She said there is a strong correlation between librarians and test scores and she provided additional handouts to the board. (Copies of all handouts will be filed with the minutes of this meeting.) She said the district doesn't show it cares about libraries because it funds them below average district-wide, with some schools funded way below average.

IX. SUPERINTENDENT'S PLAN REGARDING FUNDRAISING TASK FORCE

Superintendent Noss led review of the Fundraising Task Force draft charter, which was provided to the board under separate cover. Board members engaged in conversation with the superintendent, asking questions and offering suggestions for revisions. Superintendent Noss clarified that the role of the school board liaison to the task force is to provide the vision for the work and share the work done by the district to date. He added that he and Finance Director Olivia Meyers Buch will attend the task force's first meeting to set the vision, then will step back but remain available for check-ins and to answer questions along the way.

Superintendent Noss said he will use the information gleaned from tonight's discussion to update the charter. (A copy of the final version of the charter, reflecting changes as a result of the conversation during the board meeting, will be filed with the minutes of this meeting.)

X. LONG RANGE FACILITIES PLANNING UPDATE

Kim Patten, Director of Facilities and Transportation, provided a brief written update to the board under separate cover (a copy will be filed with the minutes of this meeting). Karen Montovino, facilitator of the district's Facilities Planning Committee, gave a slide presentation regarding the first two facility planning workshops conducted in January and February 2017 (a

Unadopted Minutes

hard copy of the presentation will be filed with the minutes of this meeting). Ms. Montovino responded to questions from board members.

XI. EMERGING MULTILINGUAL LEARNER (EL) UPDATE

Marcianne Rivero Koetje, Equity and ELL Coordinator, provided a written report under separate cover (a copy will be filed with the minutes of this meeting). Ms. Rivero Koetje and Val Boggs, English Language Learner teacher at Garfield Elementary School, provided a short slide presentation and discussed the information contained in the written report. (A hard copy of the presentation will be filed with the minutes of this meeting.) The presenters responded to questions from board members.

XII. GENERAL FUND RESERVES

Due to the lateness of the hour, this topic was tabled until a subsequent meeting.

XIII. CONSOLIDATED ACTION

MOTION:
It was moved by Director Al-AbdRabbuh and seconded by Director Sauret to approve the Consolidated Action items. The motion was voted on and unanimously approved.

The following items were approved:

A. Minutes – February 6, 2017; February 21, 2017

B. Licensed Personnel Recommendations Including Annual Contract Renewals – (This document will be filed with the minutes of this meeting.)

C. Budget Committee Appointment – (This document will be filed with the minutes of this meeting.)

XIV. CONSOLIDATED INFORMATION

A. Non-Licensed Personnel Information – (This document will be filed with the minutes of this meeting.)

B. Unaudited Financial Statements – January 31, 2017 – (This document will be filed with the minutes of this meeting.)

Director Newsham asked to have his memory refreshed on how the reserve balances are established and how they might fluctuate during the fiscal year. The Finance Director said the amounts are percentages based on the total revenues in the adopted budget, and

Unadopted Minutes

any fluctuations during the year would be a function of a change in total revenues in the amended budget, which typically occurs in December each year.

Chair McQuillan asked board members if there were topics they would like to see on a future board meeting agenda. Director Newsham requested a work session to discuss the topic of libraries. Director Al-AbdRabbuh requested a conversation regarding a career and technical education program he recently learned about called Career Connections.

XV. ADJOURNMENT

There being no further business before the Board, Chair McQuillan adjourned the meeting at 10:00 p.m.

_____ _____

Alexis McQuillan, Board Chair Ryan Noss, Superintendent

Prepared By: Julie Catala
S:\DO\Super\Julie\BOARD\MINUTES\2017\03-13-17 minutes.docx

Unadopted Minutes

Corvallis
SCHOOL DISTRICT

XIV.A.2. March 20, 2017

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

I. CALL TO ORDER AND ROLL CALL

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

BOARD MEMBERS PRESENT	EXECUTIVE STAFF PRESENT
Vincent Adams, Vice Chair	Ryan Noss, Superintendent
Sami Al-AbdRabbuh	Kevin Bogatin, Assistant Superintendent
Judy Ball	Olivia Meyers Buch, Finance and Operations Director
Bill Kemper	Jennifer Duvall, Human Resources Director
Alexis McQuillan, Chair	
Scott Newsham	
Tom Sauret	

A quorum was present and due notice had been published.

II. PLEDGE OF ALLEGIANCE

Chair McQuillan led the Pledge of Allegiance.

III. BENTON COUNTY 2040 THRIVING COMMUNITIES INITIATIVE

Vincent Adams, School Board Vice Chair, and Sean McGuire, Facilitator of Benton County 2040 Thriving Communities Initiative, provided a report to the board under separate cover (it will be filed with the minutes of this meeting). Mr. McGuire provided highlights of the initiative and responded to questions from board members.

IV. EQUITY TRANSFORMATIONAL PLAN UPDATE

Marcianne Rivero Koetje, Equity and English Language Learner Coordinator, provided a report to the board under separate cover (it will be filed with the minutes of this meeting). Ms. Rivero Koetje, along with Assistant Superintendent Kevin Bogatin, and Teaching and Learning Coordinators Rynda Gregory and Amy Lesan, touched on areas of the report and responded to questions from board members.

Unadopted Minutes

V. GENERAL FUND RESERVES – FISCAL POLICIES

Finance and Operations Director Olivia Meyers Buch referred to the report she provided the board under separate cover (it will be filed with the minutes of this meeting). She touched on some of the highlights of the report, including her belief that existing general fund ending fund balance designations are set appropriately. She recommended further review of Board Policy DA – Fiscal Policies regarding access to the rainy day reserve, particularly the interpretation of what constitutes declaration of a financial emergency.

Board discussion ensued regarding whether or not to revise the policy. Consensus was reached to leave the policy as currently written.

Superintendent Noss indicated the board's discussion gave him clarity around what the board considers a financial emergency.

VI. 2017-18, 2018-19 AND 2019-20 SCHOOL CALENDARS

Human Resources Director Jennifer Duvall said community feedback indicated that district calendars are adopted too late in the year; therefore, she proposed a three year calendar framework for the board's consideration. Ms. Duvall led review of a written report she provided to the board under separate cover (it will be filed with the minutes of this meeting). She responded to questions and comments from board members.

VII. BOARD NORMS, AND BOARD AND SUPERINTENDENT WORKING AGREEMENTS

The board discussed the draft 2016-17 norms, provided under separate cover, and made no changes. The board reviewed the draft board and superintendent working agreements, provided under separate cover. Director Newsham requested implementing a policy regarding committees, rather than having that information in the working agreements.

Discussion ensued regarding the existing district committees, descriptions of the work of those committees, and their membership. Director Sauret asked that information about board liaisons to the Linn Benton Lincoln Education Service District Budget Committee and the Corvallis Public Schools Foundation Board be included in the comprehensive list of committees and work groups.

Director Newsham questioned the reason some committees/work groups have three board liaisons. Superintendent Noss gave the example of the Facilities Planning Committee, which has three board member liaisons and explained that the board members have been participating but have taken a step back to listen to the committee in order to gain knowledge; he feels it's valuable to have the broader audience. Director Ball explained that policies sometimes include very technical and complex language and it helps to have more people reviewing them; she appreciates having three board members on the policy review work group.

Unadopted Minutes

Consensus was reached to clarify the working agreements to indicate that up to three board members could be liaisons to any district committee or work group.

Chair McQuillan referred to a part of paragraph five under the communication section which states, *When the Board receives communication from the community, the chair will respond or will delegate that responsibility to another Board member.* Director Newsham expressed concern regarding possible violation of board members' first amendment rights to free speech, because this statement implies that board members are precluded from responding to an email until the chair has responded.

Board discussion ensued and included some of the following comments:

- I've never found this imposing on the first amendment and I'm as hawkish on the first amendment as anyone.
- This statement establishes an etiquette for when someone is addressing the whole board as a body and they don't ask for each person's opinion; it's good to wait for the chair to acknowledge the person.
- The response from the chair is to acknowledge emails were received and to thank senders for their comments, as well as to indicate that the board will consider their input.
- One reason for the stipulation is to avoid an unintentional violation of public meeting law through email conversations.
- There's already a sentence in item five that says, *Following communication from the board chair, other board members may also respond if they wish.*

Consensus was reached to leave item five of the communications section as it is currently written. *(Recorder's note: I will reformat item five to make it easier to see the statement that board members are free to respond following the chair. JC)*

Superintendent Noss clarified that information will be added to the working agreements that explains all committees and work groups to which board members liaise. He added that stand-alone versions of the committee information, norms, and working agreements will be posted online.

MOTION:
It was moved by Vice Chair Adams and seconded by Director Ball, to adopt the 2016-17 Board Norms and Board and Superintendent Working Agreements as revised during the preceding discussion. The motion was voted on and passed unanimously.

VIII. SUPERINTENDENT EVALUATION PROCESS

Chair McQuillan referred to a report provided to the board under separate cover (it will be filed with the minutes of this meeting). Board members and Superintendent Noss discussed the areas

Unadopted Minutes

on which he should be evaluated this year, as well as the timeline for the evaluation process. It was noted that because Superintendent Noss began his tenure on an interim basis and was appointed permanent superintendent in November 2016, with a contract effective July 1, 2017, no formal district or targeted goals were set for 2016-17.

Superintendent Noss indicated he focused his work this year in three areas: equity, principal supervision, and the Innovation Team. Consensus was reached to use those three focus areas as well as the district's overarching goals: every student a graduate, every student shows growth, and closing the opportunity gap. Consensus was reached to also use the performance standards outlined in the Oregon School Boards Association Superintendent Evaluation Workbook for 2016-17.

IX. ADJOURNMENT

There being no further business before the Board, Chair McQuillan adjourned the meeting at 10:20 p.m.

_____ _____

Alexis McQuillan, Board Chair Ryan Noss, Superintendent

Prepared By: Julie Catala
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Unadopted Minutes

Corvallis
SCHOOL DISTRICT

XIV.B. Licensed Personnel Recommendations

Corvallis
SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Jennifer Duvall, Human Resources Director
Meeting Date: April 10, 2017

Licensed Personnel Action — ACTION REQUESTED

1. Issue:

   a. Recommendation to Hire
   Patrick Rarick: Math Teacher, 1.0 FTE, Franklin Elementary School, effective April 1, 2017 until June 30, 2017(Re-hire/Temporary)

   b. Leave/Termination/Resignation/Layoff/Retirement
   Patrick Rarick: Math Teacher, 1.0 FTE, Franklin Elementary School, effective March 31, 2017 (Retirement)

   John Harrison: Counselor, 1.0 FTE, Linus Pauling Middle School, effective June 30, 2017 (Retirement)

   Kathryn Paley: Intervention & Literacy Specialist, 0.83 FTE, Cheldelin Middle School, effective June 30, 2017 (Retirement)

   Taylor Meyer, Math Teacher, 1.0 FTE, Corvallis High School, effective June 30, 2017 (Resignation)

   Denise Diller: District Nurse, 1.0 FTE , District Office, effective June 30, 2017 (Resignation)

   Karen Jones: Special Education Teacher, 1.0 FTE, Corvallis High School, effective June 30, 2017 (Retirement)

MOTION REQUESTED:
"I move to approve the Licensed Personnel action as submitted."

Corvallis
SCHOOL DISTRICT

XV. CONSOLIDATED INFORMATION

XV.A. Non-Licensed Personnel Information

Corvallis
SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Jennifer Duvall, Human Resources Director
Meeting Date: April 10, 2017

Non-licensed Personnel Information NO ACTION REQUIRED

Recommendation to Hire

Melissa Zendejas: Educational Assistant 2, 6.5 hrs, Franklin Elementary School, effective March 13, 2017 (Regular/Probationary)

Juliette Mulholland: Educational Assistant 2/LRC, 5 hrs, Adams Elementary School, effective March 13, 2017 (Limited Term)

Laura Hickman: Educational Assistant 2/LRC, 6 hrs, Adams Elementary School, effective March 14, 2017 (Limited Term)

Dana Zandonella: Food Service Assistant, 2 hrs, Cheldelin Middle School, effective April 3, 2017 (Regular/Probationary)

Amy Wise: Food Service Assistant, 4 hrs, Central Kitchen, effective March 20, 2017 (Regular/Probationary)

Levi Farris: Maintenance 1, 8 hrs, Corvallis High School, effective March 22, 2017 (Regular/Probationary)

Dani Warren: Educational Assistant/Lifeskills, 6.5 hrs, Franklin Elementary School, effective March 17, 2017 (Regular/Probationary)

Salam Althahabi: Educational Assistant 3, 2 hrs, Garfield Elementary School, effective April 3, 2017 (Limited Term)

Termination/Resignation/Layoff/Retirement

Amanda Calhoun: Student Behavior Support, 8 hrs, Corvallis High School, effective April 26, 2017 (Resignation)

Laura Blackwell: Educational Assistant 2/LRC & ELL, 6.5 hrs, Linus Pauling Middle School, effective June 30, 2017 (Resignation)

Megan Hussey: Educational Assistant 2/LRC, 4 hrs, Crescent Valley High School, effective March 27, 2017 (Resignation)

Corvallis
SCHOOL DISTRICT

Isabel Hernandez: Educational Assistant 2/LRC, 6 hrs, Lincoln Elementary School, effective March 10, 2017 (Resignation)

Hattie Woods: Technology/Computer Lab Assistant 2, 6.5 hrs, Jefferson Elementary School, effective June 30, 2017 (Resignation)

Jill Whisler: Educational Assistant 2/AVID, 3 hrs, Crescent Valley High School, effective June 30, 2017 (Resignation)

Corvallis
SCHOOL DISTRICT

XV.B. Unaudited Financial Statements - February 28, 2017

Corvallis SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Olivia Meyers Buch, Finance and Operations Director
Meeting Date: April 10, 2017

February Financial Statements (Unaudited) NO ACTION REQUIRED

Background

The Statement of Resources and Requirements for the General Fund for the period ending February 29, 2016 and February 28, 2017 follow this report. Year-to-date operating revenues through the end of February 2017 total $55.5 million or 86.5 percent of total budgeted operating revenues as compared to $50.9 million or 81.5 percent through the end of February 2016.

General Fund expenditures through February 28, 2017 are up $2.7 million as compared to the prior year. Salaries and benefits constitute 66.0 percent of the increase or $1.8 million. Maintenance of the district facilities including lead remediation, planned technology purchases for software and equipment, the Benton County Health Navigator contract, increased capacity to support access to technology, and increased insurance premiums for property and liability represent other key factors.

Projected resources and requirements through June 30, 2017 result in an ending fund balance of $9.47 million, or 14.7 percent of projected operating revenues. The projected ending fund balance reflects a change in fund balance, or operating deficit, of $0.8 million; however, all General Fund reserves are projected to be at or above the designations outlined in board policy on June 30, 2017.

Please contact me with questions or if you would like additional information.

Supplementary Materials

1. Statements of Resources and Requirements as of February 29, 2016 and February 28, 2017
2. Schedule of Investments as of February 28, 2017
3. Schedules of Cash Disbursements greater than or equal to $1,000 for the period of February 1 – February 28, 2017

Corvallis School District 509J
Statement of Resources and Requirements
Fiscal Year to Date as of Feb 28, 2016 and 2017 Respectively (Unaudited)

General Fund

	FY 2015-16					FY 2016-17				
	Amended Budget	Actuals Thru 29-02-16	% of Budget	Actuals Thru 30-06-16	% of Budget	Adopted Budget	Actuals Thru 28-02-17	% of Budget	Projected Thru 30-06-17	% of Budget
RESOURCES										
State School Fund Formula Revenue										
State School Fund - General Support	$ 31,722,494	$ 22,980,634	72.4%	$ 31,100,248	98.0%	$ 31,748,251	$ 24,856,593	78.3%	$ 30,967,653	97.5%
Property Taxes Levied by District	24,678,358	23,168,920	93.9%	24,620,354	99.8%	26,014,907	24,664,633	94.8%	26,022,907	100.0%
Common School Fund	903,506	451,753	50.0%	1,129,382	125.0%	834,692	592,306	71.0%	1,184,612	141.9%
County School Funds	100,000	126,397	126.4%	146,185	146.2%	140,000	274,551	196.1%	140,000	100.0%
Federal Forest Fees	18,000		0.0%	18,888	104.9%	-	-	-	-	-
Local Option Taxes Levied by District	4,064,897	3,823,546	94.1%	4,061,954	99.9%	4,545,040	4,320,522	95.1%	4,544,065	100.0%
Earnings on Investments	100,000	86,699	86.7%	181,581	181.6%	180,000	151,701	84.3%	180,000	100.0%
State School Fund Prior Year Adjustment	-		-	824,580	-	(54,226)	-	-	265,841	-
Other	884,539	252,517	28.5%	884,451	100.0%	795,003	648,796	81.6%	1,092,978	137.5%
Total Operating Revenues	**$ 62,471,794**	**$ 50,890,466**	**81.5%**	**$ 62,967,623**	**100.8%**	**$ 64,203,667**	**$ 55,509,102**	**86.5%**	**$ 64,398,056**	**100.3%**
Beginning Fund Balance	$ 8,388,192	$ 8,388,192	100.0%	$ 8,388,192	100.0%	$ 10,278,573	$ 10,278,573	100.0%	$ 10,278,573	100.0%
TOTAL RESOURCES	**$ 70,859,986**	**$ 59,278,658**	**83.7%**	**$ 71,355,815**	**100.7%**	**$ 74,482,240**	**$ 65,787,675**	**92.2%**	**$ 74,676,629**	**100.3%**
REQUIREMENTS										
Salaries	$ 32,438,617	$ 17,441,386	53.8%	$ 32,433,363	100.0%	$ 34,920,419	$ 18,804,527	53.8%	$ 34,571,215	99.0%
Associated Payroll Costs	18,397,586	9,476,210	51.5%	17,795,748	96.7%	19,366,811	$ 9,920,296	51.2%	19,173,143	99.0%
Purchased Services	8,008,679	4,352,842	54.4%	8,006,543	100.0%	7,702,555	$ 4,719,655	61.3%	7,625,529	99.0%
Supplies and Materials	2,077,428	1,286,210	61.9%	1,979,496	95.3%	2,929,169	$ 1,784,502	60.9%	2,899,877	99.0%
Capital Outlay	83,000	80,328	96.8%	102,021	122.9%	86,000	$ 64,450	74.9%	85,140	99.0%
Other Objects	761,175	743,922	97.7%	760,071	99.9%	861,009	819,819	95.2%	852,399	99.0%
Total Operating Expenditures	**$ 61,766,485**	**$ 33,380,898**	**54.0%**	**$ 61,077,242**	**98.9%**	**$ 65,865,963**	**$ 36,113,248**	**54.8%**	**$ 65,207,303**	**99.0%**
Transfers	$ 2	-		-		$ -	-		-	
Contingency	1,554,136	-		-		1,530,092	-		-	
Rainy Day Reserves	3,108,272	-		-		3,210,183	-		-	
Unappropriated Reserves	3,108,272	-		-		2,553,183	-		-	
Unappropriated Reserve (PERS)	1,322,819	-		-		1,322,819	-		-	
TOTAL REQUIREMENTS	**$ 70,859,986**	**$ 33,380,898**		**$ 61,077,242**		**$ 74,482,240**	**$ 36,113,248**		**$ 65,207,303**	
ENDING FUND BALANCE		**$ 25,897,760**		**$ 10,278,573**			**$ 29,674,427**		**$ 9,469,326**	
Contingency				1,574,191	2.5% *				1,609,951	2.5% *
Rainy Day Reserves				3,148,381	5.0% *				3,219,903	5.0% *
Unappropriated Reserves				4,233,182	6.7% *				3,316,653	5.2% *
Unappropriated Reserve (PERS)				1,322,819	2.1%				1,322,819	2.1% *
* Percent of Operating Revenue				**10,278,573**	**16.3%**				**9,469,326**	**14.7%**

Corvallis School District 509J
Schedule of Investments
February 28, 2017

Type of Investment	Investment Date	Maturity/ Call Date	No. of Days	Bond Equivalent Yield	Purchase Price	Par (Maturity) Value
US Government-Sponsored Enterprises (Total):	03-29-16	09-29-17	549	0.850%	$100.00	1,000,000
	05-17-16	11-17-17	549	0.875%	$100.00	1,000,000
	11-17-16	02-08-18	448	0.825%	$100.06	1,000,000
	11-17-16	03-08-18	476	0.850%	$99.94	1,000,000
	11-17-16	04-09-18	508	0.869%	$99.84	1,000,000
	11-17-16	05-14-18	543	0.891%	$99.76	1,000,000
Total Investments outside of Local Government Investment Pool:						$ 6,000,000

Local Government Investment Pool:	Average Annualized Rate	
General Account	1.15%	$ 44,440,890
Debt Service Account	1.15%	260
Subtotal LGIP [1]		$ 44,441,150
Amount in Custody with Bank of America:		
Collateralized Money Market	0.00%	$0.00
Local Government Investment Pool - Pension Bond Debt Service:		
Pension Bond Debt Service Account:[2]	1.15%	$ 1,235,642
Total Investments		$ 51,676,792

1. The maximum amount (in any combination of accounts) that the Local Government Investment Pool (LGIP) allows in an account is $47,012858
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.
3. This investment was purchased at a premium to (or in excess of) the par (maturity) value. The investment includes semi-annual coupon payments, that together with the par values exceed their purchase price and yield the Bond Equivalent Yield displayed.

Compliance with Investment Policy

Type of Investment	Maximum Percent of Portfolio per Policy	Current Percent
US Government-Sponsored Enterprises (Total):	90.0%	11.6%
US Treasury Obligations	100.0%	0.0%
Local Government Investment Pool	100.0%	88.4%
Bankers Acceptances	25.0%	0.0%
Repurchase Agreements	25.0%	0.0%
State and Local Government Securities	25.0%	0.0%
Time Certificates of Deposit & Collateralized Money Market	50.0%	0.0%
Commercial Paper (bonds and promissory notes issued by corporations)	10.0%	0.0%
TOTAL		100.00%

Benchmarks as of 2/28/17:

3-Month U. S. T-Bill bond equivalent yield:	0.61%
3-Mo. Jumbo CDs	0.89%

Corvallis School District 509J
Schedule of Cash Disbursements greater than or equal to $1,000
For the period of February 1, 2017 - February 28, 2017

Vendor by Fund and Object	Check Total
100 - General Fund	
Charter School Payments	
INAVALE COMMUNITY PARTNERS, INC	58,034.64
Consumable Supplies and Materials	
AMAZON.COM CREDIT SERVICES	5,396.75
BULLSEYE GLASS COMPANY	1,794.36
COSTCO - ALBANY	1,169.28
FREESTYLE	2,223.19
HOME DEPOT CREDIT SERVICES	1,981.08
JOSTENS INC	2,171.75
OETC	5,777.00
OFFICE MAX	10,404.60
PINKHAM SPECIALTY CO	1,600.00
PLATT ELECTRIC SUPPLY CO	2,506.19
STAPLES ADVANTAGE - DEPT LA	13,079.78
Copier Charges	
CTX - SAN FRANCISCO	4,867.04
Electricity	
CONSUMERS POWER INC	16,803.37
PACIFIC POWER AND LIGHT	59,060.84
Fuel	
BENTON COUNTY PUBLIC WORKS	1,322.23
NW NATURAL	82,471.06
Garbage	
REPUBLIC SERVICES	11,040.86
Instructional, Professional and Technical Service	
INAVALE COMMUNITY PARTNERS, INC	1,343.65
LINN BENTON COMMUNITY COLLEGE	14,164.80
Non-reimbursable Student Transportation	
CITY OF CORVALLIS_	7,238.34
Other Communication Services	
CENTURYLINK	4,331.87
COMCAST/INSTITUTIONAL NETWORKS	14,978.44
Other Non-instructional Professional and Technical	
CRIMINAL INFORMATION SERVICES INC	3,154.65
DLR GROUP	12,168.80
MAXIM HEALTHCARE SERVICES	7,012.50
OPTIMIZON	6,236.75
PACIFIC EDUCATIONAL GROUP, INC.	6,000.00
SAMARITAN HEALTH SERVICES	25,381.25
SELECTEMP EMPLOYMENT SERVICES	6,664.72

Corvallis School District 509J
Schedule of Cash Disbursements greater than or equal to $1,000
For the period of February 1, 2017 - February 28, 2017

Vendor by Fund and Object	Check Total
Other Property Services	
US Bank Equipment Finance	4,090.41
Postage	
GARTEN SERVICES, INC	2,023.64
Reimbursable Student Transportation	
DYE, MINDY	1,057.16
FIRST STUDENT INC	429,970.01
Repairs and Maintenance Services	
BENTON COUNTY PUBLIC WORKS	2,792.45
ECO HOME COMFORT, LLC	1,340.11
NWFF ENVIRONMENTAL	7,093.79
PACIFIC OFFICE AUTOMATION	5,036.19
ROBERT LLOYD SHEET METAL, INC	1,155.00
SYNERGY SECURITY SOLUTIONS	1,416.00
Telephone	
AT&T MOBILITY-ACCT#837370420 (TECH)	1,563.27
Textbooks	
AMAZON.COM CREDIT SERVICES	1,180.00
Travel, Out of District	
COSA	1,043.00
Water and Sewage	
CITY OF CORVALLIS	24,155.21
Away HS Playoffs and/or Tournaments	
BEST WESTERN INN AT THE MEADOWS	1,125.32
Technology Equip $1,000 - $4,999	
COSTCO - ALBANY	7,799.90
Equipment $5,000 and greater	
WESTERN EQUIPMENT DISTRIBUTORS, INC	11,700.29
100 - General Fund Total	**894,921.54**
203 - Food Service Fund	
Food - Food Service Only	
DUCK DELIVERY PRODUCE INC	3,899.93
FRANZ FAMILY BAKERIES	4,341.26
LOCHMEAD DAIRY	23,727.06
Inventories	
COSTCO - ALBANY	1,724.98
MCDONALD WHOLESALE CO	33,609.77
NORTHWEST DISTRIBUTION SERVICES	1,939.74
PALMER CREEK FRUIT LLC	3,180.00
Repairs and Maintenance Services	
ADVANCED ENVIRONMENTAL SYSTEMS	2,186.00
203 - Food Service Fund Total	**74,608.74**

Corvallis School District 509J
Schedule of Cash Disbursements greater than or equal to $1,000
For the period of February 1, 2017 - February 28, 2017

Vendor by Fund and Object	Check Total
204 - District Donation Fund	
Consumable Supplies and Materials	
R3 ENGRAVING & SIGNS	1,099.60
SHIRT CIRCUIT	1,625.94
Equipment-like items $1,000 - $4,999	
QUALITY MACHINE TOOL, INC	1,575.00
Instructional, Professional and Technical Service	
CORVALLIS ENVIRONMENTAL CENTER	1,000.00
204 - District Donation Fund Total	**5,300.54**
208 - Designated Facilities Fund	
Construction Contracts Payable-Retained Percentage	
UMPQUA ROOFING COMPANY INC	6,641.37
208 - Designated Facilities Fund Total	**6,641.37**
296 - Grants Fund	
Consumable Supplies and Materials	
GRAYBAR ELECTRIC COMPANY INC	1,698.60
Travel, Out of District	
HAMPTON INN - PORTLAND AIRPORT	1,538.10
NW PBIS CREDIT CARD	4,425.00
OAVSNP CREDIT CARD	2,400.00
SEA GYSPY RENTALS CREDIT CARD	1,267.20
TEACHERS DEVELEOPMENT GROUP	2,730.00
Equipment $5,000 and greater	
ARCLIGHT DYNAMICS	18,442.00
296 - Grants Fund Total	**32,500.90**
297 - Student Body Funds	
Consumable Supplies and Materials	
ALL AMERICAN SPORTS CORP - RIDDELL	1,798.19
AMAZON.COM CREDIT SERVICES	2,181.54
COSTCO - ALBANY	1,919.91
EASY TURF	1,219.20
HOME DEPOT CREDIT SERVICES	1,579.44
MUSIC CITY ASSOCIATES	1,396.57
PLAY IT AGAIN SPORTS	2,170.25
SCHOLASTIC BOOK FAIRS	1,042.09
SHIRT CIRCUIT	2,152.91
VEX ROBOTICS, INC	1,806.39
Non-reimbursable Student Transportation	
FIRST STUDENT INC	3,695.81
Other Non-instructional Professional and Technical	
BLACKBOARD MUSIC , INC	1,580.00

Corvallis School District 509J
Schedule of Cash Disbursements greater than or equal to $1,000
For the period of February 1, 2017 - February 28, 2017

Vendor by Fund and Object	Check Total
Travel, Student Out of District	
CAMP TADMOR	2,070.00
OPD CHURCH OF THE NAZARENE	1,056.25
WASHINGTON MUSIC EDUCATORS ASSOCIATION	2,070.00
297 - Student Body Funds Total	**27,738.55**
298 - Designated Revenue Fund	
Consumable Supplies and Materials	
ADORAMA CAMERA	1,322.13
AMAZON.COM CREDIT SERVICES	2,398.36
Andresen, Carol Ann S	3,822.00
GRAYBAR ELECTRIC COMPANY INC	2,831.00
JAMBA JUICE - TIGARD	1,065.00
MUSIC CITY ASSOCIATES	5,479.70
TREETOP PRODUCTS.COM	1,731.63
Printing and Binding	
CORVALLIS COPY	1,927.14
Repairs and Maintenance Services	
RICE HEATING & AIR CONDITIONING INC	1,376.00
Travel, Out of District	
COSA	1,192.00
Travel, Student Out of District	
OMSI	2,325.00
RESIDENCE INN - WASHINGTON DC/FOGGY BTTM	45,990.00
SPIRIT CRUISES	2,907.69
298 - Designated Revenue Fund Total	**74,367.65**
402 - Capital Projects Fund	
Construction Contracts Payable-Retained Percentage	
UMPQUA ROOFING COMPANY INC	50,384.10
402 - Capital Projects Fund Total	**50,384.10**
601 - Insurance Fund	
Equipment-like items $1,000 - $4,999	
SMEED COMMUNICATION SERVICES, INC	4,490.00
Group Insurance	
LIFEMAP ASSURANCE COMPANY	10,705.64
WILLAMETTE DENTAL GROUP (GROUP Z1329)	20,340.00
Other Insurance and Judgments	
PACE	7,600.00
SCHOOL OUTFITTERS	1,215.00
601 - Insurance Fund Total	**44,350.64**
Grand Total	**1,210,814.03**

Corvallis
SCHOOL DISTRICT

XVI. 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