



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
Thursday, March 1, 2018 6:30 PM	Regular	District Office Board Room, 1555 SW 35th Street, Corvallis, OR 97333	See attached.

Accessibility: *To request accommodations for board meetings, please contact Kim Nelson at 541-757-5841 or kim.nelson@corvallis.k12.or.us at least 48 hours before the meeting.*

If you would like to watch live-streaming of the School Board meeting, please navigate to the District's YouTube channel: <https://www.youtube.com/channel/UC9Jtp5dmilZl9kySBJbVQ?>
A recording of the meeting will also be posted to that channel.

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

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



Corvallis

SCHOOL DISTRICT

Thursday, March 1, 2018
6:30 PM

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

Meeting Details: Thursday, March 1, 2018, 6:30 PM in the District Office Board Room,
1555 SW 35th Street, Corvallis, OR 97333.

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

- I. CALL TO ORDER AND ROLL CALL (6:30 p.m. approximately)
- II. SUPERINTENDENT'S MESSAGE REGARDING SCHOOL SAFETY

Superintendent's Comments on School Safety March 1, 2018

I know that many families are feeling more concerned than ever about safety in our schools. As many of you know, last week, we were made aware of a possible school threat made on social media which ended in a middle school student being charged with Disorderly Conduct and Initiating a False Report. Other districts across the country have dealt with similar incidents as of late.

Last week's incident at Linus Pauling gives us an opportunity to talk about our district safety plans and precautions we take every day to help keep our schools and our students safe. The district's safety leadership team continues to review the situation and how we can continually improve communications to balance the need for parents who want to know details of what is happening and the school district's handling of sensitive information that may interfere with an investigation.

I want our families to know that our district has protocols in place to deal with all types of school emergencies, including an active threat.. Assistant Superintendent Kevin Bogatin oversees school safety and we work closely with the Corvallis Police Department through our School Resource Officer Evan Hull. School safety is a never-ending process including planning, staff training, safety drills, and effective emergency communications.

I want our students to feel connected, heard, known, and safe in our schools. I can tell you unequivocally that each of our principals are working toward that end. I also want to remind everyone of SafeOregon, a school safety tip line program launched by the Oregon State Police. Tips can be submitted any time, any day, through the **SafeOregon.com** web portal, by email or through the SafeOregon mobile application or by calling or texting the SafeOregon number.

We are also aware that a national student walk out is planned to take place on March 14 as a response to the Florida tragedy and in support of safe schools. Staff at our middle and high schools are planning for this event to ensure that students who choose to participate in a walkout are provided with staff supervision, to maintain student safety. We have had student walkouts in the past and have provided similar supervision.



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- III. PLEDGE OF ALLEGIANCE
- IV. BOARD MEMBER REPORTS (SCHOOL LIAISONS AND DISTRICT COMMITTEES/WORK GROUPS)
- V. REPORTS FROM STUDENT REPRESENTATIVES
- VI. SUPERINTENDENT'S REPORT



Corvallis
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Superintendent's Update

Shared with the Corvallis School Board during the March 1, 2018 meeting.

Bond Measure Community Engagement

I have been attending school building staff meetings to share general information about the facilities bond that will be on the May 15 ballot. We now have a web page on the district site that has information for staff, families, and the community. This page will be regularly updated to ensure that we are providing information that is balanced and factual. You can visit corvallisbond.org for school specific project lists and general information.

Center for Educational Leadership (CEL) School Visits

In February, leaders from Eugene School District visited Jefferson Elementary School to learn about a "problem of practice" that the school principal Melissa Harder has been focused on this year. The group visited classrooms, looking for observational data related to culturally relevant teaching and then shared the observations with Ms. Harder. This is an example of our focus on teaching and learning.

Benton County Career Convention

More than 800 juniors from high schools throughout Benton County attended this career-related education day. The event takes place annually on the OSU Campus. Career related learning includes career speakers, mock interviews, and information booths representing the trades and various professions. I want to thank board members that participated in the event

Solar Power Project

We are ready to move forward with a 117-kiloWatt roof top solar array at CHS, financed through investment by local residents, along with funding from BE Solar and the Energy Trust of Oregon. The project will be installed by BE Solar, a division of Benton Electric, Inc., of Albany. The system is projected to save the school district more than \$21,000 in electric costs in the first ten years, and nearly \$317,000 over 25 years. This project has been championed by CHS teacher Julie Williams and the CHS Green Club for more than a decade. Construction is scheduled for April.

Community Partners- Assistance League of Corvallis

This organization's contributions to Corvallis students range from AP Test Prep classes, dental hygiene for sixth graders, and clothing and shoes for students from Operation School Bell. Our students come from a wide range of backgrounds and circumstances and we appreciate the programs made possible by the hard work and commitment of the Assistance League. According to their website, their members contributed 19,000 hours through the work of volunteers. Thank you Assistance League of Corvallis!

Partnership with the Consulate of Mexico

The Deputy Consul from the Consulate of Mexico sent a letter of thanks to CSD Equity Coordinator Marcianne Koetje to recognize the district for accommodating the Mobile Consulate at Linus Pauling Middle School last November. The Consulate assisted approximately 720 individuals with documentation services and issued 823 documents within two days. Eight agencies collaborated offering information about banking, personal finance, protection in the workplace, safety and labor standards, and the empowerment of the Mexican Community. We are pleased to assist in connecting our families with this type of support in our community.



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VII. PUBLIC/STAFF COMMENT (7:00 p.m. approximately)

NOTE: To indicate your desire to comment, please arrive by 6:25 p.m., 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.



Providing Input to the School Board

(Revised 08-31-17)

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; 541-240-4055	Ed Junkins	801-706-1892
Sami Al-AbdRabbuh	541-283-6611	Terese Jones	541-230-1673
Judy Ball	541-758-1671; 240-997-1222	Sarah Finger McDonald	541-908-3756
Jay Conroy	541-912-4380		

Hello everyone. Thank you for having me. My name is Grace Knutsen, and I am a junior at Corvallis High School. I am really excited to be here this evening to talk to you a little about an upcoming community event, called “**March For Our Lives – Corvallis**”, being coordinated by students in our community.

March For Our Lives was created by the survivors of the Marjory Stoneman Douglas High School shooting, in Parkland, Florida, at the shooting that took place just two weeks ago on February 14th.

These students have organized a national march in Washington DC on March 24th, and countless communities across the nation, and from other countries across the world, have organized sister marches to show solidarity with the students in Parkland.

Some people misunderstand the message sent by the movement.

1. It isn't a radical political statement.
2. It isn't meant to divide political parties.
3. It isn't a push to take away second amendment rights or disarm America.

In reality, **March For Our Lives** is:

1. ...an event created to transform grief into action by unifying our entire country, community by community.
2.a local event contributing to a national platform to hold our representatives accountable for developing common sense gun legislation.
3. ...a commitment to secure a safe future for ourselves, for our teachers and faculty, for our school administrators, for our school support staff, and for our school volunteers, as well as to create a safe future for the generations that follow us.

On Saturday, March 24th, Corvallis area students, families, and community members will be marching for every life lost as a result of a shooting on school grounds. We will be marching for the victims at Columbine (1999), at Virginia Tech (2007), at Sandy Hook (2012), and the countless other schools around the United States where shootings have taken place, including shootings that have taken place in Oregon – at Thurston High School (1998) and Umpqua Community College (2015).

I stand for the #neveragain movement, and my question to you is.....**how can you make a difference?**

Join us on March 24th as we *march for our lives* to protect the future of America.



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VIII. SPECIAL REPORTS (7:20 p.m. approximately)

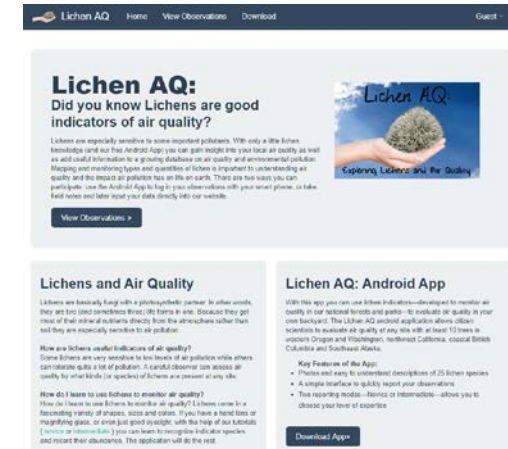
VIII.A. Innovation Grant Report

CVHS Innovation Grants

2017-18

Lichen AQ

- Workshop in spring 2015
- Developed by University of Michigan
- Designed for students/citizens



Lichen AQ

- Students enter data using Android devices
- Transfer to computers for data analysis
- Data contributes to national database



Date	Latitude	Longitude	Eco Region	Observation Level	Tree Type	Forest Density	Number of Trees	Relative Abundance	AQ Index
05/26/2015	44.535393	-123.353378	7: Marine West Coast	Intermediate	Hardwood	Open	0		Excellent
05/15/2015	44.549999	-123.290001	7: Marine West Coast	Novice	Conifer	Mixed	10	6	Good to Excellent
05/15/2015	44.549999	-123.290001	7: Marine West Coast	Novice	Conifer	Mixed	10	35	Fair
06/15/2015	44.549999	-123.290001	7: Marine West Coast	Novice	Conifer	Mixed	10	60	Fair
05/15/2015	44.549999	-123.290001	7: Marine West Coast	Novice	Conifer	Mixed	10	10	Good to Excellent
05/15/2015	44.549999	-123.290001	7: Marine West Coast	Novice	Conifer	Mixed	10	80	Poor
05/15/2015	44.549999	-123.290001	7: Marine West Coast	Novice	Conifer	Mixed	10	90	Poor
05/15/2015	44.549999	-123.290001	7: Marine West Coast	Novice	Conifer	Mixed	10	90	Poor
05/15/2015	44.549999	-123.290001	7: Marine West Coast	Novice	Conifer	Mixed	10	70	Fair
05/15/2015	44.549999	-123.290001	7: Marine West Coast	Novice	Conifer	Mixed	10	90	Poor

Lichen AQ

- Relevant, real-world science
- Connection between lichens and air quality
- Collaboration with OSU researchers
- Technology integration
- Direct impact for ~230 students this school year
- Eliminates barrier to equity

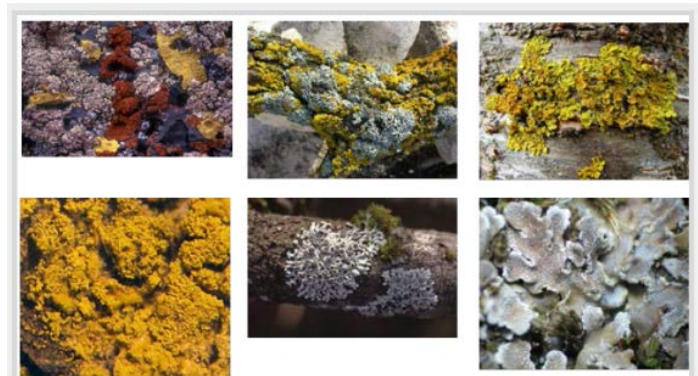
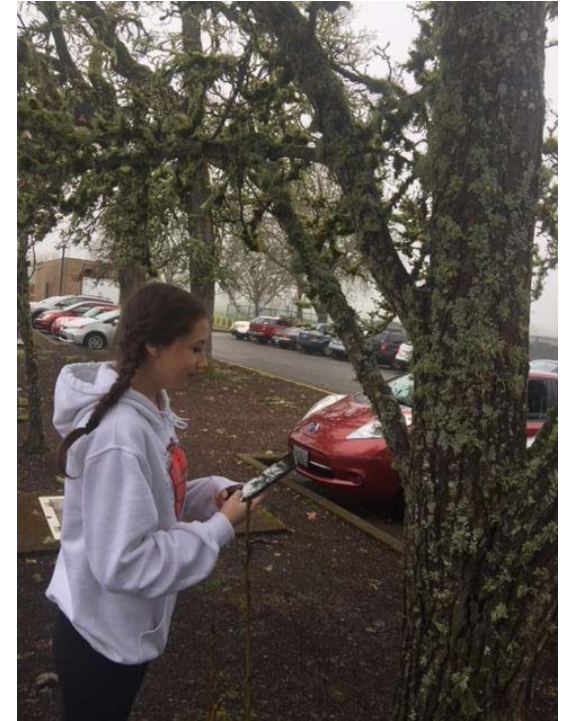
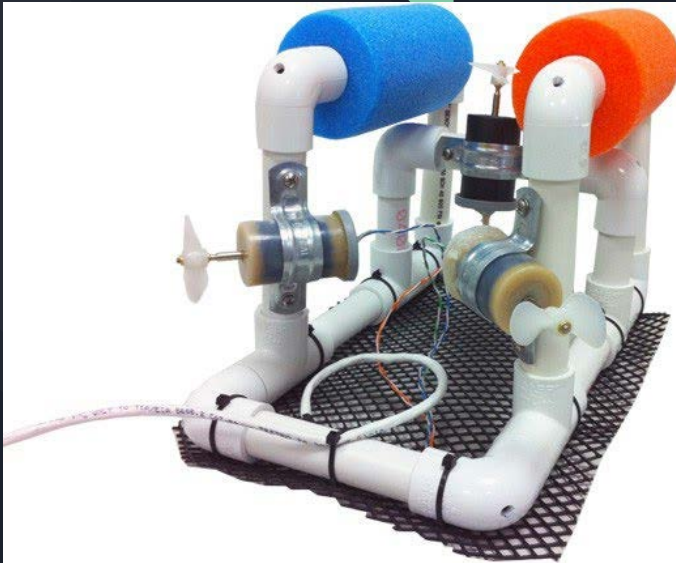


Figure 1: Air Pollutant Tolerant Lichens

Lichen AQ

- Grant funded:
 - Field trips for 7 biology classes
 - 23 Samsung Galaxy tablets for data collection
- Trial run conducted in Winter 2018
- Field trips and data collection scheduled for May 2018

CV ROV Project



https://www.ocean.washington.edu/story/MATE_ROV_Top_Prize

Goals

- Use student built ROVs to conduct a real world exploration/study
- Worked with ODFW to establish a mission for ROVs.
- Bio surveys on pier pilings in the Yaquina Bay
 - Establish biodiversity baseline
 - Can be continued in the future
 - Document invasive species (possibly useful to ODFW)
- Use the knowledge we gain this year to continue collaboration with OSU professor Geoffrey Hollinger to build ROVs in future classes.



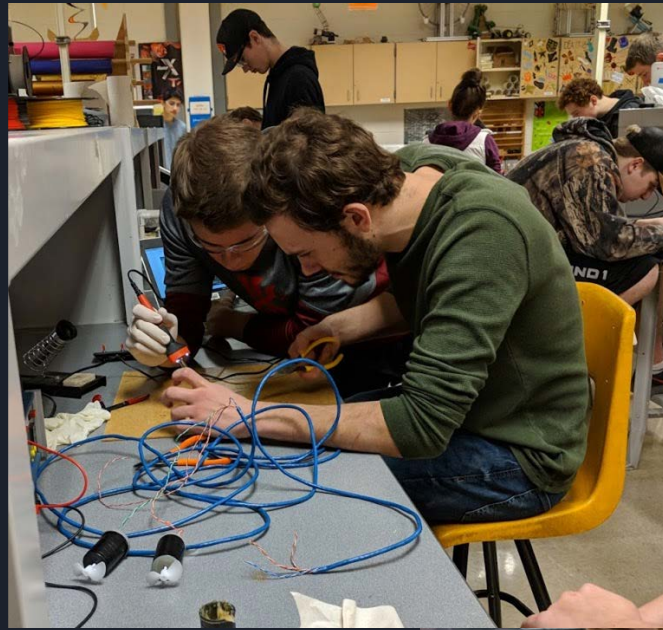
<http://www.alertdiver.com/Keystone-Jetty-Washington>



<https://leerentz.wordpress.com/tag/shore/>

Details

- 3 classes are working on the ROV project
 - 4th period STEAM
 - 6th period STEAM and Marine class combined
- 4 ROV teams of roughly 18 to 21 students were established between the 3 classes.
- Each team had to come up with a design to meet the mission parameters and given budget.
- Deadline: High tide on the morning of May 25th





Timeline and Progress

9/30 ROV Teams were established between the three classes

10/15 Smaller working groups were established for each team to work on the following tasks:

1. STRUCTURE
2. MOTION
3. NAVIGATION & CONTROL
4. MISSION
5. POWER

11/1 Students put together final presentations for their design and overall budget.

11/21 and 11/27 Presentations by BYU Professor, Dr. Geoffrey Wright on student built ROVs and Tyler Engquist OSU ROV team leader in MATE competition

11/30 Each team completed requisitions for needed parts and supplies.

Timeline Continued

- 11/30 Supplies ordered to build small ROVs
- 12/5 Requisition attempt number two.
- 2/10 All parts for small ROVs have arrived
- 2/13 Students start to construct small ROVs
- 2/27 Small ROVs tested and completed
- 3/1 Teams started work on the large ROVs





Lessons Learned

Small ROV's / use the previous years as an initial experience.

Collaboration with outside partners is rich (OSU, OSU robotics, ODFW, BYU).

Doing is important for student engagement.

Students should be building while they plan for the larger ROV's.

Collaboration across classes sometimes needs to be forced, but generally is very positive.

School schedule can be limiting. Master schedule must be purposefully create with such cross-class collaboration in mind.

Can we order materials in the late spring for next year? (Purchasing procedures, will the master schedule be ready?)



Corvallis
SCHOOL DISTRICT

IX. INITIATE BOARD SELF-EVALUATION PROCESS (7:50 p.m. approximately)



Corvallis

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Prepared for: Corvallis School Board
Prepared by: Ryan Noss, Superintendent
Meeting Date: March 1, 2018

Board Self-Evaluation Process

NO ACTION REQUIRED

Background

The board conducted a self-evaluation for 2016-17; a copy is attached. At the March 1, 2018 board meeting, board members will discuss the feedback they want to obtain through the 2017-18 self-evaluation. Board leadership will engage the full board in a discussion regarding the process that will be used. Board leadership recommends following the same process as last year but adding numerical ratings for the indicators under each standard, and to use terms aligned with the self-evaluation done for the Center for Reform of School Systems in October 2017. The terms used were: fully present, partly present, and not present.

Kristen Miles of the Oregon School Boards Association will develop the survey based on feedback provided during the March 1, 2018 board meeting. She will then conduct the survey, compile the evaluation results, and present them to the board at its April 26, 2018 board meeting.

5/22/2017

Corvallis School Board Self-Evaluation

Presented by: Kristen Miles, Oregon School Boards Association

Corvallis School Board Self-Evaluation

Presented by: Kristen Miles, Oregon School Boards Association

Introduction

The culture of an organization is set at the top, and it is no different for school and educational organizations. School boards must be strong, effective leaders to meet the challenges faced by public education today. School board members direct the affairs of the district by setting goals, developing policy, communicating and evaluating, all with a focus on the achievement and best interests of all students in the district. Self-assessment by the board provides valuable information, discussion and communication.

Self-evaluation by the board holds the board accountable to itself, allows for reflection by board members, identifies strengths and weaknesses in individual and whole board performance, and provides a starting point for open communication and goal-setting.

Boards can use the results of a self-evaluation to:

- Open and focus a dialogue
- Celebrate areas where performance is high and identify areas where performance needs improvement
- Set specific goals for improving board leadership and performance
- Capture the perspective of outgoing board members as they transition off the board
- Help the onboarding of new board members

While individuals taking the survey were not identified in this report, all comments are included. All but one Corvallis board member took the survey, as did the Superintendent.

This report contains observations and highlights of each section of the evaluation and an overall analysis. The purpose of the written report is to act as a catalyst for conversation between board members, and to help the board focus on its performance and where improvements can be made.

Standards

Participants rated five of the 11 standards in four different categories. That is, five of the standards had at least one participant rate the overall standard in four of the five performance categories (Unacceptable, Needs Improvement, Good, Excellent, and Outstanding). This disparity was evident in Standards 3, 6, 7, 10, and 11.

Conversely, three of the 11 standards were rated by participants in only two different categories. This was seen in Standards 4, 5, and 8.

The remaining three Standards each had three overall performance ratings.

By a weighted overage calculation, Standard 1 was the lowest rated of all standards. Most participants who commented expressed a desire for focused work on the district's mission, vision, priorities, and/or strategic plan. Some participants noted that board goals are not necessarily measurable.

By the same calculation, Standard 8 was the highest rated standard. Most participants who commented indicated that board members are respectful of staff and work through the chain of command. One board member indicated an interest in hearing the staff perspective on this question. Three participants indicated that this is an area of model performance for the board.

Two Standards received at least one rating of Unacceptable: Standards 1 and 11.

Seven Standards received at least one rating of Outstanding: Standards 3, 6, 7, 8, 9, 10, and 11.

Comments on some Standards elucidated disparity in opinion on how the board is functioning in certain aspects. For example:

- Comments for Standard 3 ranged from: "The board has no formal collaboration agreements with any other entities" to "The district has numerous agreements with other agencies..."
- Comments for Standard 6 ranged from: "There is little opportunity to add or change an agenda item before or during a meeting" to "[w]e have improved the ways board members can add items to the agenda."

The board could use these results as an opportunity to discuss these different perspectives of board work.

Corvallis-specific questions

The Corvallis board added two additional open-ended questions to the template survey. Participants were asked to reflect on their time on the board and describe both a time when a challenging situation was handled skillfully, leading to a positive outcome, and when a challenging situation was handled poorly by the board.

In the first case, participants reflected the following:

- Board members bring different strengths and multiple perspectives to the table, which are valued.
- Transparency in handling difficult situations has led to public support and trust.
- The board is strong when the focus is on student outcomes.
- The board works together well when issues are: non-controversial, options are limited, or there is a deadline to reach a conclusion.
- The board works well when sharing a common goal.

In the second case, participants reflected the following:

- Initiatives do not take hold when there is insufficient attention to infrastructure and staff development.
- In the past, listening to multiple points of view in a patient, thoughtful manner has been a challenge.

-
- Board members must be willing to look beyond their own opinions to help find solutions to problems.
 - The board should take a more strategic and long-term view.
 - The board must remain strong, even if a single board member does not work cooperatively with the group.

Even in this case, when participants were asked to reflect on a challenging scenario, several people reflected that they could not recall a specific challenging situation, and that multiple perspectives are valued.

Overall analysis

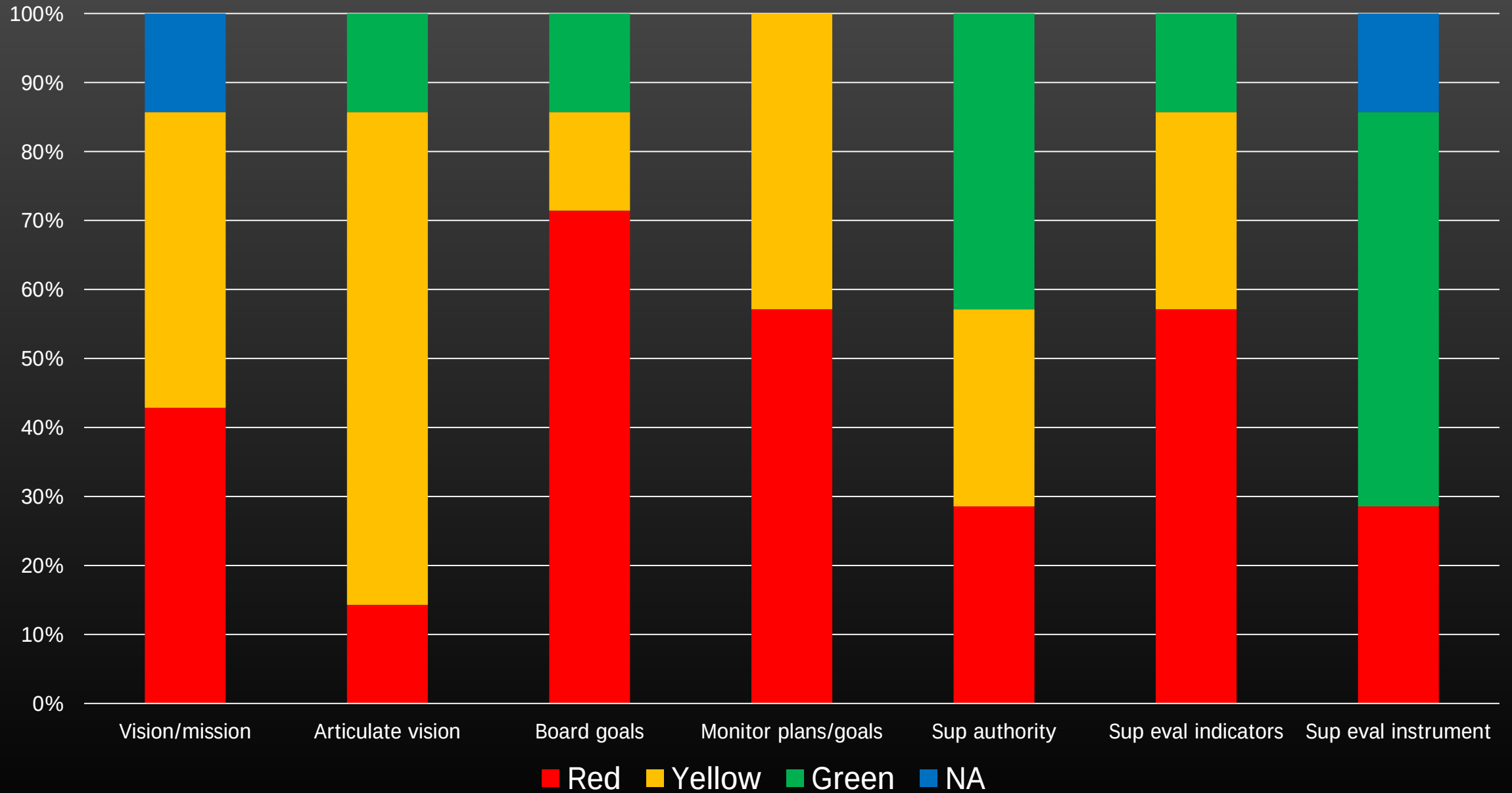
The Corvallis School Board expressed a wish to use this self-evaluation as an opportunity to capture the thoughts and perspectives of outgoing board members, and to create a tool that could be used not only for board improvement, but as an onboarding resource for new board members.

Overall, participants tended to reflect common feelings about the current and future work of the board. Some of those issues are:

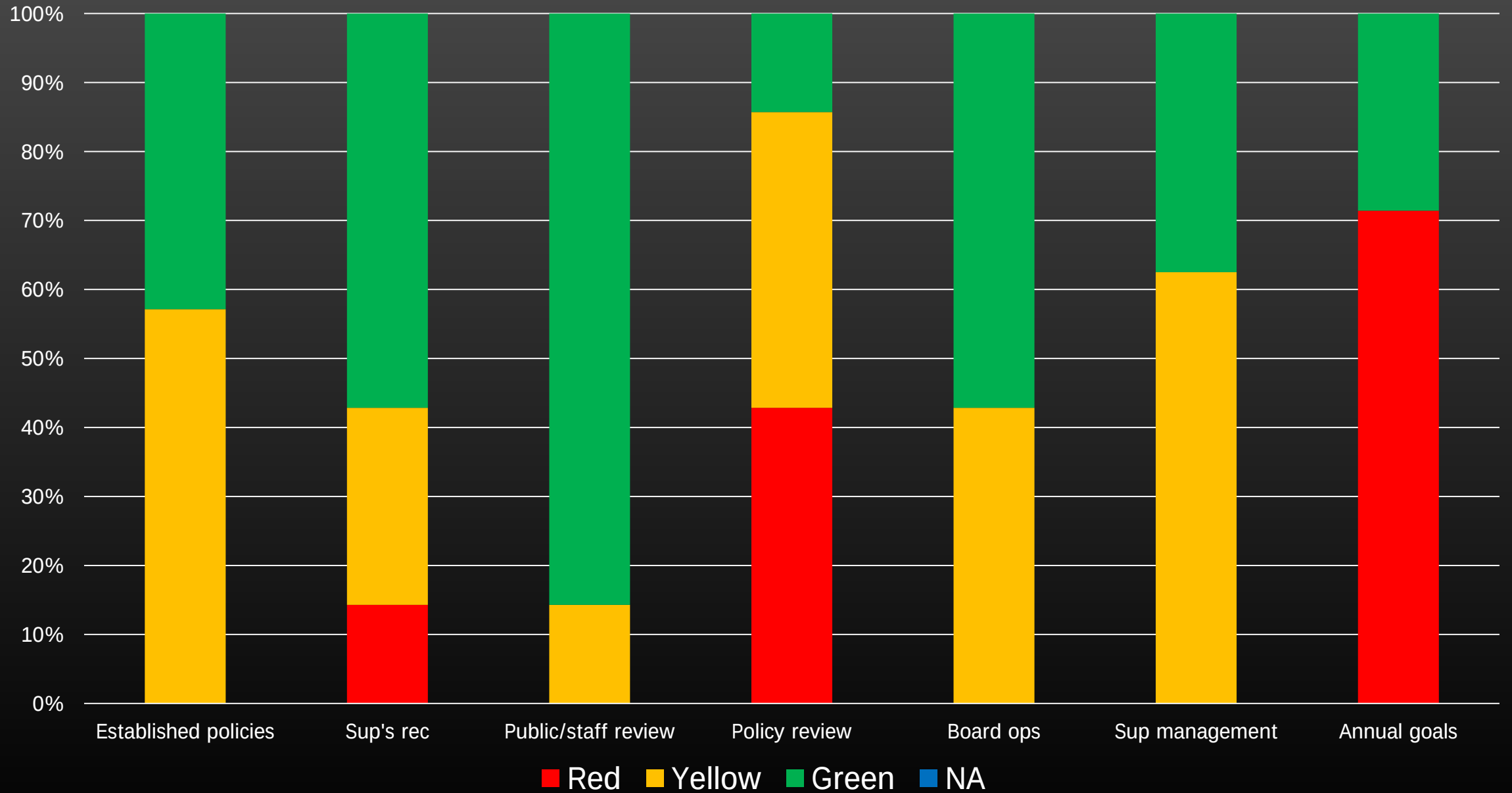
- There is no standard process for reviewing and updating policies.
- While neither the board nor the staff necessarily reflect the diversity of the community, the board has made great strides in making a commitment to equity across all levels of its work.
- The board would like to make better use of data in its planning and decision-making.
- The board is respectful of staff and generally works through the proper chain of command.
- The board has a strong relationship with the superintendent.
- The board may need more professional development and training.

The board could use this self-evaluation as a positive initial step toward improving both individual and board performance, as well as an onboarding tool for new board members. The first step is to have a conversation about the results. To be fruitful, the conversation should include observations, reflections, interpretations, and decisions about how to move forward. The board could identify goals as a result of this conversation, and should make a plan to monitor progress on those goals. Additionally, board self-evaluation is not typically effective if it is only done once. The board should assess its own performance at least annually, incorporating any goals set in the previous evaluation into the next one.

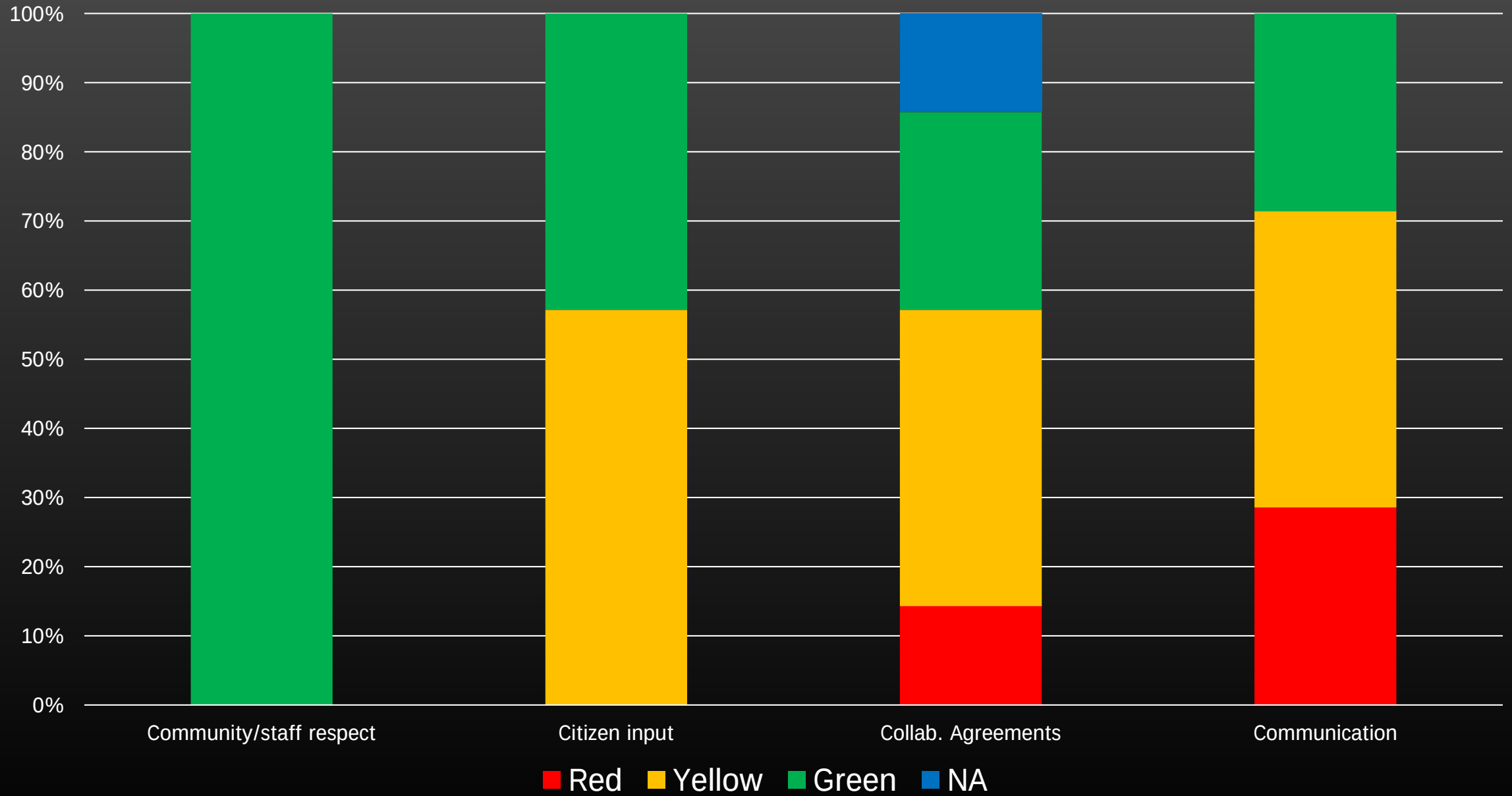
Standard 1 Indicators



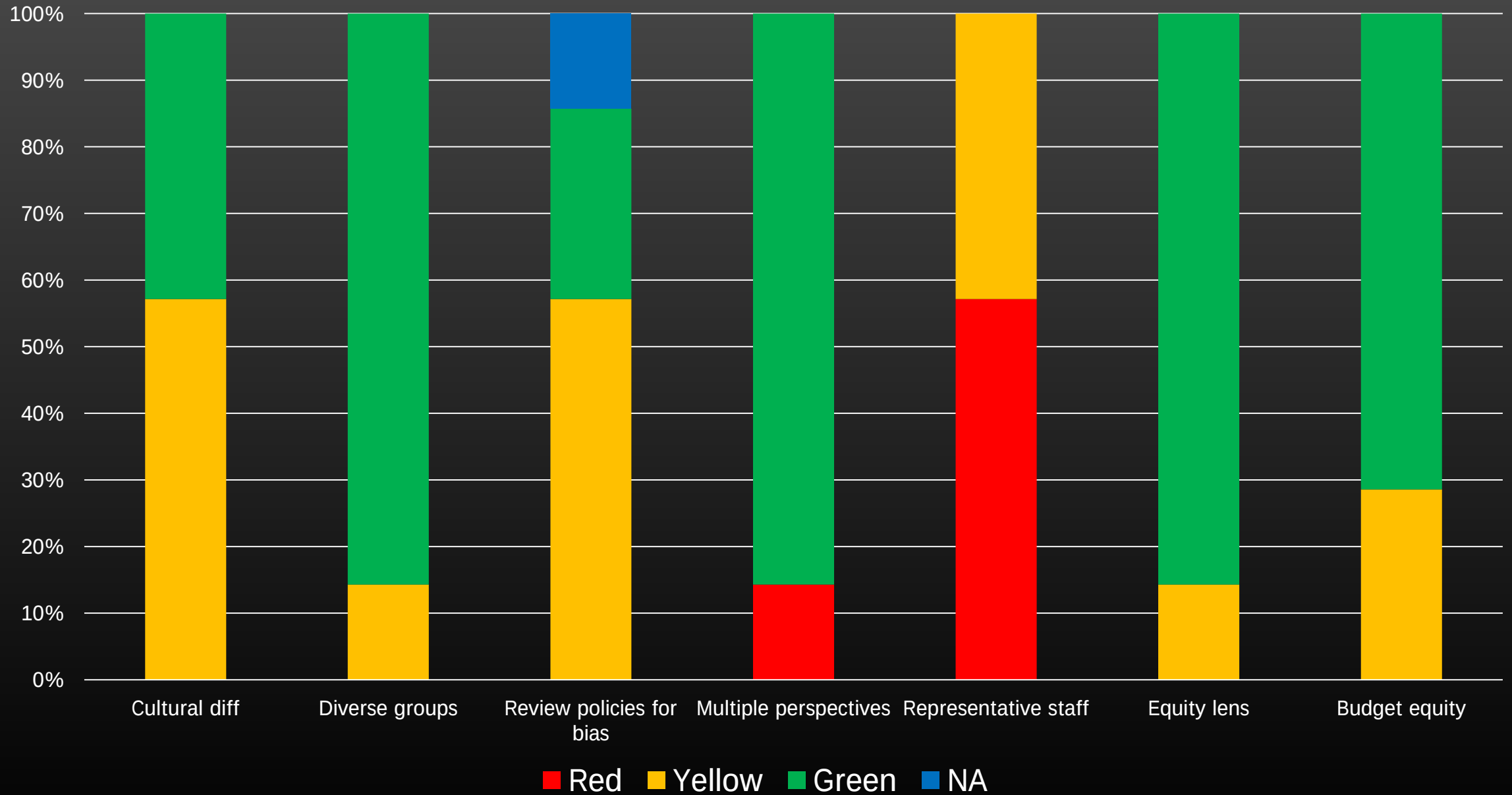
Standard 2 Indicators



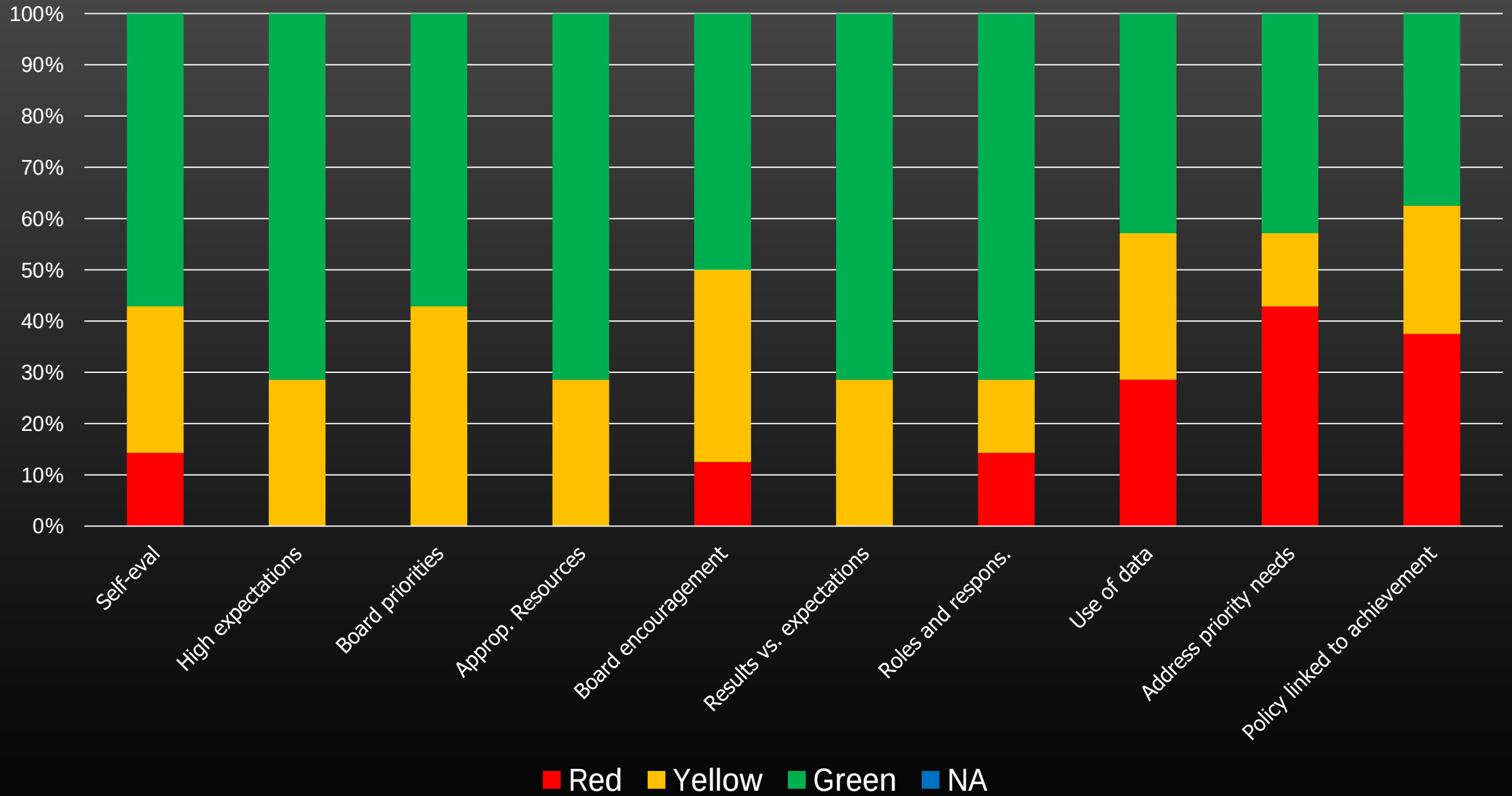
Standard 3 Indicators



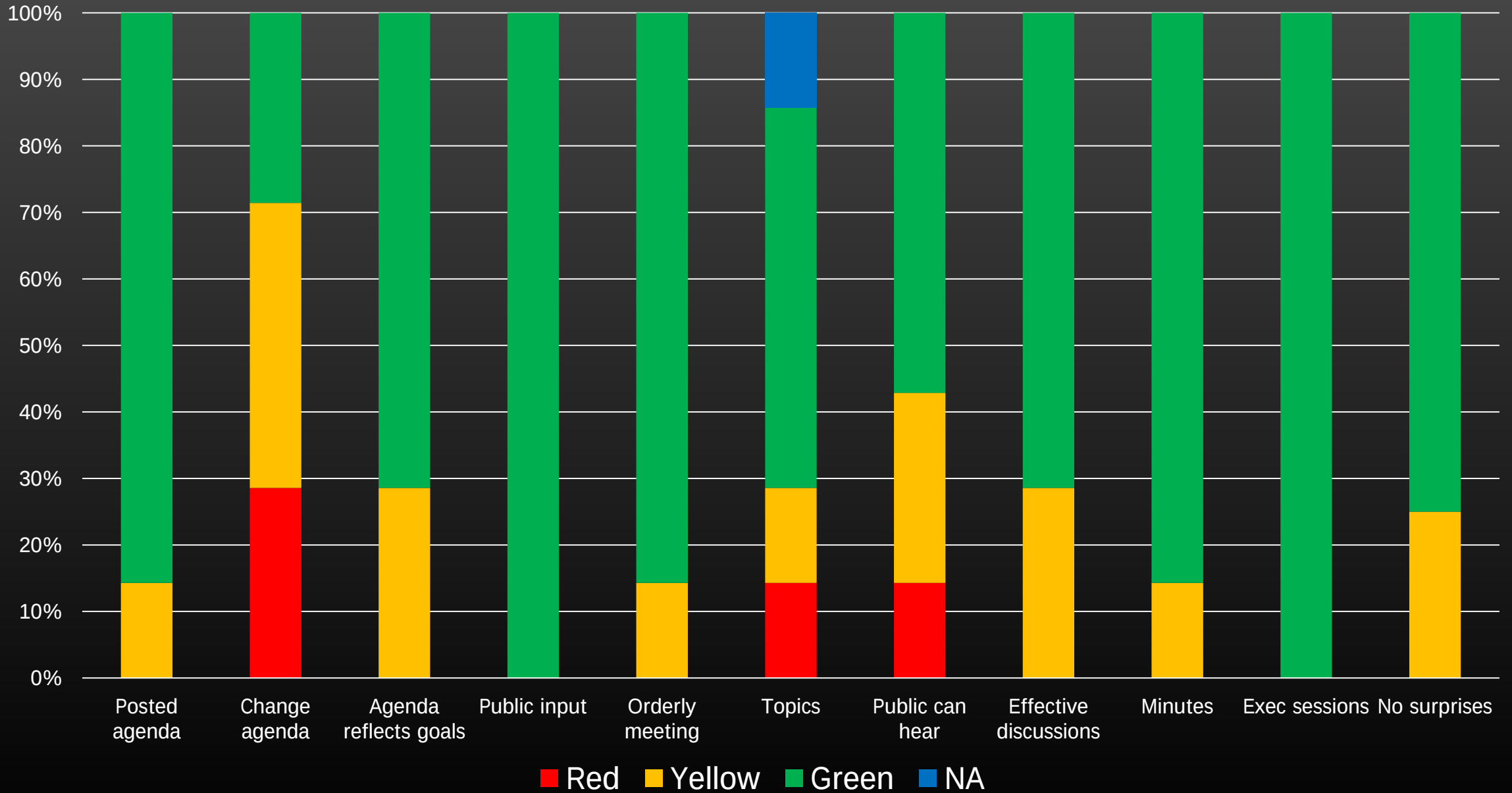
Standard 4 Indicators



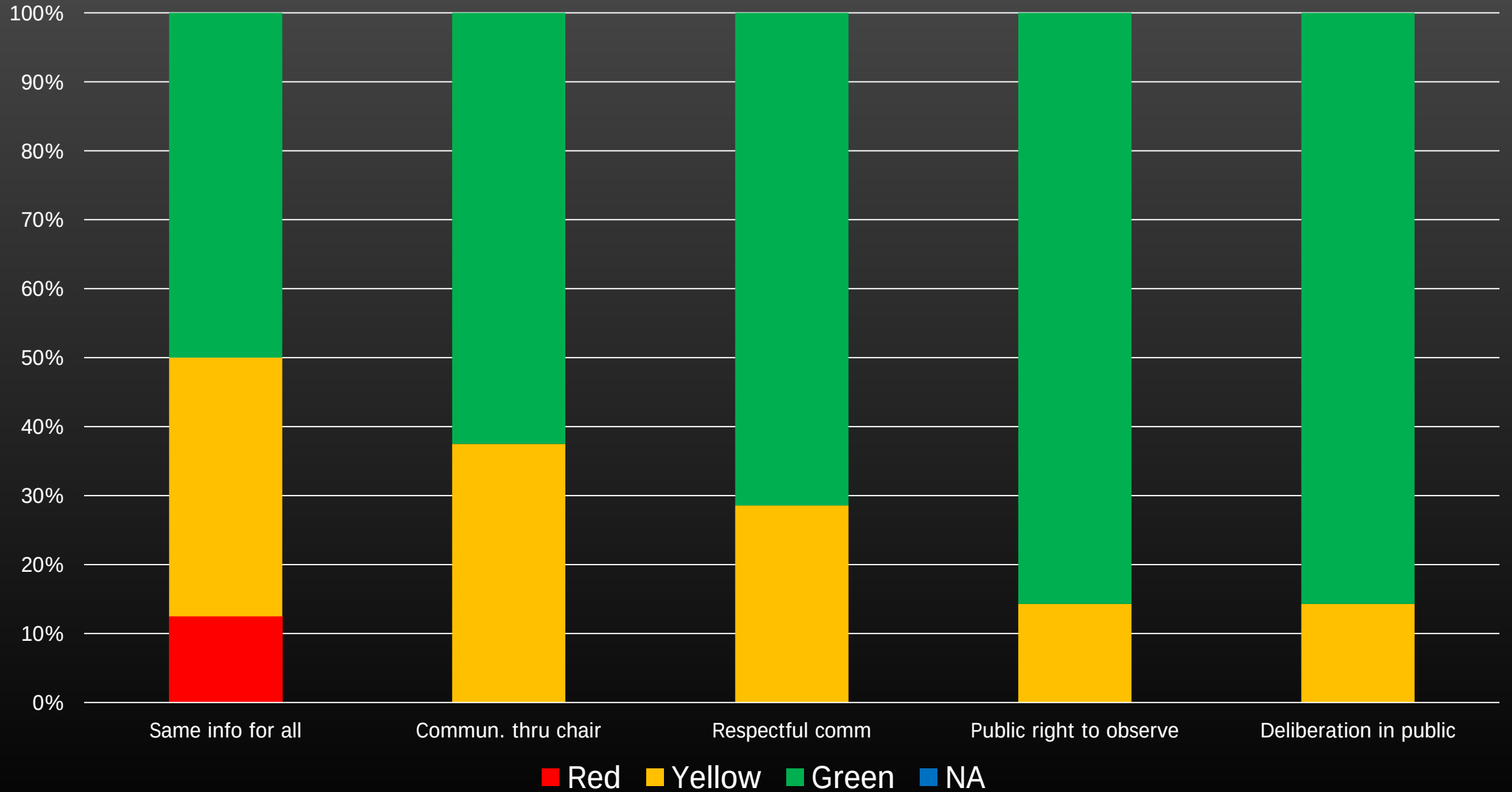
Standard 5 Indicators



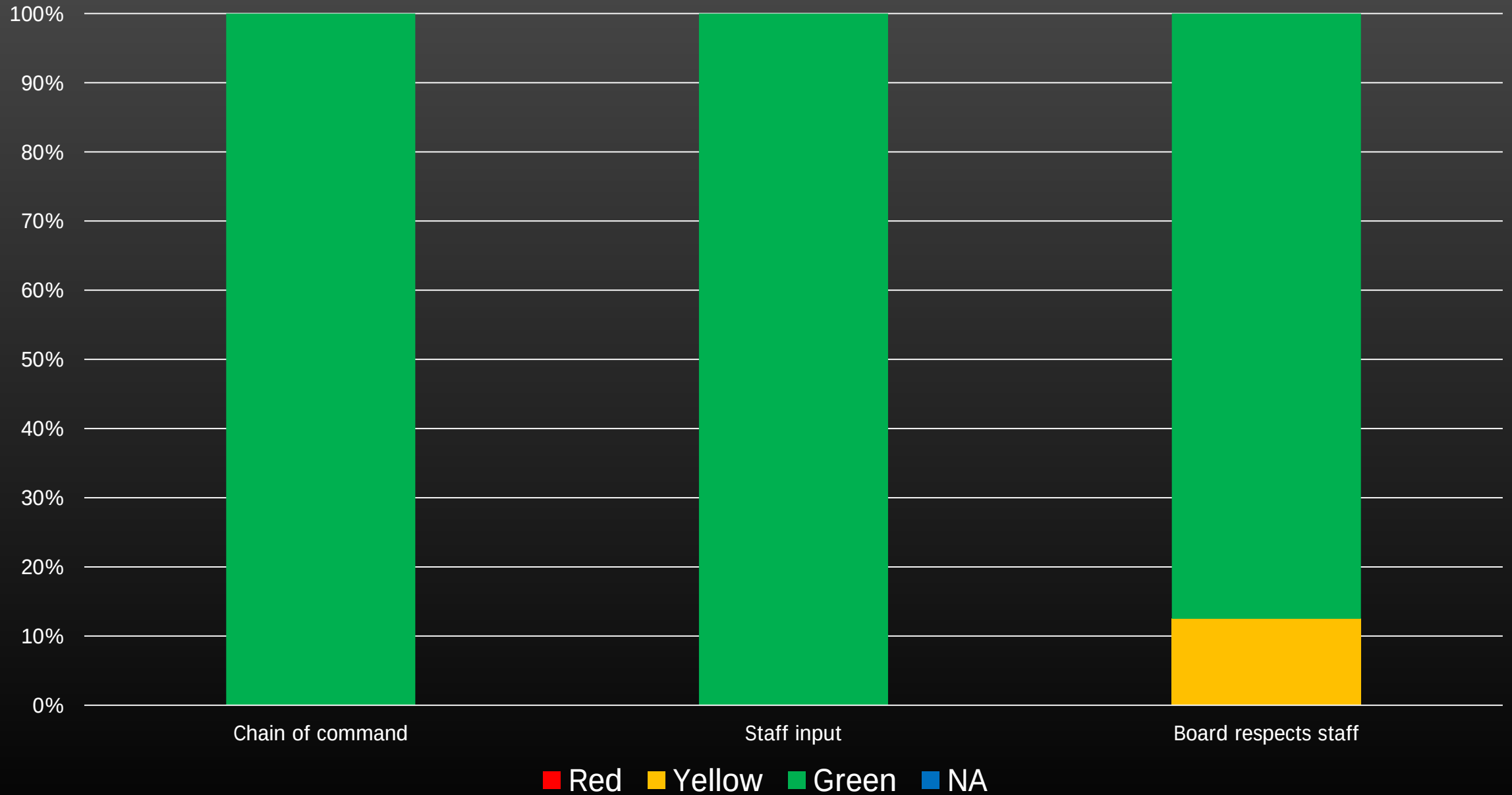
Standard 6 Indicators



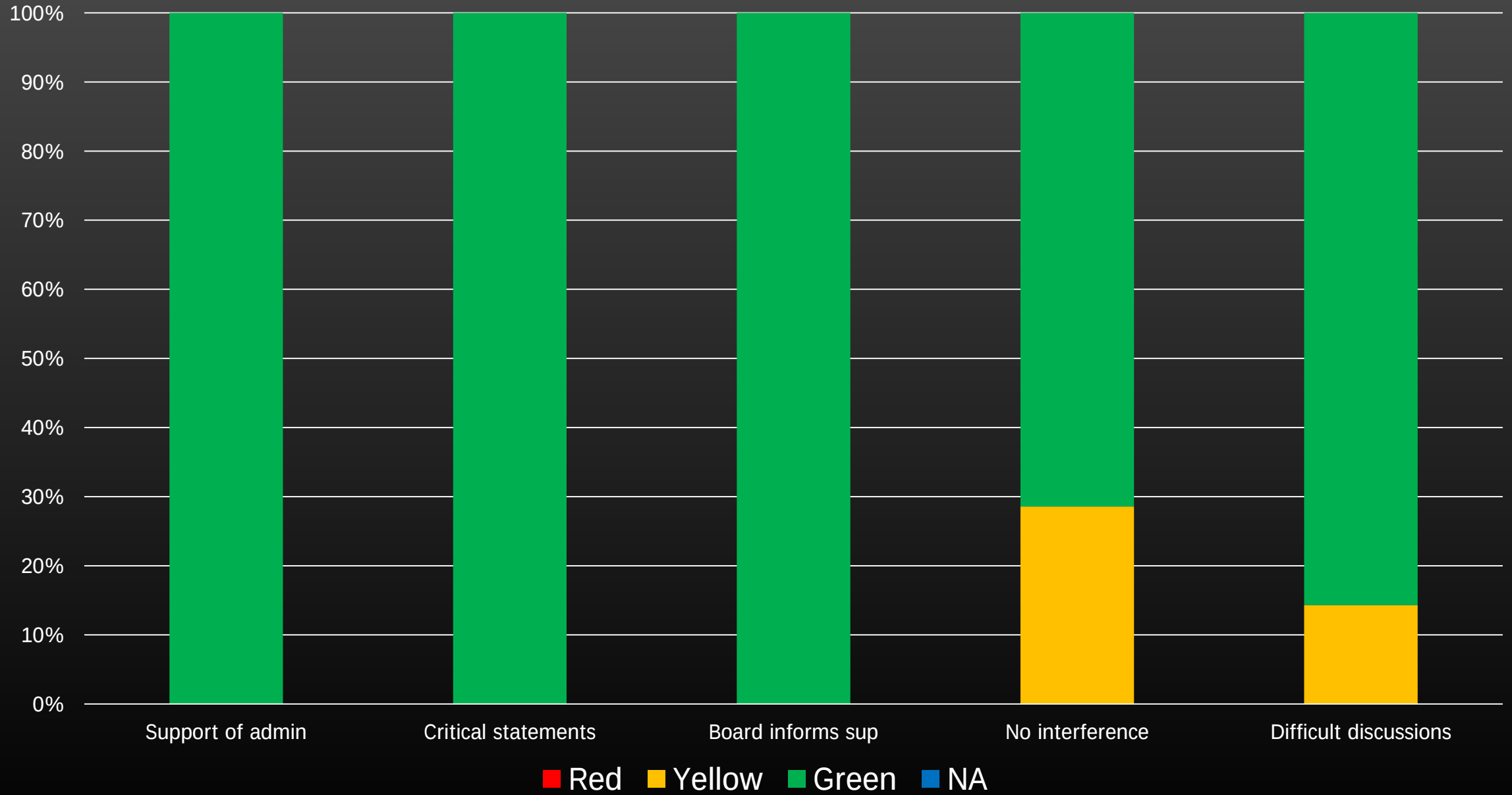
Standard 7 Indicators



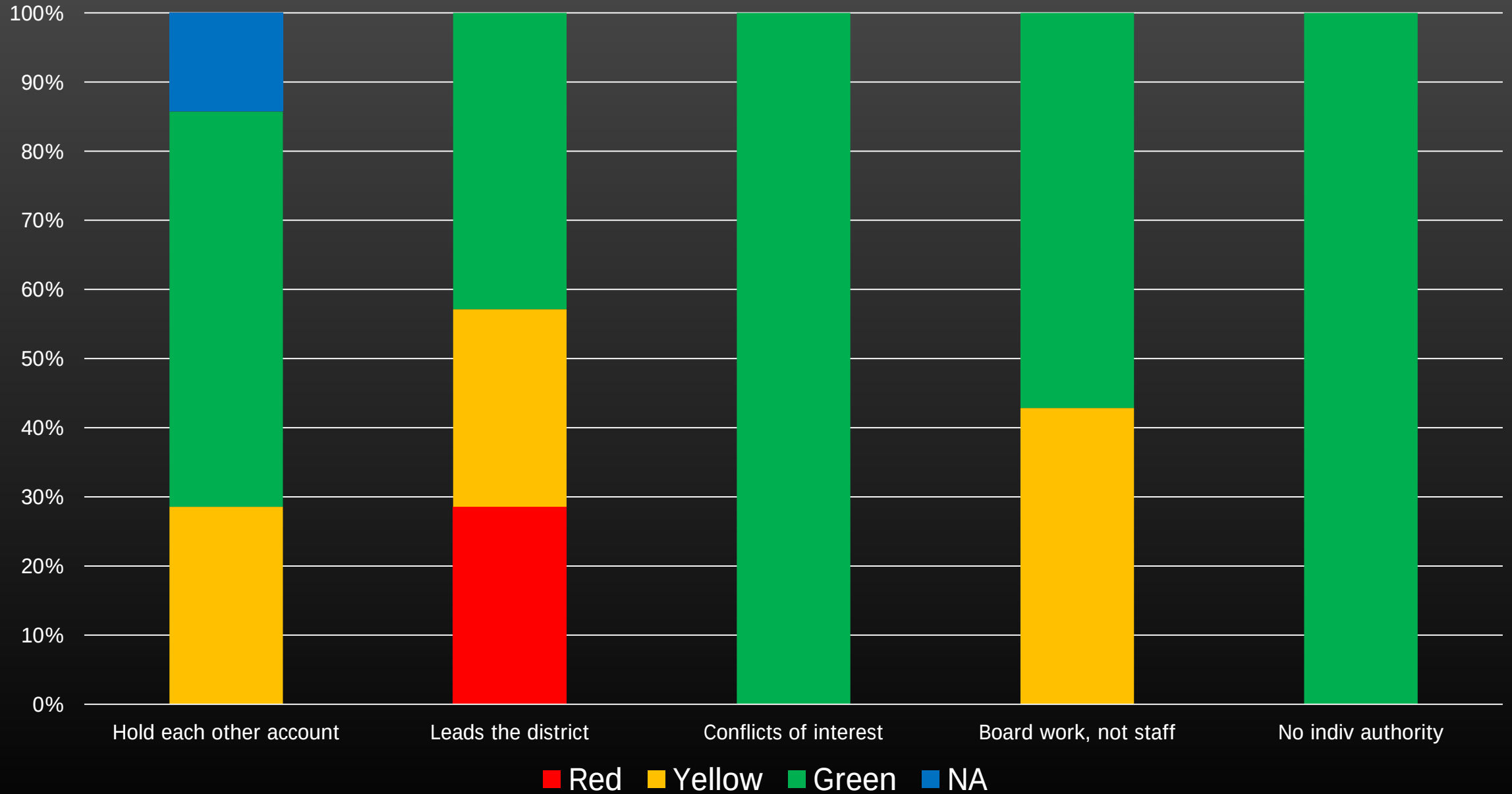
Standard 8 Indicators



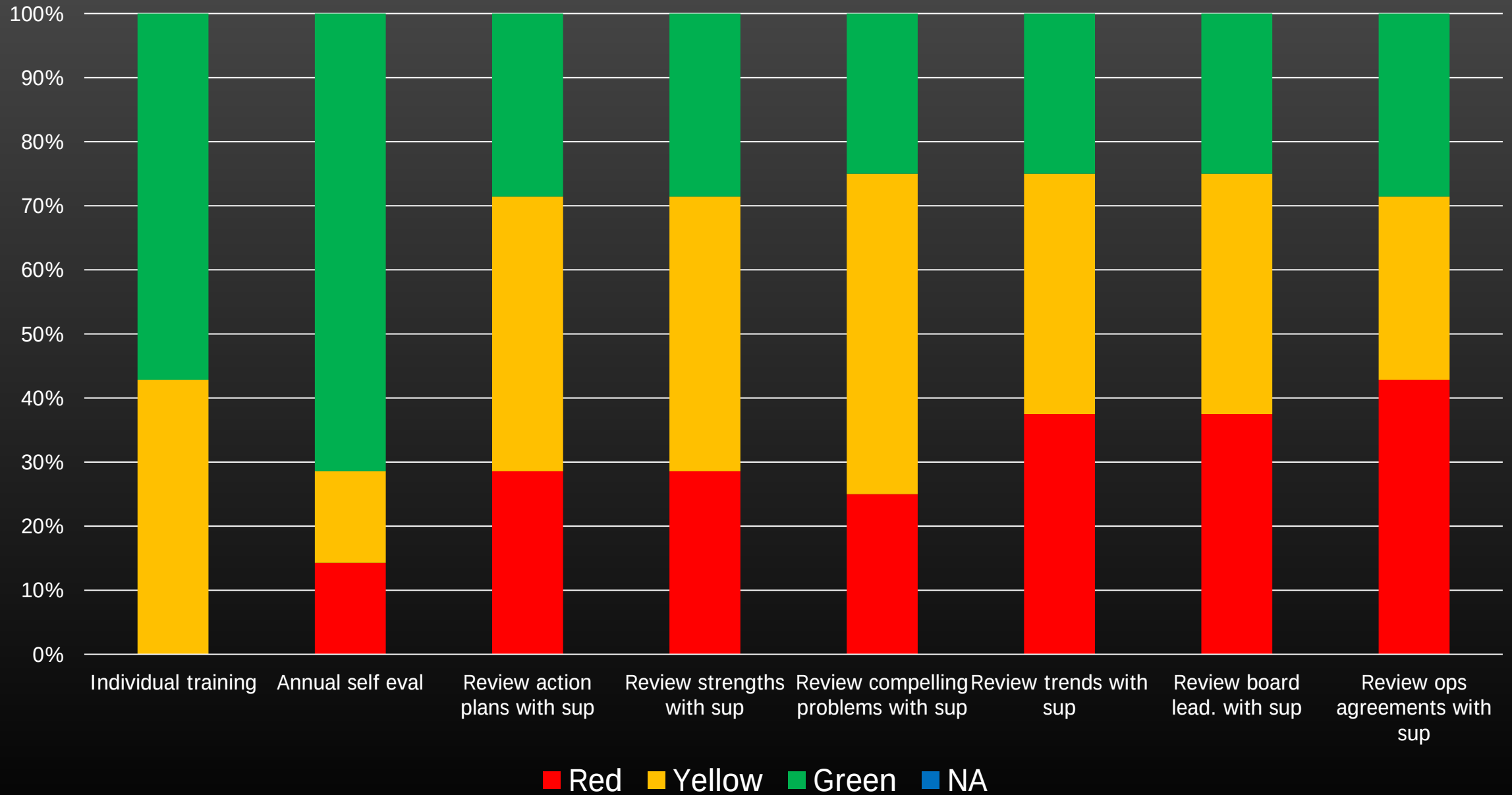
Standard 9 Indicators



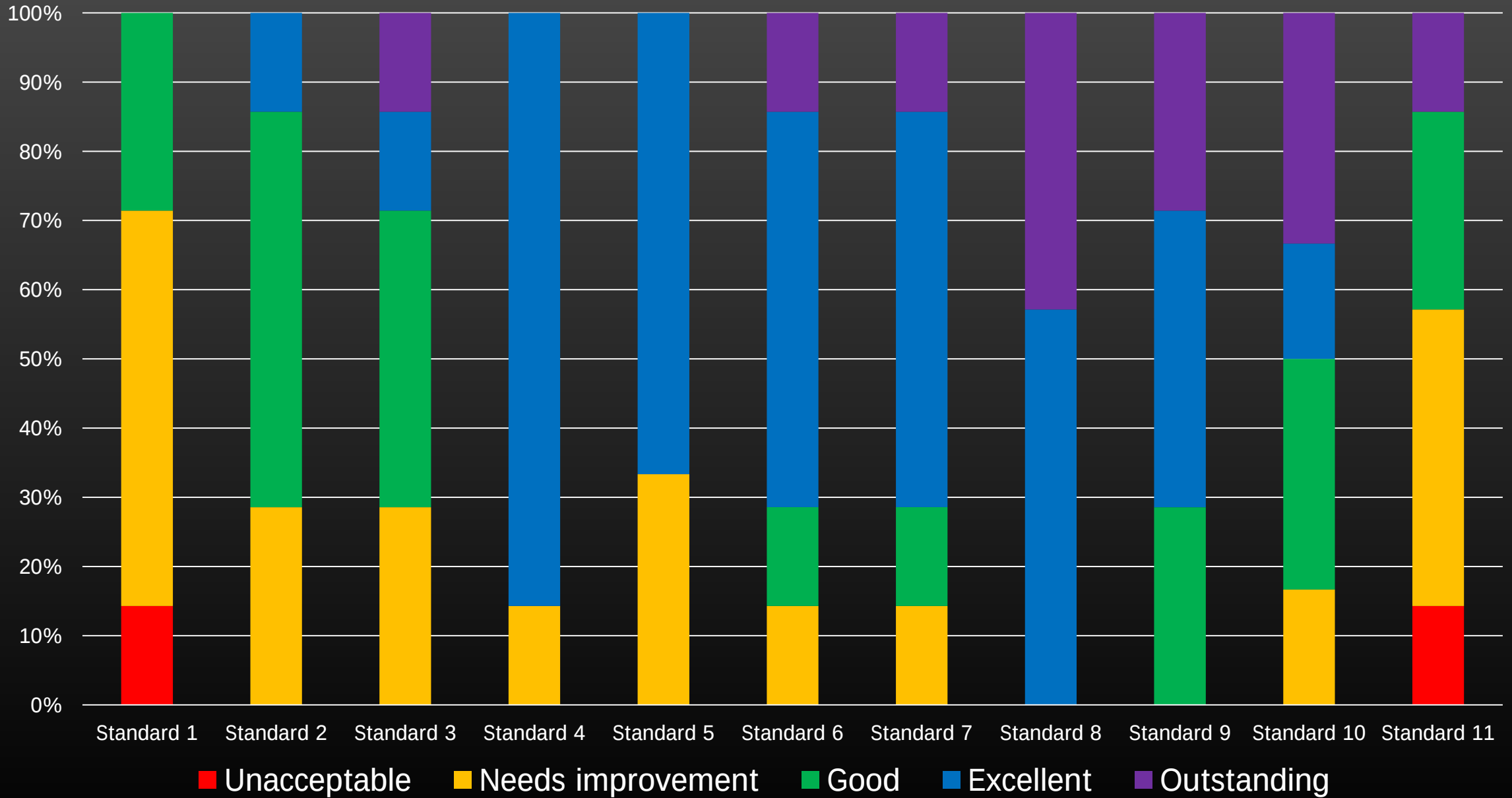
Standard 10 Indicators



Standard 11 Indicators

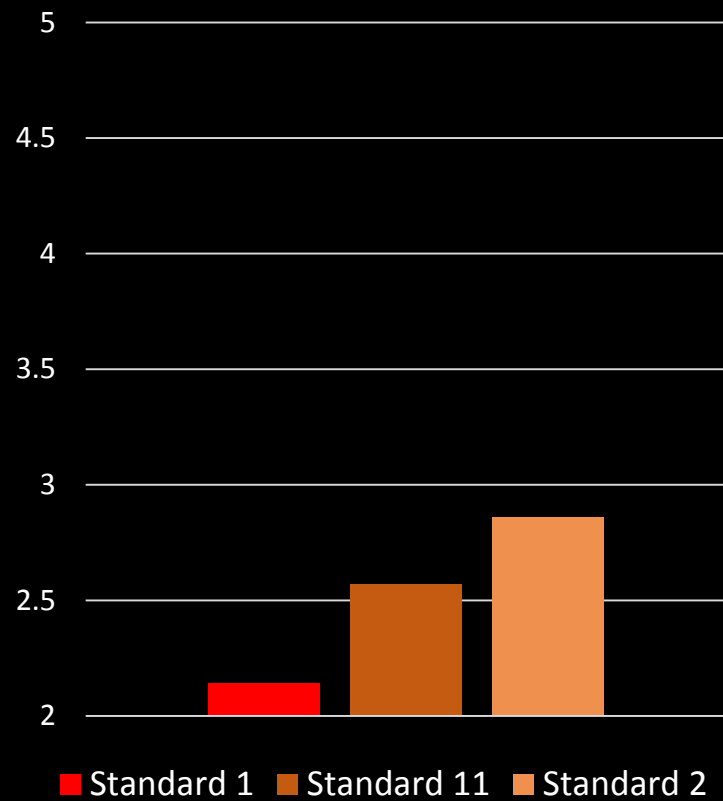


Overall standards ratings

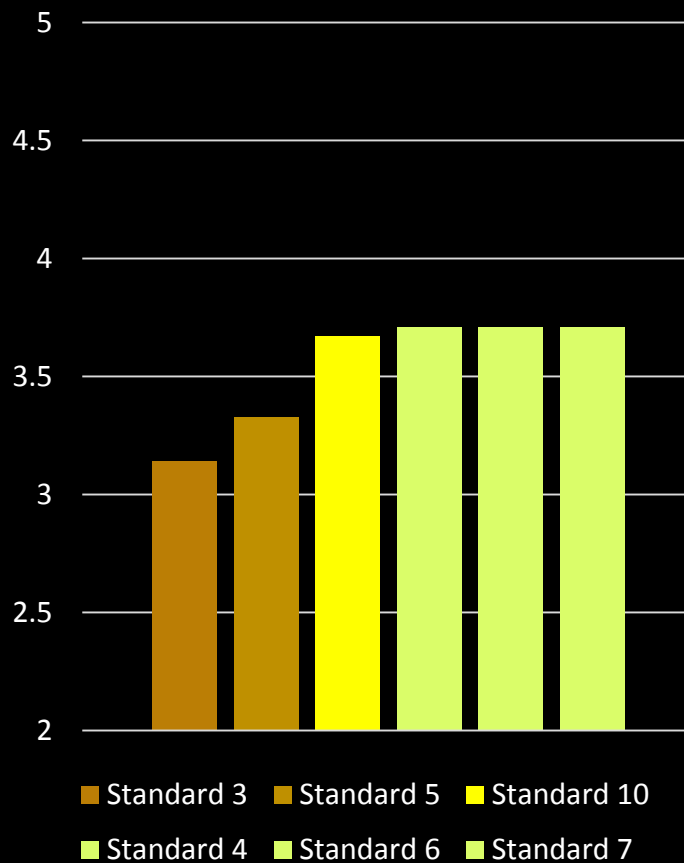


Weighted average results

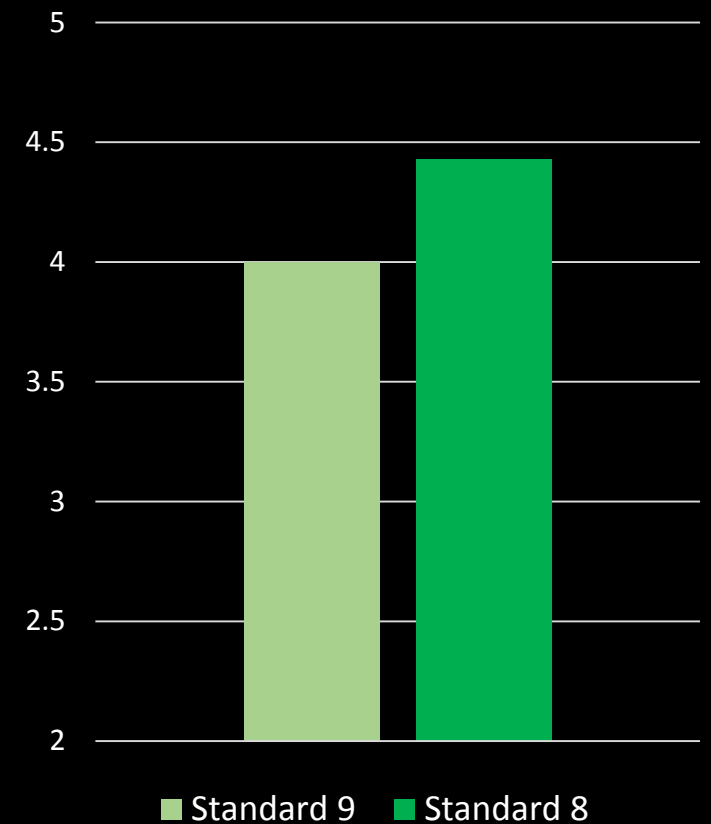
Low



Middle

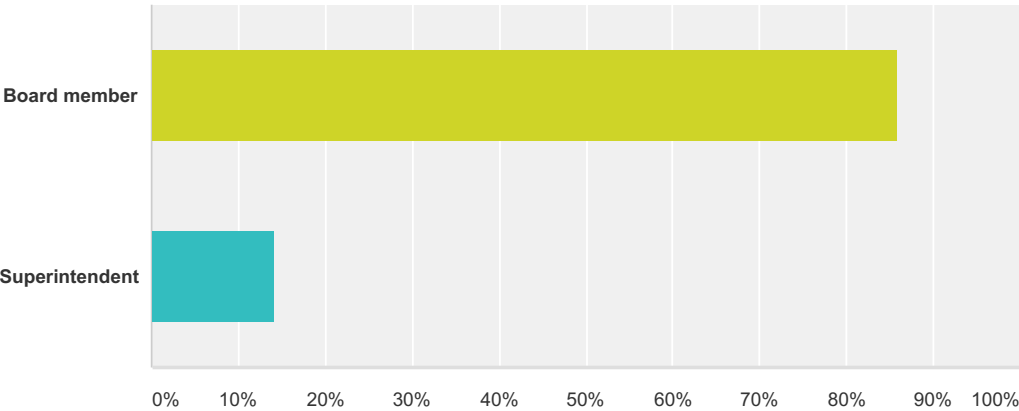


High



Q1 What is your role in the district?

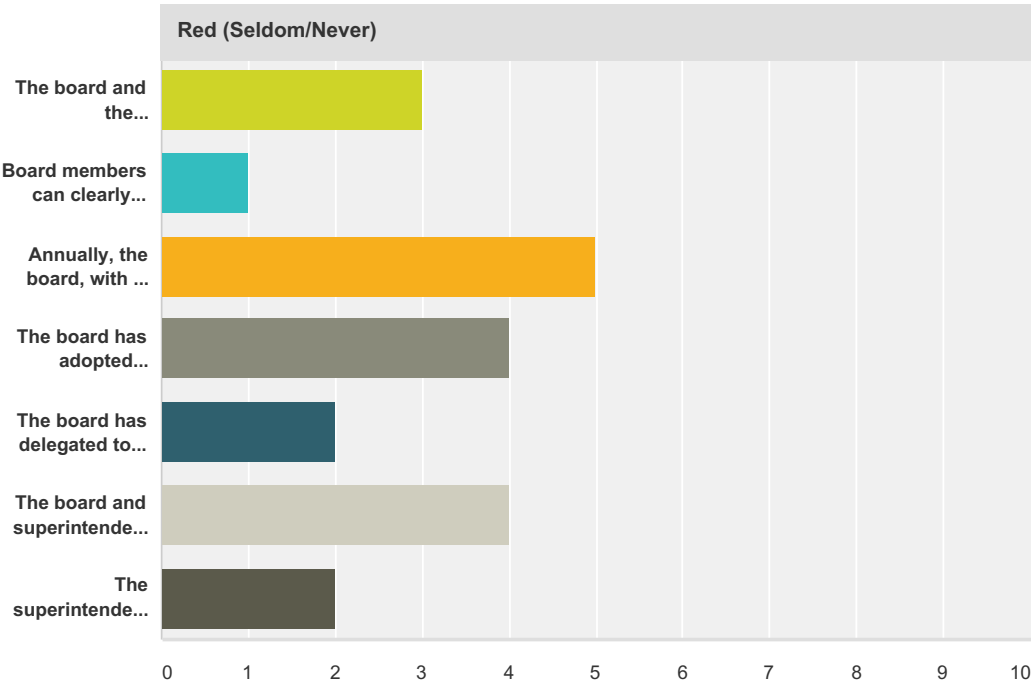
Answered: 7 Skipped: 0



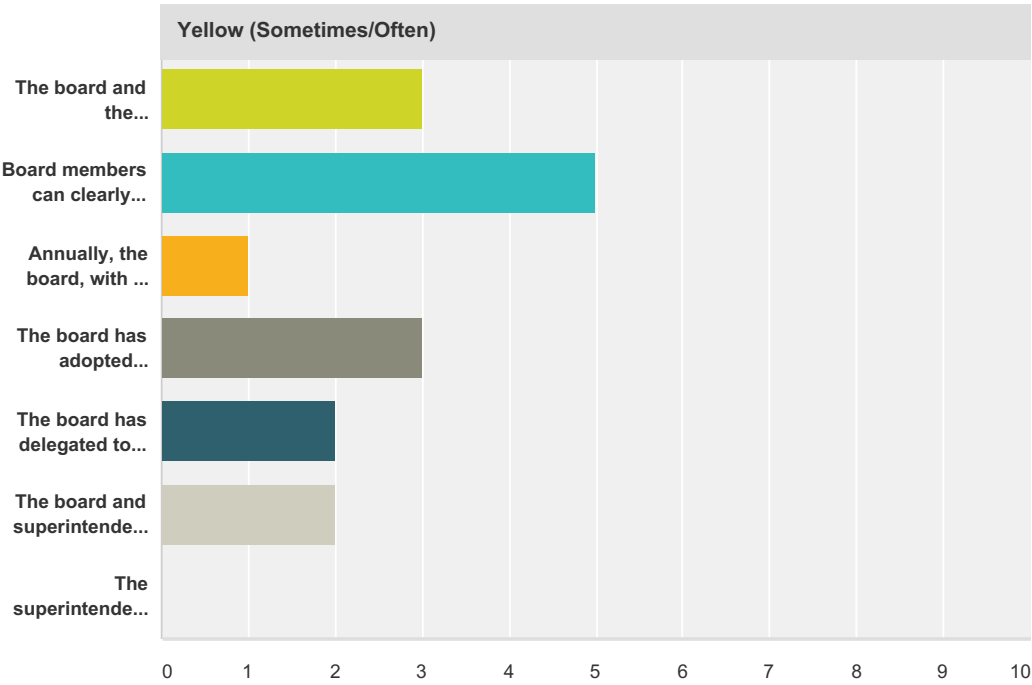
Answer Choices	Responses	
Board member	85.71%	6
Superintendent	14.29%	1
Total		7

Q2 Standard 1 Indicators

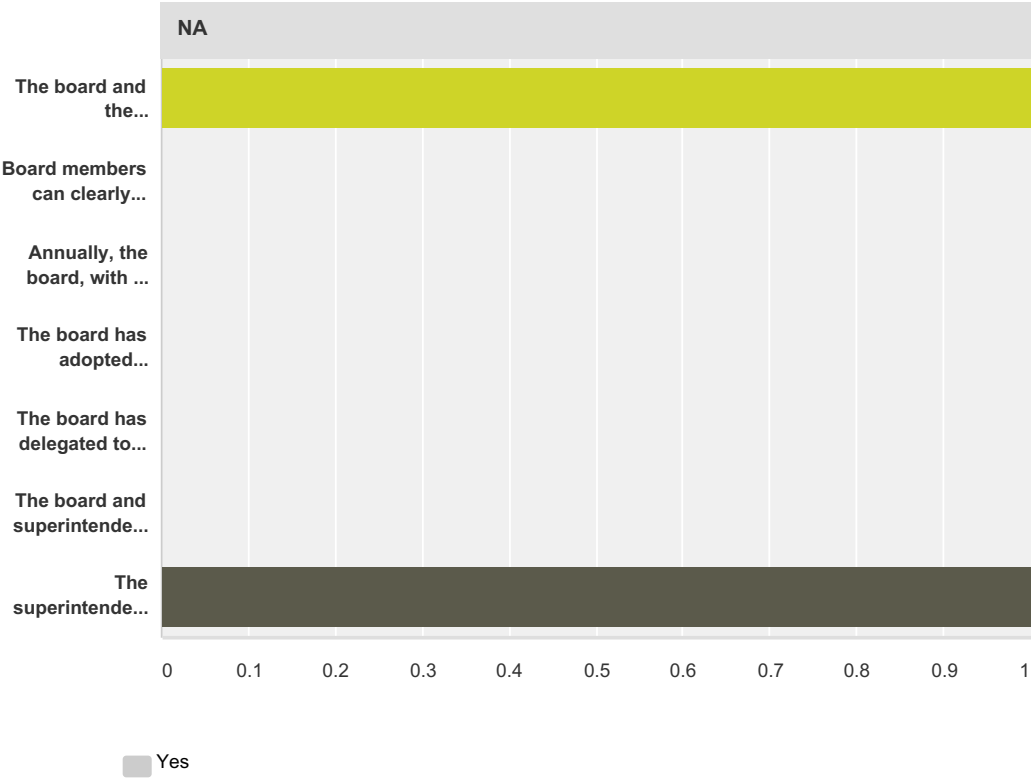
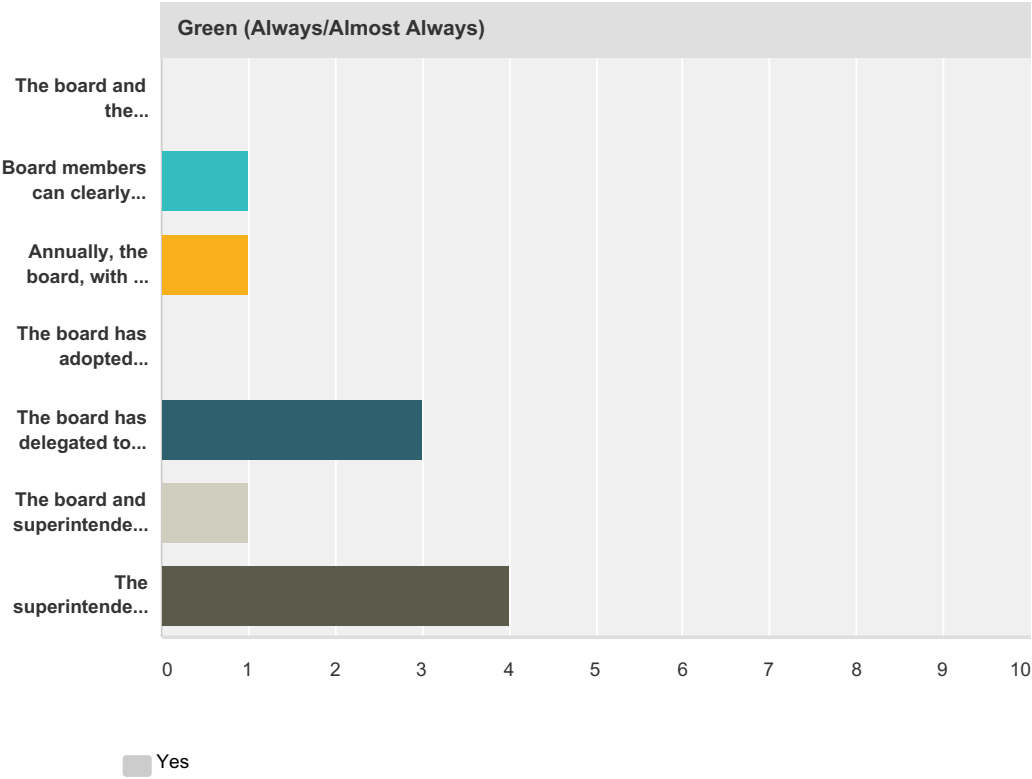
Answered: 7 Skipped: 0



Yes



Yes



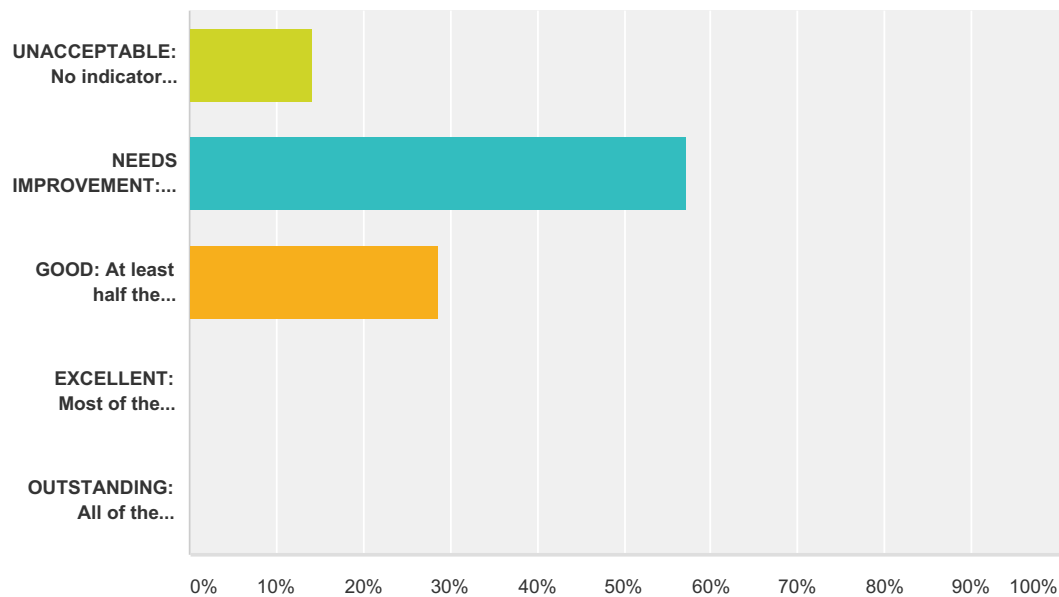
Red (Seldom/Never)		
	Yes	Total
The board and the superintendent have reviewed and re-adopted the written district vision and mission statements in a three-year cycle.	100.00% 3	3

Board members can clearly articulate the vision, mission, and goals of the district.	100.00% 1	1
Annually, the board, with the Superintendent's input and collaboration, has reviewed, rewritten, and adopted the board and district goals.	100.00% 5	5
The board has adopted objectives, activities, and a calendar to monitor action plans on agreed-upon goals, including periodic superintendent updates as part of regular board meetings.	100.00% 4	4
The board has delegated to the superintendent the authority to administer and evaluate the adopted action plans.	100.00% 2	2
The board and superintendent have mutually agreed upon which goals and expected performance indicators will be included in the superintendent's formal evaluation.	100.00% 4	4
The superintendent's evaluation instrument for the current year has been developed and adopted by the board.	100.00% 2	2
Yellow (Sometimes/Often)		
	Yes	Total
The board and the superintendent have reviewed and re-adopted the written district vision and mission statements in a three-year cycle.	100.00% 3	3
Board members can clearly articulate the vision, mission, and goals of the district.	100.00% 5	5
Annually, the board, with the Superintendent's input and collaboration, has reviewed, rewritten, and adopted the board and district goals.	100.00% 1	1
The board has adopted objectives, activities, and a calendar to monitor action plans on agreed-upon goals, including periodic superintendent updates as part of regular board meetings.	100.00% 3	3
The board has delegated to the superintendent the authority to administer and evaluate the adopted action plans.	100.00% 2	2
The board and superintendent have mutually agreed upon which goals and expected performance indicators will be included in the superintendent's formal evaluation.	100.00% 2	2
The superintendent's evaluation instrument for the current year has been developed and adopted by the board.	0.00% 0	0
Green (Always/Almost Always)		
	Yes	Total
The board and the superintendent have reviewed and re-adopted the written district vision and mission statements in a three-year cycle.	0.00% 0	0
Board members can clearly articulate the vision, mission, and goals of the district.	100.00% 1	1
Annually, the board, with the Superintendent's input and collaboration, has reviewed, rewritten, and adopted the board and district goals.	100.00% 1	1
The board has adopted objectives, activities, and a calendar to monitor action plans on agreed-upon goals, including periodic superintendent updates as part of regular board meetings.	0.00% 0	0
The board has delegated to the superintendent the authority to administer and evaluate the adopted action plans.	100.00% 3	3
The board and superintendent have mutually agreed upon which goals and expected performance indicators will be included in the superintendent's formal evaluation.	100.00% 1	1
The superintendent's evaluation instrument for the current year has been developed and adopted by the board.	100.00% 4	4
NA		
	Yes	Total
The board and the superintendent have reviewed and re-adopted the written district vision and mission statements in a three-year cycle.	100.00% 1	1

Board members can clearly articulate the vision, mission, and goals of the district.	0.00% 0	0
Annually, the board, with the Superintendent's input and collaboration, has reviewed, rewritten, and adopted the board and district goals.	0.00% 0	0
The board has adopted objectives, activities, and a calendar to monitor action plans on agreed-upon goals, including periodic superintendent updates as part of regular board meetings.	0.00% 0	0
The board has delegated to the superintendent the authority to administer and evaluate the adopted action plans.	0.00% 0	0
The board and superintendent have mutually agreed upon which goals and expected performance indicators will be included in the superintendent's formal evaluation.	0.00% 0	0
The superintendent's evaluation instrument for the current year has been developed and adopted by the board.	100.00% 1	1

Q3 Overall rating for Standard 1: How well does the board meet the indicators above?

Answered: 7 Skipped: 0



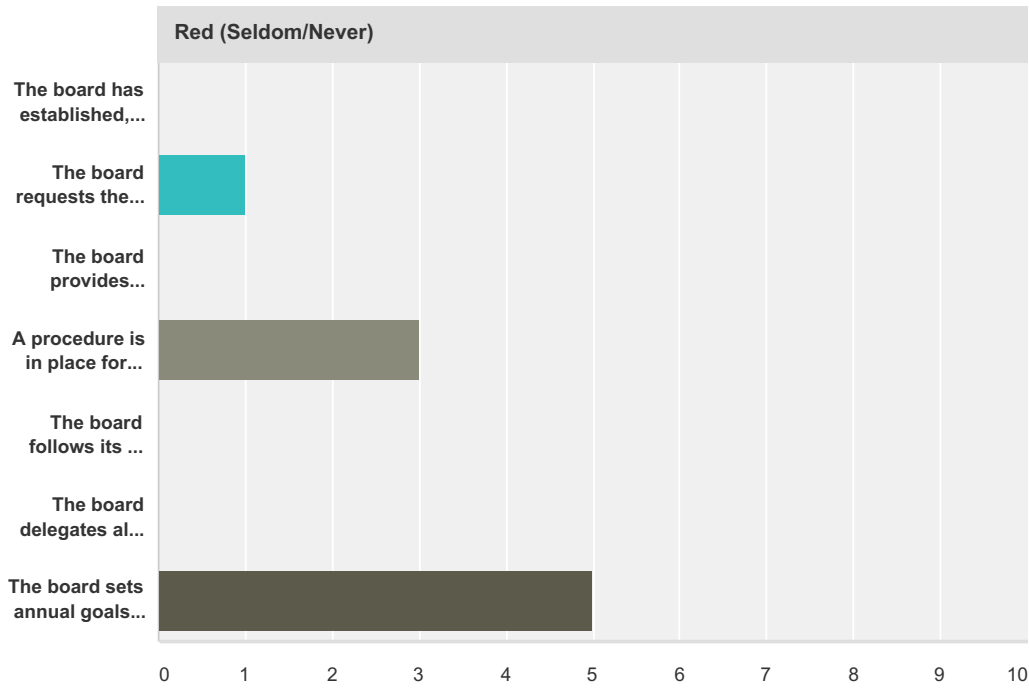
Answer Choices	Responses
UNACCEPTABLE: No indicators for this standard have been attempted and/or completed. The board needs intense focus on this standard.	14.29% 1
NEEDS IMPROVEMENT: Few indicators for this standard have been attempted, but none/very few have been completed. The board needs heavy focus on this standard.	57.14% 4
GOOD: At least half the indicators for this standard have been attempted and several have been completed. The board needs moderate focus on this standard.	28.57% 2
EXCELLENT: Most of the indicators for this standard have been completed. The board needs to maintain performance in this standard.	0.00% 0
OUTSTANDING: All of the indicators for this standard have been completed. This is an area of model performance for the board.	0.00% 0
Total	7

#	Comments	Date
1	In my experience, the board has allowed the superintendent to define the vision and mission of the district and has instead acted in an advisory role.	5/10/2017 12:44 AM
2	The board has not done any work related to the mission, vision, or priorities of the district while I have been on it, including readopting the current priorities/goals. We have 3 solid priorities for the overall district that are overarching and encompass pretty much everything we do as a district. Now we need to work on a strategic plan, yearly goal setting, metrics to measure our goals, a timeline for meeting our goals, etc. The strategic planning doesn't have to be a year long process where we include everyone in the community, it can be more focused and internal, but we need something. At this point, we aren't working towards anything measurable, except graduation rate. We need to focus in on measurable goals so we know if we are succeeding. Some of these goals may be multiple year endeavors, and that is good. We need to identify priority areas in the short term and work until we complete these goals, then move towards priorities down the list. But, we need to create this flexible list so we have somewhere to start.	5/9/2017 12:32 AM
3	Goals have been well established (graduation, student progress, and closing the achievement gap), but not often discussed in terms of formal mission and vision statements. SIP meetings and budget parameter setting are an examples of setting calendar actions for confirming and monitoring district/superintendent goals. Superintendent goals setting and evaluation have been given additional attention with the hiring of a new superintendent, and are incorporated in the employment contract.	5/8/2017 4:29 AM

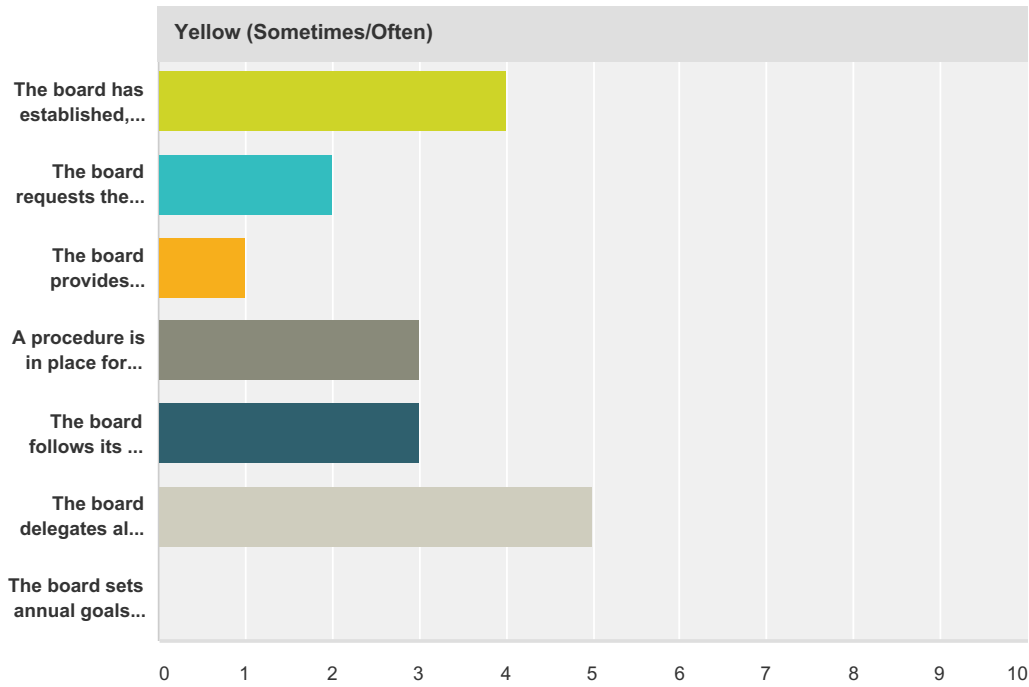
4	District Mission, Beliefs and Goals (Policy AD) was adopted in 2009. Outcome and Performance Standards (AE) in 1999. Board actions are primarily responsive, not self-initiated. Board does not establish priorities or a work plan for coming year. Did not provide meaningful goals and performance indicators to the new superintendent. I don't consider "All students show growth, every student a graduate and close the opportunity gap" useful goals for an annual performance review.	5/8/2017 3:58 AM
5	To my knowledge, the Board has never adopted specific, measurable goals for the District. Annually, the Board hears about goals from each school in their school improvement plans (SIPs). However, the Board does not systematically evaluate how well the schools meet (or do not meet) these goals. There is no apparent relationship between SIP goals and the Superintendent's evaluation.	5/7/2017 4:34 AM

Q4 Standard 2 Indicators

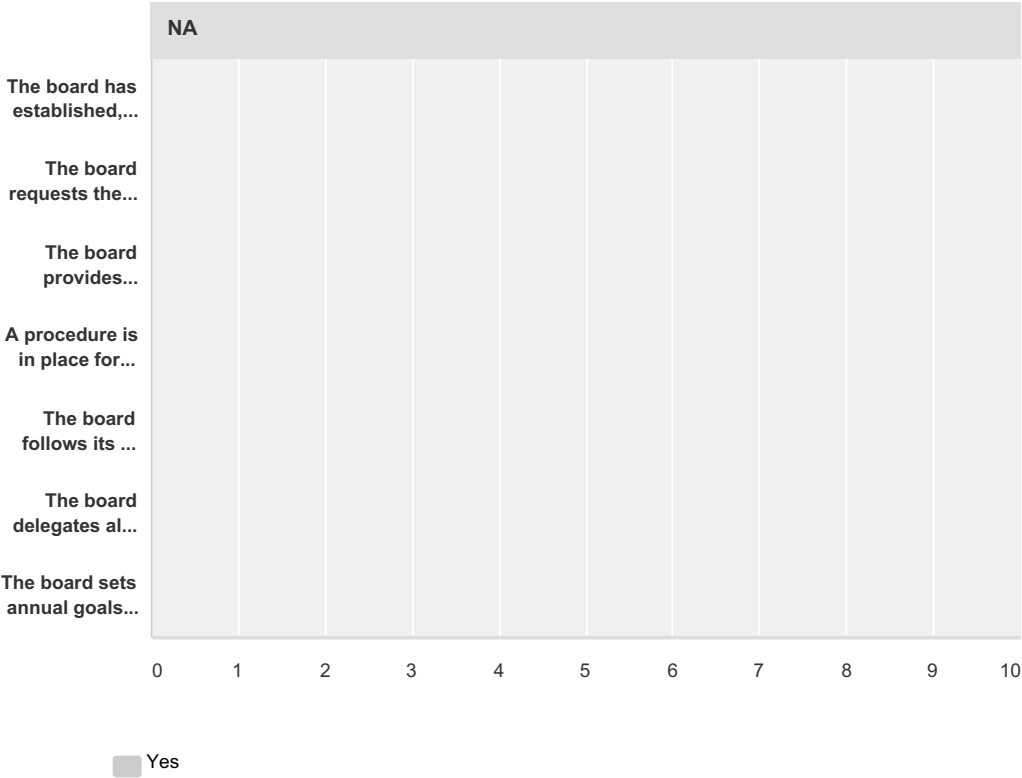
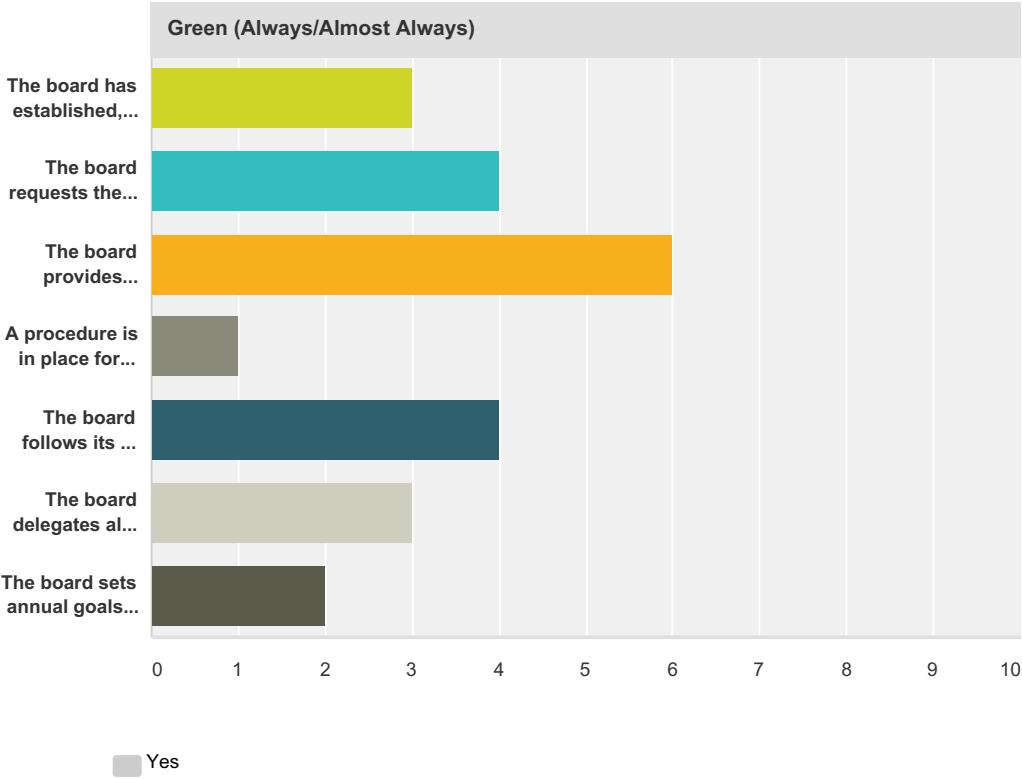
Answered: 7 Skipped: 0



Yes



Yes



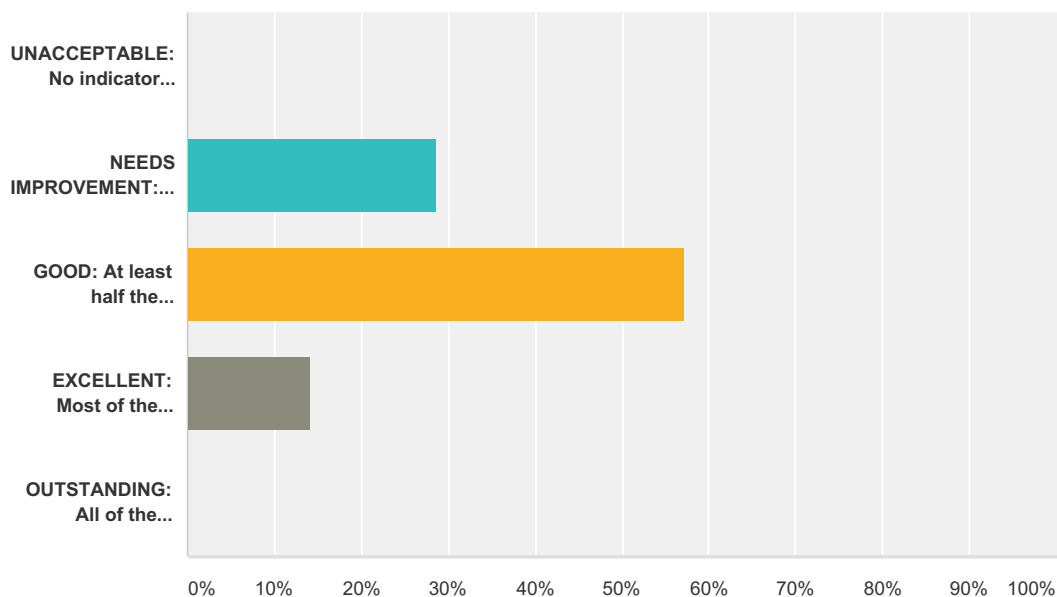
Red (Seldom/Never)		
	Yes	Total
The board has established, adopted, and revised policies so that they are clear, up to date, and in compliance with state and federal laws and rules.	0.00% 0	0

The board requests the superintendent's recommendation on all proposed policies.	100.00% 1	1
The board provides opportunities for public and staff review of proposed policies before they are given to the board for final action.	0.00% 0	0
A procedure is in place for established policies to be reviewed on a regular basis.	100.00% 3	3
The board follows its own policies regarding board operations.	0.00% 0	0
The board delegates all decisions regarding district operations, personnel management, and procedures to the superintendent.	0.00% 0	0
The board sets annual goals and keeps those goals at the forefront of all board and district decisions throughout the year.	100.00% 5	5
Yellow (Sometimes/Often)		
	Yes	Total
The board has established, adopted, and revised policies so that they are clear, up to date, and in compliance with state and federal laws and rules.	100.00% 4	4
The board requests the superintendent's recommendation on all proposed policies.	100.00% 2	2
The board provides opportunities for public and staff review of proposed policies before they are given to the board for final action.	100.00% 1	1
A procedure is in place for established policies to be reviewed on a regular basis.	100.00% 3	3
The board follows its own policies regarding board operations.	100.00% 3	3
The board delegates all decisions regarding district operations, personnel management, and procedures to the superintendent.	100.00% 5	5
The board sets annual goals and keeps those goals at the forefront of all board and district decisions throughout the year.	0.00% 0	0
Green (Always/Almost Always)		
	Yes	Total
The board has established, adopted, and revised policies so that they are clear, up to date, and in compliance with state and federal laws and rules.	100.00% 3	3
The board requests the superintendent's recommendation on all proposed policies.	100.00% 4	4
The board provides opportunities for public and staff review of proposed policies before they are given to the board for final action.	100.00% 6	6
A procedure is in place for established policies to be reviewed on a regular basis.	100.00% 1	1
The board follows its own policies regarding board operations.	100.00% 4	4
The board delegates all decisions regarding district operations, personnel management, and procedures to the superintendent.	100.00% 3	3
The board sets annual goals and keeps those goals at the forefront of all board and district decisions throughout the year.	100.00% 2	2
NA		
	Yes	Total
The board has established, adopted, and revised policies so that they are clear, up to date, and in compliance with state and federal laws and rules.	0.00% 0	0

The board requests the superintendent's recommendation on all proposed policies.	0.00% 0	0
The board provides opportunities for public and staff review of proposed policies before they are given to the board for final action.	0.00% 0	0
A procedure is in place for established policies to be reviewed on a regular basis.	0.00% 0	0
The board follows its own policies regarding board operations.	0.00% 0	0
The board delegates all decisions regarding district operations, personnel management, and procedures to the superintendent.	0.00% 0	0
The board sets annual goals and keeps those goals at the forefront of all board and district decisions throughout the year.	0.00% 0	0

Q5 Overall rating for standard 2: How well does the board meet the indicators above?

Answered: 7 Skipped: 0



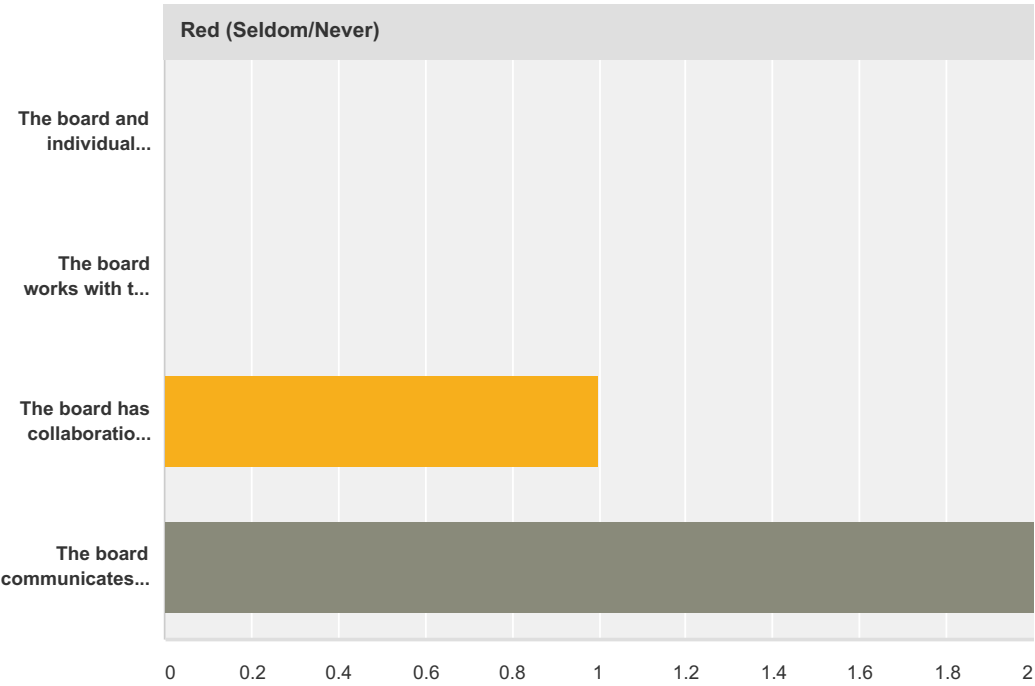
Answer Choices	Responses
UNACCEPTABLE: No indicators for this standard have been attempted and/or completed. The board needs intense focus on this standard.	0.00% 0
NEEDS IMPROVEMENT: Few indicators for this standard have been attempted, but none/very few have been completed. The board needs heavy focus on this standard.	28.57% 2
GOOD: At least half the indicators for this standard have been attempted and several have been completed. The board needs moderate focus on this standard.	57.14% 4
EXCELLENT: Most of the indicators for this standard have been completed. The board needs to maintain performance in this standard.	14.29% 1
OUTSTANDING: All of the indicators for this standard have been completed. This is an area of model performance for the board.	0.00% 0
Total	7

#	Comments	Date
1	We have policies that have not been reviewed in some time. We have a robust policy development process. That said, it may seem arcane to the public. If we have a procedure for systematic review of ALL policies, I am unaware of it.	5/10/2017 12:50 AM
2	Policies are reviewed regularly after recommended changes are made. From minutia to significant factors are adjusted.	5/9/2017 3:16 PM

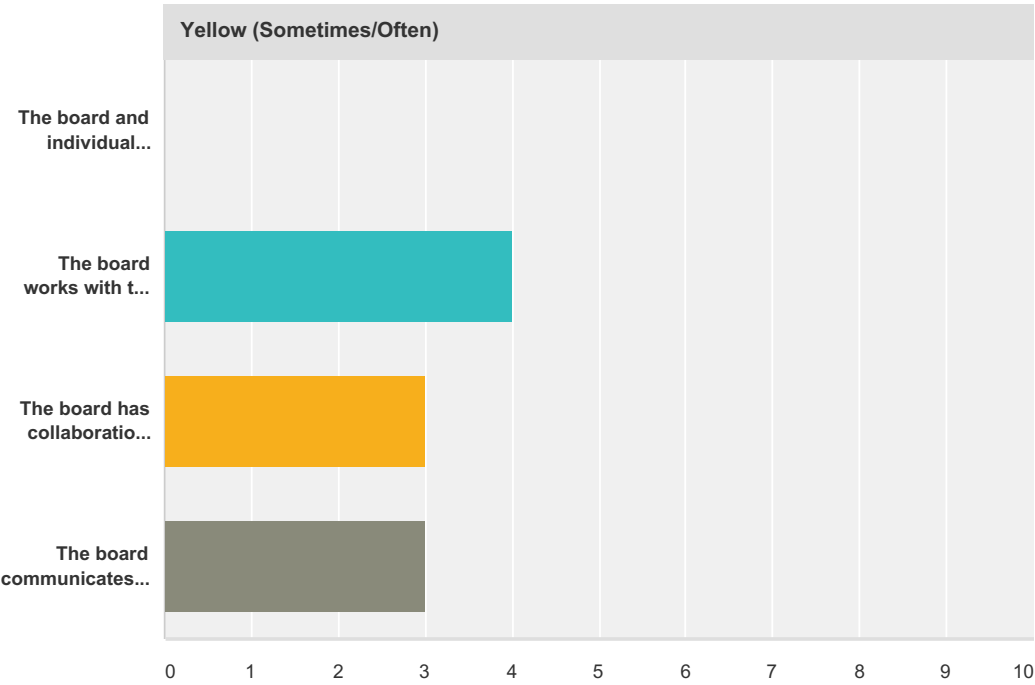
3	* I think we do a good job with some policy related practices and have others that need improvement. We revise policies based on recommendation from OSBA on a quarterly basis, which seems to push the limits of staff time already. It would be nice if we could be more proactive in revising policy, but I'm not sure how to do that with given time and staffing resources. * The implementation of cover sheets with each policy is very helpful, both in explaining the policies and so the board can see the superintendent recommendation. There are some policies where I would like the Superintendent to be more vocal with his thoughts. *I would like to see a 5 year cycle put into place for revising some board policies, likely A/B policies. I think it is important for a working board to regularly look at its own policies to make sure they are in alignment with the way it is functioning. Most of the time, these policies would not require revision, but I think we need to create a procedure for making this happen. * We need to revise/adopt our working agreements and norms each year, likely at the first or second meeting. This keeps these important norms fresh in every board member's mind. These need to be on our online policy page as well. * Sometimes the board gets involved in operational matters, instead of letting the Superintendent handle them. This is easy to do and will require better monitoring from the Board Chair and Vice Chair, and Superintendent. * As mentioned in Standard 1, we need to set annual goals and use these goals to drive what we do in any given year.	5/9/2017 12:50 AM
4	The Board has used staff input to assure our policies are kept current with Oregon and federal law. Board policies go through two public readings, and public input is sought on many proposed district actions. Board policies could use updating, but focus on student success has been the Board's highest priority. The Superintendent runs the District, and their input on policy has always been valued.	5/8/2017 4:42 AM
5	The board does not initiate policy reviews. The internal policy review process is not documented. The Corvallis School Board lacks many of the governance policies of other Oregon districts. I don't consider board norms or working agreements a substitute for policies. They should be supplemental to policy. From the OSBA website: "The agreements provide more detail on topics of board operations than may be covered in policy, as well as topics that may have caused issues for the board and superintendent over the previous year." I am unable to find the board norms and working agreements on the CSD website. Aside from the fundraising policy, the board has not followed its own policy BFC (Adoption and Revision of Policies) and provided a meaningful opportunity for interested parties to study and react to proposed policies or amendments. The policy review procedure is driven by the administration and appears to be a secondary concern. The full board has not seen a policy presented for formal consideration since February 6. I am unaware of any annual board goal(s).	5/8/2017 4:01 AM
6	Again, the Board lacks annual goals. Policies tend to be reviewed as OSBA refers amendments to the District. Policies may be reviewed or created outside of the OSBA process when a matter deemed important to the District (e.g., creation of the equity goal).	5/7/2017 4:37 AM

Q6 Standard 3 Indicators

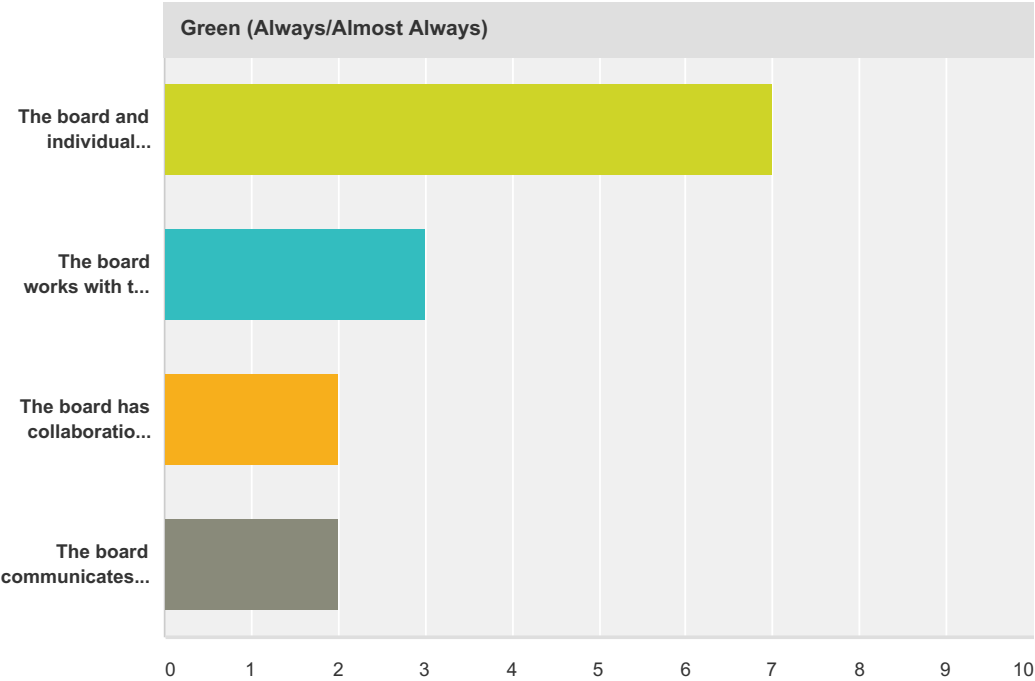
Answered: 7 Skipped: 0



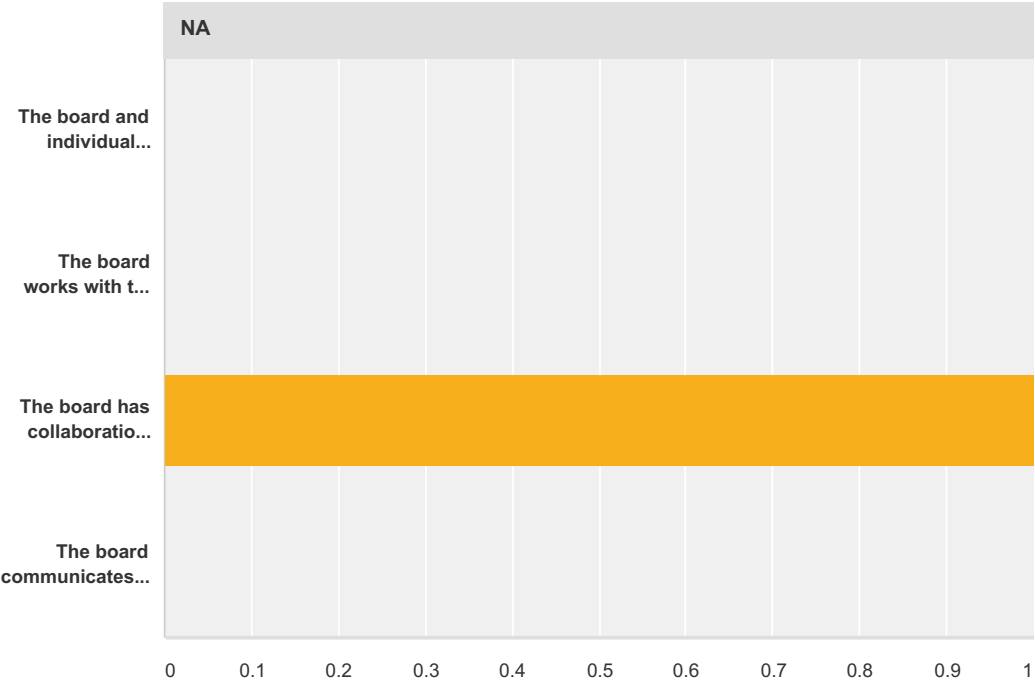
Yes



Yes



Yes



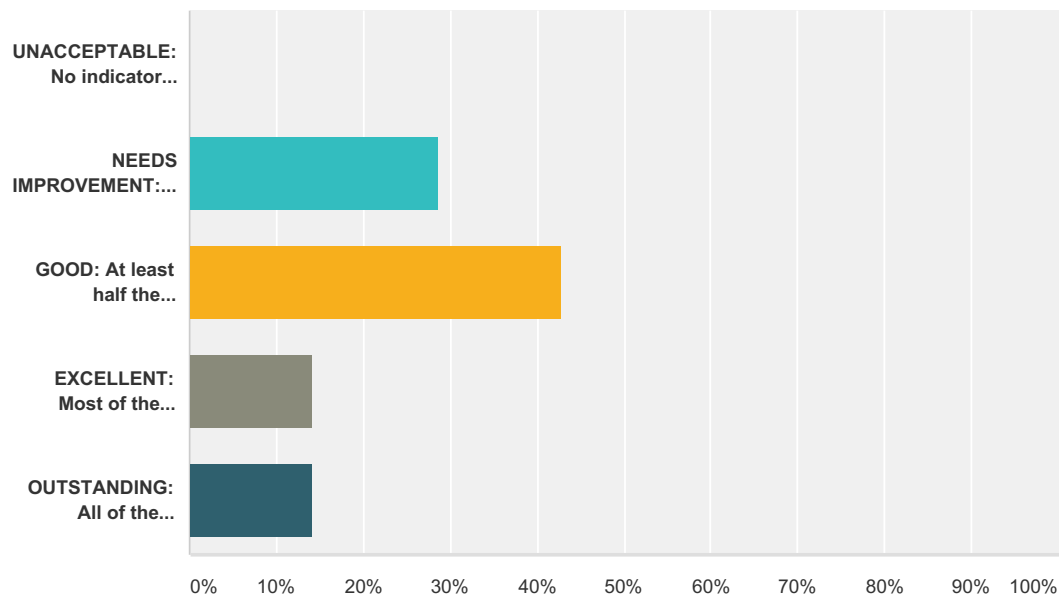
Yes

Red (Seldom/Never)		
	Yes	Total
The board and individual board members demonstrate respect and cooperation in their relationships with the community and staff.	0.00% 0	0

The board works with the superintendent to seek and receive input from citizens on matters relating to the school district using an agreed-upon process.	0.00% 0	0
The board has collaboration agreements with local and state agencies.	100.00% 1	1
The board communicates with the community using forums, groups, the media, and/or other vehicles following agreed-upon procedures.	100.00% 2	2
Yellow (Sometimes/Often)		
	Yes	Total
The board and individual board members demonstrate respect and cooperation in their relationships with the community and staff.	0.00% 0	0
The board works with the superintendent to seek and receive input from citizens on matters relating to the school district using an agreed-upon process.	100.00% 4	4
The board has collaboration agreements with local and state agencies.	100.00% 3	3
The board communicates with the community using forums, groups, the media, and/or other vehicles following agreed-upon procedures.	100.00% 3	3
Green (Always/Almost Always)		
	Yes	Total
The board and individual board members demonstrate respect and cooperation in their relationships with the community and staff.	100.00% 7	7
The board works with the superintendent to seek and receive input from citizens on matters relating to the school district using an agreed-upon process.	100.00% 3	3
The board has collaboration agreements with local and state agencies.	100.00% 2	2
The board communicates with the community using forums, groups, the media, and/or other vehicles following agreed-upon procedures.	100.00% 2	2
NA		
	Yes	Total
The board and individual board members demonstrate respect and cooperation in their relationships with the community and staff.	0.00% 0	0
The board works with the superintendent to seek and receive input from citizens on matters relating to the school district using an agreed-upon process.	0.00% 0	0
The board has collaboration agreements with local and state agencies.	100.00% 1	1
The board communicates with the community using forums, groups, the media, and/or other vehicles following agreed-upon procedures.	0.00% 0	0

Q7 Overall rating for Standard 3: How well does the board meet the indicators above?

Answered: 7 Skipped: 0



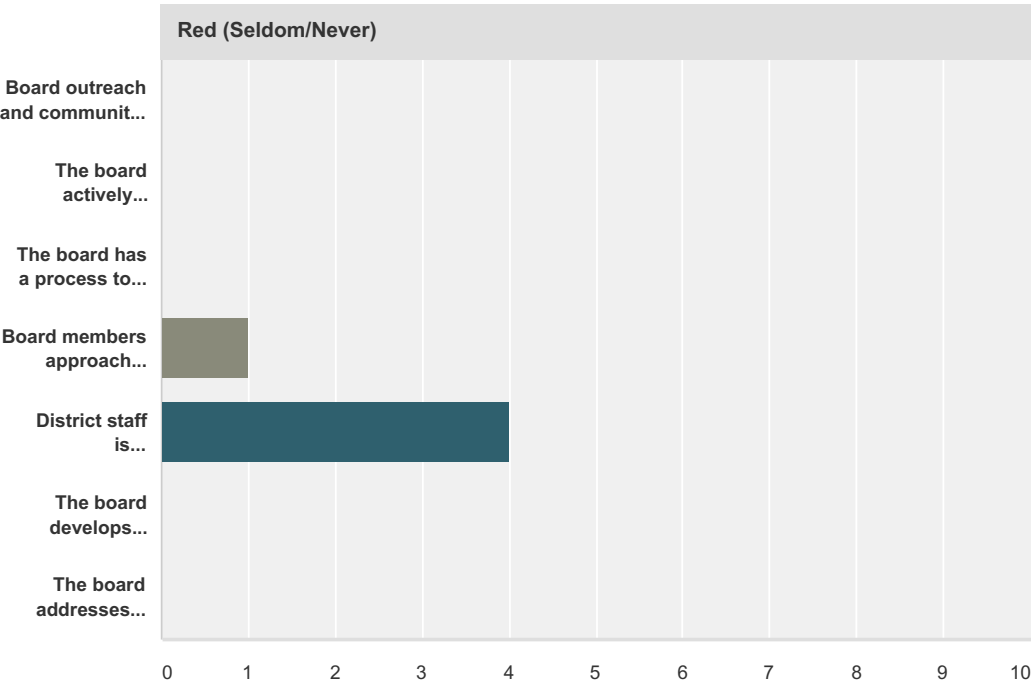
Answer Choices	Responses
UNACCEPTABLE: No indicators for this standard have been attempted and/or completed. The board needs intense focus on this standard.	0.00% 0
NEEDS IMPROVEMENT: Few indicators for this standard have been attempted, but none/very few have been completed. The board needs heavy focus on this standard.	28.57% 2
GOOD: At least half the indicators for this standard have been attempted and several have been completed. The board needs moderate focus on this standard.	42.86% 3
EXCELLENT: Most of the indicators for this standard have been completed. The board needs to maintain performance in this standard.	14.29% 1
OUTSTANDING: All of the indicators for this standard have been completed. This is an area of model performance for the board.	14.29% 1
Total	7

#	Comments	Date
1	The board has no formal collaboration agreements with any other entities.	5/10/2017 12:51 AM
2	The superintendent and board members actively participated in community meetings and forums.	5/9/2017 3:23 PM
3	I think we are doing a good job here, but there is always room for improvement. The implementation of board liaisons to individual schools has created a huge improvement in board-community relations. I can not stress enough how helpful this has been for the board members who have been able to attend several functions and meetings. I still think we need to do better, as a board, and as a district, to communicate with the public. Part of the problem for this is again staffing. Our communications director needs more time in the day or an assistant. We need to communicate out positive things that are going on in the district as well as info on hot topics like history/purpose of our DLI program. The public doesn't always look for information, so we need to make it really easy to receive. This is ongoing work. Possibly having an occasional forum or listening session with parents would be a good idea. This could include DO staff and a few board members. There are many ways to increase visibility, we should talk about these. We also need to hear more from students. It would be great to have more regular listening sessions with students. Could be topic specific as we work through different goals.	5/9/2017 1:19 AM

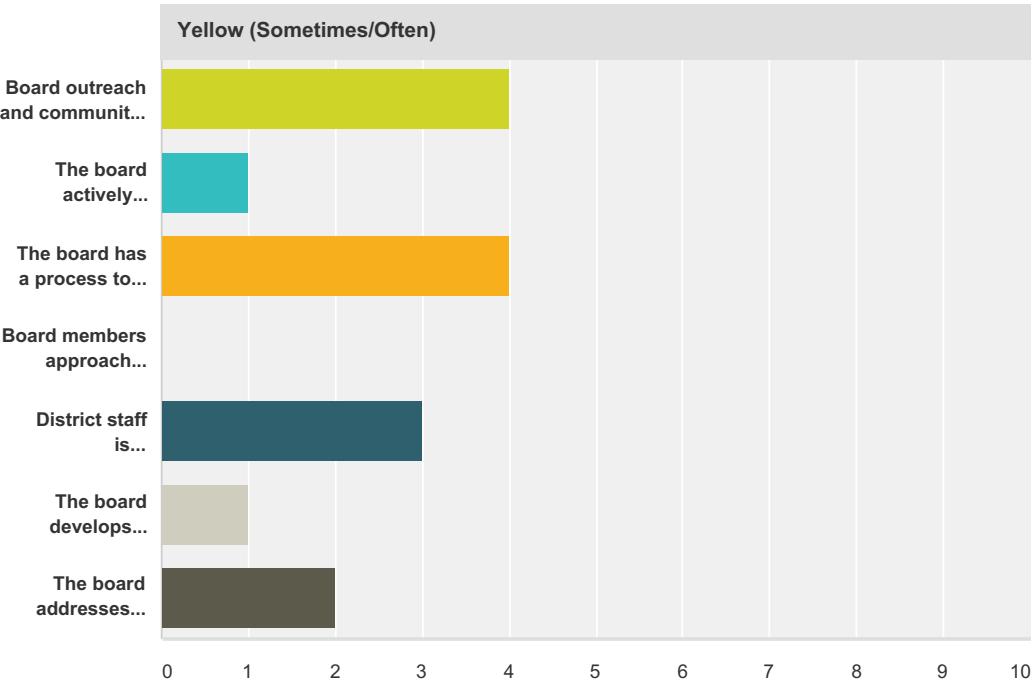
4	Improving communication with the public, staff and students has become a higher priority for the District and Board. Reinstating a communication position on District staff, supporting the local option levy request, and involvement of students, staff, and the general public in facilities planning are examples of positive. The District has numerous agreements with other agencies on a variety of topics ranging from use of school property to health navigators.	5/8/2017 4:54 AM
5	The board generally maintains a low public profile, but is respectful and cooperative with the community and staff. The board would benefit by updating its procedures for community engagement and receiving public input. Policy BDDH was adopted in 2003. Other than LBL ESD, I'm unaware of any collaboration agreements with local or state agencies. Community communications procedures would benefit from a public review. School liaisons is a good start.	5/8/2017 4:01 AM
6	The Board has struggled to identify methods to more effectively communicate with the community.	5/7/2017 4:38 AM

Q8 Standard 4 Indicators

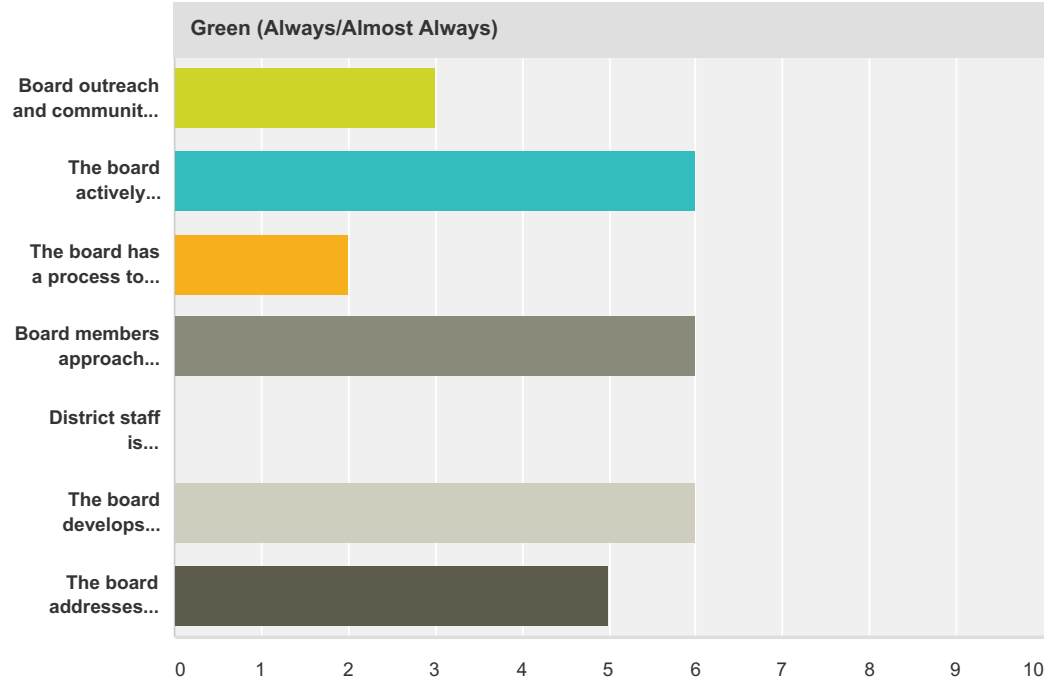
Answered: 7 Skipped: 0



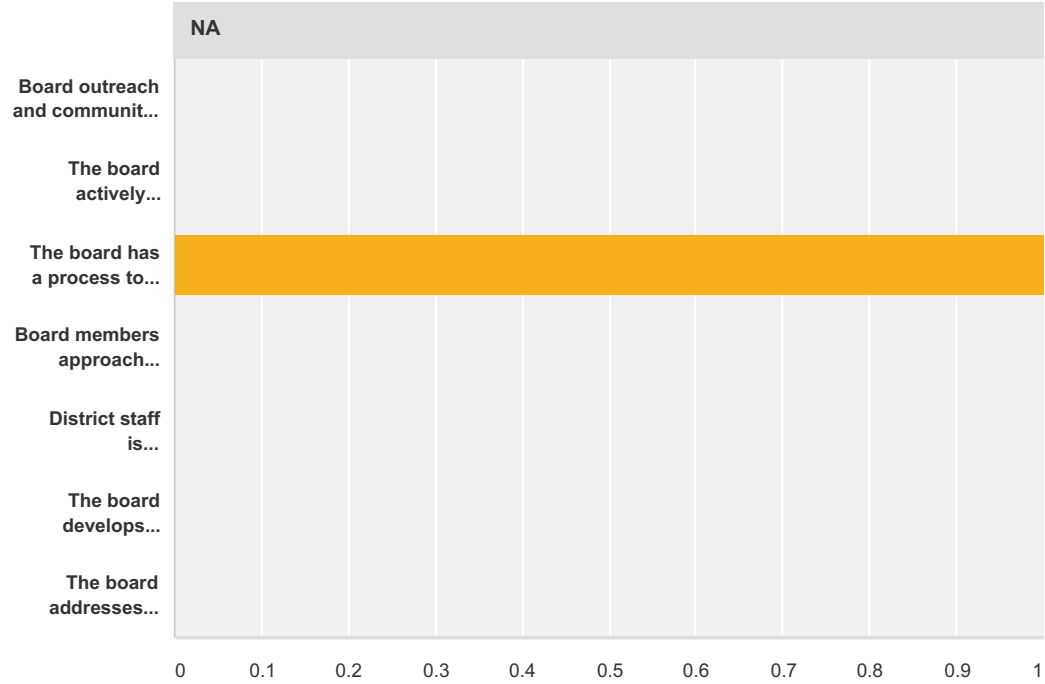
Yes



Yes



Yes



Yes

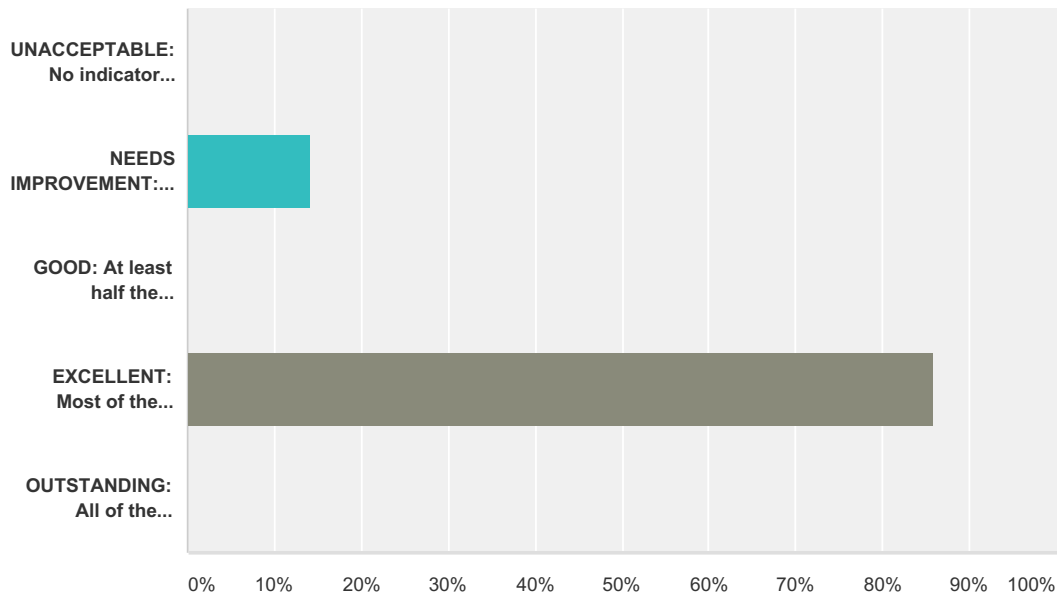
Red (Seldom/Never)		
	Yes	Total
Board outreach and community engagement activities accommodate cultural differences in values and communication.	0.00% 0	0

The board actively encourages and expects the superintendent to facilitate the participation of culturally diverse groups.	0.00% 0	0
The board has a process to review policies for cultural, racial, and ethnic bias.	0.00% 0	0
Board members approach decision-making from multiple perspectives, asking questions regarding the impact of each decision on diverse cultures.	100.00% 1	1
District staff is representative of the community.	100.00% 4	4
The board develops policies using an equity lens.	0.00% 0	0
The board addresses education equity through allocation of resources, applying an equity lens to the budgeting process.	0.00% 0	0
Yellow (Sometimes/Often)		
	Yes	Total
Board outreach and community engagement activities accommodate cultural differences in values and communication.	100.00% 4	4
The board actively encourages and expects the superintendent to facilitate the participation of culturally diverse groups.	100.00% 1	1
The board has a process to review policies for cultural, racial, and ethnic bias.	100.00% 4	4
Board members approach decision-making from multiple perspectives, asking questions regarding the impact of each decision on diverse cultures.	0.00% 0	0
District staff is representative of the community.	100.00% 3	3
The board develops policies using an equity lens.	100.00% 1	1
The board addresses education equity through allocation of resources, applying an equity lens to the budgeting process.	100.00% 2	2
Green (Always/Almost Always)		
	Yes	Total
Board outreach and community engagement activities accommodate cultural differences in values and communication.	100.00% 3	3
The board actively encourages and expects the superintendent to facilitate the participation of culturally diverse groups.	100.00% 6	6
The board has a process to review policies for cultural, racial, and ethnic bias.	100.00% 2	2
Board members approach decision-making from multiple perspectives, asking questions regarding the impact of each decision on diverse cultures.	100.00% 6	6
District staff is representative of the community.	0.00% 0	0
The board develops policies using an equity lens.	100.00% 6	6
The board addresses education equity through allocation of resources, applying an equity lens to the budgeting process.	100.00% 5	5
NA		
	Yes	Total
Board outreach and community engagement activities accommodate cultural differences in values and communication.	0.00% 0	0

The board actively encourages and expects the superintendent to facilitate the participation of culturally diverse groups.	0.00% 0	0
The board has a process to review policies for cultural, racial, and ethnic bias.	100.00% 1	1
Board members approach decision-making from multiple perspectives, asking questions regarding the impact of each decision on diverse cultures.	0.00% 0	0
District staff is representative of the community.	0.00% 0	0
The board develops policies using an equity lens.	0.00% 0	0
The board addresses education equity through allocation of resources, applying an equity lens to the budgeting process.	0.00% 0	0

Q9 Overall rating for Standard 4: How well does the board meet the indicators above?

Answered: 7 Skipped: 0



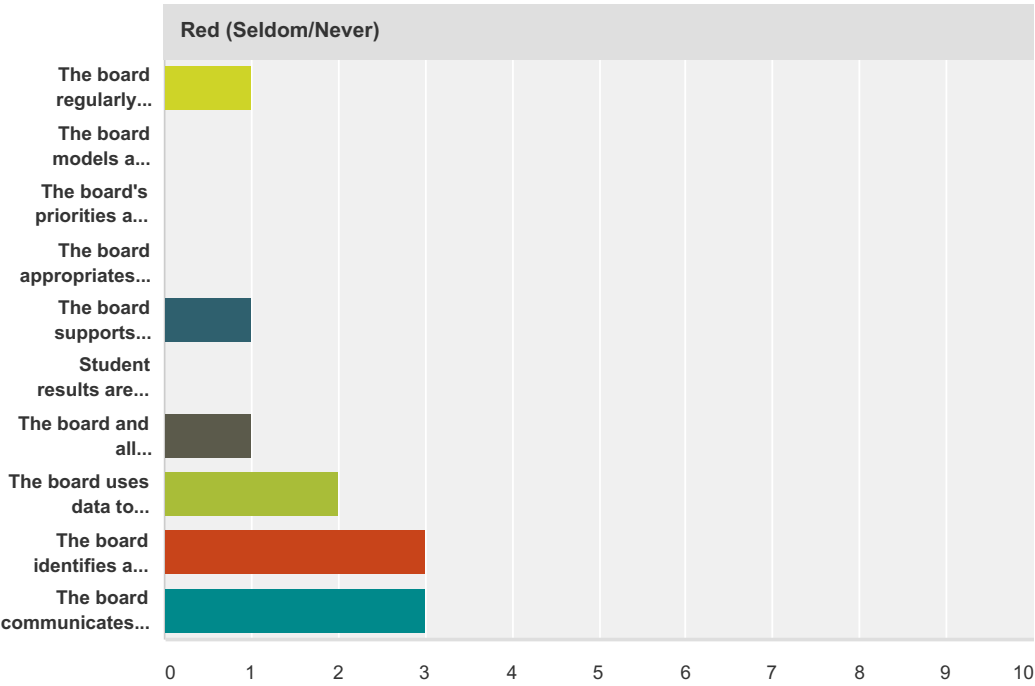
Answer Choices	Responses
UNACCEPTABLE: No indicators for this standard have been attempted and/or completed. The board needs intense focus on this standard.	0.00% 0
NEEDS IMPROVEMENT: Few indicators for this standard have been attempted, but none/very few have been completed. The board needs heavy focus on this standard.	14.29% 1
GOOD: At least half the indicators for this standard have been attempted and several have been completed. The board needs moderate focus on this standard.	0.00% 0
EXCELLENT: Most of the indicators for this standard have been completed. The board needs to maintain performance in this standard.	85.71% 6
OUTSTANDING: All of the indicators for this standard have been completed. This is an area of model performance for the board.	0.00% 0
Total	7

#	Comments	Date
1	Based on these standards, our board is doing well. However, I believe the current board has higher expectations for themselves and the district. Equity is a core value for this group and one we take seriously. I scored this as "excellent", but we have much work to do and will likely never be comfortable marking "outstanding."	5/10/2017 12:57 AM
2	There is disparity between the diversity of the community and the staff. While this is recognized, it is difficult to reflect this diversity in hiring.	5/9/2017 3:28 PM
3	The board has embraced a commitment to equity across all aspects of our work. We regularly apply an equity lense when discussing topics and making decisions. An area where we need improvement is in board outreach and community engagement activities. We need to continue to make sure that the voices we hear are representative of our entire school community. We have begun to apply this principal to some of our committees (LRFPC), but need to continue to work on it. We also need to continue to push movement forward in the Culturally Relevant Learning and Teaching Pillar of our Equity Transformational Plan. Regular updates and discussion in this area needs to happen - it could be one of our goals.	5/9/2017 1:44 AM

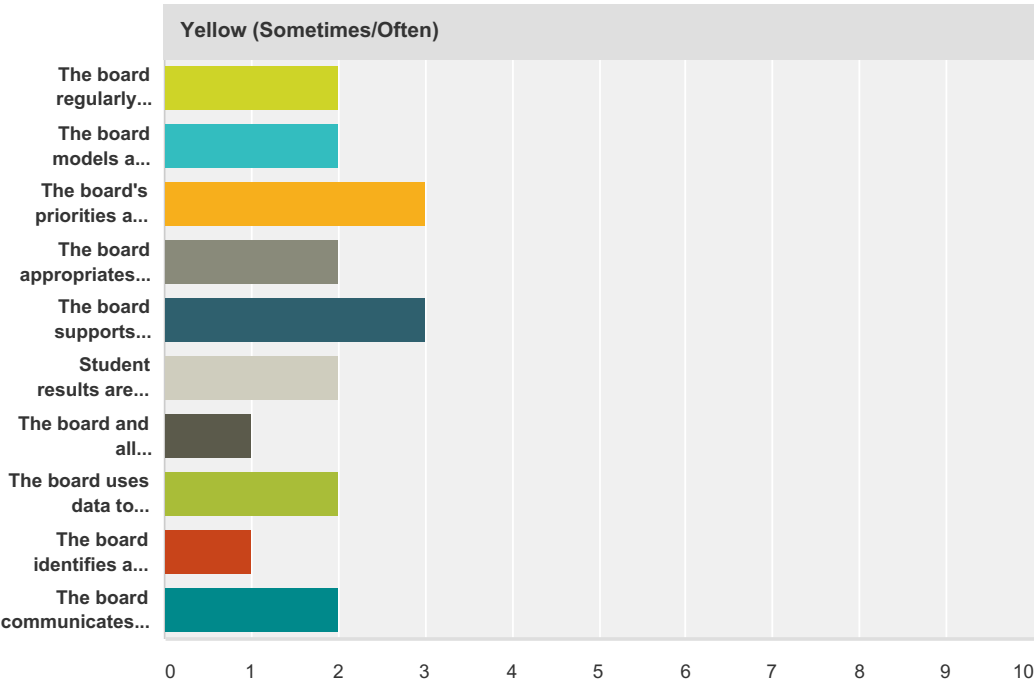
4	Over the last two years this has been one of the most consistent, positive efforts of the District and Board. From budgeting of resources that is culturally and equity sensitive, to community outreach, to the resolution on safe and welcoming schools in the face of a challenges from anti-immigrant politicians, this Board and the District have embraced equity in all aspects of its decision-making. The Board and District staff have not generally been representative of all elements of the community, but both have attempted to make improvements in that area. Board policies may not fully reflect all of the intent of the Board in terms of diversity, equity, and inclusion, but practice has been consistently outstanding.	5/8/2017 5:07 AM
5	Significant progress is taking place in this area. Not aware of a board process for reviewing policies for cultural, racial and ethnic bias. District hiring has a ways to go before it represents the cultural diversity of the community, but they are making a credible effort at bringing about change.	5/8/2017 4:01 AM
6	The Board is well intentioned. However, the Board lacks racial and cultural diversity, which inhibits the Board's ability to truly represent multiple perspectives. Most outreach to minority communities has been initiated by the District. The District needs to make the hiring of more diverse staff.a greater priority. Publication of an "equity budget" would demonstrate to the Board and the community whether allocation of resources is truly based on equity.	5/7/2017 4:44 AM

Q10 Standard 5 Indicators

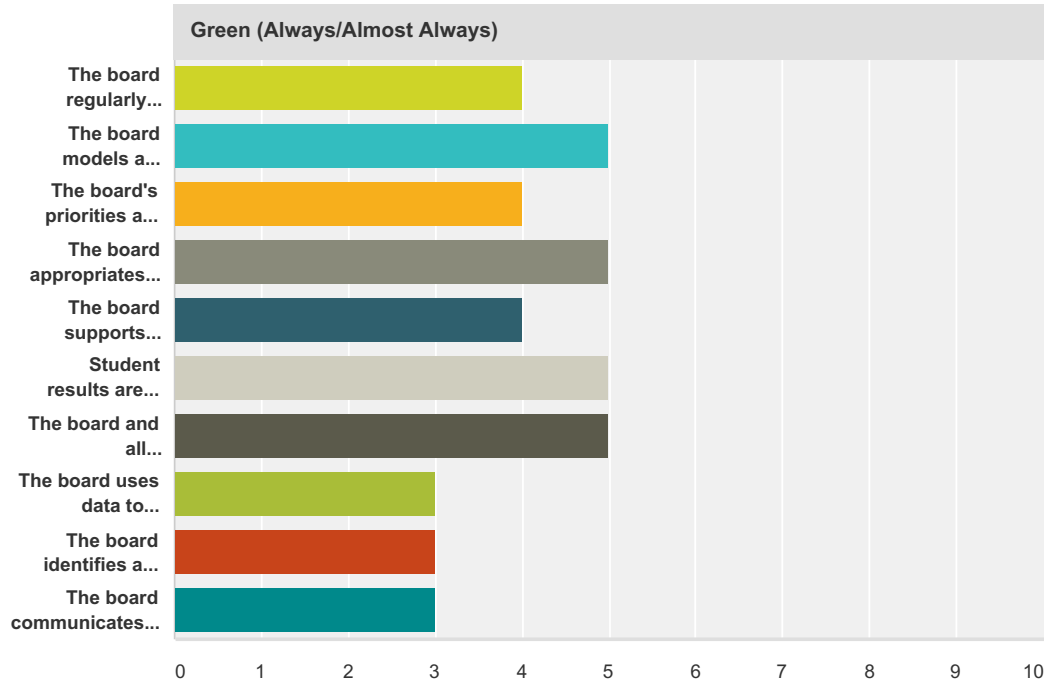
Answered: 7 Skipped: 0



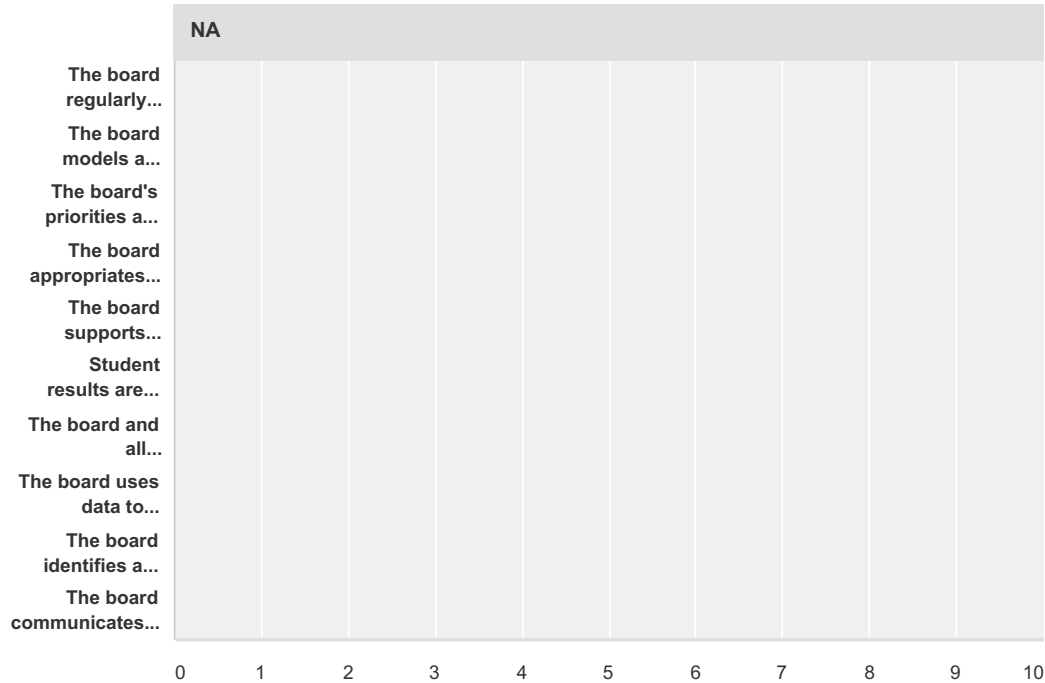
Yes



Yes



Yes



Yes

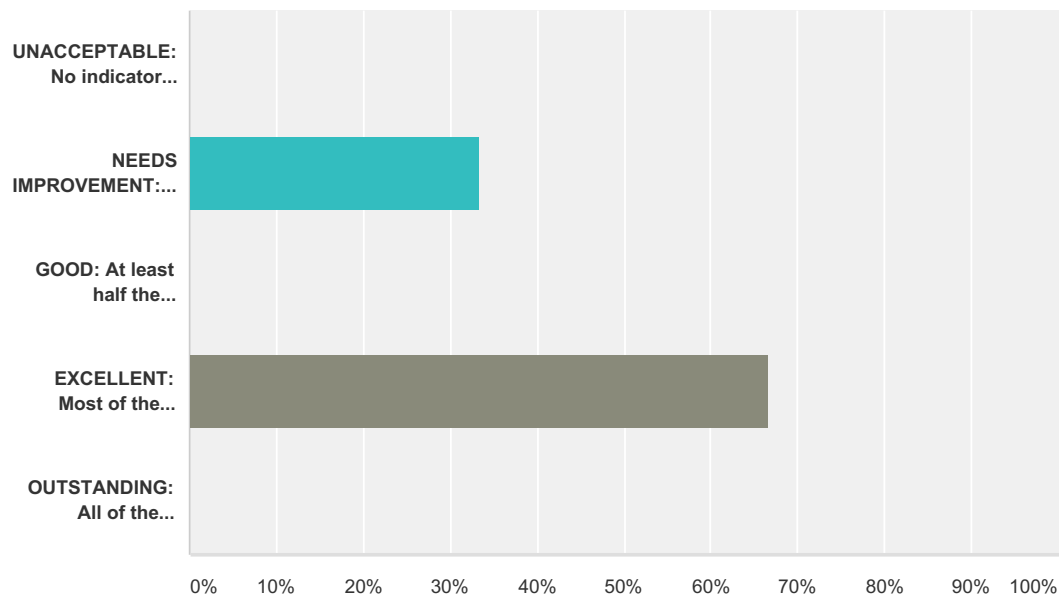
Red (Seldom/Never)		
	Yes	Total
The board regularly conducts a self-evaluation to monitor its performance.	100.00% 1	1

The board models a culture of high expectations throughout the district.	0.00% 0	0
The board's priorities and focus are on curriculum, student achievement, and equitable student access.	0.00% 0	0
The board appropriates resources based on student achievement priorities.	0.00% 0	0
The board supports reward, consequence, and recognition systems to encourage high levels of staff and student achievement.	100.00% 1	1
Student results are measured against expectations set by district standards.	0.00% 0	0
The board and all stakeholders clearly understand, and are held accountable for, their roles and responsibilities in creating and supporting a culture of high expectations throughout the system.	100.00% 1	1
The board uses data to identify discrepancies between current and desired outcomes.	100.00% 2	2
The board identifies and addresses priority needs based on data analysis.	100.00% 3	3
The board communicates to the public how policy decisions are linked to student achievement data.	100.00% 3	3
Yellow (Sometimes/Often)		
	Yes	Total
The board regularly conducts a self-evaluation to monitor its performance.	100.00% 2	2
The board models a culture of high expectations throughout the district.	100.00% 2	2
The board's priorities and focus are on curriculum, student achievement, and equitable student access.	100.00% 3	3
The board appropriates resources based on student achievement priorities.	100.00% 2	2
The board supports reward, consequence, and recognition systems to encourage high levels of staff and student achievement.	100.00% 3	3
Student results are measured against expectations set by district standards.	100.00% 2	2
The board and all stakeholders clearly understand, and are held accountable for, their roles and responsibilities in creating and supporting a culture of high expectations throughout the system.	100.00% 1	1
The board uses data to identify discrepancies between current and desired outcomes.	100.00% 2	2
The board identifies and addresses priority needs based on data analysis.	100.00% 1	1
The board communicates to the public how policy decisions are linked to student achievement data.	100.00% 2	2
Green (Always/Almost Always)		
	Yes	Total
The board regularly conducts a self-evaluation to monitor its performance.	100.00% 4	4
The board models a culture of high expectations throughout the district.	100.00% 5	5
The board's priorities and focus are on curriculum, student achievement, and equitable student access.	100.00% 4	4
The board appropriates resources based on student achievement priorities.	100.00% 5	5

The board supports reward, consequence, and recognition systems to encourage high levels of staff and student achievement.	100.00% 4	4
Student results are measured against expectations set by district standards.	100.00% 5	5
The board and all stakeholders clearly understand, and are held accountable for, their roles and responsibilities in creating and supporting a culture of high expectations throughout the system.	100.00% 5	5
The board uses data to identify discrepancies between current and desired outcomes.	100.00% 3	3
The board identifies and addresses priority needs based on data analysis.	100.00% 3	3
The board communicates to the public how policy decisions are linked to student achievement data.	100.00% 3	3
NA		
	Yes	Total
The board regularly conducts a self-evaluation to monitor its performance.	0.00% 0	0
The board models a culture of high expectations throughout the district.	0.00% 0	0
The board's priorities and focus are on curriculum, student achievement, and equitable student access.	0.00% 0	0
The board appropriates resources based on student achievement priorities.	0.00% 0	0
The board supports reward, consequence, and recognition systems to encourage high levels of staff and student achievement.	0.00% 0	0
Student results are measured against expectations set by district standards.	0.00% 0	0
The board and all stakeholders clearly understand, and are held accountable for, their roles and responsibilities in creating and supporting a culture of high expectations throughout the system.	0.00% 0	0
The board uses data to identify discrepancies between current and desired outcomes.	0.00% 0	0
The board identifies and addresses priority needs based on data analysis.	0.00% 0	0
The board communicates to the public how policy decisions are linked to student achievement data.	0.00% 0	0

Q11 Overall rating for Standard 5: How well does the board meet the indicators above?

Answered: 6 Skipped: 1



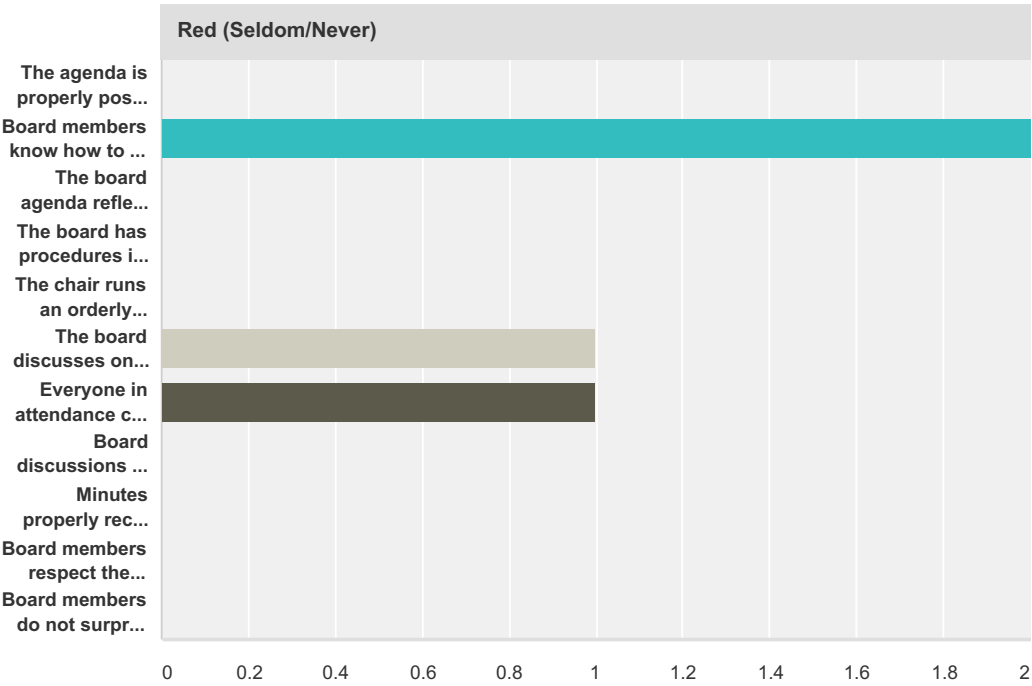
Answer Choices	Responses
UNACCEPTABLE: No indicators for this standard have been attempted and/or completed. The board needs intense focus on this standard.	0.00% 0
NEEDS IMPROVEMENT: Few indicators for this standard have been attempted, but none/very few have been completed. The board needs heavy focus on this standard.	33.33% 2
GOOD: At least half the indicators for this standard have been attempted and several have been completed. The board needs moderate focus on this standard.	0.00% 0
EXCELLENT: Most of the indicators for this standard have been completed. The board needs to maintain performance in this standard.	66.67% 4
OUTSTANDING: All of the indicators for this standard have been completed. This is an area of model performance for the board.	0.00% 0
Total	6

#	Comments	Date
1	I wonder if we could do more to recognize student and staff excellence? We use data to measure progress, but the board has not been deliberate in it's selection of indicators. Measurement of progress has been specified by district staff, not the board. This board is highly responsive to data and analytics. The board has not always been assertive in asking for data that it needs to make informed decisions. We do not have a robust strategic framework to populate with data and analytics.	5/10/2017 2:05 AM
2	This is ongoing work that needs to be an annual focus.	5/9/2017 3:36 PM
3	*Moving forward, the board should conduct a self evaluation each year. *We need to make sure that the board stays out of operational matters, as much as possible. We are all guilty of this, it's hard not to do at times, but we need to set goals and stay focused on those. *Again, we need to have more metrics to measure both student achievement and board and district goals. * We do a great job of setting high expectations and our district staff are working to meet those expectations. We are seeing great results in some areas, others need work still. *We don't communicate policy decisions to the public very often. We need to work on this in general, as well as showing how policy affects student achievement through data. We need to develop better metrics!	5/9/2017 2:15 AM

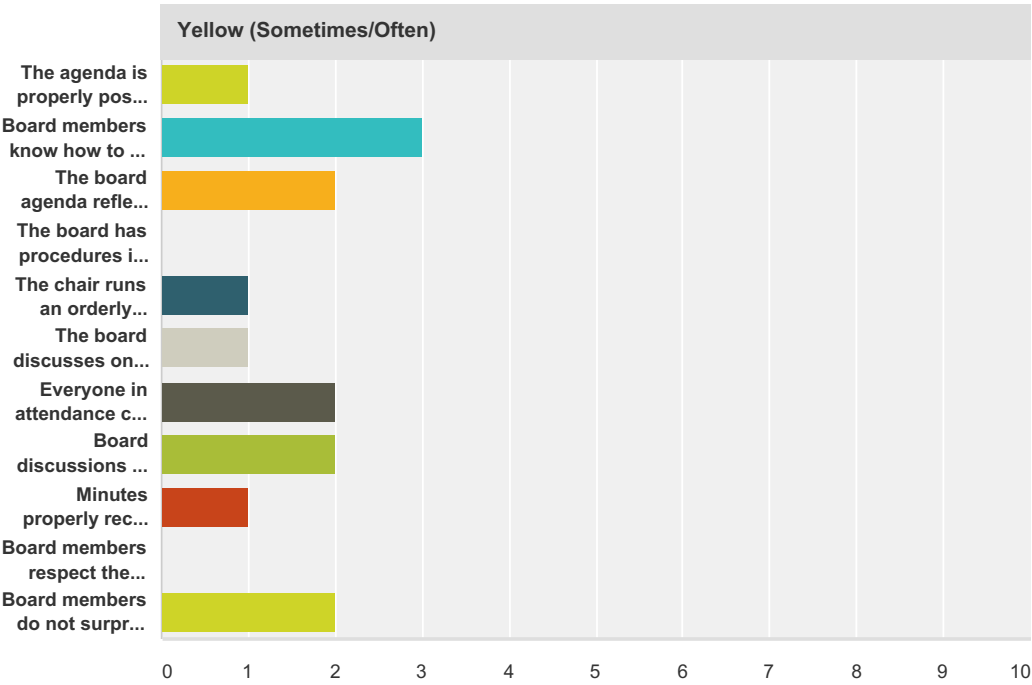
4	The Board has consistently asked for data to support resource investments, to evaluate progress against goals, and to gauge the challenges the District is facing. Data production and analysis have not always met Board desires over the years, but the Board is definitely not data averse. The public message on the local option levy was a good example of carefully presented data to support levy continuance.	5/8/2017 5:17 AM
5	Aside from graduation rates and standardized test scores, the board does not receive much longitudinal data. The board's policy on Outcomes and Performance standards are 18 years old, and the District Mission, Beliefs and Goals are 8 years old. Both are qualitative documents. My ratings of "yellow" in this section are on the "sometimes" end of the scale - not "often"	5/8/2017 4:07 AM
6	In recent years, Board evaluations have been pro forma and have not led to improvements. The Board focuses little on curriculum, except when curriculum adoption recommendations are brought for approval. Data, measurement, and accountability are lacking.	5/7/2017 4:49 AM

Q12 Standard 6 Indicators

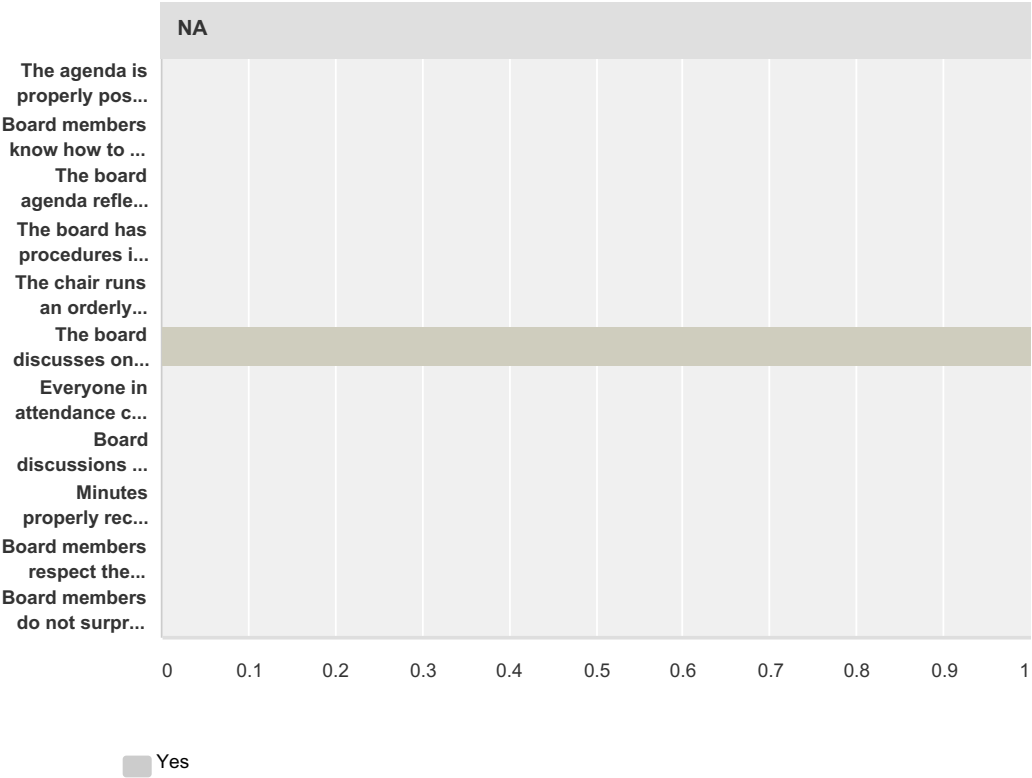
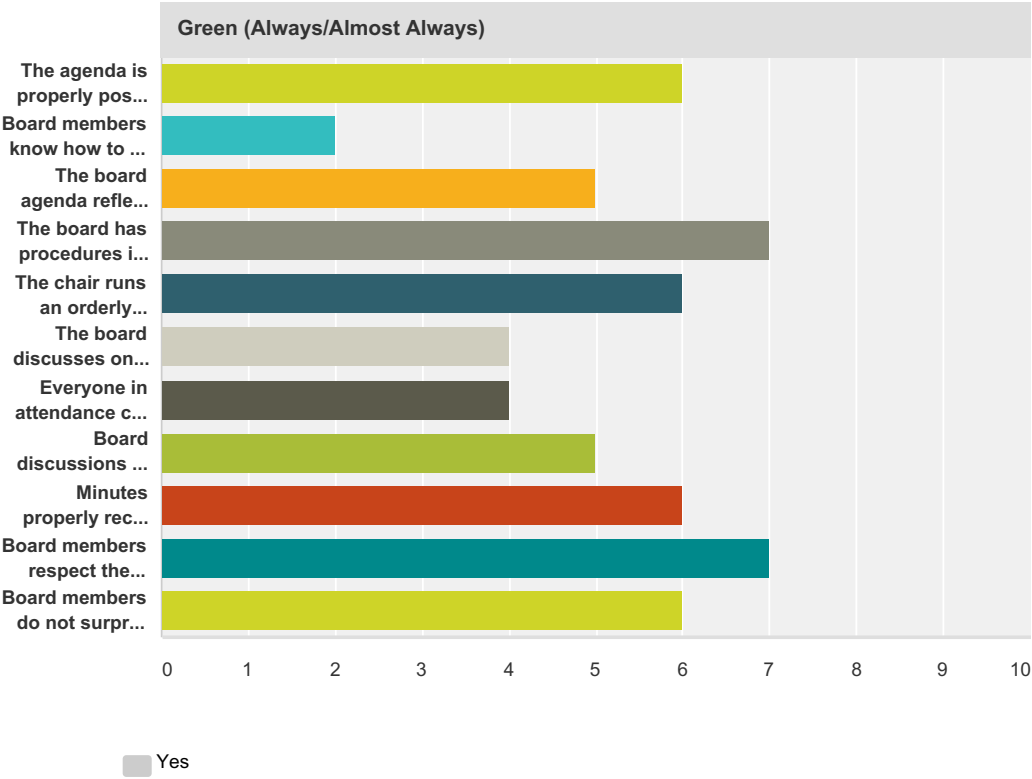
Answered: 7 Skipped: 0



Yes



Yes



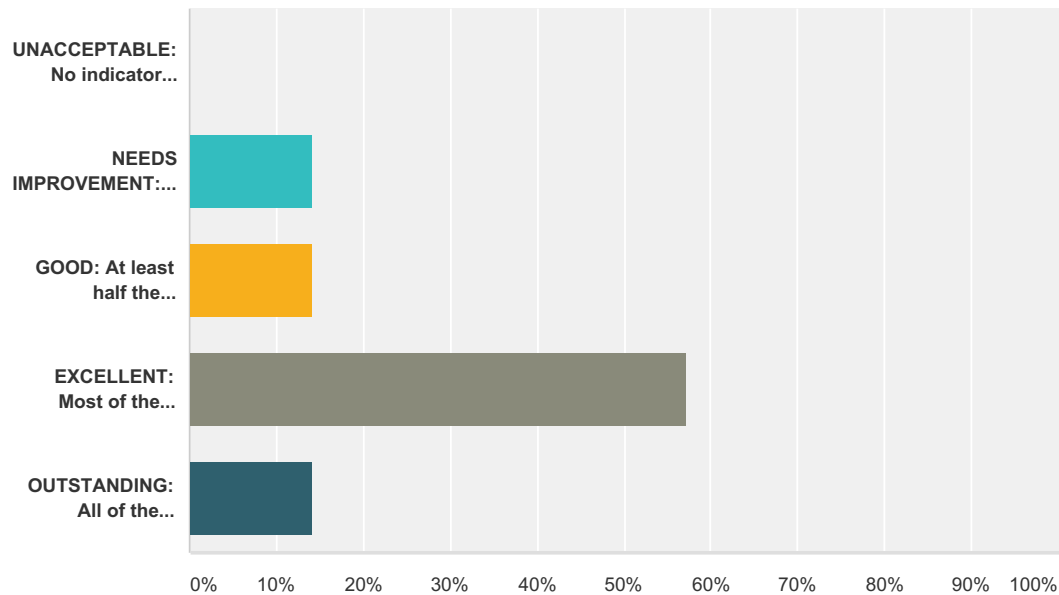
Red (Seldom/Never)		
	Yes	Total
The agenda is properly posted and developed according to board policy.	0.00% 0	0

Board members know how to add or change agenda items both before and during a meeting and do so in a clear, constructive manner that does not allow for surprises.	100.00% 2	2
The board agenda reflects the goals, policies, and appropriate governance role of the board and is followed by the board.	0.00% 0	0
The board has procedures in place to allow for public input in a respectful manner.	0.00% 0	0
The chair runs an orderly meeting, with clear instructions and directions to the public as well as board members.	0.00% 0	0
The board discusses only those topics that the majority of the board wishes to take up.	100.00% 1	1
Everyone in attendance can clearly hear board discussion.	100.00% 1	1
Board discussions are effective and result in clear decisions.	0.00% 0	0
Minutes properly record actions of the board and are maintained as required by public records law.	0.00% 0	0
Board members respect the confidentiality of executive sessions.	0.00% 0	0
Board members do not surprise the administration or fellow board members at meetings.	0.00% 0	0
Yellow (Sometimes/Often)		
	Yes	Total
The agenda is properly posted and developed according to board policy.	100.00% 1	1
Board members know how to add or change agenda items both before and during a meeting and do so in a clear, constructive manner that does not allow for surprises.	100.00% 3	3
The board agenda reflects the goals, policies, and appropriate governance role of the board and is followed by the board.	100.00% 2	2
The board has procedures in place to allow for public input in a respectful manner.	0.00% 0	0
The chair runs an orderly meeting, with clear instructions and directions to the public as well as board members.	100.00% 1	1
The board discusses only those topics that the majority of the board wishes to take up.	100.00% 1	1
Everyone in attendance can clearly hear board discussion.	100.00% 2	2
Board discussions are effective and result in clear decisions.	100.00% 2	2
Minutes properly record actions of the board and are maintained as required by public records law.	100.00% 1	1
Board members respect the confidentiality of executive sessions.	0.00% 0	0
Board members do not surprise the administration or fellow board members at meetings.	100.00% 2	2
Green (Always/Almost Always)		
	Yes	Total
The agenda is properly posted and developed according to board policy.	100.00% 6	6
Board members know how to add or change agenda items both before and during a meeting and do so in a clear, constructive manner that does not allow for surprises.	100.00% 2	2

The board agenda reflects the goals, policies, and appropriate governance role of the board and is followed by the board.	100.00% 5	5
The board has procedures in place to allow for public input in a respectful manner.	100.00% 7	7
The chair runs an orderly meeting, with clear instructions and directions to the public as well as board members.	100.00% 6	6
The board discusses only those topics that the majority of the board wishes to take up.	100.00% 4	4
Everyone in attendance can clearly hear board discussion.	100.00% 4	4
Board discussions are effective and result in clear decisions.	100.00% 5	5
Minutes properly record actions of the board and are maintained as required by public records law.	100.00% 6	6
Board members respect the confidentiality of executive sessions.	100.00% 7	7
Board members do not surprise the administration or fellow board members at meetings.	100.00% 6	6
NA		
	Yes	Total
The agenda is properly posted and developed according to board policy.	0.00% 0	0
Board members know how to add or change agenda items both before and during a meeting and do so in a clear, constructive manner that does not allow for surprises.	0.00% 0	0
The board agenda reflects the goals, policies, and appropriate governance role of the board and is followed by the board.	0.00% 0	0
The board has procedures in place to allow for public input in a respectful manner.	0.00% 0	0
The chair runs an orderly meeting, with clear instructions and directions to the public as well as board members.	0.00% 0	0
The board discusses only those topics that the majority of the board wishes to take up.	100.00% 1	1
Everyone in attendance can clearly hear board discussion.	0.00% 0	0
Board discussions are effective and result in clear decisions.	0.00% 0	0
Minutes properly record actions of the board and are maintained as required by public records law.	0.00% 0	0
Board members respect the confidentiality of executive sessions.	0.00% 0	0
Board members do not surprise the administration or fellow board members at meetings.	0.00% 0	0

Q13 Overall rating for Standard 6: How well does the board meet the indicators above?

Answered: 7 Skipped: 0



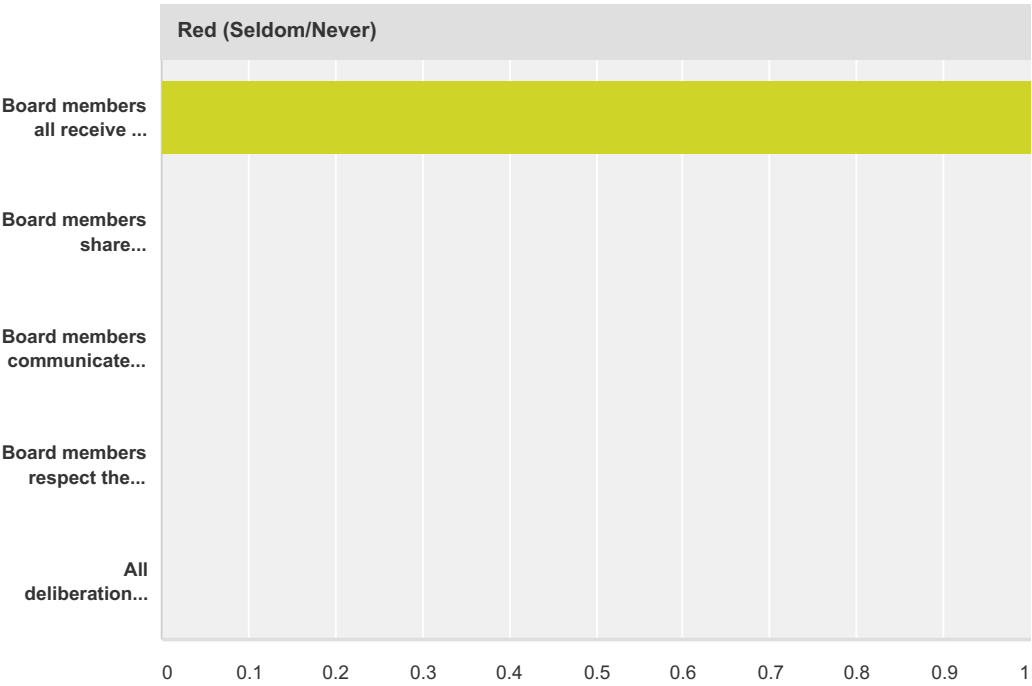
Answer Choices	Responses
UNACCEPTABLE: No indicators for this standard have been attempted and/or completed. The board needs intense focus on this standard.	0.00% 0
NEEDS IMPROVEMENT: Few indicators for this standard have been attempted, but none/very few have been completed. The board needs heavy focus on this standard.	14.29% 1
GOOD: At least half the indicators for this standard have been attempted and several have been completed. The board needs moderate focus on this standard.	14.29% 1
EXCELLENT: Most of the indicators for this standard have been completed. The board needs to maintain performance in this standard.	57.14% 4
OUTSTANDING: All of the indicators for this standard have been completed. This is an area of model performance for the board.	14.29% 1
Total	7

#	Comments	Date
1	The general membership of the board does not develop the agenda for upcoming meetings in any explicit way. There are informal avenues for members to get items on the agenda (e.g. raise the issue in a meeting, email, etc.). It has only been in the last two years that the board chair has asked for agenda items in meetings. The superintendent and the board chair have immense control of the agenda.	5/10/2017 2:11 AM
2	Topics are decided without majority opinion solicited which is fine. Board agendas are published well ahead of meetings.	5/9/2017 3:56 PM
3	* We have improved the ways board members can add items to the agenda. The Chair should also email out board members a couple of days before agenda planning to remind people to send in ideas, if they have any. We have not addressed ways to change agenda items before or during a meeting. We could adopt the strategy to approve the agenda at the beginning of the meeting. This would only take a minute and would create a procedure so people know this is an option. This would involve communicating with the chair prior to the meeting for no surprises. *Once we have board goals set at the beginning of each year, we can manage board agenda items and meetings to reflect our goals for the year. This is very exciting and will provide more structure and purpose to board activities.	5/9/2017 2:28 AM
4	The Board has quite effectively kept its focus on student achievement and support. Board meetings have generally been well run and effective in getting the Board's mission achieved.	5/8/2017 5:22 AM

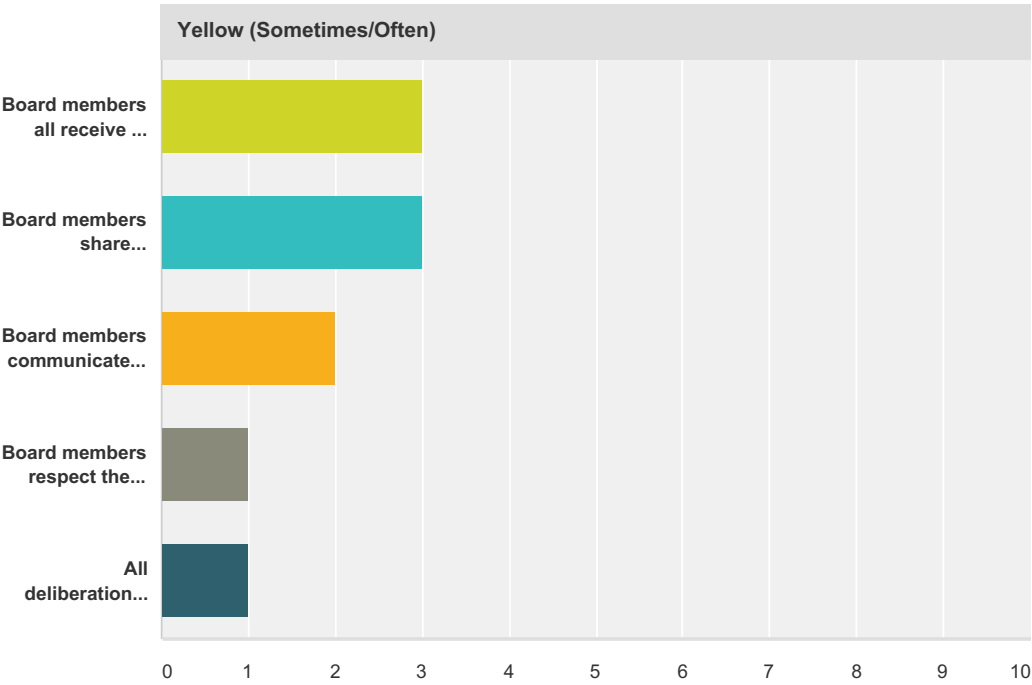
5	There is no board policy for agenda development. Agenda supporting documents are often provided only one or two working days before a meeting. There is little opportunity to add or change an agenda item before or during a meeting. Procedures for public input are 14 years old - time for a review. Board clerk does an excellent job with the minutes - distilling board discussion to relevant concepts and recording board decisions. Board members are very good at keeping executive session discussions confidential. Board meetings are weighted towards information exchanges and discussions; consolidated agendas; not so much policy discussion. Administration has taken very positive steps to improve sound projection at meetings and provide translation service.	5/8/2017 4:08 AM
6	Board meetings could be improved by the chair not allowing individual Board members to hijack the meeting to address their individual concerns. Since most presenters speak with their backs to the audience, it is doubtful that the audience can hear. Minutes often do not summarize the content of Board discussions. Formal instructions read to the public prior to testimony have been improved, but they still strike a decidedly unfriendly tone.	5/7/2017 4:54 AM

Q14 Standard 7 Indicators

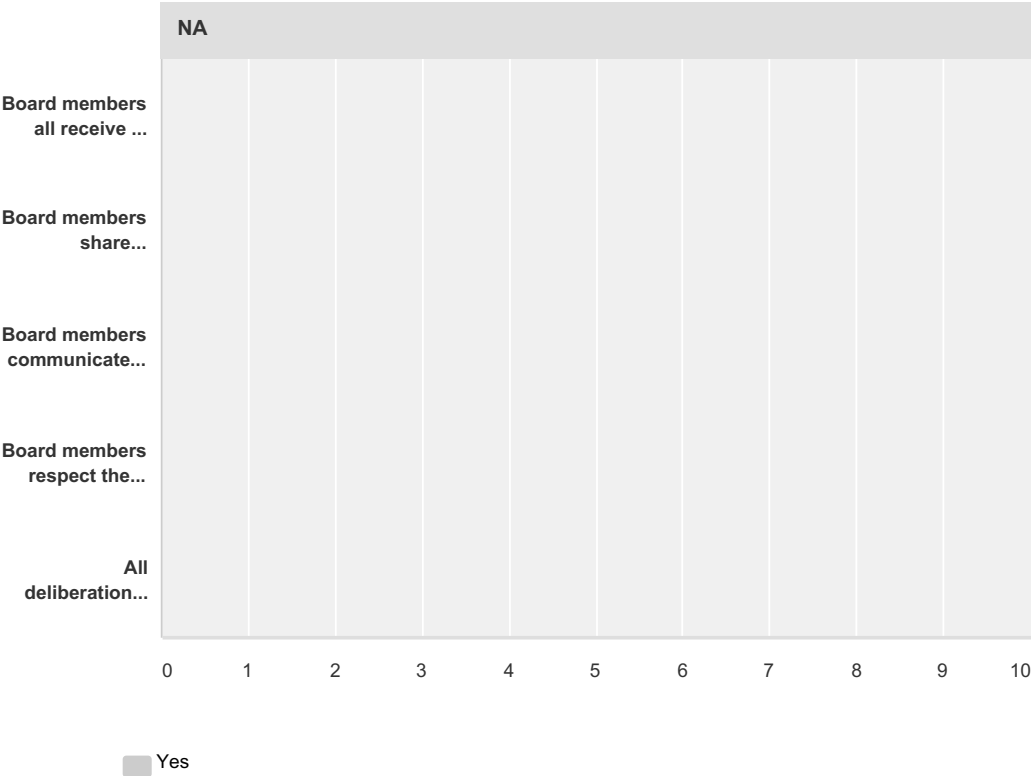
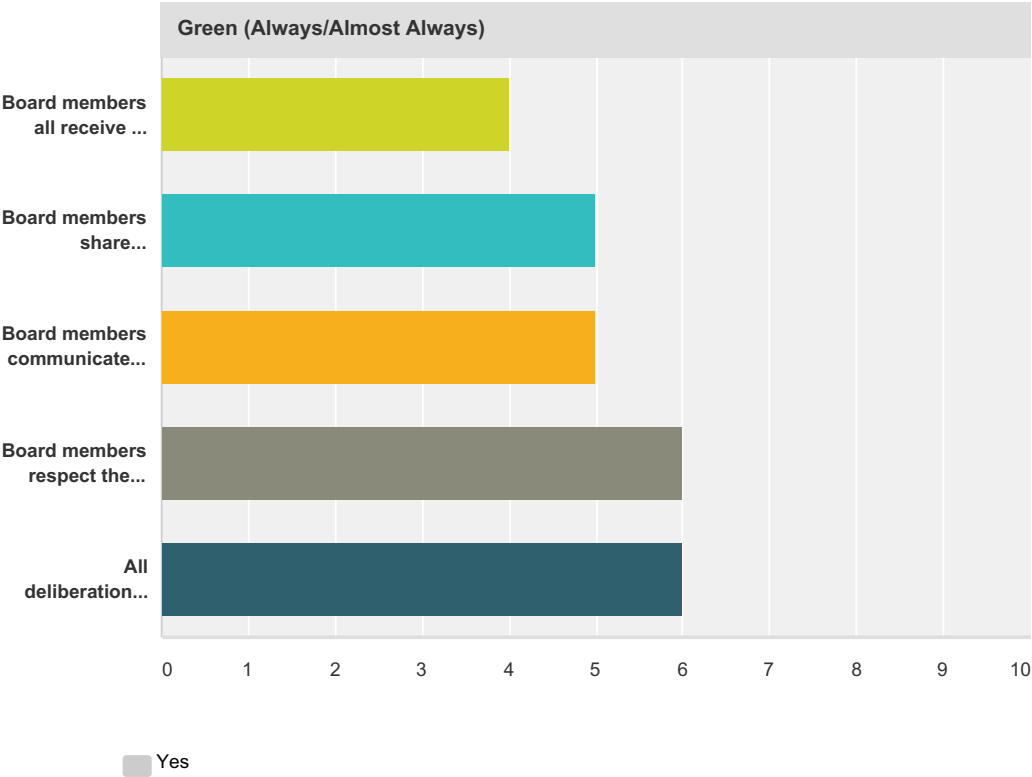
Answered: 7 Skipped: 0



Yes



Yes

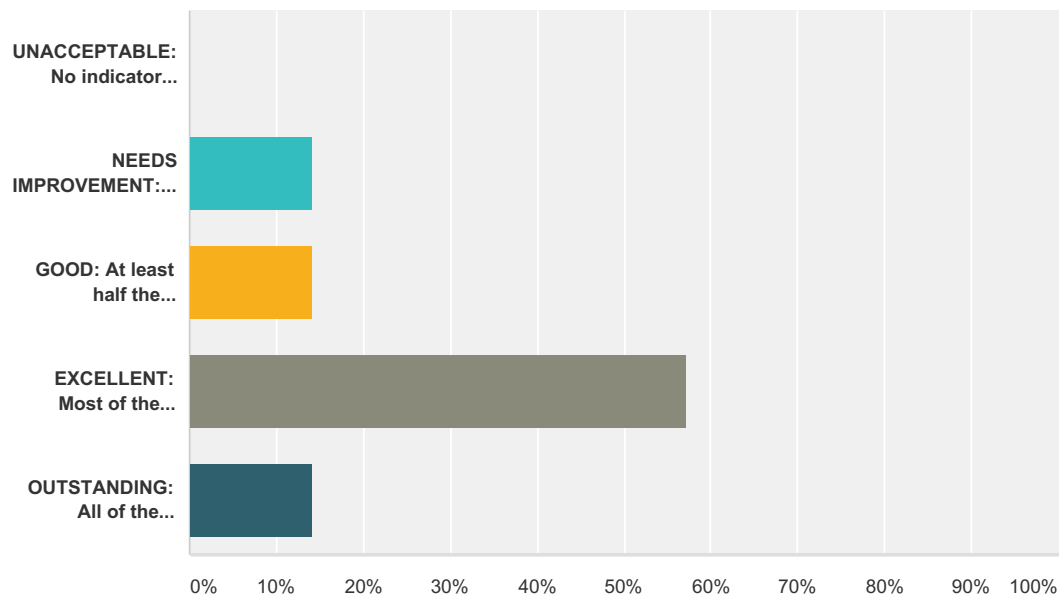


Red (Seldom/Never)		
	Yes	Total
Board members all receive the same information from the district office on matters of board business.	100.00% 1	1

Board members share information appropriately through the chair between meetings and do not surprise each other in public.	0.00% 0	0
Board members communicate with each other in a respectful manner.	0.00% 0	0
Board members respect the right of the public to observe discussion of board and district business by board members.	0.00% 0	0
All deliberation and discussion between board members is held at properly posted public meetings.	0.00% 0	0
Yellow (Sometimes/Often)		
	Yes	Total
Board members all receive the same information from the district office on matters of board business.	100.00% 3	3
Board members share information appropriately through the chair between meetings and do not surprise each other in public.	100.00% 3	3
Board members communicate with each other in a respectful manner.	100.00% 2	2
Board members respect the right of the public to observe discussion of board and district business by board members.	100.00% 1	1
All deliberation and discussion between board members is held at properly posted public meetings.	100.00% 1	1
Green (Always/Almost Always)		
	Yes	Total
Board members all receive the same information from the district office on matters of board business.	100.00% 4	4
Board members share information appropriately through the chair between meetings and do not surprise each other in public.	100.00% 5	5
Board members communicate with each other in a respectful manner.	100.00% 5	5
Board members respect the right of the public to observe discussion of board and district business by board members.	100.00% 6	6
All deliberation and discussion between board members is held at properly posted public meetings.	100.00% 6	6
NA		
	Yes	Total
Board members all receive the same information from the district office on matters of board business.	0.00% 0	0
Board members share information appropriately through the chair between meetings and do not surprise each other in public.	0.00% 0	0
Board members communicate with each other in a respectful manner.	0.00% 0	0
Board members respect the right of the public to observe discussion of board and district business by board members.	0.00% 0	0
All deliberation and discussion between board members is held at properly posted public meetings.	0.00% 0	0

Q15 Overall rating for Standard 7: How well does the board meet the indicators above?

Answered: 7 Skipped: 0



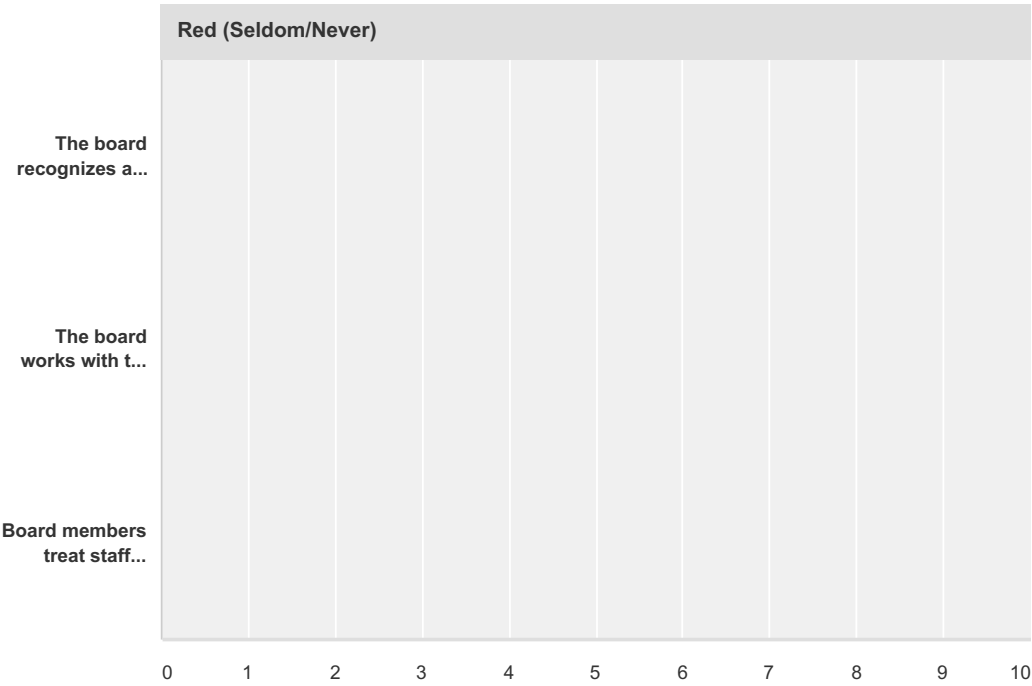
Answer Choices	Responses
UNACCEPTABLE: No indicators for this standard have been attempted and/or completed. The board needs intense focus on this standard.	0.00% 0
NEEDS IMPROVEMENT: Few indicators for this standard have been attempted, but none/very few have been completed. The board needs heavy focus on this standard.	14.29% 1
GOOD: At least half the indicators for this standard have been attempted and several have been completed. The board needs moderate focus on this standard.	14.29% 1
EXCELLENT: Most of the indicators for this standard have been completed. The board needs to maintain performance in this standard.	57.14% 4
OUTSTANDING: All of the indicators for this standard have been completed. This is an area of model performance for the board.	14.29% 1
Total	7

#	Comments	Date
1	There is very little communication between board members outside of meetings. We are all keenly aware of the risk of "daisy-chain" emails and interact primarily with the chair.	5/10/2017 2:17 AM
2	Occasionally disagreements between board members have been surprises, but overall discussions cause consensus to be reached.	5/9/2017 4:02 PM
3	Overall, we do a great job of being respectful of each other's viewpoints, although there are times when people have side conversations during meetings and I think we need to eliminate this as much as possible. Of course there are times when you want to share a couple of thoughts with your neighbor, but in general, we need to keep everything out loud. *In general, board members receive the same information from the district office. The Superintendent communicates with the Board Chair the most and both parties need to make sure that any pertinent information is shared out with the rest of the board.	5/9/2017 2:33 AM
4	The Board fairly scrupulously complies with public meeting law requirements. The new sound system will improve the public's ability to follow Board meetings. Differences of opinion have existed on how Board meetings should be conducted and policies developed, but resolution has been by majority decision.	5/8/2017 5:36 AM

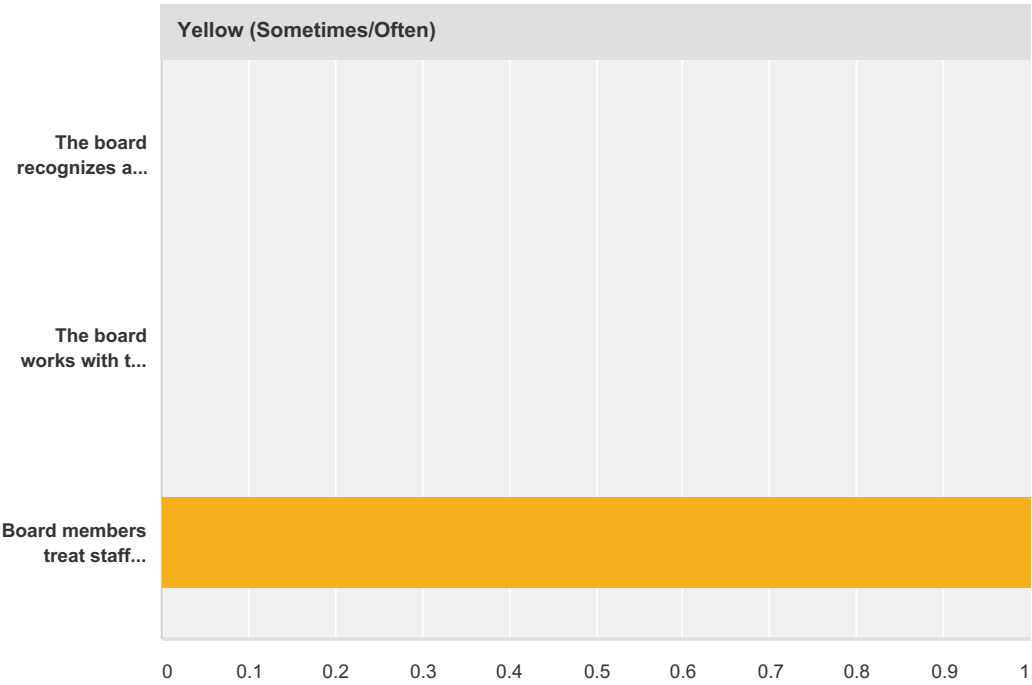
5	While technically in compliance with Oregon law, and in spite of the superintendent's best efforts, I don't believe "small group meetings" of board members with the superintendent meet the objective of "Board members all receive the same information from the district office on matters of board business." Additionally, having 3 board members involved in the District Finance Workgroup deliberations also works against the same objective - particularly with respect to the development of the annual budget parameters.	5/8/2017 4:10 AM
6	Some Board members know much more than others about Board business that transpires outside of Board meetings. Those not in the know simply cannot know what they don't know. Displays of passive-aggressive behavior are not respectful.	5/7/2017 4:58 AM

Q16 Standard 8 Indicators

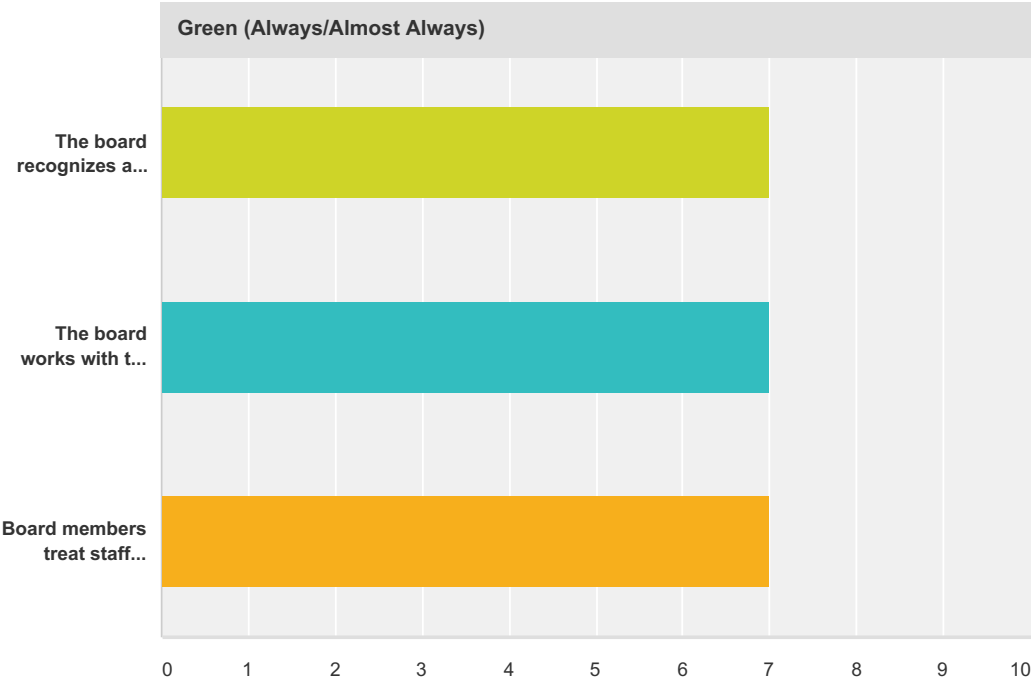
Answered: 7 Skipped: 0



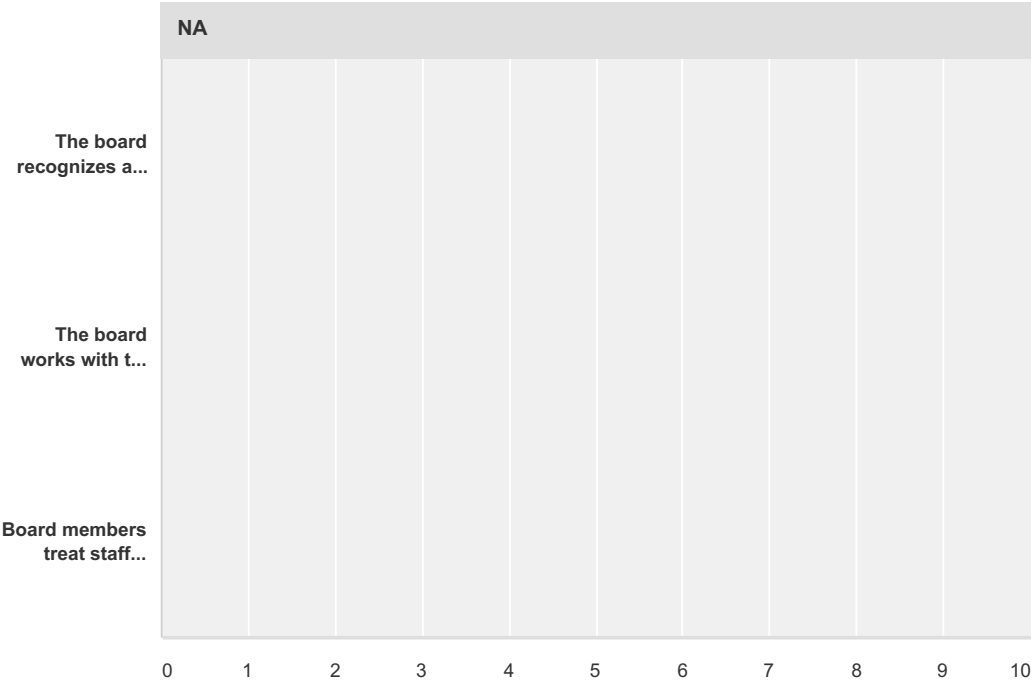
Yes



Yes



Yes



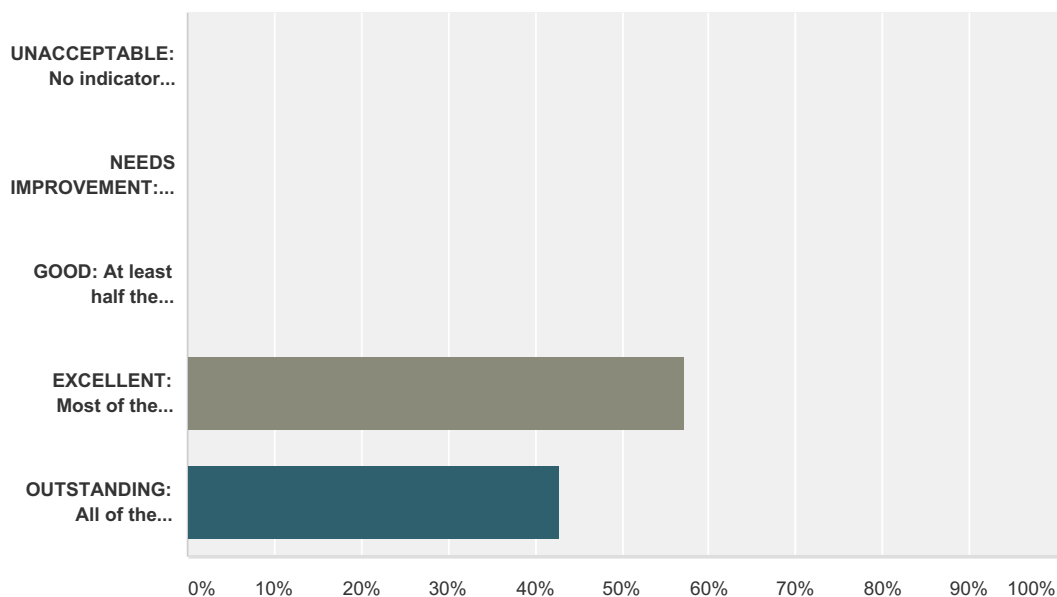
Yes

Red (Seldom/Never)		
	Yes	Total
The board recognizes and protects the chain of command.	0.00% 0	0

The board works with the superintendent to provide a process, and the board follows that process, to receive input from the staff in decision-making on significant issues where staff input is appropriate.	0.00% 0	0
Board members treat staff members in a respectful manner at all times.	0.00% 0	0
Yellow (Sometimes/Often)		
	Yes	Total
The board recognizes and protects the chain of command.	0.00% 0	0
The board works with the superintendent to provide a process, and the board follows that process, to receive input from the staff in decision-making on significant issues where staff input is appropriate.	0.00% 0	0
Board members treat staff members in a respectful manner at all times.	100.00% 1	1
Green (Always/Almost Always)		
	Yes	Total
The board recognizes and protects the chain of command.	100.00% 7	7
The board works with the superintendent to provide a process, and the board follows that process, to receive input from the staff in decision-making on significant issues where staff input is appropriate.	100.00% 7	7
Board members treat staff members in a respectful manner at all times.	100.00% 7	7
NA		
	Yes	Total
The board recognizes and protects the chain of command.	0.00% 0	0
The board works with the superintendent to provide a process, and the board follows that process, to receive input from the staff in decision-making on significant issues where staff input is appropriate.	0.00% 0	0
Board members treat staff members in a respectful manner at all times.	0.00% 0	0

Q17 Overall rating for Standard 8: How well does the board meet the indicators above?

Answered: 7 Skipped: 0

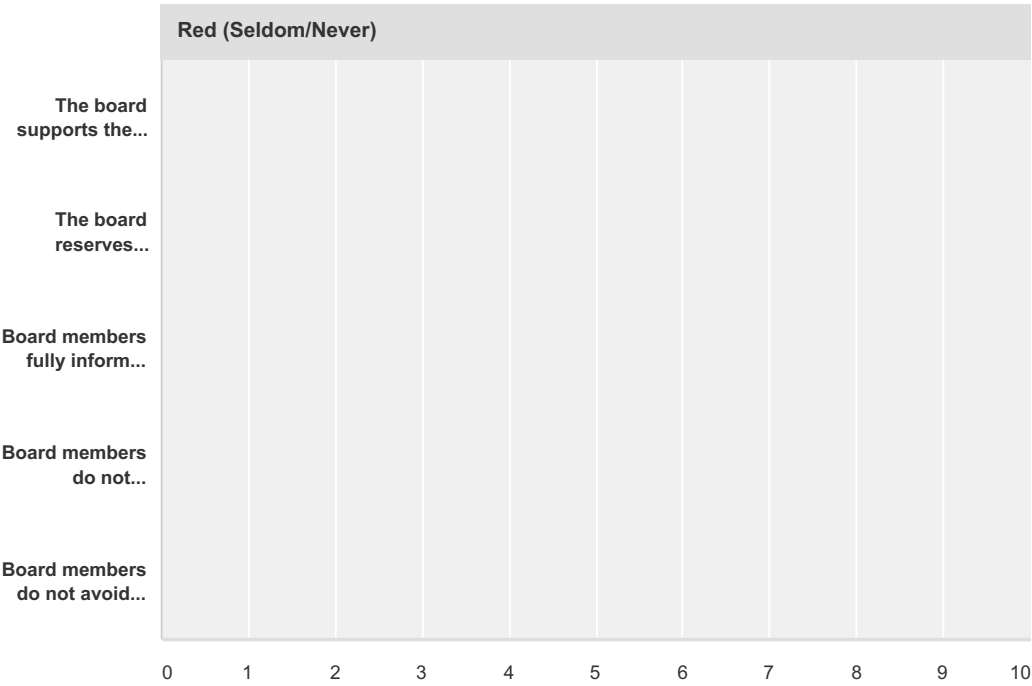


Answer Choices	Responses
UNACCEPTABLE: No indicators for this standard have been attempted and/or completed. The board needs intense focus on this standard.	0.00% 0
NEEDS IMPROVEMENT: Few indicators for this standard have been attempted, but none/very few have been completed. The board needs heavy focus on this standard.	0.00% 0
GOOD: At least half the indicators for this standard have been attempted and several have been completed. The board needs moderate focus on this standard.	0.00% 0
EXCELLENT: Most of the indicators for this standard have been completed. The board needs to maintain performance in this standard.	57.14% 4
OUTSTANDING: All of the indicators for this standard have been completed. This is an area of model performance for the board.	42.86% 3
Total	7

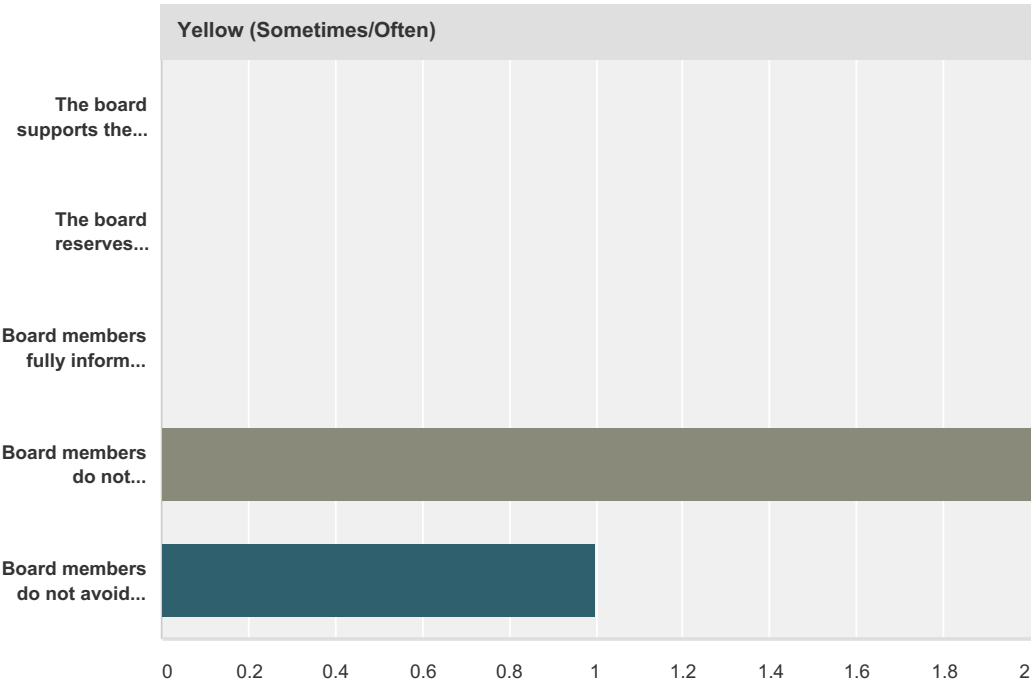
#	Comments	Date
1	The board respects staff and defers to the superintendent to interact with the staff respectfully.	5/9/2017 4:04 PM
2	My observation has been that staff members are treated with respect, and the chain of command is well respected. The superintendent is involved in agenda setting and determines what staff will be involved in decision-making processes.	5/8/2017 5:43 AM
3	My impression is that the board does a good job of working thru the superintendent, so I'm primarily interested in his and the staff's perspective on this	5/8/2017 4:10 AM
4	This question is problematic. My responses reflect my personal knowledge, which does not encompass activities of other Board members.	5/7/2017 4:59 AM

Q18 Standard 9 Indicators

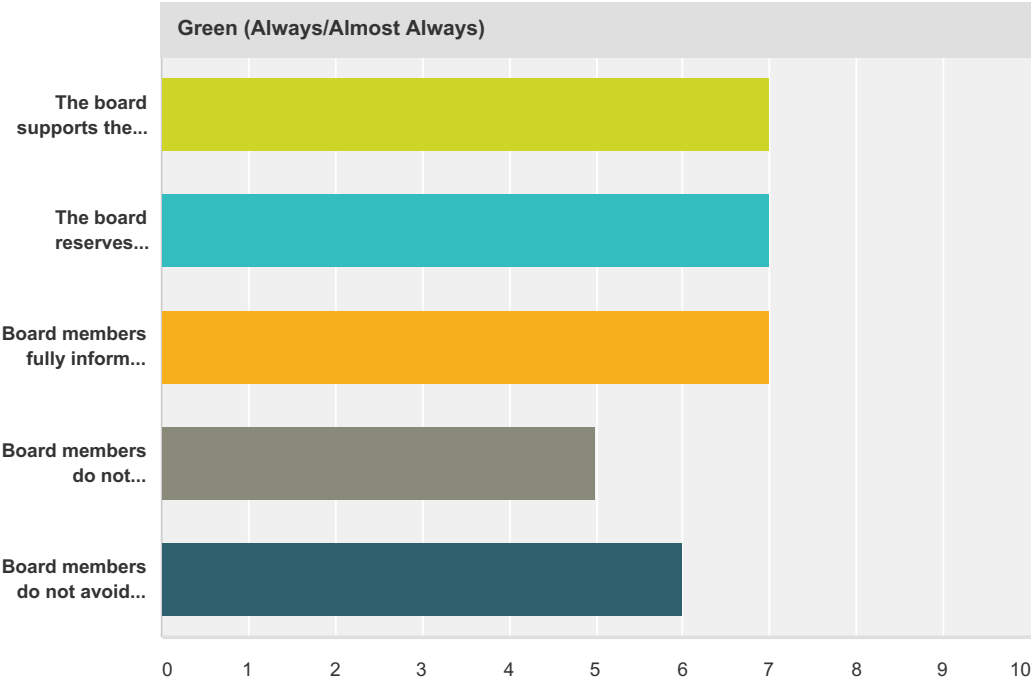
Answered: 7 Skipped: 0



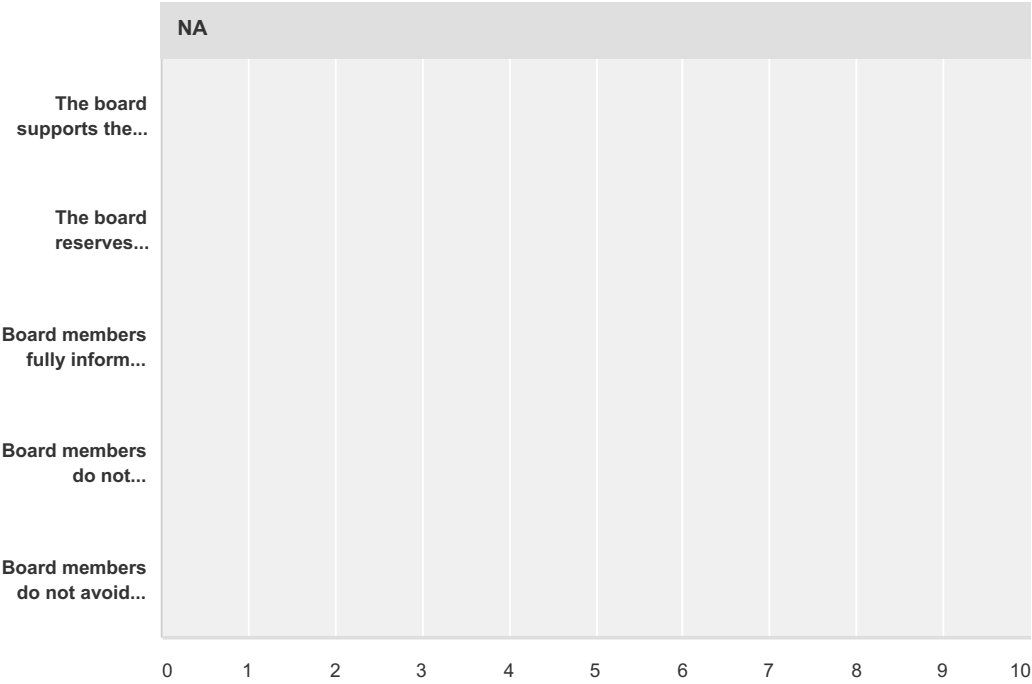
Yes



Yes



Yes



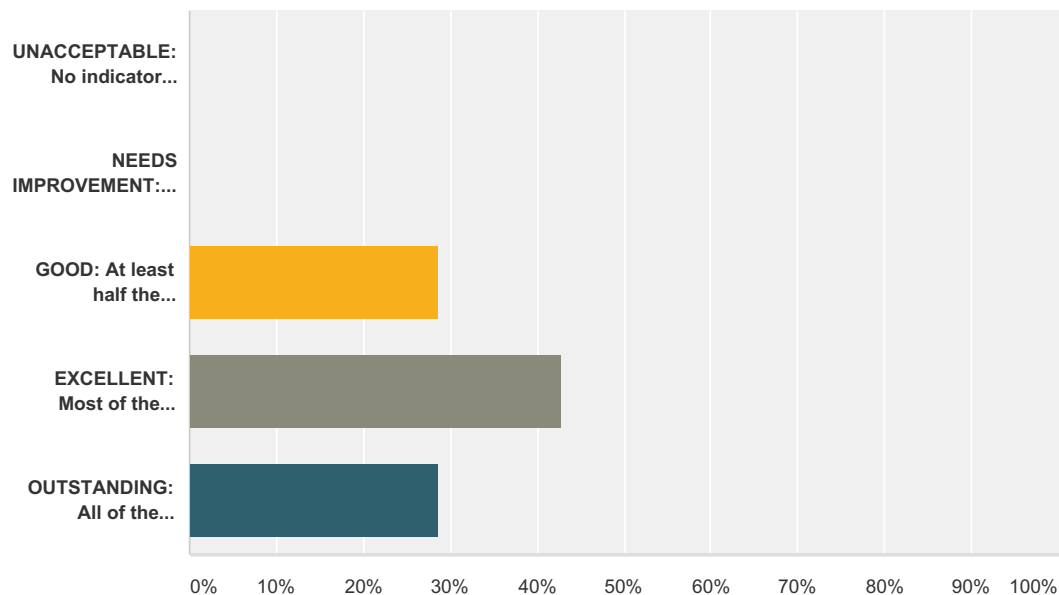
Yes

Red (Seldom/Never)		
	Yes	Total
The board supports the school administration before critical groups and individuals in the community.	0.00% 0	0

The board reserves statements critical of the superintendent's actions and the evaluation of the superintendent for executive sessions.	0.00% 0	0
Board members fully inform the superintendent of situations arising in the district that impact the district.	0.00% 0	0
Board members do not interfere in district operations, and fully delegate and respect the delegations of operational decisions to the superintendent and administration.	0.00% 0	0
Board members do not avoid difficult decisions when requested or required to take a position.	0.00% 0	0
Yellow (Sometimes/Often)		
	Yes	Total
The board supports the school administration before critical groups and individuals in the community.	0.00% 0	0
The board reserves statements critical of the superintendent's actions and the evaluation of the superintendent for executive sessions.	0.00% 0	0
Board members fully inform the superintendent of situations arising in the district that impact the district.	0.00% 0	0
Board members do not interfere in district operations, and fully delegate and respect the delegations of operational decisions to the superintendent and administration.	100.00% 2	2
Board members do not avoid difficult decisions when requested or required to take a position.	100.00% 1	1
Green (Always/Almost Always)		
	Yes	Total
The board supports the school administration before critical groups and individuals in the community.	100.00% 7	7
The board reserves statements critical of the superintendent's actions and the evaluation of the superintendent for executive sessions.	100.00% 7	7
Board members fully inform the superintendent of situations arising in the district that impact the district.	100.00% 7	7
Board members do not interfere in district operations, and fully delegate and respect the delegations of operational decisions to the superintendent and administration.	100.00% 5	5
Board members do not avoid difficult decisions when requested or required to take a position.	100.00% 6	6
NA		
	Yes	Total
The board supports the school administration before critical groups and individuals in the community.	0.00% 0	0
The board reserves statements critical of the superintendent's actions and the evaluation of the superintendent for executive sessions.	0.00% 0	0
Board members fully inform the superintendent of situations arising in the district that impact the district.	0.00% 0	0
Board members do not interfere in district operations, and fully delegate and respect the delegations of operational decisions to the superintendent and administration.	0.00% 0	0
Board members do not avoid difficult decisions when requested or required to take a position.	0.00% 0	0

Q19 Overall rating for Standard 9: How well does the board meet the indicators above?

Answered: 7 Skipped: 0

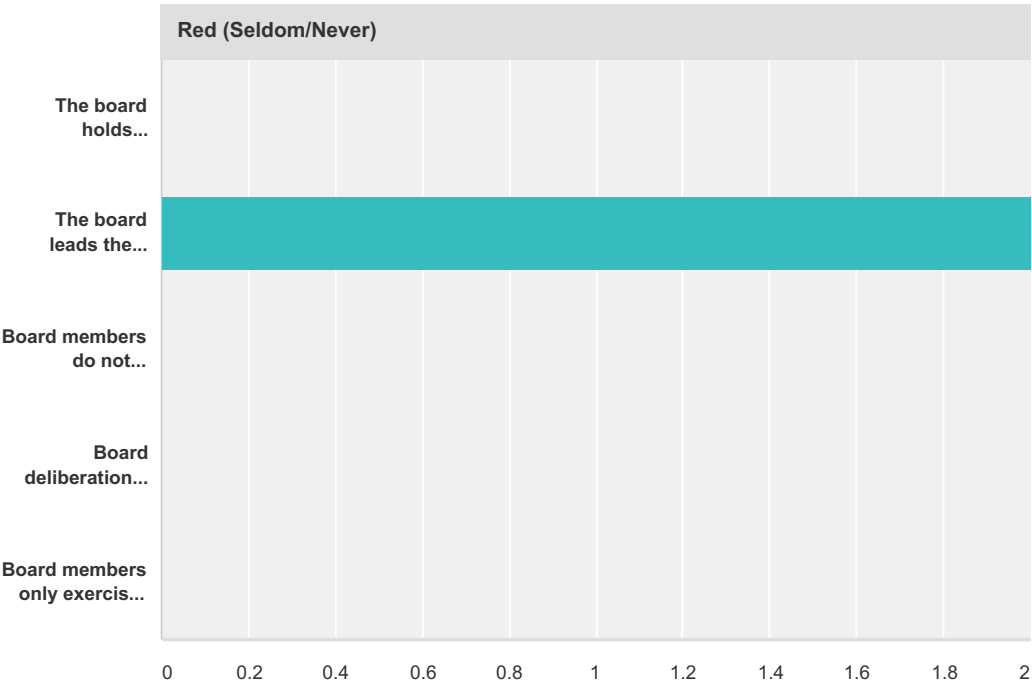


Answer Choices	Responses
UNACCEPTABLE: No indicators for this standard have been attempted and/or completed. The board needs intense focus on this standard.	0.00% 0
NEEDS IMPROVEMENT: Few indicators for this standard have been attempted, but none/very few have been completed. The board needs heavy focus on this standard.	0.00% 0
GOOD: At least half the indicators for this standard have been attempted and several have been completed. The board needs moderate focus on this standard.	28.57% 2
EXCELLENT: Most of the indicators for this standard have been completed. The board needs to maintain performance in this standard.	42.86% 3
OUTSTANDING: All of the indicators for this standard have been completed. This is an area of model performance for the board.	28.57% 2
Total	7

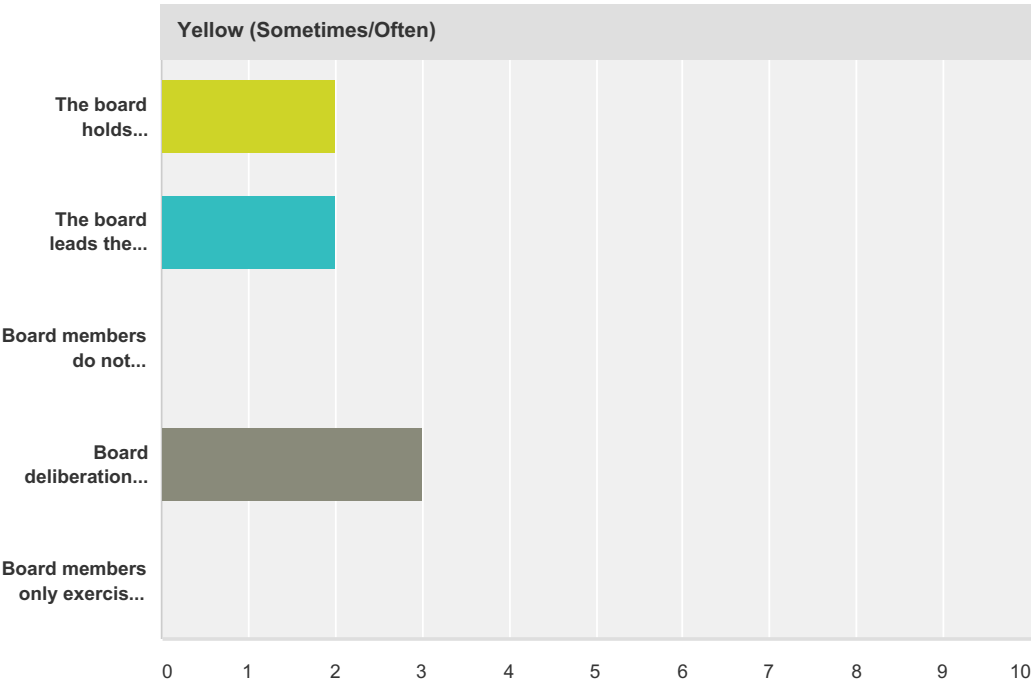
#	Comments	Date
1	Board members defer to the superintendent to represent the district and openly support this role with the public.	5/9/2017 4:08 PM
2	We do a great job on all of these things except getting involved in operational matters, which is why I gave us a "Good" instead of "Excellent". It is very easy to get involved in operations and we have to continue to remind ourselves of our role. Again, as we set goals, which will focus our attention better, we can improve in this area.	5/9/2017 2:40 AM
3	The Board and Superintendent have an excellent working arrangement.	5/8/2017 5:45 AM
4	The board is very supportive of the superintendent and his decisions, and provides community field intelligence that helps him in his work.	5/8/2017 4:10 AM
5	My concern is about the final standard: avoiding difficult decisions. In two instances in recent months, I have seen Board members wanting to avoid difficult decisions. One involved the budget parameter relating to fundraising; the other involved using reserves in the current budget year.	5/7/2017 5:02 AM

Q20 Standard 10 Indicators

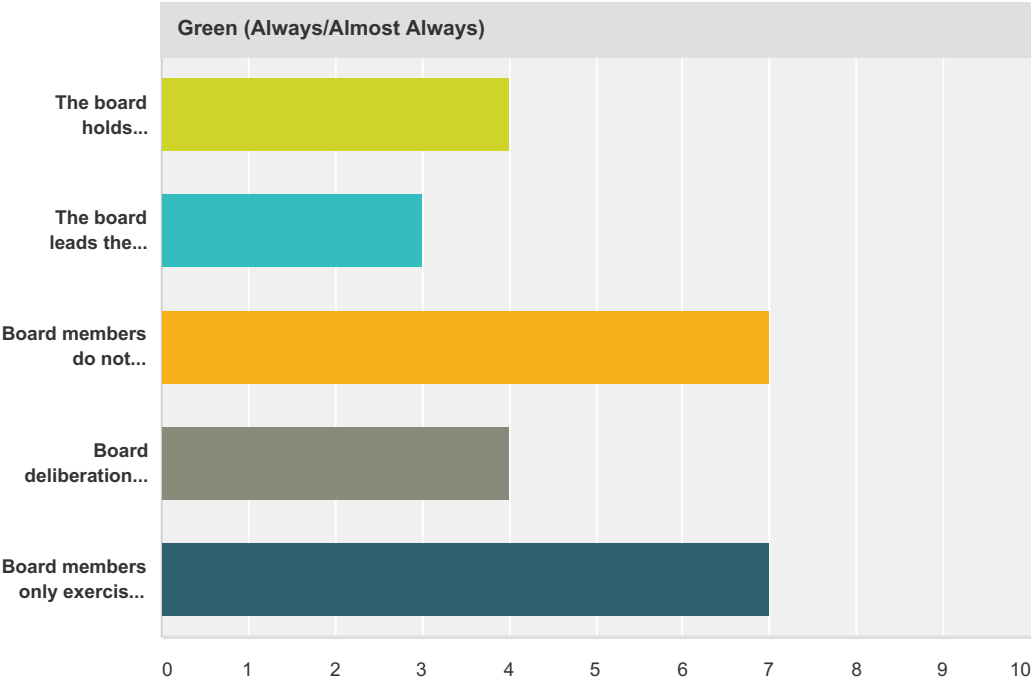
Answered: 7 Skipped: 0



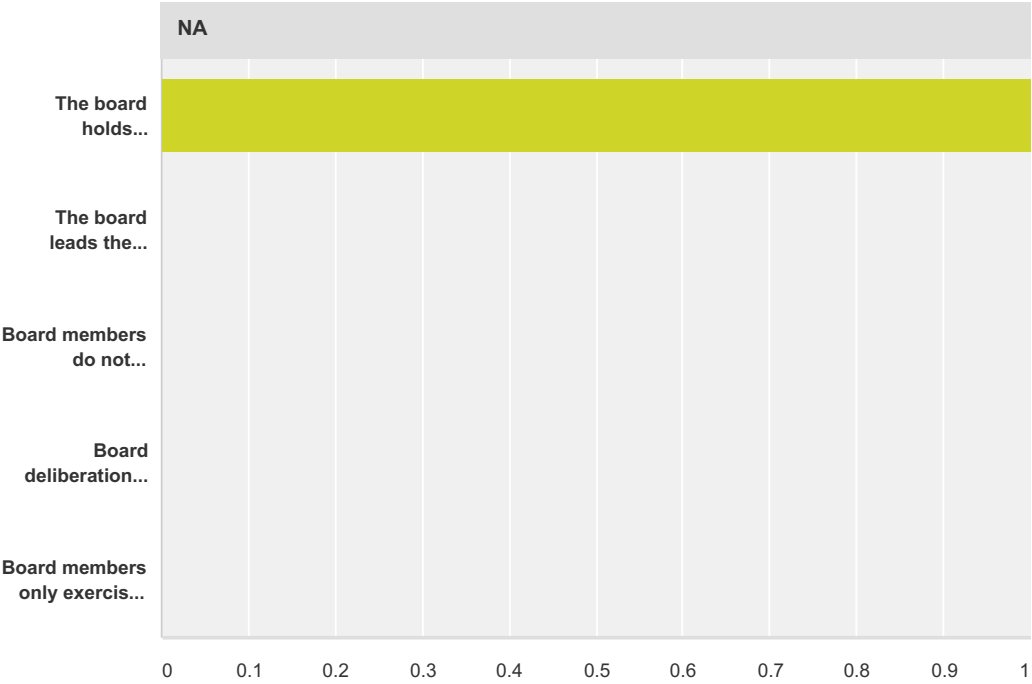
Yes



Yes



Yes



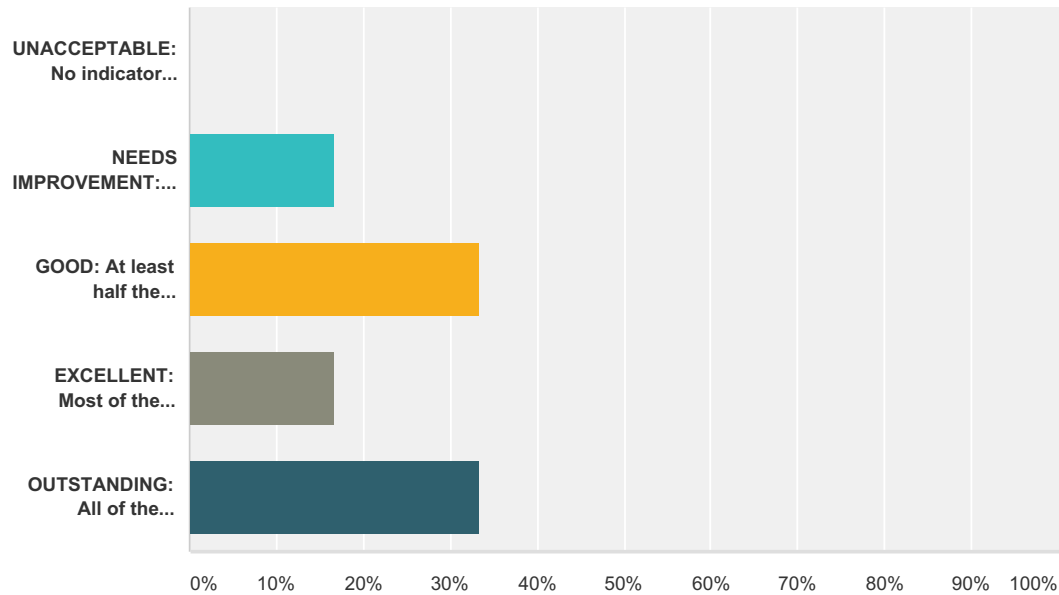
Yes

Red (Seldom/Never)		
	Yes	Total
The board holds accountable its own members when they step outside of board policy and agreements.	0.00% 0	0

The board leads the district with clear goals, policies, and expectations and does not expect others to interpret the board's intent.	100.00% 2	2
Board members do not participate in discussion or deliberation of those topics which may result in decisions which might bring them personal benefit or avoidance of a detriment.	0.00% 0	0
Board deliberations and actions are limited to board work, not staff work.	0.00% 0	0
Board members only exercise their authority as a board of the whole at properly posted meetings.	0.00% 0	0
Yellow (Sometimes/Often)		
	Yes	Total
The board holds accountable its own members when they step outside of board policy and agreements.	100.00% 2	2
The board leads the district with clear goals, policies, and expectations and does not expect others to interpret the board's intent.	100.00% 2	2
Board members do not participate in discussion or deliberation of those topics which may result in decisions which might bring them personal benefit or avoidance of a detriment.	0.00% 0	0
Board deliberations and actions are limited to board work, not staff work.	100.00% 3	3
Board members only exercise their authority as a board of the whole at properly posted meetings.	0.00% 0	0
Green (Always/Almost Always)		
	Yes	Total
The board holds accountable its own members when they step outside of board policy and agreements.	100.00% 4	4
The board leads the district with clear goals, policies, and expectations and does not expect others to interpret the board's intent.	100.00% 3	3
Board members do not participate in discussion or deliberation of those topics which may result in decisions which might bring them personal benefit or avoidance of a detriment.	100.00% 7	7
Board deliberations and actions are limited to board work, not staff work.	100.00% 4	4
Board members only exercise their authority as a board of the whole at properly posted meetings.	100.00% 7	7
NA		
	Yes	Total
The board holds accountable its own members when they step outside of board policy and agreements.	100.00% 1	1
The board leads the district with clear goals, policies, and expectations and does not expect others to interpret the board's intent.	0.00% 0	0
Board members do not participate in discussion or deliberation of those topics which may result in decisions which might bring them personal benefit or avoidance of a detriment.	0.00% 0	0
Board deliberations and actions are limited to board work, not staff work.	0.00% 0	0
Board members only exercise their authority as a board of the whole at properly posted meetings.	0.00% 0	0

Q21 Overall rating for Standard 10: How well does the board meet the indicators above?

Answered: 6 Skipped: 1



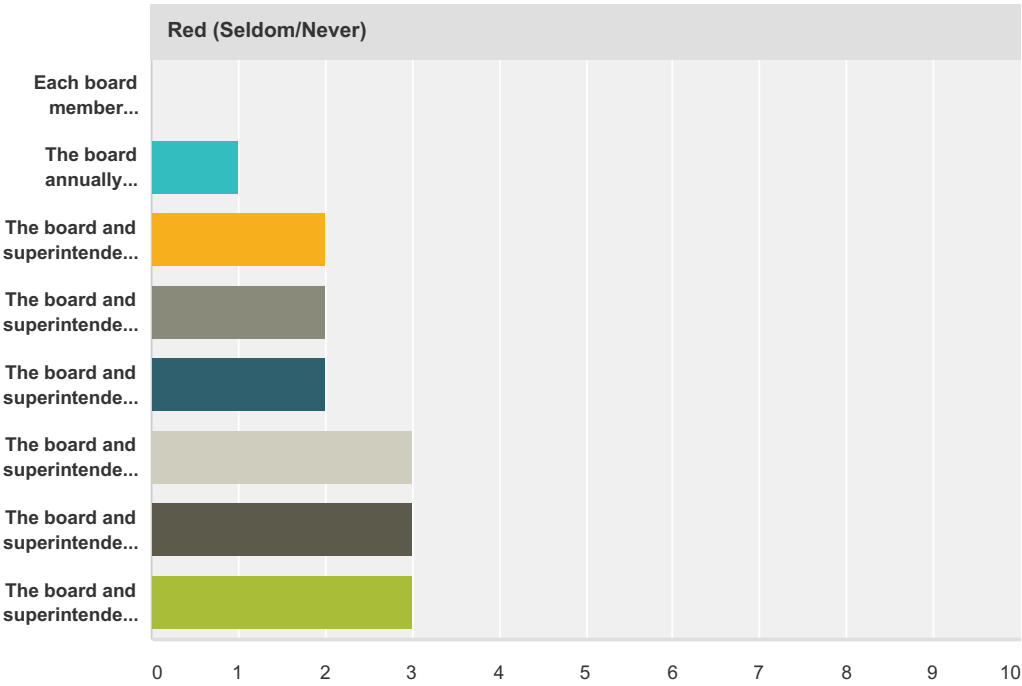
Answer Choices	Responses
UNACCEPTABLE: No indicators for this standard have been attempted and/or completed. The board needs intense focus on this standard.	0.00% 0
NEEDS IMPROVEMENT: Few indicators for this standard have been attempted, but none/very few have been completed. The board needs heavy focus on this standard.	16.67% 1
GOOD: At least half the indicators for this standard have been attempted and several have been completed. The board needs moderate focus on this standard.	33.33% 2
EXCELLENT: Most of the indicators for this standard have been completed. The board needs to maintain performance in this standard.	16.67% 1
OUTSTANDING: All of the indicators for this standard have been completed. This is an area of model performance for the board.	33.33% 2
Total	6

#	Comments	Date
1	The board should be more clear in it's strategic expectations for the district. This board is passionate about education and often gets into the weeds with regards to "staff work." Board members (myself included) often ask for details on how teaching and learning are operationalized at the building or even classroom level. To their credit, staff suffer the intrusion well.	5/10/2017 2:24 AM
2	All decisions are characterized as board decisions..	5/9/2017 4:10 PM
3	*Again, we need to do a better job of presenting the vision and goals for the district and Superintendent. The Board's work in this area will help in many other areas as well. *We only take action on matters of board work, but sometimes deliberate in areas of staff work.	5/9/2017 2:42 AM
4	The Board has generally maintained an excellent focus on doing appropriate work to support District goals, its decisions are usually clearly stated, and decisions made properly at public meetings.	5/8/2017 5:50 AM
5	In general I don't find the board's goals, policies and expectations clear - either as a board member or as a member of the general community. Board meeting time needs to be more board work focused - policies and longer term topics which can raise student achievement. A strategic plan would be needed to make this possible.	5/8/2017 4:11 AM

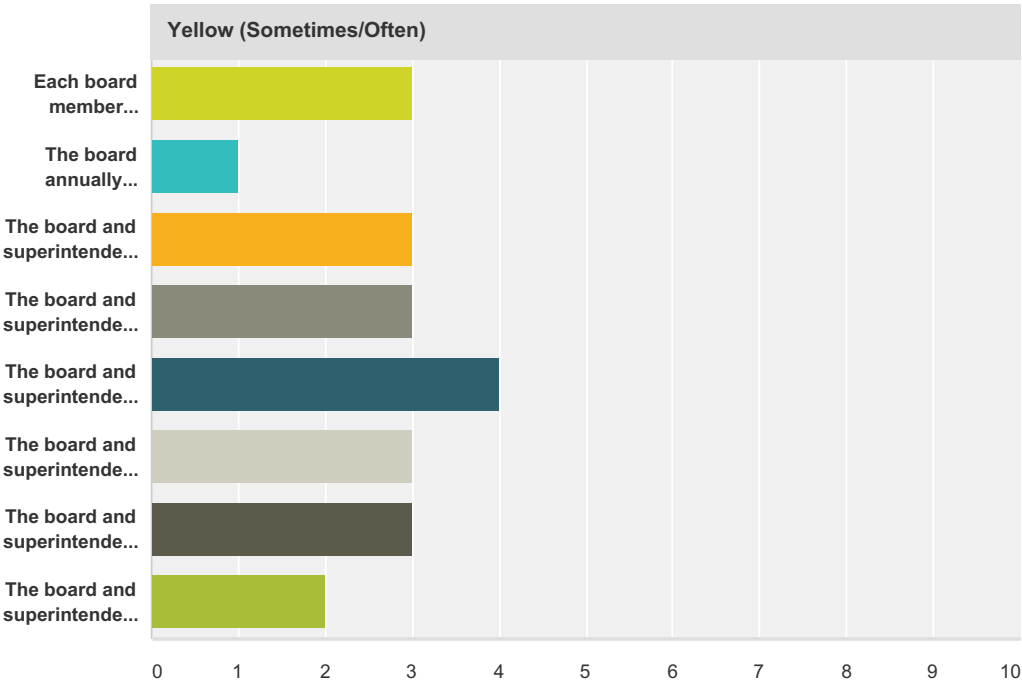
6	Without clear goals and expectations, the Board cannot lead according to them.	5/7/2017 5:03 AM
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Q22 Standard 11 Indicators

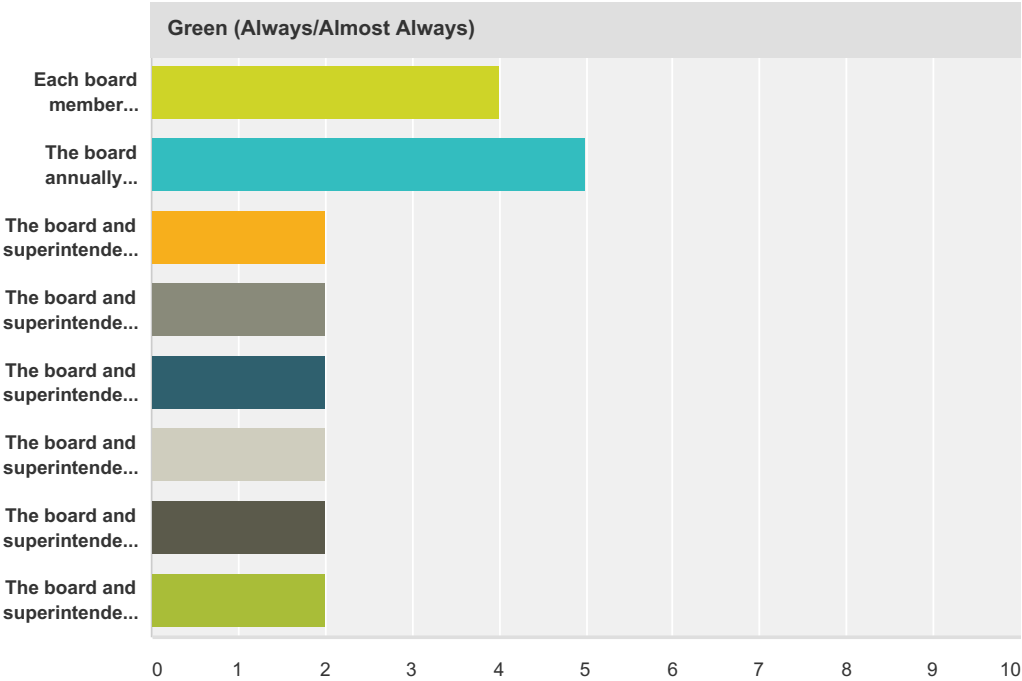
Answered: 7 Skipped: 0



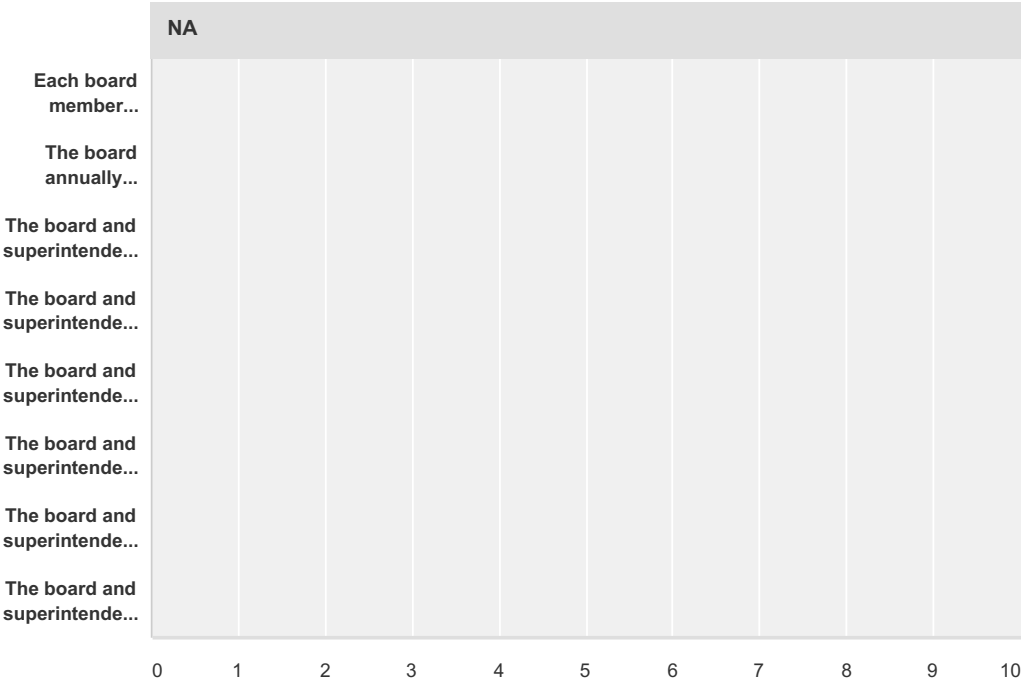
Yes



Yes



Yes



Yes

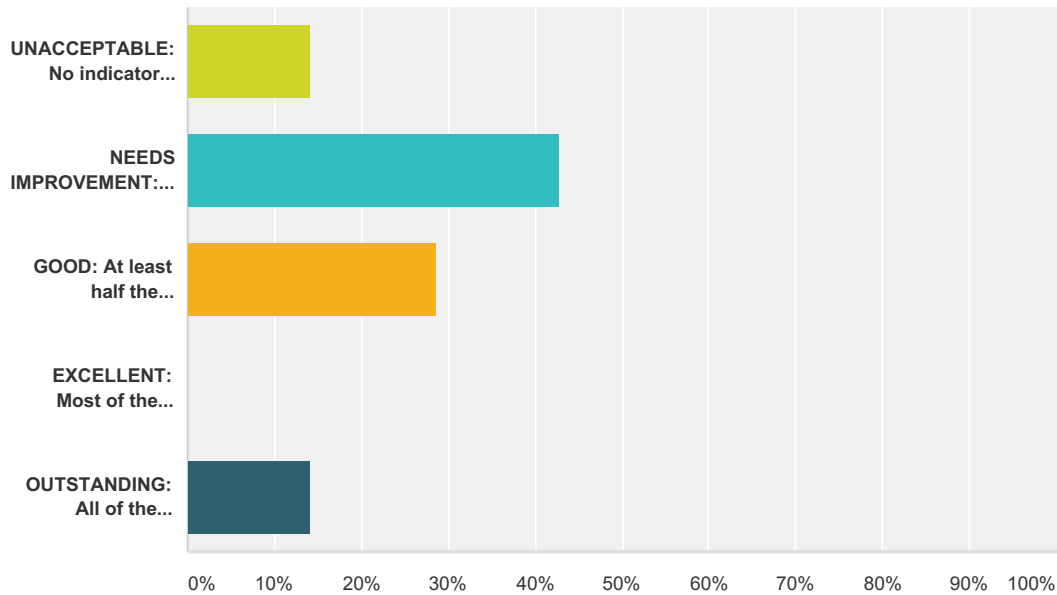
Red (Seldom/Never)		
	Yes	Total
Each board member participates in training and professional development available through OSBA conferences, conventions, workshops, or online.	0.00% 0	0

The board annually evaluates its performance in fulfilling the board's duties, responsibilities, and the board's ability to work as a team.	100.00% 1	1
The board and superintendent meet in a retreat environment to review progress made on, and revision of, action plans to accomplish the district's vision/philosophy/goals.	100.00% 2	2
The board and superintendent meet in a retreat environment to review the strengths and improvements needed in the district.	100.00% 2	2
The board and superintendent meet in a retreat environment to review any compelling problem(s) or emerging issue(s).	100.00% 2	2
The board and superintendent meet in a retreat environment to review trends, opportunities, and anticipated challenges in the school district.	100.00% 3	3
The board and superintendent meet in a retreat environment to review board leadership and educational philosophy and performance.	100.00% 3	3
The board and superintendent meet in a retreat environment to review board/superintendent operational agreements and evaluation documents.	100.00% 3	3
Yellow (Sometimes/Often)		
	Yes	Total
Each board member participates in training and professional development available through OSBA conferences, conventions, workshops, or online.	100.00% 3	3
The board annually evaluates its performance in fulfilling the board's duties, responsibilities, and the board's ability to work as a team.	100.00% 1	1
The board and superintendent meet in a retreat environment to review progress made on, and revision of, action plans to accomplish the district's vision/philosophy/goals.	100.00% 3	3
The board and superintendent meet in a retreat environment to review the strengths and improvements needed in the district.	100.00% 3	3
The board and superintendent meet in a retreat environment to review any compelling problem(s) or emerging issue(s).	100.00% 4	4
The board and superintendent meet in a retreat environment to review trends, opportunities, and anticipated challenges in the school district.	100.00% 3	3
The board and superintendent meet in a retreat environment to review board leadership and educational philosophy and performance.	100.00% 3	3
The board and superintendent meet in a retreat environment to review board/superintendent operational agreements and evaluation documents.	100.00% 2	2
Green (Always/Almost Always)		
	Yes	Total
Each board member participates in training and professional development available through OSBA conferences, conventions, workshops, or online.	100.00% 4	4
The board annually evaluates its performance in fulfilling the board's duties, responsibilities, and the board's ability to work as a team.	100.00% 5	5
The board and superintendent meet in a retreat environment to review progress made on, and revision of, action plans to accomplish the district's vision/philosophy/goals.	100.00% 2	2
The board and superintendent meet in a retreat environment to review the strengths and improvements needed in the district.	100.00% 2	2
The board and superintendent meet in a retreat environment to review any compelling problem(s) or emerging issue(s).	100.00% 2	2
The board and superintendent meet in a retreat environment to review trends, opportunities, and anticipated challenges in the school district.	100.00% 2	2
The board and superintendent meet in a retreat environment to review board leadership and educational philosophy and performance.	100.00% 2	2
The board and superintendent meet in a retreat environment to review board/superintendent operational agreements and evaluation documents.	100.00% 2	2

NA		
	Yes	Total
Each board member participates in training and professional development available through OSBA conferences, conventions, workshops, or online.	0.00% 0	0
The board annually evaluates its performance in fulfilling the board's duties, responsibilities, and the board's ability to work as a team.	0.00% 0	0
The board and superintendent meet in a retreat environment to review progress made on, and revision of, action plans to accomplish the district's vision/philosophy/goals.	0.00% 0	0
The board and superintendent meet in a retreat environment to review the strengths and improvements needed in the district.	0.00% 0	0
The board and superintendent meet in a retreat environment to review any compelling problem(s) or emerging issue(s).	0.00% 0	0
The board and superintendent meet in a retreat environment to review trends, opportunities, and anticipated challenges in the school district.	0.00% 0	0
The board and superintendent meet in a retreat environment to review board leadership and educational philosophy and performance.	0.00% 0	0
The board and superintendent meet in a retreat environment to review board/superintendent operational agreements and evaluation documents.	0.00% 0	0

Q23 Overall rating for Standard 11: How well does the board meet the indicators above?

Answered: 7 Skipped: 0



Answer Choices	Responses
UNACCEPTABLE: No indicators for this standard have been attempted and/or completed. The board needs intense focus on this standard.	14.29% 1
NEEDS IMPROVEMENT: Few indicators for this standard have been attempted, but none/very few have been completed. The board needs heavy focus on this standard.	42.86% 3
GOOD: At least half the indicators for this standard have been attempted and several have been completed. The board needs moderate focus on this standard.	28.57% 2
EXCELLENT: Most of the indicators for this standard have been completed. The board needs to maintain performance in this standard.	0.00% 0
OUTSTANDING: All of the indicators for this standard have been completed. This is an area of model performance for the board.	14.29% 1
Total	7

#	Comments	Date
1	The board has an annual retreat at the beginning of the year, but the content is largely specified by the superintendent and is often limited to a single dimension of strategic goal setting (e.g. equity). This is the key weakness of our board.	5/10/2017 2:28 AM
2	The board solicits ideas and comments from all board members. Differences do arise, but are respected.	5/9/2017 4:13 PM
3	* We go to the November conference, which is good board PD. This next year, we will bring in an OSBA trainer for board PD, which I believe is something we should consider every few years as board membership changes and new challenges arise. *We need to restructure the retreat to make it a goal setting, planning process for the coming year. Realistically, in the future, we may need to set a couple of days aside for a retreat, because it's hard to fit everything into a few hours. If we are reviewing data, looking at successes/challenges, setting goals, revising action plans, examine educational philosophy, etc, we need a very structured environment and enough time. It may require bringing in a facilitator to make sure we address everything we need to.	5/9/2017 2:48 AM

4	The Board has used a combination of retreat, SIP meetings, regular meetings, and work sessions to more than adequately work with the superintendent on these areas. Board members attend OSBA training, conferences, and receive OSBA communications.	5/8/2017 5:55 AM
5	This year's self-evaluation is a good first step. The responses re. meeting in a retreat environment reflect our lack of systematic long term thinking, strategic planning and implementation/assessment.	5/8/2017 4:11 AM
6	Training and PD for Board members have been minimized in recent years. With only one retreat per year, the Board does not and cannot address all the items listed. The one retreat focuses on a single issue.	5/7/2017 5:05 AM

Q24 In reflecting on your time on the board, in what circumstances has the board worked well together? When has a challenging situation been handled effectively by the board? What skills, abilities, and qualities have board members demonstrated that led to positive outcomes?

Answered: 6 Skipped: 1

#	Responses	Date
1	Our board handles challenging situations well. As a group we are thoughtful, collegial, and willing to compromise despite our strong values.	5/10/2017 2:34 AM
2	The lead in the water was treated with transparency. The district staff was given support. The results show that the district was perceived as responsive and not elusive by the public. The potential distrust of the superintendent and board was averted. The recent local option levy received overwhelming support from the public. Some of this support could be due to the district listening to the public and adjusting priorities for levy funds based on what was heard, e.g. arts.	5/9/2017 4:28 PM
3	One of the things I value most about our board is that everyone has different strengths. Some people are great at analyzing data, others can look at things from multiple perspectives, others are out in the community, making connections, listening to voices, etc. When we put those together, we are able to have valuable discussions and make positive changes for kids. Creating the Resolution on the Rights for Undocumented Students was an example of the board working together to create a positive environment for kids.	5/9/2017 2:58 AM
4	The Board has worked well when members kept their priorities and focus on student outcomes. While processes have not always been perfect, they have been sufficient to allow the Board to set goals for the District, strongly support Superintendent leadership, and communicate differences of opinion on policy appropriately in such a way that effective compromises were achievable. The ability of Board members to adapt to new initiatives, while also maintaining insistence on effective oversight of the outcomes of initiatives, has resulted in regular modifications and improvements in initiatives.	5/8/2017 6:25 AM
5	The board works well together when the issues are non-controversial, options are limited, or there is a deadline to reach a conclusion. The selection of the interim superintendent and interim board members were two cases. Board members did their due diligence in collecting and sharing information, asking questions, listening to one another and reaching a consensus. I do not recall a situation I would characterize as challenging.	5/8/2017 4:12 AM
6	The Board worked well when it was at its most diverse; respect for multiple perspectives was paramount. Challenging situations were handled effectively when the Board shared a common goal and perspectives. Skills, abilities, and qualities: "we're all in this together" and "we can do better."	5/7/2017 5:14 AM

Q25 In reflecting on your time on the board, in what circumstances has the board worked inefficiently or unsatisfactorily together? When has a challenging situation been handled poorly by the board? What skills, abilities, and qualities could board members have demonstrated that would have led to a more positive outcome?

Answered: 6 Skipped: 1

#	Responses	Date
1	Our board is terrible a working collaboratively to develop document language! In all seriousness, our board has never failed to take up an issue and render a decision within a few meetings. Overall, the board is very functional.	5/10/2017 2:34 AM
2	The initial rollout of the one-to-one program was carried out without enough attention to the infrastructure and staff development. The initial failures set the program back and eroded public confidence in the program, the board, and the district.	5/9/2017 4:28 PM
3	It is important for all of us to remember to listen to everyone's views in a patient, thoughtful manner. In general, the current board does a pretty good job of this. There are times when we all disagree with something someone says, that is the nature of this business, so we need to continue to strive to listen with an open mind and try to understand the reasons behind board member's beliefs, even if we don't agree with them. This is not always easy, but having multiple perspectives presented makes us stronger, as it forces us to consider things from multiple perspectives, which models what we see in the greater school community.	5/9/2017 2:58 AM
4	The Board has occasionally faced situations where dogmatic statements of opinion have made compromise more difficult. One of the most important skills board members can demonstrate is the ability to find solutions to problems or differences of opinion. Board members must be willing to look beyond their own opinions to create solutions that don't violate strongly held values. In an ideal world for the Corvallis School Board, constructive engagement of the entire Board in creative compromise to find solutions that benefit students would be the method for resolving differences of opinion. I do, however, respect and honor board members whose values require their strong expression of opinion, because they add to the diversity of thought and analysis that makes for stronger, more resilient decision-making.	5/8/2017 6:25 AM
5	The absence of a clear vision, goals, implementation plan and measurements lead to inefficient support for student achievement. The board would benefit from taking a more strategic and longer term view; adopting a mindset of continual improvement in its policies and operations; and actively engaging the community in its work. I do not recall a situation I would characterize as challenging.	5/8/2017 4:12 AM
6	Even one Board member who does not work and play well with others can cause the entire Board to work inefficiently and unsatisfactorily. The Board has handled the challenging situation by trying to ignore it and work around it. A strong chair can help immensely. Could other Board members have made a clear statement that continued disruption was unacceptable? How to organize and execute such a strategy within the constraints of public meetings law is beyond my expertise.	5/7/2017 5:14 AM



Corvallis
SCHOOL DISTRICT

X. RISK MANAGEMENT SPOTLIGHT (8:20 p.m. approximately)



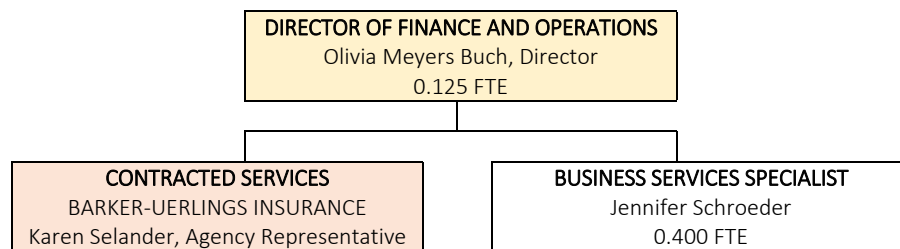
Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Olivia Meyers Buch, Director of Finance and Operations
Karen Selander, Baker-Uerlings Insurance
Meeting Date: March 1, 2018

Risk Management Department Spotlight

NO ACTION REQUIRED



Scope of the Department

The Risk Management Department supports the Superintendent and the School Board in establishing and managing safe environments for students, staff and the community. The Department takes an active role in identifying, evaluating and protecting the physical, financial and human assets of the district. More specifically, activities include the following:

General Services

- Provide leadership, assistance and support to schools and operations on risk assessment, loss control and insurance-related matters, and contracts management in order to foster a secure and productive learning and work environment.
- Purchase and administer general/auto liability, property, workers' compensation and other insurance policies.
- Attend school health and safety inspections and safety committee meetings to assist with current risk issues and train staff on best practice operations.

Liability, Auto & Property Insurance

- Manage and administer liability, auto and property claims including tort claims, burglary and fire claims, district facilities and vehicle liability, crime-related losses and professional/general liability exposures.
- Develop, implement and train staff for student accident reporting.
- Analyze and recommend student insurance options.
- Assist in the assessment of ongoing risks of transporting students and develop policies and procedures as needed.
- Review and approve field trip requests and provide guidance to schools.
- Review contracts for insurance requirements and indemnification agreements.
- Provide internal consulting services for school and operations staff on loss control, liability exposures and policy development.

Workers' Compensation Insurance

- Administer a workers' compensation program and coordinate claims in collaboration with the district's insurance company (SAIF).
- Lead, develop and implement an early return-to-work program, in partnership with SAIF and the Human Resources Department.
- Provide assistance and support to injured workers.
- Actively participate in the state's Preferred Worker Program and Employer-at-Injury Program (EAIP).
- Comply with federal OSHA (Occupational Safety and Health Administration) regulations, and maintains OSHA reporting logs.

Safety and Loss Prevention

- Implement loss control and prevention measures throughout the district.
- Consult with and train school safety committees on how to meet best practices and comply with external regulations.
- Manage funds and allocations to mitigate hazardous conditions.
- Assist in conducting facility health and safety inspections.
- Conduct or participate in accident/safety investigations.

Emergency Management

- Provide leadership and coordination with other departments and senior management to enhance current practices.
- Participate on the district's Safety Leadership Team.
- Manage the district's two-way radio communication program.

Key Activities in the Last 12 Months

- Reviewed monthly drills and safety committee meeting minutes from all schools.
- Assisted the Human Resources Department in implementing PACE's Employment Practices Toolkit, resulting in a 5% discount on our liability insurance premium.
- Coordinated First Aid/CPR and AED trainings for 400+ district employees.
- Experienced a significant reduction in workers' compensation claims and time loss days through a coordinated effort focused on workplace safety and a strong return-to-work program.
- Processed and reviewed 420 student incident/accident reports.
- Reviewed and investigated 180 employee incidents/accidents.
- Worked with Crescent Valley High School staff to improve cellular service coverage.

Key Activities Planned for the Next 12 Months

- Continue monitoring and improving the district's Emergency Operation Procedures (EOP), incorporating Standard Response Protocol (SRP) from the "I Love You Guys" Foundation.

- Work with district schools to mitigate risk while increasing experiential learning opportunities for students.
- Continue implementing safety procedures to keep workers' compensation claims to a minimum.

Department Impact on Student Learning

The Risk Management Department creates an atmosphere for achievement by instilling confidence in the safety of our schools. In all areas, the Department strives to provide excellent customer service while achieving significant savings to the district.



Corvallis

SCHOOL DISTRICT

- XI. ADDITION OF A POSITION AND SALARY RANGE TO THE NON-REPRESENTED EMPLOYEE SALARY SCHEDULE: SUSTAINABILITY SPECIALIST (8:40 p.m. approximately)



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Jennifer Duvall, Human Resources Director
Kevin Bogatin, Assistant Superintendent
Meeting Date: March 1, 2018

Addition of a Position and Salary Range to the Non-Represented Employee Salary Schedule: Sustainability Specialist

ACTION REQUIRED

Background

The district intends to hire a sustainability specialist as a member of the non-represented employee group. The board approves salary schedules for employee groups; however, the non-represented salary schedule does not currently have a salary for that position. Therefore, we are asking the board to approve its addition. The salary range and purpose for the position is provided below.

Sustainability is central to our children's future. The Corvallis School District defines sustainability as "meeting the educational, environmental, social, and economic needs of present generations without compromising the ability of future generations to meet their own needs." Sustainability has been part of the district vision for many years. As early as 2009, sustainability showed up in board policy, tied to our current mission statement, "Provide all students with a relevant and challenging education that prepares them for future success as engaged citizens and contributing members of our world community." In 2011, policy EDDA – Sustainability was adopted and a renewed commitment has been made to practicing and teaching the concepts of sustainability to assure that current and future generations will enjoy a healthy environment.

In addition, sustainability can be a key driver in fulfilling our core values as well as addressing the equity, health and wellness goals created by the board and superintendent. This commitment will be evident in the way we build and maintain our facilities, manage our use of energy and resources, provide nutritious food options, and handle our waste. It also guides the development of learning opportunities that will help our students understand the scientific, behavioral and practical issues that affect the quality of our environment now and into the future.

Position Description

The sustainability specialist would design, implement, monitor, and provide assistance district-wide around programs and initiatives to promote sustainability into all aspects of district operations, and continually advance the district toward becoming more environmentally, socially, and economically sustainable.

Essential duties and responsibilities are currently being developed. This position would fall under the Non-Represented Employee salary and benefits agreement. The recommended salary range for the sustainability specialist position on a 260-day contract would be:

2017-18

Step 1	Step 2	Step 3	Step 4	Step 5
\$53,833	\$55,169	\$56,539	\$57,952	\$59,394

Measurable Outcomes to be Considered

- Financial Performance (e.g. cost savings, avoided costs, cost recovery, cost reduction, etc.)
- Energy use reduction
- Waste Reduction
- Waste diversion
- Recycling rate
- Active Green School Certification at all schools
- Number of students engaged in sustainability programs (e.g. composting, gardens, recycling, etc.)

Examples of Sustainability Success in Other Districts

Poudre School District (PSD) in Fort Collins, Colorado has adopted a Sustainability Management System (SMS) that demonstrates their commitment to long term sustainability efforts. The following tenets embody the foundation of their [Sustainability Management Plan](#):

- Support the district's educational mission by providing spaces promoting health, productivity, and safety of students and staff
- Reduce life-cycle costs by conserving energy and natural resources, further supporting the district's educational mission through fiscal responsibility
- Balance educational, financial, and environmental issues in its daily decision making
- Consider and incorporate relevant aspects of sustainability into all future procedures
- Inspire commitment to sustainability among district employees
- Serve as a community leader in sustainability and partner with other organizations to further common goals

We envision the Corvallis School District developing a similar type of plan and providing annual reports to the community.

Hillsboro School District in Oregon has a Resource Conservation Department and a Resource Conservation Manager that works with a Sustainability Task Force, Oregon Green Schools, and Energy Star certification. The district recently received a national sustainability award for promoting recycling in their schools. The City of Hillsboro has an [Environmental Sustainability Plan](#) that is similar to the work being done in Corvallis and Benton County. This work has resulted in a clear and effective partnership between the city and the school district.

Involvement

Human Resources Director Jennifer Duvall, Assistant Superintendent Kevin Bogatin, and Finance and Operations Director Olivia Meyers Buch took the lead in developing this recommendation.

ACTION REQUESTED

Approve the addition of the Sustainability Specialist position and salary range under the Non-Represented Employee salary and benefits agreement.

MOTION REQUESTED

"I move to add the Sustainability Specialist position and salary range to the Non-Represented Employee salary and benefits agreement."



Corvallis

SCHOOL DISTRICT

XII. CONSOLIDATED ACTION (9:10 p.m. approximately)

XII.A. Minutes

XII.A.1. January 18, 2018

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 6:35 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.

<u>BOARD MEMBERS PRESENT</u>	<u>EXECUTIVE STAFF PRESENT</u>
Vincent Adams, Chair Sami Al-AbdRabbuh, Vice Chair Judy Ball Jay Conroy Terese Jones Ed Junkins Sarah Finger McDonald	Ryan Noss, Superintendent Kevin Bogatin, Assistant Superintendent Jennifer Duvall, Human Resources Director

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)(i) – Superintendent’s Mid-Year Evaluation/Check-in on Goals.

III. PLEDGE OF ALLEGIANCE

Chair Adams led the Pledge of Allegiance.

IV. SCHOOL BOARD RECOGNITION

Superintendent Noss said a few words in appreciation for the work of school board members. Various students and/or staff from each school presented books that had been purchased for school libraries in honor of the board members.

V. INTRODUCE NEW SCHOOL RESOURCE OFFICER

Assistant Superintendent Kevin Bogatin said a few words in appreciation for the work of School Resource Officer (SRO) Karin Stauder of the Corvallis Police Department, who will retire at the end of the month. Mr. Bogatin introduced the new SRO, Police Officer Evan Hull.

VI. PUBLIC/STAFF COMMENT REGARDING SUSTAINABILITY

Asher Miller, 3205 NW Elmwood Drive, Corvallis, provided the reasons he encourages the board to approve the sustainability specialist position. He also shared some comments from his son.

John Swanson, 1112 SW Sunset Drive, Corvallis, provided the reasons he encourages the board to create a full time sustainability specialist position.

Annette Mills, 228 NW 28th Street, Corvallis, read from a prepared statement urging the board to create a sustainability specialist position. (Her comments have been posted online with the informational packet of this meeting, and will be filed with the official 2017-18 board records.)

Julie Williams, teacher at Corvallis High School, provided examples of the work her students are doing around sustainability. She urged the board to blaze a trail for the district by approving the addition of a sustainability specialist position.

Debra Higbee-Sudyka, 4750 SW Nash Avenue, Corvallis, shared the reasons why she strongly encourages the board to approve the sustainability specialist position. She referenced the book "State of the World 2013: Is Sustainability Still Possible?"

VII. SUSTAINABILITY TASK FORCE REPORT

Assistant Superintendent Kevin Bogatin, Mt. View Elementary School Principal Lisa Krause, and teachers Peg Cornell and Julie Williams presented, and referred to their report, which the board received prior to the meeting. (The report has been posted online with the informational packet of this meeting, and will be filed with the official 2017-18 board records.) The presenters responded to questions from board members.

Facilities and Maintenance Director Kim Patten was called on from the audience to provide additional background information. She noted that a sustainability committee was formed 10 years ago, working with Custodial Supervisor John Meyer (now retired), to implement recommendations from the committee. Even though Mr. Meyer is no longer with the district, Facilities and Maintenance staff are still championing those measures; Ms. Patten believes a sustainability specialist position would be a way to institutionalize the work and to make sure sustainability is at the heart of decision making and modeling. She noted that a sustainability specialist's efforts would enable the district to realize cost avoidances year after year. Ms. Patten said the Facilities and Maintenance Department cannot do all of the work on its own; much of it needs to be done in schools and in classrooms with teachers.

VIII. LIBRARY UPDATE

The district's Certified Media Specialist, Dana Zachary, presented. She referred to a report the board received prior to the meeting. (The report has been posted online with the informational packet of this meeting, and will be filed with the official 2017-18 board records.) Ms. Zachary responded to questions from board members.

IX. HOMELESS EDUCATION AND FOSTER CARE UPDATE

Chris Hawkins, Student Support Coordinator, and Amy Lesan, Curriculum Coordinator, presented. They referred to a report the board received prior to the meeting. (The report has been posted online with the informational packet of this meeting, and will be filed with the official 2017-18 board records.) Ms. Hawkins and Ms. Lesan responded to questions from board members. Superintendent Noss was asked to bring information back to the board about steps the board could take to aid the district's work in supporting students experiencing homelessness and those in foster care.

X. ADJOURNMENT

Chair Adams asked board members if there were topics they'd like to see on an upcoming board meeting agenda. Suggestions included: 1) A report about the number of research studies that are ongoing in the district involving human subjects, including whether the studies require obtaining parental consent or just parental notification; 2) A spotlight on the impact of class size on instruction and learning, as one of the targets to keep in mind when preparing the budget; and, 3) The teaching load in terms of the number of kids teachers are teaching. Superintendent Noss said the district has targets for items 2 and 3, and staff can return at a later date to discuss those targets and the costs to address them.

There being no further business before the Board, Chair Adams adjourned the meeting at 9:45 p.m.

Vincent Adams, Board Chair

Ryan Noss, Superintendent

Prepared By: Julie Catala

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Corvallis

SCHOOL DISTRICT

XII.A.2. February 1, 2018

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

I. CALL TO ORDER AND ROLL CALL

The meeting was called to order at 6:31 p.m. in the Board Room of the Central Administration Building, 1555 SW 35th Street, Corvallis, OR 97333. The secretary recorded those present as listed below.

<u>BOARD MEMBERS PRESENT</u> Vincent Adams, Chair Sami Al-AbdRabbuh, Vice Chair Judy Ball Jay Conroy Terese Jones (by speaker phone) Ed Junkins Sarah Finger McDonald	<u>EXECUTIVE STAFF PRESENT</u> Ryan Noss, Superintendent Kevin Bogatin, Assistant Superintendent Jennifer Duvall, Human Resources Director Olivia Meyers Buch, Finance and Operations Director <u>STUDENT REPRESENTATIVES PRESENT</u> Logan Barnett, College Hill
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A quorum was present and due notice had been published.

II. PLEDGE OF ALLEGIANCE

Chair Adams led the Pledge of Allegiance.

III. BOARD MEMBER REPORTS (SCHOOL LIAISONS AND DISTRICT COMMITTEES/WORK GROUPS)

Board members provided brief updates regarding the committees to which they liaise, as well as about their visits to schools and attendance at school events.

IV. REPORTS FROM STUDENT REPRESENTATIVES

The student representative provided a brief update regarding his school.

V. SUPERINTENDENT'S REPORT

Superintendent Noss offered highlights from the past month and information regarding current and future initiatives. (His report has been posted online with the informational packet of this meeting, and will be filed with the official 2017-18 board records.)

VI. PUBLIC/STAFF COMMENT

Mac Gillespie, 939 NW 11th Street, Corvallis, brought trays with a school menu item commonly referred to as a “walking taco” that gets served once a month at Garfield Elementary School. He expressed dissatisfaction with the healthfulness of that menu item as well as about the overall menu offered each month.

Kathy Blease, 22930 Harris Road, Philomath, opined that two nurses for the whole school district is inadequate, given the prevalence of students with type 1 diabetes who rely on them while at school. She urged the board to increase the number of nursing FTE.

Scott Newsham, 3050 NW Fillmore Avenue, Corvallis, read from a prepared statement that touched on several topics including a recommendation for the board to adopt a process for public comment similar to that of the city council. (His comments and attachments will be posted online with the informational packet of this meeting, and will be filed with the official 2017-18 board records.)

Rocio Munoz, 2870 NW Satinwood Street, Corvallis, said she represents a Garfield Elementary School Latino parent group that is concerned that the food served in school doesn’t reflect the community it serves. She will provide the board secretary with the comments from the parents. (Those comments will be posted online with the informational packet of this meeting, and will be filed with the official 2017-18 board records.)

Brooke Kaye, 939 NW 11th Street, Corvallis, read from a prepared statement regarding a previously-held parent forum, at which attendees shared ideas on how to provide the best food for kids. She suggested several ways to improve the quality of food served by the district and encouraged the board to implement policies that are in line with what the parents want. (Her comments and attachments will be posted online with the informational packet of this meeting, and will be filed with the official 2017-18 board records.)

Margit Foss, 1955 NW Larch Avenue, Corvallis, said she would like fewer processed food items on the school lunch menu, and fewer items that come individually wrapped because children drop the wrappers into the compost bins and contaminate the contents. She urged the board to increase the food service budget to support implementation of healthier menu options.

Mauricio Cordoba, 3855 NW Elmwood Drive, Corvallis, said he would like less bread and fewer breaded items offered to students every day in school. He also asked that meal offerings incorporate more vegetables.

VII. SPECIAL REPORTS

A. Innovation Grant Report

Adams Elementary School Principal Byron Bethards and teacher Hattie Muir gave a PowerPoint presentation regarding the work being done by Adams’ innovation team. (The presentation has been posted online with the informational packet of this meeting, and a hard copy will be filed with the official 2017-18 board records.) They responded to questions from board members.

B. Communication Plan For Bond

Communications Coordinator Brenda Downum and consultant Jeremy Wright presented, and referred to a detailed report the board received prior to the meeting. (The report has been posted online with the informational packet of this meeting, and will be filed with the official 2017-18 board records.) They responded to questions from board members.

C. Nursing Services Update

Assistant Superintendent Kevin Bogatin, and district nurses Trish Pokrzywa and Jennifer Coppock presented, and referred to a detailed report the board received prior to the meeting. Ms. Pokrzywa and Ms. Coppock distributed a few supporting documents regarding the use and staffing of school health centers. (The report and supporting documents will be posted online with the informational packet of this meeting, and will be filed with the official 2017-18 board records.) The presenters responded to questions from board members.

VIII. ADOPT 2018-19 BUDGET PARAMETERS

Finance and Operations Director Olivia Meyers Buch presented, and referred to a detailed report and recommended budget parameters the board received prior to the meeting. (The report and adopted parameters will be posted online with the informational packet of this meeting, and will be filed with the official 2017-18 board records.) Board members engaged in a discussion regarding the wording of the 2018-19 budget parameters.

MOTION #1:

It was moved by Director Junkins and seconded by Director Conroy to adopt the 2018-19 budget parameters as presented.

MOTION #2:

It was moved by Director Ball and seconded by Director Conroy to amend Motion #1 to add the budget parameter “Current requirements will not exceed current resources with a focus on long term financial sustainability.” The motion was voted on and unanimously approved.

Director Conroy pointed out that even though there is no specific budget parameter regarding facilities, it is one of the district’s priorities. Ms. Meyers Buch reminded the group that the draft strategic plan includes a goal regarding facilities.

Motion #1, as amended by Motion #2, was voted on and unanimously approved.

IX. FOOD & NUTRITION SERVICES SPOTLIGHT

Finance and Operations Director Olivia Meyers Buch and Food and Nutrition Services Manager Sharon Gibson presented, and referred to a detailed report the board received prior to the meeting. (The report has been posted online with the informational packet of this meeting, and will be filed with the official 2017-18 board records.) They responded to questions and concerns from board members.

X. CONSOLIDATED ACTION

Director Ball asked that Board Policy BDDH be held for discussion.

MOTION:

It was moved by Director Ball and seconded by Vice Chair Al-AbdRabbuh to approve the Consolidated Action items with the exception of Board Policy BDDH. The motion was voted on and unanimously approved.

The following items were approved:

- A. Minutes** – January 11, 2018
- B. Licensed Personnel Action** – (This document has been posted online with the informational packet of this meeting, and will be filed with the official 2017-18 board records.)
- C. Board Policy BDDH—Public Participation in Board Meetings—Revised—Second Reading** – (This document has been posted online with the informational packet of this meeting, and will be filed with the official 2017-18 board records.)

Board members engaged in a discussion regarding concerns that the revised version of this policy essentially removes the general public's ability to provide compliments about staff during board meetings. The reason given by the Oregon School Boards Association (OSBA) for this revision had to do with several court cases.

MOTION #1:

It was moved by Director Ball and seconded by Director Junkins to approve Board Policy BDDH as submitted.

Vice Chair Al-AbdRabbuh expressed opposition to the motion, opining that had this version of the policy been in place when the request to name Bob Holt Stadium at Spartan Field was presented to the board, compliments regarding Mr. Holt wouldn't have been allowed.

MOTION #2:

It was moved by Director Conroy to table action on policy BDDH for one month, and have staff follow up with OSBA to find a way to justify compliments during the public comment portion of board meetings.

Board members engaged in discussion regarding Vice Chair Al-AbdRabbuh's concerns.

Motion #2 died for lack of a second.

Motion #1 was voted on and unanimously approved.

- D. Board Policy CCG—Evaluation of Administrators—Revised—Second Reading** – (This document has been posted online with the informational packet of this meeting, and will be filed with the official 2017-18 board records.)

- E. Board Policy GCA—License Requirements—Revised—Second Reading** – (This document has been posted online with the informational packet of this meeting, and will be filed with the official 2017-18 board records.)
- F. Board Policy GCN/GDN—Evaluation of Staff—Revised—Second Reading** – (This document has been posted online with the informational packet of this meeting, and will be filed with the official 2017-18 board records.)
- G. Board Policy EBBB—Injury/Illness Reports—Revised—Second Reading** – (This document has been posted online with the informational packet of this meeting, and will be filed with the official 2017-18 board records.)
- H. Board Policy GBEB—Communicable Diseases--Staff—Revised—Second Reading** – (This document has been posted online with the informational packet of this meeting, and will be filed with the official 2017-18 board records.)
- I. Board Policy JHCC—Communicable Diseases--Students—Revised—Second Reading** – (This document has been posted online with the informational packet of this meeting, and will be filed with the official 2017-18 board records.)
- J. Board Policy GBEBE/JHCCE/KBCAA—News Media--HIV, AIDS, or HBV – Rescinding** – (This document has been posted online with the informational packet of this meeting, and will be filed with the official 2017-18 board records.)
- K. Board Policy JHCBB—Special Risk Students--HIV, AIDS – Rescinding** – (This document has been posted online with the informational packet of this meeting, and will be filed with the official 2017-18 board records.)
- L. Board Policy GBI—Gifts and Solicitations—Revised—Second Reading** – (This document has been posted online with the informational packet of this meeting, and will be filed with the official 2017-18 board records.)

XI. CONSOLIDATED INFORMATION

- A. Non-Licensed Personnel Information** – (This document has been posted online with the informational packet of this meeting, and will be filed with the official 2017-18 board records.)
- B. Unaudited Financial Statements – December 31, 2017** – (This document has been posted online with the informational packet of this meeting, and will be filed with the official 2017-18 board records.)
- C. 2018-19 Linn Benton Lincoln Education Service District Local Service Plan**
- D. Board Policy CPA—Layoff/Recall – Revision – First Reading**
- E. Administrative Regulation CPA-AR—Layoff/Recall – For Information**

- F. Board Policy EFAA—District Food and Nutrition Services – Revision – First Reading**
- G. Administrative Regulation EFAA-AR—Reimbursable School Meals and Milk Programs – For Information**
- H. Board Policy EGACA—Cell Phones – Revision – First Reading**
- I. Board Policy GBC—Staff Ethics – Revision – First Reading**
- J. Administrative Regulation GBI-AR—Internet-Sourced Crowdfunding Solicitation – For Information**
- K. Board Policy GCL/GDL—Staff Development – Revision – First Reading**
- L. Board Policy GDL—Staff Development – Rescinded**
- M. Board Policy IBDJA—Relations with Home-Schooled Students – Revision – First Reading**
- N. Board Policy IGBBA—Identification—Talented and Gifted – Revision – First Reading**
- O. Administrative Regulation IGBBA-AR—Appeal Procedure for Talented and Gifted Identification and Placement – For Information**

XII. ADJOURNMENT

Chair Adams opened the floor to board members who wished to offer suggestions for topics to consider for future agendas. Director Ball requested information about the actions being taken to protect minority students.

There being no further business before the Board, Chair Adams adjourned the meeting at 9:49 p.m.

Vincent Adams, Board Chair

Ryan Noss, Superintendent

Prepared By: Julie Catala

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Corvallis
SCHOOL DISTRICT

XII.A.3. February 2, 2018

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

I. CALL TO ORDER AND ROLL CALL

The meeting was called to order at 2:33 p.m. in the Board Room of the Central Administration Building, 1555 SW 35th Street, Corvallis, OR 97333. The secretary recorded those present as listed below.

<u>BOARD MEMBERS PRESENT</u> Vincent Adams, Chair Sami Al-AbdRabbuh, Vice Chair Judy Ball Jay Conroy Ed Junkins Sarah Finger McDonald	<u>EXECUTIVE STAFF PRESENT</u> Ryan Noss, Superintendent <u>BOARD MEMBERS EXCUSED</u> Terese Jones
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A quorum was present and due notice had been published.

II. PLEDGE OF ALLEGIANCE

Chair Adams led the Pledge of Allegiance.

III. GOVERNANCE AND EQUITY TRAINING WITH THE CENTER FOR REFORM OF SCHOOL SYSTEMS

The board received training on, and engaged in conversation regarding, superintendent evaluations and data dashboards. The agenda was provided to the board prior to the meeting. (It has been posted online with the informational packet of this meeting, and will be filed with the official 2017-18 board records.)

IV. ADJOURNMENT

There being no further business before the Board, Chair Adams adjourned the meeting at 5:36 p.m.

Vincent Adams, Board Chair

Ryan Noss, Superintendent

Prepared By: Julie Catala

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Corvallis

SCHOOL DISTRICT

XII.A.4. February 15, 2018

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

I. CALL TO ORDER AND ROLL CALL

The meeting was called to order at 5:07 p.m. in the Board Room of the Central Administration Building, 1555 SW 35th Street, Corvallis, OR 97333. The secretary recorded those present as listed below.

<u>BOARD MEMBERS PRESENT</u>	<u>EXECUTIVE STAFF PRESENT</u>
Vincent Adams, Chair Sami Al-AbdRabbuh, Vice Chair Judy Ball Jay Conroy Terese Jones Ed Junkins Sarah Finger McDonald	Ryan Noss, Superintendent Jennifer Duvall, Human Resources Director Olivia Meyers Buch, Finance and Operations Director

A quorum was present and due notice had been published.

II. PLEDGE OF ALLEGIANCE

Chair Adams led the Pledge of Allegiance.

III. PRIORITIZATION OF BOARD GOALS

Board members and staff engaged in a lengthy discussion regarding the board's 2017-22 goals, associated strategies, and the data to use in measuring outcomes. Board members suggested revisions to the wording. A listening session will be held with the community to gather input regarding the revised draft goals.

IV. ADJOURNMENT

There being no further business before the Board, Chair Adams adjourned the meeting at 9:22 p.m.

Vincent Adams, Board Chair

Ryan Noss, Superintendent

Prepared By: Julie Catala

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Corvallis
SCHOOL DISTRICT

XII.B. Resolution No. 18-0301 – 2018-19 Linn Benton Lincoln Education
Service District Local Service Plan



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Ryan Noss, Superintendent
Meeting Date: March 1, 2018

Resolution No. 18-0301 for the 2018-19 Linn Benton Lincoln Education Service District Local Service Plan

ACTION REQUESTED

Background

The board received information about this resolution at the February 1, 2018 meeting.

At least 90% of the annual State School Fund (SSF), Property Tax and other qualifying resources allocated to the Linn Benton Lincoln Education Service District (LBL ESD) will be expended on resolution services and will be outlined in the LBL Local Service Plan.

The proposed 2018-19 LBL ESD Local Service Plan (LSP) was approved by the LBL ESD Board of Directors in December 2017. Under Oregon Law, a resolution for the Local Service Plan must be adopted by LBL ESD component school district boards by March 1 annually. Service decisions are made by the member district superintendents, usually for a two year period; however, this resolution covers only 2018-19 because last year, an in-depth review and discussion about the Local Service Plan structure was undertaken. Next year, the LSP will be submitted as a two-year plan, as per the previous structure, in alignment with the two-year state budget.

Involvement

Superintendents of the member districts of the LBL ESD.

Cost Impact

Costs will be factored into the annual budget.

ACTION REQUESTED

Adopt the resolution.

MOTION REQUESTED

"I move to adopt Resolution No. 18-0301 for the 2018-19 Linn Benton Lincoln Education Service District Local Service Plan."



Corvallis

SCHOOL DISTRICT

Resolution No. 18-0301 **Linn Benton Lincoln Education Service District** **2018-19 Local Service Plan**

Resolution Service Allocation

At least 90% of the annual State School Fund (SSF), Property Tax and other qualifying resources allocated to LBL will be expended on resolution services. Services will be provided on a two-tiered basis.

Tier 1 Resolution Services

Tier 1 includes services that are available to all 12 districts and are determined as being essential to all districts. Approval to sustain or add a Tier 1 service occurs with a positive vote of two-thirds of the districts, representing over 50% of the students (based on the ADMr using the final 2015-2016 estimate published in May 2017). The emphasis in Tier 1 is on achieving the greatest economies of scale and assuring equity of access. Tier 1 services are fully funded from the 90% SSF allocation. Though service decisions are typically made for a two-year period, it is agreed that these service decisions will be approved for the 2018-2019 year only. If a service is provided through a contract that LBL holds with a third party vendor, the term of that contract will take precedence.

- Business Information Services
- InTouch Student Receipting Software
- Courier
- Student Information System Suite: General Student Records, Gradebook, Attendance, Scheduler, Online Registration, and Data Warehouse and Analytics
- PowerSchool Special Education Records Systems
- Curriculum/Instructional Technology
- Help Desk
- Systems Analysts
- Network Support Services Including Wide Area Network Operation
- Education Evaluation and Consultation Center (School Psychologists, Speech Language Pathologists, and other special education assessment personnel); includes Early Intervention/Early Childhood Special Education and Audiology evaluations
- Occupational Therapy, Physical Therapy and Augmentative Communication Services
- Support and Consultation for Students with Severe Disabilities
- Student and Family Services Support
- Home School Registration and Assessment Tracking

Tier 2 Resolution Services

Once Tier 1 funds are allocated, the remaining balance is used for Tier 2 services. Tier 2 funds are allocated based on the ADMw of the 12 component districts using the final 2015 – 2016 estimate published in May 2017. The amount is rounded to the nearest whole percentage, not less than 1%. Once established, the Tier 2 ADMw calculation does not change over a two-year period in order for districts and LBL to maintain stable programs. LBL and its component

school districts will stay within the constraints of the agreements, yet provide flexibility in the use of funds.

It is further agreed:

Changes in Tier 2 resolution services are negotiated by each district between the LBL superintendent and the component school district superintendent based on individual need and within the following criteria:

- Assist component school districts in meeting requirements of state and federal law
- Improve student learning
- Enhance the quality of instruction provided to students
- Provide professional development to component school district employees
- Enable component school districts and the students who attend schools in those districts to have equitable access to resources
- Maximize operational and fiscal efficiencies for component school districts
- Service decisions will be made prior to May 1st of each year when possible
- Estimates of available resolution funding will be provided in April of each year

While every attempt is made to achieve economies of scale in Tier 2, the emphasis is on customizing a service package for each district. Tier 2 services do not require participation by a certain number of school districts. The emphasis is on the development of consortia of districts utilizing a given service. These consortia may, and most likely will, utilize a variety of funding resources, including resolution service resources, to fund services. The cost of Tier 2 services will be based on the districts ADMr where applicable. Up to 50% of the district's allocated Tier 2 resources may be used to acquire services from sources other than LBL if the service is not provided by LBL, based on the above criterion. Individual districts will determine Tier 2 services of Charter Schools.

Amendments to the Local Service Plan

If the component school districts approve an amendment to a Local Service Plan, the board of an education service district may amend a Local Service Plan that has been previously adopted by the LBL Board and approved by the Boards of component school districts.

Adopted March 1, 2018 by the Corvallis School District Board of Directors.

Vincent Adams, Board Chair
Corvallis School District

Heather Search, Board Chair
Linn Benton Lincoln ESD



**Linn Benton Lincoln
Education Service District**

**Local Service Plan
2018 - 2019**

**Linn Benton Lincoln Education Service District
905 4th Avenue SE
Albany, Oregon 97321-3199
www.lblesd.k12.or.us
541-812-2600**

LBL Local Service Plan 2018-2019

Administrative Services

Superintendent: Mary McKay

Assistant Superintendent: Don Dorman

Chief Financial Officer: Jackie Olsen

Chief Human Resources Officer: Vicki Harlos

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Introduction

Linn Benton Lincoln Education Service District (LBL) comprises 12 component school districts and approximately 37,000 students in Linn, Benton and Lincoln counties. LBL also serves students and districts elsewhere in Oregon through grants and contracts. Its governance structure includes a seven-member Board of Directors. LBL has an annual budget of approximately \$60 million and work force of approximately 225 employees.

Linn Benton Lincoln Education Service District serves educational agencies, districts, and schools across the state with high-quality services, and programs that are practical, reliable and economical. LBL has a distinguished reputation for supporting educational excellence and equity, working cooperatively with educators and educational agencies, and effecting productive solutions that help schools, teachers, students and families meet Oregon's educational goals.

LBL Mission

LBL ESD serves districts, schools and students by providing equitable, flexible and effective educational services through economy of scale

LBL Vision

To be a responsive and transparent organization that supports districts by embracing continuous improvement in helping every child succeed

LBL Values

Success for all students and their districts

Relationships built on trust, responsiveness and honesty

The four "E"s of *Excellence, Equity, Efficiency and Effectiveness*

Accountability

LBL Agency Goals

Goal 1 - Support success for all students and their districts by delivering excellent, equitable, efficient and cost effective services

Goal 2 – Foster positive relationships by strengthening communication within the ESD, with school districts, other organizations and communities

Goal 3 – Continue long-term financial stability

LBL Programs

- **Administrative Services**
 - **Superintendent Office** – Provide LBL and regional leadership; support districts in meeting educational needs.
 - **Human Resources** – Support LBL employees including recruitment, personnel management, benefit management, and contract management; includes Facilities Services.
 - **Business Services** - Provide a full range of Business Office Functions and Business Information Systems, including Medicaid Fee for Service.
- **Cascade Regional Program** – Provide services for students with Low Incidence Disabilities: Vision, Hearing, Orthopedic, Autism and Traumatic Brain Injury. The program also provides Audiology and Augmentative Communication services.
- **Early Intervention/Early Childhood Special Education** – Provide Early Intervention services for children birth to two years and Early Childhood Special Education for children three to five years.
- **Information Systems** – Provide services that support the Student Information System Suite consisting of general student records, gradebook, attendance, scheduler, online registration and data warehouse and analytics. Services include Customer Representative support, Systems Analyst support, Web Development, and Curriculum/Instructional Technology.
- **Long Term Care and Treatment Education Program** – Provide education services for students that are currently placed in mental health residential and day treatment care.
- **Network Services**- Provide services that support the Wide and Local Area Networks, Data Center, Phone Systems, Network Design and Support. Services include Computer Support Technician support.
- **Special Education and Evaluation Services** – Services include the Education Evaluation & Consultation Center, Targeted Instruction support, Talented and Gifted support, Severe Disabilities, and Individuals with Disabilities Education Act (IDEA) Consortium.
- **Student and Family Support Services** – Services include attendance and behavior support for students and families, Home School Registration, Positive Behavior Interventions Support, Youth Transition Program, Transition Network Facilitation, and School-Based Medicaid Administrative Claiming.

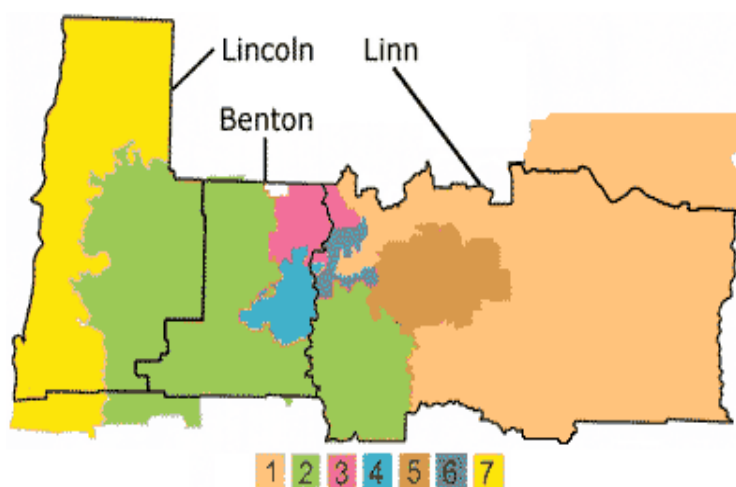
LBL Governance

LBL Board of Directors, Superintendent and staff serve districts, schools and students by providing equitable, flexible and effective, educational services.

LBL Board of Directors		
Zone	Board Member	Term Expires
1	Heather Search	6/30/2021
2	Roger Irvin	6/30/2021
3	Frank Bricker	6/30/2021
4	David Dowrie	6/30/2021
5	Terry Deacon	6/30/2019
6	Jan Doerfler	6/30/2019
7	David Dunsdon	6/30/2019

LBL Budget Committee			
Zone	District	Member	Term Expires
1	Santiam Canyon	Richard Moore	6/30/2020
2	Philomath	Rachael Brown	6/30/2019
3	Albany	Lyle Utt	6/30/2019
4	Corvallis	Sara Finger McDonald	6/30/2018
5	Lebanon	Russ McUne	6/30/2020
6	Albany	Micah Smith	6/30/2018
7	Lincoln County	Ron Beck	6/30/2020
	At Large	Dale Keene	6/30/2019

LBL Board Zones



LBL Component School Districts

Valley Coast Superintendent Association (VCSA)

District	Superintendent
Alsea 7J P O Box B 301 S 3rd Alsea, OR 97324	Marc Thielman 541-487-4305
Central Linn 552C P.O. Box 200 Halsey, OR 97348	Brian Gardner 541-369-2813 ext. 3222
Corvallis 509 J 1555 SW 35 th Street Corvallis, OR 97333-1130	Ryan Noss 541-757-5841
Greater Albany 8J 718 Seventh Avenue SW Albany, OR 97321-2399	Jim Golden 541-967-4511
Harrisburg #7 P O Box 208 865 LaSalle Street Harrisburg, OR 97446-9549	Bryan Starr 541-995-6626 ext. 1
Lebanon Community #9 485 S Fifth Street Lebanon, OR 97355	Rob Hess 541-451-8458
Lincoln County 459 SW Coast Hwy Newport, OR 97365-4931	Tom Rinearson 541-265-4403
Monroe 1J 365 N 5 th Street Monroe, OR 97456	Bill Crowson 541-847-6292
Philomath 17J 1620 Applegate Street Philomath, OR 97370-9516	Melissa Goff 541-929-3169
Santiam Canyon 129J P O Box 197 150 SW Evergreen Street Mill City, OR 97360-0197	Todd Miller 503-897-2321
Scio 95 38875 NW First Avenue Scio, OR 97374-9501	Gary Tempel 503-394-3261
Sweet Home 55 1920 Long Street Sweet Home, OR 97386	Tom Yahraes 541-367-7126

LBL Local Service Plan 2018-2019 Resolution

Resolution Service Allocation

At least 90% of the annual State School Fund (SSF), Property Tax and other qualifying resources allocated to LBL will be expended on resolution services. Services will be provided on a two-tiered basis.

Tier 1 Resolution Services

Tier 1 includes services that are available to all 12 districts and are determined as being essential to all districts. Approval to sustain or add a Tier 1 service occurs with a positive vote of 2/3 of the districts, representing over 50% of the students (based on the ADMr using the final 2015-2016 estimate published in May 2017. The emphasis in Tier 1 is on achieving the greatest economies of scale and assuring equity of access. Tier 1 services are fully funded from the 90% SSF allocation. Though service decisions are typically made for a two-year period, it is agreed that these service decisions will be approved for the 2018-2019 year only. If a service is provided through a contract that LBL holds with a third party vendor, the term of that contract will take precedence.

- Business Information Services
- InTouch Student Receipting Software
- Courier
- Student Information System Suite: General Student Records, Gradebook, Attendance, Scheduler, Online Registration, and Data Warehouse and Analytics
- PowerSchool Special Education Records Systems
- Curriculum/Instructional Technology
- Help Desk
- Systems Analysts
- Network Support Services Including Wide Area Network Operation
- Education Evaluation and Consultation Center (School Psychologists, Speech Language Pathologists, and other special education assessment personnel); includes Early Intervention/Early Childhood Special Education and Audiology evaluations
- Occupational Therapy, Physical Therapy and Augmentative Communication Services
- Support and Consultation for Students with Severe Disabilities
- Student and Family Services Support
- Home School Registration and Assessment Tracking

Tier 2 Resolution Services

Once Tier 1 funds are allocated, the remaining balance is used for Tier 2 services. Tier 2 funds are allocated based on the ADMw of the 12 component districts using the final 2015 – 2016 estimate published in May 2017. The amount is rounded to the nearest whole percentage, not less than 1%. Once established, the Tier 2 ADMw calculation does not change over a two-year period in order for districts and LBL to maintain stable programs. LBL and its component school districts will stay within the constraints of the agreements, yet provide flexibility in the use of funds.

It is further agreed:

Changes in Tier 2 resolution services are negotiated by each district between the LBL superintendent and the component school district superintendent based on individual need and within the following criteria:

- Assist component school districts in meeting requirements of state and federal law
- Improve student learning
- Enhance the quality of instruction provided to students
- Provide professional development to component school district employees
- Enable component school districts and the students who attend schools in those districts to have equitable access to resources
- Maximize operational and fiscal efficiencies for component school districts
- Service decisions will be made prior to May 1st of each year when possible
- Estimates of available resolution funding will be provided in April of each year

While every attempt is made to achieve economies of scale in Tier 2, the emphasis is on customizing a service package for each district. Tier 2 services do not require participation by a certain number of school districts. The emphasis is on the development of consortia of districts utilizing a given service. These consortia may, and most likely will, utilize a variety of funding resources, including resolution service resources, to fund services. The cost of Tier 2 services will be based on the districts ADMr where applicable. Up to 50% of the district's allocated Tier 2 resources may be used to acquire services from sources other than LBL if the service is not provided by LBL, based on the above criterion. Individual districts will determine Tier 2 services of Charter Schools.

Amendments to the Local Service Plan

If the component school districts approve an amendment to a Local Service Plan, the board of an education service district may amend a Local Service Plan that has been previously adopted by the LBL Board and approved by the Boards of component school districts.

By _____ School District

LBL Board Chair

Date

School District Board Chair

Date

LBL Planning Calendar for Developing and Approving Resolution Services

Month(s)	Activity
September and October	Visit and interview districts to discuss service level satisfaction, LBL performance measures, and emerging needs. Survey electronically as needed.
October/November	Present VCSA draft resolution Local Service Plan for next biennium. Review/revise the Local Service Plan as described under ORS 334.175(1) and with input from superintendents.
November	VCSA Superintendents finalize Local Service Plan services and agreements resulting in recommendation of the LBL Local Service Plan to LBL Board of Directors and Component School Districts.
December	Recommended LBL Local Service Plan will be provided to LBL Board of Directors for adoption for the biennium. By statute, the Local Service Plan must be approved by districts each year.
January/February	After being adopted by the LBL Board of Directors the Local Service Plan is approved on or before March 1 by resolution of two-thirds of the component school districts that are part of the education service district and that have at least a majority of the pupils included in the average daily membership of LBL. Adoption by component district boards shall occur before March 1.
March	Notify LBL staff of changes in service requirements as established in the Local Service Plan.
April and May	LBL acquires the necessary staffing, equipment, and technology and other resources to deliver the services required or services are brokered through other sources.

LBL Service Assessment: Regional Advantage and Infrastructure Capacity

LBL will use the following guidelines to assist in determining the feasibility of adding or changing services.

- LBL can provide the service more **efficiently** due to regional presence
- LBL can provide the service more **effectively** due to regional presence
- LBL has the current capacity to add the proposed service
- LBL has the capacity to expand as needed in order to provide the proposed service

LBL Service Areas

Administrative Services Board and Superintendent	
Service Description	Funding Source
Board of Directors Support the LBL Board of Directors on legal and policy issues including negotiating contracts, litigation and issues related to Board action.	Non-Resolution Funds Generated from 10% of State School Funds, indirect charges and investment earnings.
Office of the Superintendent Provide LBL and regional leadership; support districts in meeting educational needs. Provide conference space and training labs.	Non-Resolution Funds Generated from 10% of State School Funds, indirect charges and investment earnings.
Human Resources Program Deliver effective strategies in supporting LBL employees including recruitment, personnel management, benefit management and contract management.	Non-Resolution Funds Generated from 10% of State School Funds, indirect charges and investment earnings.
Facility Management Maintain the LBL Facility and Conference Center for use by employees and other educators throughout the region.	Non-Resolution Funds Generated from 10% of State School Funds, indirect charges and investment earnings.
Web Design and Maintenance - LBL Specialized web development services; LBL intranet content management.	Non-Resolution Funds Generated from 10% of State School Funds, indirect charges and investment earnings.

Administrative Services Business Services	
LBL ESD Business Services Program provides services to assist schools, districts and LBL in day-to-day business operations	
Service Description	Funding Source
Business Services Delivery and support of Infinite Visions business information system software (including help desk) and all business functions to LBL.	Non-Resolution Funds Generated from 10% of State School Fund and Indirect Fees on Services
Courier Service Delivery of goods and equipment to component districts via a twice-weekly schedule.	Non-Resolution Funds and Tier 1 Resolution Service

Administrative Services Business Services - Continued	
LBL ESD Business Services Program provides services to assist schools, districts and LBL in day-to-day business operations	
Service Description	Funding Source
Business Information System (BIS) Delivery and Support of Infinite Visions business information system software (including help desk) to component school districts.	Tier 1 Resolution
Business Information System Delivery and Support of Infinite Visions business information system software (including help desk) to the following non-component school districts and charter schools: Athena Weston Condon Eddyville Charter Falls City Gervais Jefferson Klamath Falls Milton Freewater Morrow County Mt Angel Pilot Rock Pleasant Hill North Central ESD* Silver Falls Siletz Academy Charter Siletz Valley Charter Springfield St. Paul * Arlington, Fossil, Mitchell, Sherman, Spray	Non-Component District Intergovernmental Agreements
Business Information System Delivery and Support of InTouch Receipting software for tracking student body funds (including help desk) to the following component and non-component school districts: Component Districts: Alsea Albany Central Linn Corvallis Harrisburg Lebanon Lincoln County Monroe Philomath Santiam Canyon Scio Sweet Home Non-Component Districts, Charter Schools: Amity Athena Weston Eddyville Charter Jefferson Klamath Falls	Tier 1 Resolution and Non-Component District Intergovernmental Agreements
Business Administration Services Provide a variety of business services to districts. Services include: assist districts in preparing and maintaining budgets, meeting audit and Oregon Department of Education (ODE) reporting requirements, maintaining general ledger, processing payroll, completing accounts payable tasks, reconciling employee benefits, preparing tax payments, processing PERS payments. Component Districts: Alsea Monroe Philomath Santiam Canyon Scio Sweet Home	Tier 2 Resolution

Administrative Services Business Services - Continued	
LBL ESD Business Services Program provides services to assist schools, districts and LBL in day-to-day business operations	
Service Description	Funding Source
Business Administration Services (continued) Non-Component Districts: Eddyville Charter Falls City Gervais Siletz Charter Silver Falls Sutherlin Willamina	Non-Component District Intergovernmental Agreements
Administration Services Tier 2 funds used for services that are not provided by LBL.	Tier 2 Resolution

Cascade Regional Program	
Services for students with Low Incidence Disabilities: Vision, Hearing, Orthopedic and Autism, in addition to audiology and augmentative communication	
Service Description	Funding Source
Cascade Regional Program Provide support for students with vision impairment, hearing impairment, severe orthopedic impairment, autism spectrum disorder and traumatic brain injury. The program staff members consist of teachers licensed in special education and licensed occupational and physical therapists. Services include consultation, assessment, instruction and adaptive materials. Includes transit funds to South Coast ESD.	Oregon Department of Education Contract
Support Services to Students with Special Needs Provide services specific to individual district program needs. Services include occupational and physical therapy and augmentative communication support.	Tier 1 Resolution

Early Intervention/Early Childhood Special Education	
Early intervention services for children birth through two years and early childhood special education for children three to five years	
Service Description	Funding Source
Early Intervention/Early Childhood Special Education (EI/ECSE) Provide assessment, evaluation, early intervention and early childhood special education services for eligible children from birth to five years in Benton, Linn and Lincoln counties. EI/ECSE specialists, speech language pathologists and related service staff members provide a continuum of services, both consultative and direct for eligible children and their families. Support includes assisting in kindergarten transition efforts. Includes transit funds to South Coast ESD.	Oregon Department of Education Contract

Information Systems	
Supporting Instructional Improvement through Technology	
Service Description	Funding Source
LBL Student Information System (SIS) A suite of student information records management software applications specifically tailored for Oregon schools. Products include: General Student Records, Gradebook, Attendance, Scheduler, Online Registration, and Data Warehouse and Analytics. The SIS Suite is provided to all component school districts.	Tier 1 Resolution
LBL Student Information System A suite of student information records management software applications specifically tailored for Oregon schools. Products include: General Student Records, Gradebook, Attendance, Scheduler, and Data Warehouse and Analytics. Non-Component Districts, Charter Schools and Programs: Amity Athena Weston Eddyville Charter Falls City Four Rivers Jefferson Lake County Mt. Angel North Santiam Pilot Rock Pleasant Hill Prospect Charter Silver Falls Siletz Valley Charter Siletz Early College Academy Four Rivers Community School LBL Long Term Care and Treatment Program Lincoln City Career Technical High School	Non-Component District Intergovernmental Agreements
PowerSchool Special Education Records Management Software license, Help Desk support, training and state reporting for Special Education records. Includes Section 504 Module for component districts.	Tier 1 Resolution
PowerSchool Special Education Records Management Software license, Help Desk support, training and state reporting for Special Education and/or Modules: Section 504 Records/Spanish Translation/Response to Intervention. Non-Component Districts. Charter Schools and Programs: Amity Ashland Athena Weston Baker Bethel Cascades Cove Creswell Crow-Applegate Dallas Dufur Elgin Falls City Gervais Harney County SDs #1, #3, #4 Harney ESD* Helix Imbler InterMountain ESD Ione Jefferson Jefferson County Jefferson ESD** La Grande Lake County Lake ESD*** Lowell Marcola McKenzie Morrow County Mt. Angel North Lake North Powder North Santiam Oakland Oakridge	Tier 2 Resolution (Spanish Translation, Response to Intervention Modules) and Non-Component District Intergovernmental Agreements

Information Systems - Continued	
Supporting Instructional Improvement through Technology	
Service Description	Funding Source
PowerSchool Special Education Records Management (continued) Non-Component Districts. Charter Schools and Programs: Perrydale Pilot Rock Pine Eagle Pleasant Hill Prospect Charter Riddle Sheridan Siletz Valley Charter Siletz Valley Early College Academy Silver Falls South Lane South Umpqua South Wasco St. Paul Stanfield Umatilla Union George Fox University LBL Long Term Care and Treatment Program Old Mill Center Oregon Department of Corrections (4) * Diamond, Double O, Drewsey, Fields/South Harney Frenchglen, Pine Creek, Suintex ** Ashwood, Black Butte, Culver *** Adel, Paisley, Plush	Non-Component District Intergovernmental Agreements
Systems Analysts System analysts support all information systems, legacy systems, network, and state reporting requirements.	Tier 1 Resolution
Help Desk Service Support for all areas of technology including information systems and network services. These include state reporting, instructional technology, SIS and legacy systems.	Tier 1 Resolution
School Improvement and Student Achievement Support Facilitate regular meetings of district curriculum leaders. Facilitate region-wide professional development. Support the use of technology in linking standards to student outcomes and providing tools to report student progress and achievement.	Tier 1 Resolution
Web Design and Maintenance – District Service Provide specialized web development and management services.	Tier 2 Resolution and Non-Component District Intergovernmental Agreements

Long Term Care and Treatment Education Program	
Education services for students placed in residential and day treatment programs	
Service Description	Funding Source
Farm Home School Provide educational programs, serving a rotational population of students in residence and day treatment at Children’s Farm Home. Clients are referred from counties throughout the state for assessment, stabilization and treatment of mental health disorders.	Oregon Department of Education Contract
Wake Robin School Provide educational programs for students in day treatment. Clients are placed for mental health purposes	
Network Systems	
Wide and Local Area Networks, Data Center Services	
Service Description	Funding Source
Wide Area Network (WAN) Provide ongoing support of services, equipment, security and monitoring for the regional network that connects districts, LBL and the internet. This service enables safe and efficient access to data-delivery systems beyond the district network.	Tier 1 Resolution
District Network Second-Level Support Provide ongoing escalation support for district staff when solving network-based technical problems and planning future network-based technology projects.	Tier 1 Resolution
Component District Technology Support Provide technical support and/or recommended licenses to support district technology programs/projects. These include but are not limited to Microsoft Exchange email service, email (Gmail and Office 365 setup), email archiving, iBoss CIPA filtering, Internet Service Provider-bandwidth provisioning, LAN and wireless support, off-site data storage, VMware, Active Directory and virtual server hosting. All LBL component districts use a variety of these services, based on individual district needs.	Tier 2 Resolution
Support Local Area Networks and Computer Support Technicians Hire and support staff to meet network/computer needs of individual districts. Component Districts: Albany Central Linn Harrisburg Monroe Non-Component Districts, Charter Schools and Programs: Eddyville Charter Siletz Valley Charter Long Term Care and Treatment Early Intervention/Early Childhood Special Education	Tier 2 Resolution and Non-Component District Intergovernmental Agreements

Special Education and Evaluation Services	
Special education evaluation, consultation and direct services. Additional support to districts that includes special projects and grant implementation.	
Service Description	Funding Source
Special Education Evaluation Services The Education Evaluation and Consultation Center (EECC) provides special education evaluation and consultation for K-12 students. Evaluations are provided both in-district and at the LBL facility. Funds are also allocated for audiology evaluations and EI/ECSE evaluations. Includes tiered instruction consultation and Spanish interpreter/translator support and training.	Tier 1 Resolution
Services to Students with Severe Disabilities Provide funds and consultation for students with severe disabilities.	Tier 1 Resolution
Support Services to Students with Special Needs Provide services specific to individual district program needs. Services include school psychologists and speech language pathologists.	Tier 2 Resolution
Talented and Gifted Test Support Distribute and score assessments to assist districts in determining TAG eligibility.	Tier 2 Resolution
Individuals with Disabilities Education Act (IDEA) Consortium Services Provide IDEA Consortium services and support to six component districts. Component Districts: Alsea Central Linn Harrisburg Monroe Scio Santiam Canyon	IDEA Consortium Funds

Student and Family Support Services	
Serving students with behavior, social service, and academic achievement needs.	
Service Description	Funding Source
Student and Family Services Support Provide .5 FTE administrative oversight to program services listed below. Also includes facilitating interagency collaboration, crisis response training, student threat assessment team training, grant writing and other activities that support social, emotional and mental health needs of students.	Tier 1 Resolution
Home School Support LBL registers and provides support for home school students residing in the LBL region.	Tier 1 Resolution
Attendance Services Assist schools, students and parents by supporting regular school attendance. Provide intervention with students that have excessive absences or who are not enrolled in an education program. Consult with districts and schools regarding policies and practices that may improve student attendance.	Tier 2 Resolution
Behavior Consultant Services Provide direct and consultative behavior support services related to the needs of students who are experiencing social, emotional and behavioral challenges that interfere with school success.	Tier 2 Resolution and Non-Component District Intergovernmental Agreements
Family Support Liaison Services Provide support, home visiting and linkage to school, health and community resources to students who are experiencing a variety of challenges to their success in school or for school readiness.	Tier 2 Resolution, Juvenile Crime Prevention Funds (Linn County), Youth and Community Grant Funds, InterCommunity Health Network-Coordinated Care Organization, LBL Administrative Medicaid Funds
Positive Behavior and Instructional Support (PBIS) Work with district and building level teams to support implementation of PBIS.	Tier 2 Resolution
Transition Network Facilitator Provide special education transition technical assistance and training to districts and community partners,	ODE Grant
Youth Transition Program Transition services for students with disabilities that present a barrier to employment.	ODE and Vocational Rehabilitation Grant; District Matching Funds

Student and Family Support Services (Continued)	
Serving students with behavior, social service, and academic achievement needs.	
Service Description	Funding Source
<i>Continued:</i> Oregon Health Authority (OHA) Medicaid Administrative Claiming (MAC) Provide training and consultation to district coordinators in implementing the Medicaid Administrative Claiming process. Monitor district survey results and submit MAC survey results and claims to OHA. Generated funds are transited to districts.	Tier 2 Resolution

LBL Program Performance Goals

2017 – 2018

Human Resources	
LBL Agency Goal #1	Support success for all students and their districts by delivering excellent, equitable, efficient and cost effective services.
Human Resources Performance Goal #1	Collaborate with a balanced group of administrators and classified employees to revise the Classified Employee Handbook by June 2018. Incorporate Classified employee and administrator input and relevant changes in LBL processes and policy.
Human Resources Performance Goal #2	In order to maintain LBL administrators' Human Resources related knowledge and skill, increase availability of training opportunities by providing concise, informative training on critical processes and topics on a monthly basis throughout the school year. 100% of administrators will report they have gained additional Human Resources related skill and knowledge when surveyed at the end of the 2017- 2018 school year.

Business Services	
LBL Agency Goal #3	Continue long-term financial stability.
Business Services Performance Goal #1	By June 2018, develop and implement a plan to transition all customer districts using Infinite Visions, InTouch and Enterprise Scenario Planning (ESP) from Citrix to Remote Desktop Web Access.
Business Services Performance Goal #2	By June 2018, develop a business plan that communicates services, benefits, costs and a related customer implementation plan that will promote LBL's business products/applications and expand district use by 15% compared to fiscal year 2016-2017 services.

Cascade Regional Program	
LBL Agency Goal #1	Support success for all students and their districts by delivering excellent, equitable, efficient and cost effective services.
Cascade Regional Program Performance Goal #1	By June 2018, Cascade Regional Program will have an Autism Specialist fully trained by Michigan State University and begin Reciprocal Imitation Training (RIT) to LBL Autism Specialists. The training will result in an increase in the number of families with young children on the Autism Spectrum becoming proficient with this strategy; an increase of 80% over families trained in 2016-17.
Cascade Regional Program Performance Goal #2	To achieve equitable and effective caseload distribution, formulation, and practices, a workgroup will be established to create a consistent and balanced caseload assignment plan for Occupational and Physical Therapists resulting in a 90% consensus of support by the therapists and an increase to 90% in the measured retention rate of assigned therapists to the same district in the 2019-2020 school year.

Early Intervention/Early Childhood Special Education (EI/ECSE)	
LBL Agency Goal #1	Support success for all students and their districts by delivering excellent, equitable, efficient and cost effective services.
Early Intervention/Early Childhood Special Education Goal #1	In alignment with the goals of the State Systemic Improvement Plan (SSIP) to increase social, emotional and ‘approaches to learning’ skills, the LBL ESD EI/ECSE program will adopt a coaching model for implementation of Positive Behavior Interventions and Supports (PBIS), resulting in two trained coaches to support staff, by June 2018.
Early Intervention/Early Childhood Special Education Goal #2	In alignment with the goals of the State Systemic Improvement Plan (SSIP) to increase social, emotional and ‘approaches to learning’ skills, the LBL ESD EI/ECSE program will successfully implement the Collaborative Problem Solving model in one pilot classroom by June 2018. Success will be demonstrated by a 15% improvement over baseline data in child behaviors as measured by the Child Behavior Rating Scale (CBRS) and a 15% decrease from baseline data in teacher stress levels as measured by a teacher stress index (TK-COT).
Early Intervention/Early Childhood Special Education Goal #3	To promote early childhood special education services provided in local community settings, the LBL ESD EI/ECSE program will increase the number of students receiving special education services in a community site from 26.7% to the state target of 35.5% by June 2018.

Information Systems	
LBL Agency Goal #1	Support success for all students and their districts by delivering excellent, equitable, efficient and cost effective services.
Information Systems Goal #1	By June 2018, 50% of District users that use more than one of LBL Student Information System (SIS) product (WebSIS, Pinnacle, TIENET, Argos, Registrar, Silk) will access these applications using Classlink Single Sign On software.
Information Systems Goal #2	By December 2017 a plan will be developed and testing initiated to expand the use of Classlink to include applications in addition to the SIS products.
LBL Agency Goal #2	Foster positive relationships by strengthening communication within the ESD, with school districts, other organizations and communities.
Information Systems Goal #2	The Information Systems Program will establish a process to increase and document information exchange with established SIS User Groups. Communication will include opportunity for face-to-face meetings and multiple electronic exchanges at least quarterly.

Long Term Care and Treatment (LTCT)	
LBL Agency Goal #1	Support success for all students and their districts by delivering excellent, equitable, efficient and cost effective services.
Long Term Care and Treatment Goal #1	In 2017-2018, professional development will focus on literacy and writing. By June 2018, students in residence or day treatment for at least 90 days, that complete a pre and post writing sample, will demonstrate growth on at least two attributes of writing as scored on the Oregon Department of Education (ODE) Official Writing Scoring Guide.
LBL Agency Goal #2	Foster positive relationships by strengthening communication within the ESD, with school districts, other organizations and communities.
Long Term Care and Treatment Goal #2	The LTCT program will continue implementation of the comprehensive communication and engagement plan for parents and guardians. Total contact data for 2017-2018 will increase by 25% over 2016-2017 contact data.

Network Systems	
LBL Agency Goal #1	Support success for all students and their districts by delivering excellent, equitable, efficient and cost effective services.
Network Program Goal #1	To recover and protect the Information Technology (IT) infrastructure in the event of a disaster, the Network Program will formalize and enhance LBL's Disaster Recovery Plan with full implementation and testing complete by June 2018.
Network Program Goal #2	To support districts in managing multiple iOS devices, LBL will develop a service that offers a Multiple Device Management (MDM) option. The service will be available by February 2018.
LBL Agency Goal #2	Foster positive relationships by strengthening communication within the ESD, with school districts, other organizations and communities.
Network Program Goal #3	LBL will maintain internet availability at 99.9% per month, excluding scheduled maintenance outages; provide districts quarterly monitoring reports.

Special Education and Evaluation Services (SEES)	
LBL Agency Goal #1	Support success for all students and their districts by delivering excellent, equitable, efficient and cost effective services.
Special Education and Evaluation Services Goal #1	The SEES program will conduct a comprehensive review of the Tier 1 evaluation services and provide results and recommendations for possible changes to the Superintendent group by April 30, 2018.
LBL Agency Goal #2	Foster positive relationships by strengthening communication within the ESD, with school districts, other organizations and communities.
Special Education and Evaluation Services Goal #2	In collaboration with ODE, SEES will provide regional training and follow-up support to district special education staff on writing quality Individual Education Plans (IEP). Beginning in August 2017 and continuing throughout the school year, multiple trainings will be provided with 75% of those trained indicating an increase knowledge base.

Student and Family Support Services	
LBL Agency Goal #1	Support success for all students and their districts by delivering excellent, equitable, efficient and cost effective services.
Student and Family Support Services Goal #1	Student and Family Support Services will implement innovative evidence-based strategies and provide materials and resources to targeted districts to reduce chronic absenteeism in their schools to 10% or less.
LBL Agency Goal #3	Continue long-term financial stability.
Student and Family Support Services Goal #2	Student and Family Support Services will secure sustainable funding through grants, contracts, and Medicaid billing, and explore possibilities of expanding services and roles to better serve LBL component school districts by June 2018.



Corvallis

SCHOOL DISTRICT

XII.C. Designate Number of Nonresident Students to Accept Under HB 3681 (Open Enrollment) [ORS 339.133(5)(b)] and Under HB 4007 [ORSs 339.133(5)(a)] for the 2018-19 School Year



Prepared for: Corvallis School Board
Prepared by: Kevin Bogatin, Assistant Superintendent
Meeting Date: March 1, 2018

**Designate Number of Nonresident Students to Accept
Under HB 3681 (Open Enrollment) [ORS 339.133(5)(b)]
and Under HB 4007 [ORSs 339.133(5)(a)]
for the 2018-19 School Year**

ACTION REQUESTED

Background

HB 3681 (Open Enrollment) was enacted by the 2011 legislature and offers an additional method of school choice for Oregon students. Once enrolled, all students are considered resident students and the district has the responsibility to place in any appropriate program, including specialized educational programs (i.e., Life Skills, Dual Immersion, Emergent Bilingual). Last year, the board voted not to allow HB 3681 nonresident transfers.

HB 2747 enacted by the 2013 legislature and amended by HB 4007 in 2014, modifies the district's traditional methods of interdistrict transfer or mutual district agreements. A school district may not consider race, religion, sex, gender identity, gender expression, sex, sexual orientation, ethnicity, national origin, disability, whether a student has an individualized education program, the terms of an individualized education program, income level, proficiency in the English language, or athletic ability when establishing the terms of consent.

By March 1, the district must determine and announce the number of students we will accept or release via HB 3681 and HB 4007 transfers. The district has the right to determine the number of persons to whom consent will be given for the school year. The district board may limit the number based on school, grade, or a combination of school and grade.

Under HB 4007, once the student has been given admission, the student is considered a resident for all educational programs and remains a resident of the district until the student:

- Completes grade 5, 8, or 12 (the highest grade at that school);
- Is no longer required to be admitted to the school district under ORS 339.115, or
- Enrolls in a school in a different district.

Most of our elementary schools are at capacity and we do not anticipate any openings at Adams, Hoover, Jefferson, or Wilson Elementary Schools, except for siblings if space is available. Garfield and Lincoln Elementary Schools are open for transfers at kindergarten and 1st grade, if space is available. Since these are dual immersion schools, students must qualify for grades 2-5. Franklin K-8 School and Mt. View Elementary School are open for transfers. Linus Pauling Middle School is closed to transfers, except for siblings. Corvallis High School has limited openings for in-district transfers only. Cheldelin Middle School and Crescent Valley High School are open for transfers. These will be granted during the transfer window (March 1-31, 2018) and through our lottery process.

ACTION REQUESTED

Approve the following motions as submitted.

MOTIONS REQUESTED

1. "I move that **zero** nonresident students shall receive consent for admission for the 2018-19 school year through the HB 3681 open enrollment process [ORS 339.133(5)(b)]."
2. "I move that we accept **all** nonresident students who apply to the school district during the March 1-31, 2018 online interdistrict transfer process under HB 4007 [ORS 339.133(5)(a)]; and that the district shall permit all students through a mutual agreement between districts to leave the district."



Corvallis
SCHOOL DISTRICT

XII.D. Board Policy CPA—Layoff/Recall – Revision – Second Reading



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Kerry Richey
Meeting Date: March 1, 2018

ACTION REQUIRED

Board Policy

Board Policy CPA—Layoff/Recall—Administrative Personnel—Revised—Second Reading

Background

Policy CPA—Layoff/Recall—Administrative Personnel was last revised in 1999. OSBA Policy Services has since updated this policy and created an accompanying administrative regulation.

The policy is highly recommended by OSBA.

Involvement

District staff.

Cost Impact

None.

ACTION REQUESTED

Adoption of the revised policy.

Layoff/Recall—Administrative Personnel
Layoff and Recall Policy for Licensed Administrators

This policy is applicable to all licensed administrators below the rank of assistant superintendent.

The superintendent retains the right to determine when a layoff is necessary. Layoffs shall be by position. A reduction in hours does not constitute a layoff.

The factors considered in the layoff process will be license, seniority, qualifications, merit, and/or competence. Competence includes recent experience, additional training, and educational attainments. Merit includes the measurement of one administrator's ability and effectiveness against the ability and effectiveness of another administrator.

The Board will retain, consistent with state law, the most capable and productive of the licensed and qualified employees needed to carry out the approved programs of the district's schools.

Administrative regulations shall be developed to implement this policy.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)
[ORS 342.934](#)

I. Introduction

- This layoff and recall procedure is applicable whenever the district finds it necessary to reduce in force the number or total full-time equivalency (FTE) of administrators assigned to positions for which an administrative license is required, due to lack of funds or adjustments in the educational program due to administrative decision. This procedure applies to all administrative positions below the rank of assistant superintendent designated by the district to require an administrative license. The procedure does not apply to the superintendent, assistant superintendents, or substitute or temporary administrators.
- In the event of a layoff of licensed administrators covered by this procedure, the district will retain and recall administrators according to license, competence, merit, and length of service as defined in this procedure and in compliance with ORS 342.934.

II. Definitions

- Unless indicated otherwise, the following definitions apply to licensed administrator layoff and recall.
- District: Corvallis School District
- License: A teaching license issued under ORS 342.125
- Layoff: Layoff includes:
 - A. The termination or reduction to part-time for nonpersonal reasons of a full-time administrator; or

- B. The reduction in FTE of a part time (.50 to .99 FTE) administrator for nonpersonal reasons to less than .50 FTE.
- Layoff does not include the adjustment of part time administrators' FTE except as described in this procedure.
- Recall: Written notice to return to work sent by the district to an administrator who has been laid off under this procedure, holds the appropriate license, and retains employment rights under ORS 342.934 and this procedure.
- Termination: Means severance from employment for reasons such as absence without leave, resignation, layoff, dismissal or nonrenewal, but does not include approved leaves of absence.
- Competence: Competence means the ability to administer based on recent experience or educational attainments or both, but not based solely on being licensed. The term "recent" shall mean within five years.
- Merit: Merit means the measurement of the ability and effectiveness of one administrator against the ability and effectiveness of another administrator. Merit is measured based on recent performance evaluations. The term "recent" shall mean within five years.
- Length of Service: Length of service is calculated from the first day of service in a licensed position (teacher or administrator) with the district inclusive of approved leaves of absence and unbroken by termination. Ties will be broken by drawing lots. Full-time and part-time status are treated the same for purposes of length of service.
- III. Selection Criteria/Transfers
 - The district will identify the positions to be eliminated or reduced in FTE. Administrators in the positions affected will be selected for transfer or layoff by the superintendent after consideration of the length of service, merit and competence of each administrator subject to this policy. Transfer may be to a vacant position, a position created by combining administrative positions as described below or to a position held by another administrator.
- IV. Combining Positions
 - The district, in accordance with ORS 342.934, will make every effort to combine administrative positions in a manner which allows administrators who would otherwise be laid off to remain qualified so long as the combined positions meet the curriculum and program needs of the district and the competence consideration specified in ORS 342.934 (4).
- V. Reassignment to Teaching Position
 - If an administrator eligible for layoff has served as a nonadministrative teacher in the district, the administrator may use his/her greater length of service to displace a temporary, probationary or contract teacher, provided that the administrator is licensed and qualified to perform the job in accordance with state law.
 - An administrator eligible for layoff who has never held a nonadministrative teaching position in the district is entitled to use his/her greater length of service to displace a temporary or probationary, but not a contract teacher, provided that the administrator is licensed and qualified to perform the job in accordance with state law.
 - A laid off administrator who indicates in writing a desire to claim a teaching position, but does not have sufficient length of service to bump a currently employed teacher, may request assignment to both the teacher and administrator recall list. Recall from the teacher recall list to a teaching position will be in accord with the teacher collective bargaining agreement. Recall from the administrator recall list will be in accord with this policy.
 - An administrator eligible for layoff can choose to return to teaching, if eligible, rather than accept transfer to a lower paying administrative position. In that case, the administrator choosing to return to teaching waives recall rights to licensed administrative positions.
 - An administrator eligible for layoff and eligible to return to teaching may elect not to request transfer to a nonadministrative teaching position without waiving recall rights to licensed administrative positions.
 - An administrator who has been laid off and wishes to be considered for teaching positions must have an appropriate license and/or endorsement on file with the district no later than the first day the administrator is assigned to report to the teaching position.
 - If more than one vacancy exists, the district has sole discretion to determine the appropriate assignment(s) of administrators returning to teaching positions.
 - If an administrator is assigned to a teaching position, all previous licensed administrative and teaching experience in the district is applicable for placement on the teacher salary schedule.
 - At the time an administrator is reassigned to a teaching position the administrator will receive salary for

- ~~any unused paid vacation time accrued as an administrator.~~
- VI. ~~Notification of Layoff~~
~~Written notification of layoff will be made at least 90 calendar days prior to the termination of the present work year assignment or the administrator will receive regular salary for any portion of the 90 days notice not provided.~~
- VII. ~~Recall~~
~~In accordance with ORS 342.934, an administrator who is laid off under this procedure will have the right of recall for 27 months after the last date of release by the district under the conditions set forth in this procedure. An administrator recalled under this procedure will have restored all accumulated benefits, including accrued unused vacation, unused sick leave and seniority, to which the administrator was entitled at the time of layoff.~~
~~Administrators on a recall list may purchase group health insurance coverage as provided by law.~~
~~A. Identification of Vacancies, Positions, and FTE~~
~~The district has the sole discretion to determine: (1) whether a vacancy exists; (2) the license area and position in which the vacancy exists; and (3) the FTE of the vacant position.~~
~~B. Recall Criteria~~
~~An administrator is eligible for recall to a vacant position if the administrator is licensed and competent to fill the position, as determined by the superintendent.~~
~~When the district has identified the position in which the vacancy exists, the superintendent will issue notice of recall to the vacant position after consideration of the competence, merit and length of service of each administrator on the recall list licensed for the vacant position. Ordinarily, recall will be restricted to a position at the same or lower salary level as the position from which the recalled administrator was laid off.~~
~~If more than one vacancy exists when a recall is effected, the district has sole discretion to determine the appropriate assignment(s) of recalled administrators.~~
~~If an administrator is recalled to a lower salary level position the administrator may reject the position without loss of recall rights. If the administrator elects to accept recall to a lower salary level position, the administrator will be placed in the salary range of the job title and at the appropriate step based on previous district administrative experience. An administrator accepting recall to a lower salary level position waives further recall rights.~~
~~C. Notice of Recall~~
~~Notice of recall will be by certified mail to the last address provided in writing by the employee to the district or by delivery in person. The notice will include the deadline for acceptance, the date the employee must return to work, the position and work location to which the employee is to report.~~
~~D. Employee Acceptance of Recall~~
~~1. The employee must deliver to the district written notice of acceptance of recall by the date specified in the notice. The deadline for acceptance may not be less than 10 calendar days after the notice of recall is mailed or delivered in person.~~
~~2. The employee must report for work by the date specified in the notice. The deadline by which the employee must report may not be less than 14 calendar days after the notice of recall is mailed or delivered in person.~~
~~3. In the event of recall after the date the administrator would report for the school year, the employee may request that the recall be delayed and the position be filled on a temporary basis for up to one year. The district has the sole discretion to determine whether to grant the request.~~
~~E. Waiver of Recall Rights~~
~~Waiver of recall rights may be expressed or implied. Waiver may result from, but is not limited to, failure to provide timely notice of acceptance of recall, failure to report from layoff to an assigned position in a timely fashion or by rejection of recall except as described above. Acceptance of transfer, assignment or recall to any licensed administrative position, other administrative position or teaching position will constitute waiver of rights to recall to any other position.~~
- VIII. ~~Appeal Dispute Resolution Procedure~~
~~An appeal from a decision on reduction in staff or recall made under this policy shall be as follows:~~
~~Level 1: The administrator will file a written request for a meeting with the superintendent or designee~~

- ~~within seven calendar days of the knowledge of the facts upon which the appeal is based.~~
- ~~— The superintendent or designee shall make a written decision on the appeal within five calendar days of the meeting.~~
- ~~— Level 2: If the administrator is not satisfied with the disposition of his/her appeal at Level 1, or if no written decision has been rendered within the required time, he/she may appeal in writing to binding arbitration. This appeal must be filed with the district within 10 days of the decision at Level 1, or if no written decision has been rendered within the required time, within 10 days of the Level 1 deadline.~~
- ~~— The district may combine appeals from multiple reductions for consideration in a single arbitration. The arbitrator will be selected by the employee(s) involved and a district representative. The arbitration will be conducted under the rules of the Employment Relations Board.~~
- ~~— The arbitrator is authorized to reverse the staff reduction decision or the recall decision made by the district only if the district:~~
 - ~~A. Exceeded its jurisdiction;~~
 - ~~B. Failed to follow the procedure applicable to the matter before it;~~
 - ~~C. Made a finding or order not supported by substantial evidence in the whole record;~~
 - ~~D. Improperly construed the applicable law.~~
- ~~IX. Future Changes in Procedure~~
 - ~~— The district reserves the right to amend, revise or repeal all or any part of this procedure at any future time and no employee shall have any vested right in the continuation of this procedure or any amendment thereof; provided, however, that no amendment or repeal of this procedure shall prejudice the reinstatement rights of any individual who is in the "recall pool" at the time these procedures are amended, revised or repealed.~~

~~END OF POLICY~~

~~Legal References:~~

- ~~— ORS 332.505~~
- ~~— ORS 342.815~~
- ~~— ORS 342.125~~
- ~~— ORS 342.934~~



Corvallis

SCHOOL DISTRICT

XII.E. Board Policy EFAA—District Food and Nutrition Services – Revision –
Second Reading



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Kerry Richey
Meeting Date: March 1, 2018

ACTION REQUIRED

Board Policy & Administrative Regulation

Board Policy EFAA—District Food and Nutrition Services—Revised—Second Reading

Background

The new rules for the Healthy Hunger Free Kids Act of 2010 were released by the U.S. Department of Agriculture. Revisions to this policy and the accompanying administrative regulation reflect the new requirements.

The policy is required.

Involvement

District staff.

Cost Impact

Unknown.

ACTION REQUESTED

Adoption of the revised policy.

District Food and Nutrition Services

The Board believes that the Food and Nutrition Services Program is a necessary adjunct to the instructional programs of the district. It serves as a setting for learning opportunities for students as well as providing nutritious, well-balanced, and attractive meals to maintain students' health, physical fitness, and readiness to learn.

The Board will enter into agreements with the federal government, through the Oregon Department of Education, to participate in the national child meal and commodity programs and adhere to the regulations and guidelines governing these programs. This will enable the district to utilize to the fullest extent possible the financial resources of the district.

Breakfast and lunch shall be an "offer versus serve" program at all grade levels as defined in state regulations.

The superintendent or his/her designee shall serve as the school food authority.

The superintendent will develop administrative regulations as necessary to implement this policy and meet the requirements of state and federal law. The regulation(s) will be reviewed and adopted by the Board as required by law.

END OF POLICY

Legal Reference(s):

[ORS 327.520](#) to -327.535

[ORS 336.423](#)

[OR 581-022-1530\(2\)](#)

[OAR 581-051-0100](#)

[OAR 581-051-0305](#)

[OAR 581-051-0310](#)

[OAR 581-051-0400](#)

Nondiscrimination on the Basis of Handicap in Programs or Activities Receiving Federal Financial Assistance, 7 C.F.R. Part 15b (2001).

U.S.D.A., ELIGIBILITY GUIDANCE FOR SCHOOL MEALS MANUAL.

U.S.D.A., FNS INSTRUCTION 765-7 REV. 2: HANDLING LOST, STOLEN AND MISUSED MEAL TICKETS.

Healthy, Hunger-Free Kids Act of 2010, 42 U.S.C. §§ 1758, 1760. ~~1751 §§ 203, 205.~~

National School Lunch Program 7 C.F.R. Part 210

U.S.D.A. Instruction 113-1 Civil Rights

Donation of Foods for Use in the United States, Its Territories and Possessions and Areas Under its Jurisdiction, 7 C.F.R. Part 250

Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Awards, 2 C.F.R. 200.



Corvallis
SCHOOL DISTRICT

XII.F. Board Policy EGACA—Cell Phones – Revision – Second Reading



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Kerry Richey
Meeting Date: March 1, 2018

ACTION REQUIRED

Board Policy

Board Policy EGACA—Cell Phones—New—Second Reading

Background

In response to current cell phone use in districts, OSBA has provided board policy EGACA—Cell Phones. Employers who issue district-owned cell phones, or who provide reimbursement or a stipend to employees to purchase a cell phone, need to inform employees that phone records, text messages, emails to and from the cell phone, or other communications made with that cell phone may be public record.

The policy is considered optional by OSBA.

Involvement

District staff.

Cost Impact

None.

ACTION REQUESTED

Adoption of the new policy.

Cell Phones

The Board recognizes that the use of cell phones may be appropriate to provide for the effective and efficient operation of the district, and to help ensure safety and security of district property, staff, and others while on district property or engaged in district-sponsored activities. To this end, the Board authorizes the purchase and employee use of cell phones, as deemed appropriate by the superintendent.

District-owned cell phones shall be used for authorized district business purposes, consistent with the district's mission and goals. Personal use of such equipment is prohibited except in emergency situations. Employees do not have any expectations of privacy with district-owned cell phones or any information stored on them; the phone may be confiscated and searched at any time. Employee use of a district-owned cell phone shall not violate Oregon's ethics laws.

If an employee's cell phone purchase is reimbursed by the district, or the employee is provided a stipend to purchase a cell phone, all phone records, text messages, emails to and from the cell phone, and other communications made with the cell phone may be public records.

Cell phones privately owned by an employee used for district business purposes may be subject to public records law. Documents and information, including e-mail and texts, generated, sent, or received may become discoverable evidence if a public records request is made or a lawsuit is filed against the district.

At no time will cell phones be used in a manner that interferes with staff duties and responsibility for the supervision of students.

Use of cell phones in violation of Board policies, administrative regulations and/or state and federal laws may result in discipline up to and including dismissal and/or referral to Oregon Government Ethics Commission and law enforcement officials, as appropriate.

END OF POLICY

Legal Reference(s):

[ORS 244.010](#)

[ORS 244.020\(15\)](#)

[ORS 244.040\(1\)\(a\)](#)

[ORS 244.120](#)

[ORS 332.105](#)

[ORS 332.107](#)

Davidson v. Or. Gov't Ethics Comm'n, 300 Or. 415 (1985)

OR. GOV'T STANDARDS AND PRACTICES COMM'N, ADVISORY OPINIONS 02S-020 (Aug. 2, 2002), 02A-1008 (July 12, 2002), 01A-1004 (June 1, 2001) and 98A-1003 (July 9, 1998).



Corvallis
SCHOOL DISTRICT

XII.G. Board Policy GBC—Staff Ethics – Revision – Second Reading



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Kerry Richey
Meeting Date: March 1, 2018

ACTION REQUIRED

Board Policy

Board Policy GBC—Staff Ethics—Revised—Second Reading

Background

The policy language was revised to better reflect the statutory wording for the definition of “relative” from the Oregon Revised Statute 244.020(15) and from the *Oregon Governments Ethics Law—A Guide for Public Officials*, published by the Oregon Government Ethics Commission.

The policy is highly recommended by OSBA.

Involvement

District staff.

Cost Impact

None.

ACTION REQUESTED

Adoption of the revised policy.

STAFF ETHICS

Conflict of Interest

No district employee will use his/her district position to obtain personal financial benefit or avoidance of financial detriment or to obtain financial gain or avoidance of financial detriment for relatives, household members, or for any business with which the employee, household member, or relative is associated.

This prohibition does not apply to any part of an official compensation package, honorarium allowed by ORS 244.042, reimbursement of expenses, or unsolicited awards of professional achievement. Further, this prohibition does not apply to gifts from one without a legislative or administrative interest. Nor does it apply if the gift is under the \$50 gift limit for one who has a legislative or administrative interest in any matter subject to decision or vote of the district employee.

District employees will not engage in, or have a financial interest in, any activity that raises a reasonable question of conflict of interest with their duties and responsibilities as staff members. This means that:

1. Employees will not use their position to obtain financial gain or avoidance of financial detriment from students, parents, or staff.
2. Any device, publication or any other item developed during the employee's paid time shall be district property.
3. Employees will not further personal gain through the use of confidential information gained in the course of or by reason of their position or activities in any way.
4. No district employee may serve as a Board or budget committee member in the district.
5. An employee will not perform any duties related to an outside job during his/her regular working hours or during the additional time that he/she needs to fulfill the position's responsibilities; nor will an employee use any district facilities, equipment, or materials in performing outside work.

6. If an employee authorizes a public contract, the employee may not have a direct beneficial financial interest in that public contract for two years after the date the contract was authorized.

If an employee has a potential or actual conflict of interest, the employee must notify his/her supervisor in writing of the nature of the conflict and request that the supervisor dispose of the matter giving rise to the conflict.

In order to avoid both potential and actual conflicts of interests, district employees must abide by the following rules when an employee's relative or member of the household is seeking and/or holds a position with the district:

1. A district employee may not appoint, employ, promote, discharge, fire, ~~or~~ demote, or advocate for such an employment decision for a relative or a member of the household, unless he/she complies with the conflict of interest requirements of ORS Chapter 244. This rule does not apply to employment decisions regarding unpaid volunteer positions, unless it is a Board-related position.
2. A district employee may not participate as a public official in any interview, discussion, or debate regarding the appointment, employment, promotion, discharge, firing, or demotion of a relative or a member of the household. An employee may still serve as a reference, provide a recommendation, or perform other acts that are part of the normal job functions of the employee.
3. More than one member of an employee's family may be hired as a regular district employee. In accordance with Oregon law, however, the district may refuse to hire individuals, or may transfer current employees, in situations where an appointment would place one family member in a position of exercising supervisory, appointment, or grievance adjustment authority over another member of the same family. Employees who are members of the same family may not be assigned to work in the same building except by the superintendent's approval.

In the *conflict of interest context*, a "member of the household" means any person who resides with the employee and "relative" means ~~the~~ ~~1. The employee's spouse¹, parent, step-parent, child, sibling, step-sibling, son-in-law, or daughter in law of the employee;~~ ~~2. The spouse of the employee's or the parent, step-parent, child, sibling, step-sibling, son-in-law, or daughter-in-law of the spouse of the employee.~~ Relative also includes any individual for whom the employee has a legal support obligation, whose employment provides benefits² to the employee, or who receives any benefit from the employee's public employment.

¹The term spouse includes domestic partners.

²Examples of benefits may include, but not be limited to, elements of an official compensation package including benefits such as insurance, tuition or retirement allotments.

Gifts

District employees must comply with the following rules involving gifts:

Employees are public officials and therefore will not solicit or accept a gift or gifts with an aggregate value in excess of \$50 in a calendar year from any single source that has a legislative or administrative interest in any matter subject to decision or vote of the district employee. All gift-related provisions apply to the employee, their relatives, and members of their household. The \$50 gift limit applies separately to the employee and to the employee's relatives or members of household, meaning that the employee and each member of their household and relative can accept up to \$50 each from the same source/gift giver.

4. "Gift" means something of economic value given to an employee without valuable consideration of equivalent value, which is not extended to others who are not public officials on the same terms and conditions.

2. "Relative" means the : a. The employee's spouse³, parent, step-parent, child, sibling, step-sibling, son-in-law, or daughter in law of the employee; b. The spouse of the employee's or the parent, step-parent, child, sibling, step-sibling, son-in-law, or daughter-in-law of the spouse of the employee. Relative also includes any individual for whom the employee has a legal support obligation, whose employment provides benefits⁴ to the employee, or who receives any benefit from the employee's public employment.

3. "Member of the household" means any person who resides with the employee.

Determining the Source of Gifts

Employees should not accept gifts in any amount without obtaining information from the gift giver as to ~~who is~~ the source of the gift. It is the employee's personal responsibility to ensure that no single source provides gifts exceeding an aggregate value of \$50 in a calendar year, if the source has a legislative or administrative interest in any matter subject to decision or vote of the district employee. If the giver does not have a legislative/administrative interest, the ethics rules on gifts do not apply and the employee need not keep track of it, although they are advised to do so ~~anyway~~ in case of a later dispute.

Determining Legislative and Administrative Interest

A legislative or administrative interest means an economic interest distinct from that of the general public, in any action subject to the official decision of an employee.

A decision means an act that commits the district to a particular course of action within the employee's scope of authority and that is connected to the source of the gift's economic interest. A decision is not a recommendation or work performed in an advisory capacity. If a supervisor

³Ibid. p. 2

⁴Ibid. p. 2

delegates the decision to a subordinate but retains responsibility as the final decision maker, both the subordinate and supervisor's actions would be considered a "decision."

Determining the Value of Gifts

The fair market value of the merchandise, goods, or services received will be used to determine benefit or value.

"Fair market value" is the dollar amount goods or services would bring if offered for sale by a person who desired, but was not obligated, to sell and purchased by one who is willing, but not obligated, to buy. Any portion of the price that was donated to charity, however, does not count toward the fair market value of the gift if the employee does not claim the charitable contribution on personal tax returns. Below are acceptable ways to calculate the fair market value of a gift:

1. In calculating the per person cost at receptions or meals the payor of the employee's admission or meal will include all costs other than any amount donated to a charity.

For example, a person with a legislative or administrative interest buys a table for a charitable dinner at \$100 per person. If the cost of the meal was \$25 and the amount donated to charity was \$75, the benefit conferred on the employee is \$25. This example requires that the employee does not claim the charitable contribution on personal tax returns.

2. For receptions and meals with multiple attendees, but with no price established to attend, the source of the employee's meal or reception will use reasonable methods to determine the per person value or benefit conferred. The following examples are deemed reasonable methods of calculating value or benefit conferred:
 - a. The source divides the amount spent on food, beverage, and other costs (other than charitable contributions) by the number of persons whom the payor reasonably expects to attend the reception or dinner;
 - b. The source divides the amount spent on food, beverage, and other costs (other than charitable contributions) by the number of persons who actually attend the reception or dinner; or
 - c. The source calculates the actual amount spent on the employee.
3. Upon request by the employee, the source will give notice of the value of the merchandise, goods, or services received.
4. Attendance at receptions where the food or beverage is provided as an incidental part of the reception is permitted without regard to the fair market value of the food and beverage provided.

Value of Unsolicited Tokens or Awards: Resale value

Employees may accept unsolicited tokens or awards that are engraved or are otherwise personalized items. Such items are deemed to have a resale value under \$25 (even if the personalized item cost the source more than \$50), unless the personalized item is made from gold or some other valuable material that would have value over \$25 as a raw material.

Entertainment

Employees may not accept any gifts of entertainment over \$50 in value in a calendar year from any single source that has a legislative or administrative interest in any matter subject to decision or vote of the district employee unless:

1. The entertainment is incidental to the main purpose of another event (i.e., a band playing at a reception). Entertainment that involves personal participation is not incidental to another event (such as a golf tournament at a conference); or
2. The employee is acting in their official capacity for a ceremonial purpose.

Entertainment is ceremonial when an employee appears at an entertainment event for a “ceremonial purpose” at the invitation of the source of the entertainment who requests the presence of the employee at a special occasion associated with the entertainment. Examples of an appearance by an employee at an entertainment event for a ceremonial purpose include: throwing the first pitch at a baseball game, appearing in a parade and ribbon cutting for an opening ceremony.

Exceptions

The following are exceptions to the ethics rules on gifts that apply to employees.

1. Gifts from “relatives” and “members of the household” to the employee are permitted in an unlimited amount; they are not considered gifts under the ethics rules.
2. Informational or program material, publications, or subscriptions related to the recipient’s performance of official duties.
3. Food, lodging, and travel generally count toward the \$50 aggregate amount per year from a single source with a legislative/administrative interest. Employees are permitted to accept payment for travel conducted in the employee’s official capacity for organized planned events, for certain limited purposes:
 - a. Reasonable expenses (i.e., food, lodging, travel, fees) for attendance at a convention, fact-finding mission or trip, or other meeting do not count toward the \$50 aggregate amount IF:

- (1) The employee is scheduled to deliver a speech, make a presentation, participate on a panel, or represent the district; AND the giver is a unit of a:
 - i) Federal, state, or local government;
 - ii) An Oregon or federally recognized Native American Tribe; OR
 - iii) Non-profit corporation.
 - (2) The employee is representing the district:
 - i) On an officially sanctioned trade-promotion or fact-finding mission; OR
 - ii) Officially designated negotiations or economic development activities where receipt of the expenses is approved in advance by the superintendent.
- b. The purpose of this exception is to allow employees to attend organized, planned events and engage with the members of organizations by speaking or answering questions, participating in panel discussions, or otherwise formally discussing matters in their official capacity. This exception to the gift definition does not authorize private meals where the participants engage in discussion.
4. Food or beverage consumed at a reception, meal, or meeting IF held by an organization and IF the employee is representing the district.

“Reception” means a social gathering. Receptions are often held for the purpose of extending a ceremonial or formal welcome and may include private or public meetings during which guests are honored or welcomed. Food and beverages are often provided, but not as a plated, sit-down meal.
5. Food or beverage consumed by **an** employee acting in an official capacity in the course of financial transactions between the public body and another entity described in ORS 244.020(5)(b)(I)(I).
6. Waiver or discount of registration expenses or materials provided to **an** employee at a continuing education event that the employee may attend to satisfy a professional licensing requirement.
7. Reasonable expenses paid to an employee for accompanying students on an educational trip.

Honoraria

An employee may not solicit or receive, whether directly or indirectly, honoraria for the employee, or relative, or any member of the household of the employee if the honoraria are solicited or received in connection with the official duties of the employee.

The honoraria rules do not prohibit the solicitation or receipt of an honorarium or a certificate, plaque, commemorative token, or other item with a value of \$50 or less; or the solicitation or receipt of an honorarium for services performed in relation to the private profession, occupation, avocation, or expertise of the employee.

END OF POLICY

Legal Reference(s):

[ORS 244](#).010 to-244.400

[ORS 332](#).016

[ORS 659A](#).309

[OAR 199-005](#)-0001 to-199-010-0150

[OAR 584-020](#)-0040

Or. Ethics Comm'n, Or. Gov't Ethics Law, A Guide for Public Officials (2008).

Cross Reference(s)

Policy GCQA/GDQA—Nonschool Employment



Corvallis

SCHOOL DISTRICT

XII.H. Board Policy GCL/GDL—Staff Development – Revision – Second Reading



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Kerry Richey
Meeting Date: March 1, 2018

ACTION REQUIRED

Board Policy

Board Policy GCL/GDL—Staff Development—Licensed—Revised—Second Reading
Board Policy GDL—Staff Development—Rescinded

Background

The Teacher Standards and Practices Commission revised state licensure requirements and created a new Division 255 in Oregon Administrative Rule 584, replacing Division 090. The changes in this policy result from these new rules and combines policy GCL and GDL.

The policy is required.

Involvement

District staff.

Cost Impact

None.

ACTION REQUESTED

Adoption of the revised policy GCL/GDL—Staff Development, and rescinding the duplicate policy GDL—Staff Development.

STAFF DEVELOPMENT—LICENSED

In order to strengthen and refine professional skills of district personnel, the superintendent or his/her designee will develop a staff development program for all employees.

Staff development programs, whether provided directly by the district or through district contracts with third parties, will provide appropriate reasonable accommodations to ensure such programs are available to employees with disabilities.

~~The Board recognizes the need to establish a continuing professional development (CPD) program for all licensed staff in order to enhance professional performance, promote achievement of high standards for all students, and assist employees in meeting the licensure requirements of the Teacher Standards and Practices Commission (TSPC). Employee CPD plans shall be consistent with the district's mission and goals, assist educators to meet the requirements for license renewal as identified in OAR Chapter 584, Division 090, and may contain such other provisions as deemed appropriate by the district. Completion of CPD requirements, as set forth in OAR Chapter 584, Division 090 by TSPC for license renewal, are the sole responsibility of the employee. Individual CPD plans shall be developed collaboratively by the employee and his/her supervisor.~~

Each individual licensed employee is solely responsible for ensuring accurate completion of the professional development required for licensure. Once a licensed employee completes licensure requirements, the employee must submit evidence to the employee's supervisor or Human Resources, who will verify that the licensed employee has successfully completed the professional development requirements to the superintendent or designee for the Teacher Standards and Practices Commission (TSPC) required report.

Activities shall have as their primary purpose increased student learning by enhancing the professional skills of the employee. Such activities may relate to the individual's current or potential future assignment as determined by the district. Appropriate learning activities may include, but are not limited to, college courses, workshops, conferences, curriculum development, research, peer or student-teacher mentoring, and other approved individual and committee endeavors.

END OF POLICY

Legal Reference(s)

[ORS 329.095](#)
[ORS 329.125](#)
[ORS 329.704](#)

[~~ORS 342.135~~](#) (2)(a)

[~~ORS 342.138~~](#)

[~~ORS 342.856~~](#)

[~~OAR 581-022~~](#)-0606

[~~OAR 581-022~~](#)-1720

[~~OAR 584-018~~](#)-0105

[~~OAR 584-018~~](#)-0205

[~~OAR 584-090~~](#)-0100 to -0120

[~~OAR 584-255~~](#)-0010 to -0030

Clackamas IED Assn. v. Clackamas IED, No. C-141-77, 3 PUB. EMPL. COLL. BARG. REP. 1848 (ERB 1978).

Eugene Educ. Ass'n v. Eugene Sch. Dist. 4J, No. C-93-79, 5 PUB. EMPL. COLL. BARG. REP. 3004 (ERB 1980).

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213; 29 C.F.R. Part 1630 (2006); 28 C.F.R. Part 35 (2006).

Americans with Disabilities Act Amendments Act of 2008.



Corvallis
SCHOOL DISTRICT

XII.I. Board Policy GDL—Staff Development – Rescinded

Staff Development

In order to strengthen and refine professional skills of district personnel, the superintendent or his/her designee will develop a staff development program for all employees.

Staff development programs, whether provided directly by the district or through district contracts with third parties, will provide appropriate reasonable accommodations to ensure such programs are available to employees with disabilities.

END OF POLICY

Legal References:

ORS 329.095
ORS 329.125
ORS 329.704

OAR 581-022-0606
OAR 581-022-1720

Clackamas Intermediate Education District Association v. Clackamas Intermediate Education District, Case No. C-141-77, 3 PECBR 1848 (1978).

Eugene Education Association v. Eugene School District 4J, Case No. C-93-79, 5 PECBR 3004 (1980).

Americans with Disabilities Act of 1990, 42 U.S.C. Section 12101 et seq. 20 CFR Part 1630



Corvallis

SCHOOL DISTRICT

XII.J. Board Policy IGBBA—Identification--Talented and Gifted – Revision –
Second Reading



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board

Prepared by: Kerry Richey

Meeting Date: March 1, 2018

ACTION REQUIRED

Board Policy & Administrative Regulation

Board Policy IGBBA—Identification of Talented and Gifted Students—Revised—Second Reading

Background

A rule change for Oregon Administrative Rule 581-022-1310 affected the process for identifying talented and gifted (TAG) students, including under-represented populations, with new testing requirements and best practices for identifying TAG students.

The policy is required.

Involvement

District staff.

Cost Impact

None.

ACTION REQUESTED

Adoption of the revised policy.

IDENTIFICATION OF TALENTED AND GIFTED STUDENTS

The district will offer appropriate services to students who are identified as academically talented and/or intellectually gifted K-12 in accordance with the requirements specified in law. (See district TAG procedure handbook.)

In order to serve academically talented and intellectually gifted students in grades K-12, the district directs the superintendent to establish a written identification process. This process of identification shall include as a minimum:

1. Use of research-based best practices to identify talented and gifted students from under-represented populations such as ethnic minorities, students with disabilities, students who are culturally and/or linguistically diverse, or economically disadvantaged.
2. Behavioral, learning and/or performance information.
3. A nationally standardized mental ability test for assistance in the identification of identifying intellectually gifted students.
4. A nationally standardized academic achievement test of reading or mathematics or the Smarter Balanced Assessment for assistance in identifying academically talented students. or Oregon Assessment of Knowledge and Skills (OAKS).

Identified students shall score at or above the 97th percentile on one of these tests. Other students who demonstrate the potential to perform at the eligibility criteria, as well as additional students who are talented and gifted may be identified.

If dissatisfied with the identification process or placement of a student, parents may appeal the decision through the accompanying administrative regulation, IGBBA-AR. After exhausting the district's appeal procedure and receiving a final decision, parents may appeal the decision to the State Superintendent of Public Instruction.

~~The Board has established an appeals process for parents to utilize if they are dissatisfied with the identification process of their student for the district program for talented and gifted students and wish to request reconsideration.~~

END OF POLICY

Legal Reference(s):

[ORS 343.395](#)

[ORS 343.407](#)

[ORS 343.411](#)

[OAR 581-021-0030](#)

[OAR 581-022-1310 to -1330](#)

[OAR 581-022-1940](#)



Corvallis
SCHOOL DISTRICT

XIII. CONSOLIDATED INFORMATION

XIII.A. Unaudited Financial Statements – January 31, 2018



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Olivia Meyers Buch, Finance and Operations Director
Meeting Date: March 1, 2018

January 31, 2018 Financial Statements (Unaudited)

NO ACTION REQUIRED

Background

The Statement of Resources and Requirements for the General Fund for the period ending January, 2017 and 2018 follow this report.

Year-to-date operating revenues through the end of January 2018 total \$55.7 million or 81.7% of total budgeted operating revenues as compared to \$52.2 million or 81.4% through the end of January 2017. Total operating revenue is projected to exceed budgeted operating revenue by \$3.1 million due to an increased state school fund allocation, higher than projected enrollment, and less local option tax compression.

Year-to-date operating expenditures through the end of January 2018 total \$32.1 million or 46.1% of total budgeted operating expenditures as compared to \$30.7 million or 46.6% through the end of January 2017.

Projected resources and requirements through June 30, 2018 result in an ending fund balance of \$12.7 million. All General Fund reserves are projected to be at or above the designations outlined in board policy June 30, 2018. The projected ending fund balance reflects a change in fund balance, or annual operating surplus, of \$2.5 million. As state school funds are being distributed equally over the biennium (instead of the standard 49%-51% distribution), a portion of that surplus will be set aside to cover roll up costs in 2018-19 (primarily for salary and benefit increases).

An annual feature incorporated this month is an update on the status of financial operations. As part of the 2013-14 independent audit, the auditors recommended a best practice to help ensure the board is informed during the course of the year as well as at the end of a fiscal year. Auditors conduct two onsite visits, typically in late spring and again in early fall, with the Comprehensive Annual Financial Report issued in December. A mid-year point serves as another status check during the course of the year. The 2017-18 status report provides the following notations:

- Monthly comparative financial statements are submitted to the Board along with an investment report, check register report, and narrative of pertinent information.
- Cash and investments are reconciled to the general ledger in a timely manner and are current.

January 31, 2018 Financial Statements (Unaudited)

- Payroll reports are filed in a timely manner and are current.
- Payroll taxes are paid in a timely manner and are current.
- Federal and state reimbursement requests are filed timely and are current.
- No significant changes to the accounting system or policies have occurred.

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

Supplementary Materials

1. Statements of Resources and Requirements as of January 31, 2017 and 2018
2. Schedule of Investments as of January 31, 2018
3. Schedules of Cash Disbursements greater than or equal to \$1,000 for the period of January 1 – January 31, 2018

Corvallis School District 509J
Statement of Resources and Requirements
Fiscal Year to Date as of January 31, 2017 and 2018 Respectively (Unaudited)

General Fund

	FY 2016-17					FY 2017-18				
	Amended Budget	Actuals Thru 01/31/2017	% of Budget	Actuals Thru 06/30/2017	% of Budget	Amended Budget	Actuals Thru 01/31/2018	% of Budget	Projected Thru 06/30/2018	% of Budget
RESOURCES										
State School Fund Formula Revenue										
State School Fund - General Support	\$ 31,748,251	\$ 22,095,485	69.6%	\$ 30,803,517	97.0%	\$ 34,106,224	\$ 23,954,256	70.2%	\$ 36,211,058	106.2%
Property Taxes Levied by District	26,014,907	24,516,465	94.2%	26,014,937	100.0%	26,747,906	25,655,956	95.9%	26,647,963	99.6%
Common School Fund	834,692	592,306	71.0%	1,184,612	141.9%	829,828	-	0.0%	979,239	118.0%
County School Funds	140,000	38,908	27.8%	373,614	266.9%	140,000	-	0.0%	160,000	114.3%
Local Option Taxes Levied by District	4,545,040	4,294,784	94.5%	4,554,757	100.2%	4,769,350	5,570,601	116.8%	5,767,014	120.9%
Earnings on Investments	180,000	116,598	64.8%	314,241	174.6%	170,000	181,885	107.0%	250,000	147.1%
State School Fund Prior Year Adjustment	(54,226)	-	-	274,920	-	-	-	-	(22,999)	-
Other	795,003	592,287	74.5%	1,032,618	129.9%	1,392,549	332,553	23.9%	1,313,524	94.3%
Total Operating Revenues	\$ 64,203,667	\$ 52,246,833	81.4%	\$ 64,553,217	100.5%	\$ 68,155,857	\$ 55,695,251	81.7%	\$ 71,305,799	104.6%
Transfers	\$ -	\$ -	-	\$ -	-	\$ 103,300	\$ 103,299	-	\$ 103,299	-
Beginning Fund Balance	10,278,573	10,278,573	100.0%	10,278,573	100.0%	10,138,976	10,138,976	100.0%	10,138,976	100.0%
TOTAL RESOURCES	\$ 74,482,240	\$ 62,525,406	83.9%	\$ 74,831,790	100.5%	\$ 78,398,133	\$ 65,937,527	88.1%	\$ 81,548,075	104.0%
REQUIREMENTS										
Salaries	\$ 34,920,419	\$ 15,852,040	45.4%	\$ 34,848,046	99.8%	\$ 36,238,931	\$ 16,462,848	45.4%	\$ 35,876,542	99.0%
Associated Payroll Costs	19,366,811	8,376,584	43.3%	18,557,192	95.8%	20,492,728	8,710,962	42.5%	20,287,801	99.0%
Purchased Services	7,702,555	3,873,852	50.3%	7,892,125	102.5%	7,813,574	3,996,237	51.1%	7,735,438	99.0%
Supplies and Materials	2,929,169	1,704,553	58.2%	2,449,145	83.6%	3,556,588	1,616,730	45.5%	3,521,022	99.0%
Capital Outlay	86,000	52,750	61.3%	106,601	124.0%	536,000	425,963	79.5%	530,640	99.0%
Other Objects	861,009	829,070	96.3%	839,703	97.5%	926,809	862,316	93.0%	917,541	99.0%
Total Operating Expenditures	\$ 65,865,963	\$ 30,688,850	46.6%	\$ 64,692,813	98.2%	\$ 69,564,630	\$ 32,075,055	46.1%	\$ 68,868,984	99.0%
Contingency	\$ 1,530,092	\$ -	-	\$ -	-	\$ 1,723,220	\$ -	-	\$ -	-
Rainy Day Reserves	3,210,183	-	-	-	-	3,446,440	-	-	-	-
Unappropriated Reserves	2,553,183	-	-	-	-	2,750,794	-	-	-	-
Unappropriated Reserve (PERS)	1,322,819	-	-	-	-	913,049	-	-	-	-
TOTAL REQUIREMENTS	\$ 74,482,240	\$ 30,688,850		\$ 64,692,813		\$ 78,398,133	\$ 32,075,055		\$ 68,868,984	
ENDING FUND BALANCE		\$ 31,836,556		\$ 10,138,976			\$ 33,862,472		\$ 12,679,091	
Contingency				1,613,830	2.5% *				1,782,645	2.5% *
Rainy Day Reserves				3,227,661	5.0% *				3,565,290	5.0% *
Unappropriated Reserves				3,974,666	6.2% *				5,123,400	7.2% *
Unappropriated Reserve (2018-19 Roll up)				-	0.0% *				884,937	1.2% *
Unappropriated Reserve (PERS)				1,322,819	2.0% *				1,322,819	1.9% *
* Percent of Operating Revenue				10,138,976	15.7% *				12,679,091	17.8% *

Corvallis School District 509J
Schedule of Investments
January 31, 2018

Type of Investment	Investment Date	Maturity/ Call Date	No. of Days	Bond Equivalent Yield	Purchase Price	Par (Maturity) Value
US Government-Sponsored Enterprises (Total):						
	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
	10/30/17	04/17/19	537	1.500%	\$100.00	1,000,000
	10/30/17	04/26/19	546	1.500%	\$100.00	1,000,000
	10/30/17	04/30/19	550	1.480%	\$99.96	1,000,000
Commercial Paper						
Total Investments outside of Local Government Investment Pool:						<u>\$ 7,000,000</u>
				Average Annualized Rate		
<u>Local Government Investment Pool:</u>						
General Account				1.62%	\$ 42,139,576	
Debt Service Account				1.62%	<u>880</u>	
<u>Subtotal LGIP ¹</u>					<u>\$ 42,140,455</u>	
<u>Local Government Investment Pool - Pension Bond Debt Service:</u>						
Pension Bond Debt Service Account: ²				1.62%	<u>\$ 1,130,521</u>	
<u>Total Investments</u>						<u>\$ 50,270,977</u>

1. The maximum amount (in any combination of accounts) that the Local Government Investment Pool (LGIP) allows in an account is \$47,012,858
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%	13.9%
US Treasury Obligations	100.0%	0.0%
Local Government Investment Pool	100.0%	86.1%
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 12/31/17:

3-Month U. S. T-Bill bond equivalent yield:	1.38%
3-Mo. Jumbo CDs	1.64%

Corvallis School District 509J
Schedule of Cash Disbursements greater than or equal to \$1,000
For the period of January 1, 2018-January 31, 2018

Vendor by Fund and Object	Check Total
100 - General Fund	
Audit Services	
PAULY, ROGERS AND CO. P.C.	19,000.00
Charter School Payments	
INAVALE COMMUNITY PARTNERS, INC	65,210.63
Computer Software	
FORECAST5 ANALYTICS INC	3,400.00
GOVCONNECTION INC	3,920.00
Consumable Supplies and Materials	
AMAZON.COM CREDIT SERVICES	12,044.28
CHOWN HARDWARE	2,310.20
CVE TECHNOLOGIES	2,666.84
ELEMENT GRAPHICS, INC	1,428.00
FITNESS GIANT LLC	1,139.94
FREESTYLE	1,314.65
HOME DEPOT CREDIT SERVICES	3,641.20
INDUSTRIAL PIPE & SUPPLY CO INC	2,891.54
JOSTENS INC	1,808.93
KING OFFICE EQUIPMENT INC	1,039.80
NORTHWEST HARDWARE CONSULTANTS	6,326.42
OFFICE DEPOT, INC	15,217.54
PART WORKS INC	1,295.08
PC & MACEXCHANGE	1,150.00
PLATT ELECTRIC SUPPLY CO	3,352.18
SCHOOL SPECIALTY	1,954.09
SCIENTIFIC LEARNING	1,073.30
VIVID BOARD	1,060.00
WAXIE SANITARY SUPPLY	21,933.52
Copier Charges	
CTX - SAN FRANCISCO	5,200.81
Electricity	
CONSUMERS POWER INC	12,336.65
PACIFIC POWER AND LIGHT	56,841.55
Equipment \$5,000 and greater	
GLUMAC	1,050.00
Fuel	
BENTON COUNTY PUBLIC WORKS	3,516.25
NW NATURAL	35,743.26
Garbage	
REPUBLIC SERVICES	10,709.55

Corvallis School District 509J
Schedule of Cash Disbursements greater than or equal to \$1,000
For the period of January 1, 2018-January 31, 2018

Vendor by Fund and Object	Check Total
Instructional, Professional and Technical Service	
INAVALE COMMUNITY PARTNERS, INC	2,511.47
LINN BENTON COMMUNITY COLLEGE	31,331.59
Legal Services	
HUNGERFORD LAW FIRM LLP	1,105.00
Non-reimbursable Student Transportation	
CITY OF CORVALLIS_	7,238.33
Other Employee Benefits	
Alexander, Sabrina L	1,612.80
Other Non-instructional Professional and Technical	
CASCADIA EXPEDITIONS	1,944.00
CORVALLIS CLINIC - OCCUPATIONAL MEDICINE	1,696.00
DAVIS DEMOGRAPHICS & PLANNING, INC	3,740.00
DLR GROUP	8,692.00
KITTELSON & ASSOCIATES	1,430.50
MAXIM HEALTHCARE SERVICES	4,853.75
PACIFIC EDUCATIONAL GROUP INC	6,000.00
WORKFORCE SOFTWARE	1,732.50
Other Property Services	
US Bank Equipment Finance	4,090.41
Postage	
GARTEN SERVICES, INC	2,068.37
Printing and Binding	
HUBCITY GRAPHICS	1,761.33
OFFICE DEPOT, INC	2,996.91
Reimbursable Student Transportation	
DIAL-A-BUS OF BENTON COUNTY	22,375.79
FIRST STUDENT INC	296,762.10
Repairs and Maintenance Services	
ADVANCED WOODCRAFT	4,495.00
ANALYTICAL LABORATORY & CONSULTANTS INC	1,716.00
BENTON COUNTY PUBLIC WORKS	1,388.47
ECO HOME COMFORT, LLC	1,393.00
HOODZ OF CLACKAMAS	2,475.00
KONE INC	1,962.74
M & W ELECTRIC INC	9,936.04
PACIFIC OFFICE AUTOMATION	3,564.85
PACIFIC POWER PRODUCTS	1,639.00
PUROCLEAN CERTIFIED RESTORATION	1,840.00
REED'S PAINTING, INC	2,410.00
REYNOLDS ELECTRIC, INC.	3,555.00
SYNERGY SECURITY SOLUTIONS	2,428.00

Corvallis School District 509J
Schedule of Cash Disbursements greater than or equal to \$1,000
For the period of January 1, 2018-January 31, 2018

Vendor by Fund and Object	Check Total
Scholarships	
Hernandez Cruz, Avigain	1,171.20
Technology Taggable Equip <\$5,000	
APPLE, INC	29,400.00
CTL CORPORATION	17,405.00
OETC	2,132.00
Telephone	
AT&T MOBILITY-ACCT#837370420 (TECH)	1,485.52
CENTURYLINK	1,149.73
Textbooks	
HOUGHTON MIFFLIN HARCOURT	10,212.26
LEARNING A-Z	3,867.16
PACIFIC LEARNING	1,540.00
VALLEY SPEECH LANGUAGE & LEARNING CENTER	2,250.60
Travel, Out of District	
MINDFUL SCHOOLS	1,750.00
Water and Sewage	
CITY OF CORVALLIS	27,467.23
100 - General Fund Total	843,152.86
203 - Food Service Fund	
Food - Food Service Only	
DUCK DELIVERY PRODUCE INC	11,668.15
FRANZ FAMILY BAKERIES	5,473.15
LOCHMEAD DAIRY	15,971.98
POOLE FAMILY FARMS, INC.	1,177.50
Inventories	
FOOD SERVICE OF AMERICA	12,261.16
MCDONALD WHOLESALE CO	27,957.80
NORTHWEST DISTRIBUTION SERVICES	3,879.14
SYSCO FOOD SERVICE	1,254.69
Printing and Binding	
OREGON STATE UNIVERSITY PRINTING	3,642.92
203 - Food Service Fund Total	83,286.49
204 - District Donation Fund	
Consumable Supplies and Materials	
AMAZON.COM CREDIT SERVICES	2,499.95
BLUE DAWG PROMOTIONS	1,755.50
FRED MEYER CUSTOMER CHARGES	1,547.00
JW PEPPER & SON INC	1,060.82
Equipment-like items \$1,000 - \$4,999	
SHOP OUTFITTERS	2,924.74

Corvallis School District 509J
Schedule of Cash Disbursements greater than or equal to \$1,000
For the period of January 1, 2018-January 31, 2018

Vendor by Fund and Object	Check Total
Travel, Student Out of District	
FRED MEYER CUSTOMER CHARGES	1,960.00
204 - District Donation Fund Total	11,748.01
208 - Designated Facilities Fund	
Construction Contracts Payable-Retained Percentage	
UMPQUA ROOFING COMPANY INC	17,320.00
Rentals	
MODERN BUILDING SYSTEMS	2,700.00
Repairs and Maintenance Services	
REYNOLDS ELECTRIC, INC.	16,221.46
SUNBELT RENTALS, INC.	1,897.62
208 - Designated Facilities Fund Total	38,139.08
296 - Grants Fund	
Consumable Supplies and Materials	
AMAZON.COM CREDIT SERVICES	1,154.80
Equipment-like items \$1,000 - \$4,999	
DJS FABRICATIONS INC	1,886.30
Instructional, Professional and Technical Service	
MATH LEARNING CENTER	5,100.00
Textbooks	
NAEYC	1,145.38
296 - Grants Fund Total	9,286.48
297 - Student Body Funds	
Consumable Supplies and Materials	
BSN SPORTS	2,998.79
CASCADE FRUIT & PRODUCE	5,036.30
EASTBAY	1,515.00
ELEMENT GRAPHICS, INC	4,880.60
FAN CLOTH	1,634.00
FRED MEYER CUSTOMER CHARGES	1,808.24
HOME DEPOT CREDIT SERVICES	1,185.61
LIFETOUCH NATIONAL SCHOOL STUDIOS	3,726.72
NETS OF AMERICA	2,502.54
OFFICE DEPOT, INC	1,204.61
PACIFIC NORTHWEST THEATRE ASSOCIATES INC	1,738.71
SCHOLASTIC BOOK FAIRS	3,772.11
SEW ON	1,328.30
SHIRT CIRCUIT	1,238.00
SPAETH LUMBER & HOME CENTER	5,360.46
STAYTON SPORTS STORE	2,616.00

Corvallis School District 509J
Schedule of Cash Disbursements greater than or equal to \$1,000
For the period of January 1, 2018-January 31, 2018

Vendor by Fund and Object	Check Total
Non-reimbursable Student Transportation	
FIRST STUDENT INC	8,136.20
Other Non-instructional Professional and Technical	
BLACKBOARD MUSIC , INC	1,500.00
Printing and Binding	
OREGON STATE UNIVERSITY PRINTING	1,181.81
Travel, Student Out of District	
ACDA CREDIT CARD CHARGE	1,050.00
FIRST WASHINGTON	5,566.00
FRIENDS OF CHAMBER MUSIC	1,166.00
297 - Student Body Funds Total	61,146.00
298 - Designated Revenue Fund	
Advertising	
PINNACLE PROMOTIONS	1,060.54
Computer Software	
EXPLORE LEARNING	2,100.00
Consumable Supplies and Materials	
AMAZON.COM CREDIT SERVICES	1,391.91
FRED MEYER CUSTOMER CHARGES	1,047.53
Equipment-like items \$1,000 - \$4,999	
FITNESS GIANT LLC	2,899.00
Printing and Binding	
PHOTOBOOK WORLDWIDE CREDIT CARD CHARGE	3,800.00
Repairs and Maintenance Services	
ADVANCED WOODCRAFT	2,950.00
Travel, Out of District	
HOLIDAY INN CREDIT CARD CHARGE	1,526.52
INN AT OPRYLAND CREDIT CARD CHARGE	1,559.74
Travel, Student Out of District	
INDEPENDENCE CINEMA 8	1,429.00
PATHFINDER TRAVEL	39,258.56
PIX THEATER	1,200.00
298 - Designated Revenue Fund	60,222.80
Total	60,222.80

Corvallis School District 509J
Schedule of Cash Disbursements greater than or equal to \$1,000
For the period of January 1, 2018-January 31, 2018

Vendor by Fund and Object		Check Total
601 - Insurance Fund		
Consumable Supplies and Materials		
KING OFFICE EQUIPMENT INC		1,352.50
Group Insurance		
LIFEMAP ASSURANCE COMPANY		24,362.90
Other Non-instructional Professional and Technical		
CPR WORKS, LLC		1,170.00
PacificSource Administrators		1,200.00
601 - Insurance Fund	Total	28,085.40
Grand Total		1,135,067.12



Corvallis
SCHOOL DISTRICT

XIII.B. Board Policy GCAB—Personal Electronic Devices and Social Media—
Staff—Revised—First Reading



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Kerry Richey
Meeting Date: March 1, 2018

[NO ACTION REQUIRED](#)

Board Policy and Administrative Regulation

Board Policy GCAB—Personal Electronic Devices and Social Media—Staff—Revised—First Reading

Board Policy JFCEB—Personal Electronic Devices and Social Media—Student—Revised—First Reading

Administrative Regulation JFCEB-AR—Personal Electronic Devices and Social Media—Student—Revised—For Information

Background

In our discussions about how technology is utilized in schools and how to make better educational use of all computers, tablets, and other electronic devices, the Teaching & Learning department staff reviewed several policies.

Our policies covering the use of personal electronic devices and social media were last revised in 2010. Following the guidance from the Oregon School Boards Association, these policies and accompanying administrative regulation (for students) have now been updated.

Board policy GCAB for staff is highly recommended by OSBA. Policy JFCEB for students is required, and its accompanying administrative regulation is considered optional.

Involvement

District staff.

Cost Impact

None.

Personal ~~Electronic Communication~~ Devices and Social Media—Staff

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

A PEDs “~~personal communication device~~” is a ~~are~~ devices not issued by the district that are capable of electronically communicating, sending, receiving, storing, recording, reproducing, and/or displaying information and data.

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

PEDs Personal cellular telephones/pagers and other digital audio and video devices shall be silenced during instructional or class time, while on duty, or at any other time where ~~such~~ use of the device would cause a disruption of school activities or interfere with work assignments. Cellular telephones PEDs that have the capability to take photographs or ~~record~~ video or audio shall not be used for such purposes while on district property or while a staff member is on duty in district-sponsored activities, unless ~~as~~ expressly authorized by the principal or designee for a use directly related to and consistent with the employee’s assigned duties. Computers, tablets, iPads, or similar devices brought to school will be restricted to academic activities during duty time.

Laptop computers and PDAs brought to school will be restricted to classroom or instructional related activities only. The district will not be liable for loss or damage to PEDs ~~personal communication devices~~ brought onto district property and to district-sponsored activities.

Personal Use

Staff members shall utilize social media websites, public websites, and blogs judiciously and must not post confidential information about students, staff, or district business.¹ Staff must not post images of district facilities, staff, students, volunteers, or parents without authorization from persons with authority to grant such a release. Staff members must treat fellow employees, students, and the public with respect while posting on social media websites, public websites, and blogs in order to prevent disruption in school.

¹Nothing in this policy is intended in any form to limit the right of employees to engage in protected labor activities via the use of social media.

District Use

Communication with students ~~outside~~ beyond the school day ~~must~~ will be appropriate, professional, and related to school assignments or activities. When communicating with students electronically, staff should use district-sponsored options including social media, iMessaging, grading programs, or district e-mail utilizing mailing lists to a group of students rather than individual students. ~~Texting students and using social network sites when communicating with students~~ Text messaging with students is discouraged. Communication with students using PEDs regarding non-school-related matters is prohibited during work hours and strongly discouraged at all other times.

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

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

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

Licensed staff are subject at all times to the Standards of Competent and Ethical Performance for Teachers.

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

END OF POLICY

Legal Reference(s):

ORS 163.432	ORS 163.688	ORS 326.011
ORS 163.433	ORS 163.689	ORS 326.051
ORS 163.684	ORS 163.693	ORS 332.072
ORS 163.686	ORS 163.700	ORS 332.107
ORS 163.687	ORS 167.057	ORS 336.840

U.S. CONST. amend. XVIII, § 1466A

U.S. CONST. amend. XVIII, § 1470

U.S. CONST. amend. XX, § 7906

U.S. CONST. amend. XX, § 6777

Copyrights, Title 17, as amended, United States Code; 19 CFR Part 133 (2001).

Melzer v. Bd. Of Educ., City of New York, 336 F.3d 185 (2d Cir. 2003).

Ross v. Springfield Sch. Dist., No. FDA 80-1, aff'd, 56 Or. App. 197, rev'd and remanded, 294 Or. 357 (1982), order on remand (1983), aff'd, 71 Or. App. 111 (1984), rev'd and remanded, 300 Or. 507 (1986), order on second remand (1987), revised order on second remand (1988).



Corvallis
SCHOOL DISTRICT

XIII.C. Board Policy JFCEB—Personal Electronic Devices and Social Media—
Student—Revised—First Reading

PERSONAL ELECTRONIC DEVICES AND SOCIAL MEDIA

Students may be allowed to use and possess personal electronic devices (PEDs) on district property and at district-sponsored activities provided PEDs are not used in any manner that may disrupt the learning environment or district-sponsored activities, or violate Board policies, administrative regulations, school or classroom rules, state and federal law.¹

A PED is a device that is capable of electronically communicating, sending, receiving, storing, recoding, reproducing, and/or displaying information and data.

PEDs may be used as electronic study aids in the classroom if provided as a part of a student's individualized education program (IEP), or if permission is received from the student's teacher or building principal.

Support of PEDs is subject to available district resources including, but not limited to, IP addresses and network bandwidth capacity. Laptop computers and PDAs brought to school and accessing district resources may be restricted to classroom or instructional-related activities and these activities may not impede district network capacity.

~~Subject to the conditions of this policy and administrative regulation JFCEB-AR, student possession or use of personal electronic devices on district property, in district facilities during the school day, and while the student is in attendance at district-sponsored activities may be permitted subject to the limitations set forth in this policy and consistent with any additional school rules as may be established by the principal and approved by the superintendent.~~

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

~~At no time will any device be allowed which provides for a wireless, unfiltered connection to the Internet. The district will not be liable for personal electronic devices brought to district property and district-sponsored activities. Students may not access social media sites using district equipment, while on district property, or at district-sponsored activities unless the posting is approved by a district representative. Social media Web sites are Web sites such as, but not limited to, Facebook, MySpace, and Twitter.~~

¹The taking, disseminating, transferring or sharing of obscene, pornographic or otherwise illegal images or photographs, whether by electronic data transfer or otherwise (commonly called texting, sexting, emailing, etc.) may constitute a crime under state and/or federal law. Any person taking, disseminating, transferring or sharing obscene, pornographic or otherwise illegal images or photographs will be reported to law enforcement and/or other appropriate state or federal agencies.

Students may not access social media websites using district equipment unless the access is approved by a district representative. The district will not be liable for personal electronic devices brought to district property and district-sponsored activities.

Students whose behavior is found to be in violation of this policy will be subject to loss of privileges and disciplinary action, up to and including expulsion for using a personal or district electronic device in any manner that is academically dishonest, illegal, or violates the terms of this policy. A referral to law enforcement official also may be made.

The superintendent is directed to develop administrative regulations and/or approve school rules as necessary to ensure that student use of such PED devices is consistent with this policy. Administrative regulations may include grade- or age-level possession and/or use restrictions by students on district property and at district-sponsored activities, consequences for violations, and such other provisions as the superintendent may deem necessary. The superintendent may provide for the confiscation of PED personal electronic devices, and the delivery of such PED devices to law enforcement, if requested for evidence purposes. The superintendent is responsible for ensuring that pertinent provisions of Board policies, administrative regulation, and school rules governing PED personal electronic devices are included in staff handbooks and student/parent handbooks and other means, reviewed annually, and updated as necessary.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

[ORS 336.840](#)

Copyrights, 17 U.S.C. §§ 101- 1332; 19 C.F.R. Part 133 (2006).

Copyrights, Title 17, as amended, United States Code; 19 CFR Part 133 (2001).

Cross Reference(s):

Board Policy IIGBA—Electronic Communications System

Board Policy JFCF—Hazing/Harassment/Intimidation/Menacing/Bullying/Cyberbullying/Teen Dating Violence/Domestic Violence

Board Policy CBNA/JFCF—Hazing/Harassment/Intimidation/Bullying/Menacing

Board Policy JFCF/CBNA—Hazing/Harassment/Intimidation/Bullying/Menacing

Board Policy JFCFA/CBNAA—Cyberbullying



Corvallis
SCHOOL DISTRICT

XIII.D. Administrative Regulation JFCEB-AR—Personal Electronic Devices and
Social Media—Student—Revised—For Information

Personal Electronic Devices and Social Media

Students may use and possess personal electronic devices (PEDs) on district grounds subject to the following:

- ~~1. Support of personal electronic devices is subject to available district resources including, but not limited to, IP addresses and network bandwidth capacity. Laptop computers and PDAs brought to school and accessing district resources may be restricted to classroom or instructional related activities only and these activities may not impede district network capacity.~~
- ~~12.~~ PEDs Personal electronic devices shall not be used in a manner that disrupts the educational process, school programs, or activities, or in a manner that violates law, Board policies, administrative regulations, school rules, or classroom rules¹.
2. PEDs may be used as electronic study aids in the classroom if provided as part of a student's individualized education program (IEP), or if permission is received from the student's teacher or building principal.
3. Unless authorized in advance by the building principal or designee:
for health or safety reasons, or in the event of an emergency situation that involves imminent physical danger:
 - a. PEDs Personal electronic devices are not permitted to be turned on or visible on campus during the regular school day by students attending elementary and middle school;
 - b. PEDs are not permitted to be visible and must be silenced during instructional time by students attending middle school;
 - cb. PEDs Personal electronic devices may be used during the student's break time at middle school or high school. They may not be used at any time in the proximity of any class, school activity, or event that may be in session or in progress during the regular school day.
- ~~4. At no time will any personal electronic device be allowed to be used for disruptive purposes while on district property or while the student is engaged in district sponsored activities.~~

¹The taking, disseminating, transferring, or sharing of obscene, pornographic, or otherwise illegal images or photographs, whether by electronic data transfer or otherwise (commonly called texting, sexting, emailing, etc.) may constitute a crime under state and/or federal law. Any person taking, disseminating, transferring, or sharing obscene, pornographic, or otherwise illegal images or photographs will be reported to law enforcement and/or other appropriate state or federal agencies.

45. PEDs ~~Personal electronic devices~~ that have the capability to take photographs or record video or audio ~~Digital devices which have the capability to take “photographs” or “moving pictures”~~ shall not be used for such purposes while on district property or at district-sponsored events unless ~~as~~ expressly authorized in advance by the principal or designee.
56. The district shall not be responsible for loss, theft, or damage to PEDs ~~personal electronic devices~~ brought to district property or district-sponsored events.
6. The district shall not be liable for any malware or computer virus that infects a student’s PED while on the district network.
7. ~~Personal electronic devices must not be displayed in plain view during prohibited times of use.~~
8. ~~Personal electronic devices may be used as electronic study aids in the classroom if provided as a part of a student’s individualized education program (IEP), or if permission is received from the student’s teacher.~~
79. The use of PEDs ~~personal electronic devices~~ in any way to send or receive messages, data, or information ~~in any form (text, image, audio, or video)~~ that would pose a threat to academic integrity, contribute to, or constitute academic dishonesty is strictly prohibited.
840. The use of PEDs ~~personal electronic devices~~ in any manner (text, image, audio, or video) that would violate the confidentiality or privacy rights of another individual is strictly prohibited.
944. Students shall comply with any additional school rules as established by the building principal and classroom rules as approved by the building principal concerning the appropriate use of PEDs ~~personal electronic devices~~.
1042. PEDs ~~Personal electronic devices~~ used in violation of law, Board policy, administrative regulation, or approved school rules will be confiscated, turned in to the school office, and/or transferred to law enforcement officials as appropriate. If law enforcement does not retain the PED device as evidence, the PED device will be returned to the student or parent following parent notification, conference, detention, suspension, and/or expulsion.
1143. Students may not use PEDs ~~personal electronic devices~~ to access social media sites through a connection to district equipment or the district network unless the posting is approved by an authorized district representative.



Corvallis
SCHOOL DISTRICT

XIII.E. Board Policy GCBDA/GDBDA—Family Medical Leave—Revised—First
Reading



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board

Prepared by: Kerry Richey

Meeting Date: March 1, 2018

NO ACTION REQUIRED

Board Policy and Administrative Regulation

Board Policy GCBDA/GDBDA—Family Medical Leave—Revised—First Reading

Administrative Regulation GCBDA/GDBDA-AR—Federal Family and Medical Leave/Oregon

Family Medical Leave—Revised—For Information

Background

The Oregon School Boards Association policy department, working with their labor and negotiations department did an internal review of its FMLA/OFLA policy and administrative regulation, which resulted in a reorganization of GCBDA/GDBDA-AR and edits to the policy.

The FMLA/OFLA policy and administrative regulation are both required.

Involvement

District staff.

Cost Impact

None.

CORVALLIS SCHOOL DISTRICT 509J

Code: GCBDA/GDBDA
Adopted: 3/14/94
Revised/Readopted: 3/8/99, 8/15/05, 6/22/09
5/3/10
Original Code: 2330, 4330

FAMILY MEDICAL LEAVE*

When applicable, ~~the~~ the district will comply with all provisions of the Family and Medical Leave Act (FMLA) of 1993, the Oregon Family Leave Act (OFLA) of 1995, the Military Family Leave Act as part of the National Defense Authorization Acts of 2008 and for Fiscal Year 2010 (which expanded certain leave to military families and veterans for specific circumstances), the Oregon Military Family Leave Act (OMFLA) of 2009, ~~and~~ other applicable provisions of Board policies, and collective bargaining agreements regarding family medical leave.

FMLA applies to districts with 50 or more employees within 75 miles of the employee's work site, based on employment during each working day during any of the 20 or more work weeks in the calendar year in which the leave is to be taken, or in the calendar year preceding the year in which the leave is to be taken. The 50-employee test does not apply to educational institutions for determining employee eligibility.

OFLA and OMFLA applies to districts that employ 25 or more part-time or full-time employees in Oregon, based on employment during each working day during any of the 20 or more work weeks in the calendar year in which the leave is to be taken, or in the calendar year immediately preceding the year in which the leave is to be taken.

In order for an employee to be eligible for the benefits under FMLA federal law, the employee ~~he/she~~ must have been employed by the district for at least 12 months and have worked at least 1,250 hours during the past 12-month period.

In order for an employee to be eligible for the benefits under OFLA state law, ~~an~~ the employee must work an average of 25 hours per week and have been employed at least 180 calendar days prior to the first day of the family medical leave of absence. However, for parental leave purposes, an employee becomes eligible upon completing at least 180 calendar days immediately preceding the date on which the parental leave begins. There is no minimum average number of hours worked per week when determining employee eligibility for parental leave.

OMFLA applies to employees who work an average of at least 20 hours per week. There is no minimum number of days worked when determining an employee's eligibility for OMFLA.

Federal and state leave entitlements generally run concurrently.

The superintendent will develop administrative regulations as necessary for the implementation of the provisions of both federal and state law.

END OF POLICY

Legal Reference(s):

[ORS 332.507](#)

[ORS 342.545](#)

[ORS 659A.090](#)

[ORS 659A.093](#)

[ORS 659A.096](#)

[ORS 659A.099](#)

[ORS 659A.150](#) to 659A.186

[OAR 839-009-0200](#) to -0320

[HB 2744 \(2009\)](#)

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213; 29 C.F.R. Part 1630 (2006); 28 C.F.R. Part 35 (2006).

Family and Medical Leave Act of 1993, 29 U.S.C. §§ 2601-2654 (2006); Family and Medical Leave Act of 1993, 29 C.F.R. Part 825 (2008).

National Defense Authorization Act of 2008, Public Law 110-181, § 585(a).

[Americans with Disabilities Act Amendments Act of 2008.](#)

National Defense Authorization Act for Fiscal Year 2010, Public Law 111-84, § 565.

[Escriba v. Foster Poultry Farms, Inc. 743 F.3d 1236 \(9th Cir. 2014\).](#)



Corvallis
SCHOOL DISTRICT

XIII.F. Administrative Regulation GCBDA/GDBDA-AR—Federal Family and
Medical Leave/Oregon Family Medical Leave—Revised—For Information

Federal Family and Medical Leave/Oregon Family Medical Leave

Coverage

The federal Family and Medical Leave Act (FMLA) applies to districts with 50 or more employees within 75 miles of the employee's work site, based on employment during each working day during any of the 20 or more workweeks in the calendar year in which the leave is to be taken, or in the calendar year preceding the year in which the leave is to be taken. The 50-employee test does not apply to educational institutions for determining employee eligibility.

The Oregon Family Leave Act (OFLA) and the Oregon Military Family Leave Act (OMFLA) applies to districts that employ 25 or more part-time or full-time employees in Oregon, based on employment during each working day during any of the 20 or more workweeks in the calendar year in which the leave is to be taken, or in the calendar year immediately preceding the year in which the leave is to be taken.

~~Federal law covers school districts that employ 50 or more employees for each working day during each of the 20 or more calendar work weeks during the year in which the leave is taken (or in the preceding calendar year).~~

~~State law covers school districts that employ 25 or more part time or full time employees for each working day during 20 or more calendar work weeks during the year in which the leave is to be taken (or in the preceding calendar year).~~

Eligibility

FMLA applies to employees who have worked for the district for at least 12 months (not necessarily consecutive) and worked for at least 1,250 hours during the 12-month period immediately preceding the start of the leave.

An employee who has previously qualified for and has taken some portion of FMLA leave may request additional FMLA leave within the same leave year. In such instances, the employee need not requalify as an eligible employee, if the additional leave applied for is in the same leave year and for the same condition.

OFLA applies to employees who work an average of 25 hours or more per week during the 180 calendar days or more immediately prior to the first day of the start of the requested leave.¹ For parental leave purposes, an employee becomes eligible upon completing at least 180 days immediately preceding the date on which the parental leave begins. There is no minimum average number of hours worked per week when determining employee eligibility for parental leave.

¹The requirements of OFLA do not apply to any employer offering eligible employees a nondiscriminatory cafeteria plan, as defined by section 125 of the Internal Revenue Code of 1986, which provides as one of its options employee leave at least as generous as the leave required by OFLA.

An employee who has previously qualified for and has taken some portion of OFLA leave, may request additional OFLA leave within the same leave year. In such instances, the employee must requalify as an eligible employee for each additional leave requested unless one of the following exceptions apply:

1. A female employee who has taken 12 weeks of pregnancy disability leave need not requalify leave in the same leave year for any other purpose;
2. An employee who has taken 12 weeks of parental leave need not requalify to take an additional 12 weeks in the same leave year for sick child leave; and
3. An employee granted leave for a serious health condition for the employee or a family member need not requalify if additional leave is taken in the same leave year for the same reason.

OMFLA applies to employees who work an average of at least 20 hours per week. There is no minimum number of days worked when determining employee eligibility for OMFLA.

In determining if an employee has been employed for the preceding 180 calendar days, when applicable, the employer must consider days, e.g., paid or unpaid, an employee is maintained on payroll for any part of a work week. Full-time public school teachers who have been maintained on payroll by a district for 180 consecutive calendar days are thereafter deemed to have been employed for an average of at least 25 hours per week during the 180 days immediately preceding the start date of the OFLA leave. This provision is eligible for rebuttal if, for example, the employee was on a nonpaid sabbatical.

In determining average workweek, the employer must count the actual hours worked using the Fair Labor Standards Act (FLSA) guidelines.

Federal law applies to employees who have worked for the district for at least 12 months and for at least 1250 hours during the year preceding the start of the leave. State law generally applies to employees who work an average of 25 hours or more per week for the district during the 180 days or more immediately prior to the first day of the start of the requested leave. Oregon Military Family Leave Act (OMFLA) applies to employees who work an average of at least 20 hours per week. For parental leave purposes, an employee becomes eligible upon completing at least 180 days immediately preceding the date on which the parental leave begins. There is no minimum average number of hours worked per week when determining employee eligibility for parental leave.

In determining that an employee has been employed for the preceding 180 calendar days, the employer must count the number of days an employee is maintained on the payroll, including all time paid or unpaid. If an employee continues to be employed by a successor in interest to the original employer, the number of days worked are counted as continuous employment by a single employer. In determining 25-hour average work week, the employer must count the actual hours worked using guidelines set out pursuant to the Fair Labor Standards Act.

Qualifying Reason

Eligible employees may access FMLA leave for the following reasons:

1. Serious health condition of the employee or the employee's covered family member:
 - a. Inpatient care;

- b. Continuing treatment;
- c. Chronic conditions;
- d. Permanent, long-term or terminal conditions;
- e. Multiple treatments;
- f. Pregnancy and prenatal care.

2. Parental leave² (separate from eligible leave as a result of a child's serious health condition):

- a. Bonding with and care for the employee's newborn (within 12 months following birth);
- b. Bonding with and care for a newly adopted or newly placed foster child under the age of 18 (within 12 months of placement);
- c. Care for a newly adopted or newly placed foster child over 18 years of age who is incapable of self-care because of a physical or mental impairment (within 12 months of placement);
- d. Time to effectuate the legal process required for placement of a foster child or the adoption of a child.

3. Military Caregiver Leave: leave for the care for spouse, son, daughter, or next-of-kin who is a covered servicemember/veteran with a serious injury or illness.

4. Qualifying Exigency Leave: leave arising from the foreign deployment of the employee's spouse, son, daughter or parent.

Eligible employees may access OFLA for the following reasons:

5. Serious health condition of the employee or the employee's covered family member:

- a. Inpatient care;
- b. Continuing treatment;
- c. Chronic conditions;
- d. Permanent, long-term, or terminal conditions;
- e. Multiple treatments;
- f. Pregnancy and prenatal care.

6. Parental leave (separate from eligible leave as a result of the child's serious health condition):

- a. Bonding with and care for the employee's newborn (within 12 months following birth);
- b. Bonding with and care for a newly adopted or newly placed foster child under the age of 18 (within 12 months of placement);

²Parental leave must be taken in one continuous block of time within 12 months of the triggering event.

- c. Care for a newly adopted or newly placed foster child over 18 years of age who is incapable of self-care because of a physical or mental impairment (within 12 months of placement);
- d. Time to effectuate the legal process required for placement of a foster child or the adoption of a child.

7. Sick Child Leave: Leave for non-serious health conditions of the employee's child.

8. Bereavement Leave: Leave related to the death of a covered family member.³

Eligible employees may access OMFLA for the purpose of spending time with a spouse or domestic partner who is in the military and has been notified of an impending call or order to active duty, or who has been deployed during a period of military conflict.

The eligibility of an employee who takes multiple leaves for different qualified reasons during the same district designated leave period may be reconfirmed at the start of each qualified leave requested.

Definitions

1. Family member:

- a. For the purposes of FMLA, "family member" means:
 - (1) Spouse⁴;
 - (2) Parent;
 - (3) Child; or
 - (4) Persons who are "in loco parentis".
- b. For the purposes of OFLA, "family member" means:
 - (1) Spouse;
 - (2) Registered, domestic partner;
 - (3) Parent;
 - (4) Parent-in-law;
 - (5) Parent of employee's registered, domestic partner;
 - (6) Child;
 - (7) Child of employee's registered, domestic partner;
 - (8) Grandchild;
 - (9) Grandparent; or
 - (10) Persons who are "in loco parentis".

³Bereavement leave under OFLA must be completed within 60 days of when the employee received notice of the death.

⁴"Spouse" means individuals in a marriage, including "common law" marriage and same-sex marriage. For OFLA, spouse also includes same-sex individuals with a Certificate of Registered Domestic Partnership.

2. Child:

- a. For the purposes of FMLA, “child” means a biological, adopted, or foster child, a stepchild, a legal ward or a child of a person standing “in loco parentis”, who is either under the age of 18, or who is 18 years of age or older and who is incapable of self-care because of a physical or mental impairment.
- b. For the purposes of Military Caregiver Leave and Qualifying Exigency Leave under FMLA, “child” means the employee’s son or daughter on covered active duty regardless of that child’s age.
- c. For the purposes of OFLA, “child” means a biological, adopted, foster child, or stepchild of the employee, the child of the employee’s domestic partner, or a child with whom the employee is or was in a relationship of “in loco parentis”.
- d. For the purposes of parental and sick child leave under OFLA, the child must be under the age of 18 or an adult dependent child substantially limited by a physical or mental impairment.

3. In loco parentis:

- a. For the purposes of FMLA, “in loco parentis” means persons with day-to-day responsibility to care for and financially support a child, or, in the case of an employee, who had such responsibility for the employee when the employee was a child. A biological or legal relationship is not necessary.
- b. For the purposes of OFLA, “in loco parentis” means person in the place of the parent having financial or day-to-day responsibility for the care of a child. A legal or biological relationship is not required.

4. Next of kin:

- a. For the purposes of FMLA and Military Caregiver Leave under FMLA, “next of kin” means the nearest blood relative other than the servicemember’s spouse, parent, son, or daughter in the following order of priority (unless otherwise designated in writing by the servicemember):
- b. Blood relatives who have been granted legal custody of the servicemember by court decree or statutory provisions;
- c. Brothers or sisters;
- d. Grandparents;
- e. Aunts and uncles; and
- f. First cousins.

5. Covered servicemembers:

For the purposes of Military Caregiver Leave under FMLA, “covered servicemember” means a current member of the Armed Forces, including a member of the National Guard or Reserves, who is receiving medical treatment, recuperation, or therapy, or is in outpatient status, or is on the temporary disability retire list for a serious injury or illness.

6. Covered veteran:

For the purposes of Military Caregiver Leave under FMLA, “covered veteran” means a veteran who is undergoing medical treatment, recuperation or therapy for a serious injury or illness provided he or she was:

- a. A member of the Armed Forces (including a member of the National Guard or Reserves);
- b. Discharged or released under conditions other than dishonorable; and
- c. Discharged within the five year period before the eligible employee first takes FMLA, Military Caregiver Leave.

“Child” For the purpose of taking parental leave under state law, means a biological, adopted, foster, or stepchild of the employee, or a child with whom the employee is or was in a relationship of *in loco parentis*. A legal or biological relationship is not required. The child must be under 18 years of age or may be 18 years of age or older if incapable of self-care due to mental or physical disability.

“Contingency operation” is a military operation that:

1. Is designated by the Secretary of Defense as an operation in which members of the Armed Forces are or may become involved in military actions, operations, or hostilities against an enemy of the United States or against an opposing military force.
2. Results in the call or order to, or retention on, activity duty of members of the uniformed services under section 688, 12301(a), 12302, 12304, 12305, or 12406 of Title 10 of the United States Code, chapter 15 of Title 10 of the United States Code, or any other provision of law during a war or during a national emergency declared by the President or Congress.

“Covered active duty” means:

1. In the case of a member of a regular component of the Armed Forces, duty during the deployment of the member with the Armed Forces to a foreign country.
2. In the case of a member of a reserve component of the Armed Forces, duty during the deployment of the member with the Armed Forces to a foreign country under a call or order to active duty under a provision of law referred to in section 101(a)(13)(B) of Title 10, United States Code.

“Covered servicemember” means:

1. A member of the Armed Forces, including a member of the National Guard or Reserves, who is undergoing medical treatment, recuperation, or therapy; is otherwise in outpatient status; or is otherwise on the temporary disability retired list, for a serious injury or illness.
2. A veteran who is undergoing medical treatment, recuperation, or therapy for a serious injury or illness and who was a member of the Armed Forces, including a member of the National Guard or Reserves, at any time during the period of five years preceding the date on which the veteran undergoes that medical treatment, recuperation, or therapy.

“Family member,” for purposes of FMLA and OFLA leave, means a(n):

1. Spouse.
 2. Child of the employee (biological, adopted, foster, or stepchild, a legal ward, or child of the employee standing *in loco parentis*).
 3. Custodial parent.
 4. Noncustodial parent.
 5. Biological parent.
 6. Adoptive parent.
 7. Stepparent or foster parent.
 8. Individual who was *in loco parentis* to the employee when the employee was a child.
- Additionally, when defining “family member” under OFLA, this definition includes a:
9. Grandparent.
 10. Grandchild.
 11. Parent in law or the parent of an employee’s registered domestic partner.

For OFLA purposes of a serious health condition, an employee’s child in any of these categories may be either a minor or an adult child at the time serious health condition leave is taken.

“Next of kin” means the nearest blood relative of the eligible employee.

“Serious Health Condition,” under federal law means an illness, injury, impairment, or physical or mental condition that involves:

1. Any period of incapacity or treatment in connection with or consequent to inpatient care (i.e., an overnight stay) in a hospital, hospice, or residential medical care facility.

2. ~~Any period of incapacity requiring absence from work, school, or other regular daily activities of more than three calendar days, that also involves continuing treatment by (or under the supervision of) a health care provider.~~
3. ~~Continuing treatment by (or under the supervision of) a health care provider for a chronic or long-term health condition that is incurable or so serious that, if not treated, would likely result in a period of incapacity of more than three calendar days.~~
4. ~~Illness, disease, or condition that is terminal, requires constant care, and poses an imminent danger of death.~~
5. ~~Disability due to pregnancy, childbirth, or prenatal care.~~

~~Subject to certain conditions, the continuing treatment requirement may be met by a period of incapacity of more than three consecutive calendar days, combined with at least two visits to a health care provider or one visit and a regimen of continuing treatment, or incapacity due to pregnancy, or incapacity due to a chronic condition. Other conditions may meet the definition of continuing treatment.~~

~~An employee is unable to perform the functions of the position when the health care provider finds that the employee is unable to work at all or is unable to perform any of the essential functions of the employee's position within the meaning of the Americans with Disabilities Act of 1990 and Americans with Disabilities Act Amendments Act of 2008 (ADA) federal regulations. The district has the option, in requiring medical verification from a health care provider, to provide a statement of the essential functions of the employee's position for the provider to review.~~

~~A "serious health condition" under state law means an illness, injury, impairment, or physical or mental condition of an employee or family member that:~~

1. ~~Requires inpatient care in a hospital, hospice, or residential medical care facility such as a nursing home. When a family member resides in a long-term residential care facility, leave shall apply only to:~~
 - a. ~~Transition periods spent moving the family member from one home or facility to another, including time to make arrangements for such transitions.~~
 - b. ~~Transportation or other assistance required for a family member to obtain care from a physician.~~
 - c. ~~Serious health conditions as described in this regulation.~~
2. ~~The treating health care provider judges to pose an imminent danger of death, or that is terminal in prognosis with a reasonable possibility of death in the near future.~~
3. ~~Requires constant or continuing care such as home care administered by a health care professional.~~
4. ~~Involves a period of incapacity. "Incapacity" is the inability to perform at least one essential job function, or to attend school, or perform regular daily activities for more than three consecutive calendar days and any subsequent required treatment or recovery period relating to the same condition. This incapacity must involve:~~
 - a. ~~Two or more treatments by a health care provider.~~
 - b. ~~One treatment plus a regimen of continuing care.~~
5. ~~Results in a period of incapacity or treatment for a chronic serious health condition that requires periodic visits for treatment by a health care provider, continues over an extended period of time, and may cause episodic rather than a continuing period of incapacity such as asthma, diabetes, or epilepsy.~~
6. ~~Involves permanent or long-term incapacity due to a condition for which treatment may not be effective, such as Alzheimer's disease, a severe stroke, or terminal stages of a disease.~~
7. ~~Involves multiple treatments for restorative surgery or for a condition such as chemotherapy for cancer, physical therapy for arthritis, or dialysis for kidney disease, that if not treated, would likely result in incapacity of more than three days.~~
8. ~~Involves any period of disability of a female due to pregnancy or childbirth or period of absence for prenatal care.~~

~~"Serious injury or illness" for the purpose of caring for a covered servicemember means:~~

1. ~~In the case of a member of the Armed Forces, including a member of the National Guard or Reserves, an injury or illness incurred by the member in line of duty on active duty in the Armed Forces (or existed before the beginning of the member's active duty and was aggravated by service in the line of duty on active duty in the Armed Forces) and that may render the member medically unfit to perform the duties of the member's office, grade, rank, or rating.~~
2. ~~In the case of a covered veteran, an injury or illness that was incurred by the member in the line of duty, on active duty in the Armed Forces (or existed before the beginning of the member's active duty and was aggravated by service in the line of duty, on active duty in the Armed Forces) and manifested itself before or after the member became a veteran, and is:~~
 - a. ~~A continuation of a serious injury or illness that was incurred or aggravated when the covered veteran was a member of the Armed Forces and rendered the servicemember unable to perform the duties of the servicemember's office, grade, rank, or rating.~~
 - b. ~~A physical or mental condition for which the covered veteran has received a U.S. Department of Veterans Affairs Service-Related Disability Rating (VASRD) of 50 percent or greater, and such VASRD rating is based, in whole or in part, on the condition precipitating the need for military caregiver leave.~~
 - c. ~~A physical or mental condition that substantially impairs the covered veteran's ability to secure or follow a substantially gainful occupation by reason of a disability or disabilities related to military service, or would do so absent treatment.~~
 - d. ~~An injury, including a psychological injury, on the basis of which the covered veteran has been enrolled in the Department of Veterans Affairs Programs of Comprehensive Assistance for Family Caregivers.~~

Leave Period

For the purposes of calculating an employee's leave period, the district will use a "rolling" 12-month period measured backward from the date the employee uses any family and medical leave. The same method for calculating the 12-month period for FMLA and OFLA leave entitlement shall be used for all employees. However, in all instances, the leave period for the purposes of OMFLA and Military Caregiver Leave under FMLA shall be dependent on the start of any such leave regardless of the district's designated 12-month leave period described above.

Leave Duration

For the purposes of FMLA, an eligible employee is generally entitled to a total of 12 weeks of qualified leave during the district's designated leave period.⁵ Spouses who work for the district may be limited to a combined 12 weeks of FMLA leave during the district's designated leave period when the purpose of the leave is for the birth of a child or to care for a child after birth, placement of an adopted or foster child or the care for an adopted or foster child after placement, or care for the employee's parent's serious medical condition. Except in specific and unique instances, all qualified leave under FMLA counts toward an employee's leave entitlement within the district's designated leave period.

For the purposes of OFLA, an eligible employee is generally entitled to a total of 12 weeks of qualified leave during the district's designated leave period. However, a woman is entitled to an additional full 12 weeks of parental leave during the district's designated leave period following the birth of a child regardless of how much OFLA qualified leave she has taken prior to the birth of such child during the district's designated leave period. Likewise, an employee who uses the full 12 weeks of parental leave during the district designated leave period, will be entitled to an additional 12 weeks of sick child leave under OFLA during the district's designated leave period for the purpose of caring for a child(ren) with a non-serious health condition requiring home care.⁶ Unlike FMLA, OFLA does not combine the leave entitlement for spouses working for the district. However, under OFLA, family members who work for the district may be restricted from taking concurrent OFLA qualified leave.⁷

For the purposes of OMFLA, an eligible employee is entitled to 14 days of leave per call or order to active duty or notification of a leave from deployment. When an employee also meets the eligibility requirements of OFLA, the duration of the OMFLA leave counts toward that employee's leave entitlement during the district's designated leave period.

⁵An eligible employee taking Military Caregiver Leave under FMLA is entitled to up to 26 weeks of leave in the 12-month period beginning with the first day of such leave and regardless of any FMLA leave taken previously during the district's leave period. However, once the 12-month period begins for the purposes of Military Caregiver Leave under FMLA, any subsequent FMLA qualified leave, regardless of reason for such leave, will count toward the employee's 26-week entitlement under Military Caregiver Leave under FMLA.

⁶Sick child leave under OFLA need not be provided if another family member, including a noncustodial biological parent, is willing and able to care for the child.

⁷Exceptions to the ability to require family members from taking OFLA qualified leave at different times are when 1) employee is caring for the other employee who has a serious medical condition; 2) one employee is caring for a child with a serious medical condition when the other employee is suffering a serious medical condition; 3) each family member is suffering a serious medical condition; 4) each family member wants to take Bereavement Leave under OFLA; and 5) the employer allows the family members to take concurrent leave.

Except as otherwise noted above, qualified leave under FMLA and OFLA for an eligible employee will run concurrently during the district's designated leave period.

For the purpose of tracking the number of leave hours an eligible employee is entitled and/or has used during each week of the employee's leave, leave entitlement is calculated by multiplying the number of hours the eligible employee normally works per week by 12.⁸ If an employee's schedule varies from week-to-week, a weekly average of the hours worked over the 12 weeks worked prior to the beginning of the leave period shall be used for calculating the employee's normal workweek.⁹ If an employee takes intermittent or reduced work schedule leave, only the actual number of hours of leave taken may be counted toward the 12 weeks of leave to which the employee is entitled.

Purpose of Leave

Federal and state laws allow eligible employees to take FMLA or OFLA leave for the following purposes commonly referred to as parental leave, serious health condition leave, pregnancy disability leave, injured servicemember leave, military family leave, leave for the death of a family member, and sick child leave (sick child leave and death of a family member leave are OFLA only):

1. ~~Birth of the employee's child (eligibility expires 12 months after the birth).~~
2. ~~Placement of a child with the employee for adoption or foster care, or for bonding with a newly placed child, when the child is under 18 years of age (eligibility expires 12 months after placement), or when a child is older than 18 years of age if incapable of self-care because of mental or physical disability.~~
3. ~~Care of a family member with a serious health condition.~~
4. ~~Employee's own serious health condition.~~
5. ~~Eligible employees may take FMLA leave for a qualifying exigency while the employee's spouse, son, daughter, or parent is on covered active duty or called to covered active duty status during the deployment of the member with the Armed Forces to a foreign country. (CFR section 825.126(a)(1 and 2); Federal Register Vol. 78, No. 25, Page 8917).~~
6. ~~Injured Servicemember Leave allows an employee leave to care for a covered servicemember who is the employee's spouse, son, daughter, parent, or next of kin, who has been injured in the line of duty as a member of the Armed Forces.~~
7. ~~State law allows employees to take leave for the care of a sick or injured child who requires home care but is not suffering from a serious health condition. The district is not required to grant leave for routine medical or dental appointments.~~
8. ~~State law allows employees to take leave for the death of a family member to attend the funeral or alternative to a funeral of the family member, make arrangements necessitated by the death of the family member, or grieve the death of the family member.~~
9. ~~Military Family Leave allows leave for a spouse of a military servicemember per each deployment of the spouse when the spouse has either been notified of an impending call to activity duty, has been ordered to activity duty, or has been deployed or on leave from deployment (OFLA).~~

Length of Leave

~~An employee eligible for FMLA leave under federal law is entitled to a total of 12 work weeks of leave during any 12-month period for the purposes specified above. A married couple who is eligible and works for the district only may take a combined total of 12 work weeks of leave if the leave is taken to care for a parent with a serious health condition or if the leave is for the birth of a child or the placement of a child for adoption or foster care.~~

~~There will be occasions when a married couple employed by the district will not have to share the 12-week allotment of leave. This situation arises where an employee is eligible for both FMLA and OFLA or just OFLA leave and the employee is taking leave to care for a newborn with a serious health condition.~~

~~An employee eligible for Military Caregiver Leave is entitled to a total of 26 work weeks of leave to care for a covered servicemember during a single 12-month period. The 12-month period begins when the Military Caregiver Leave begins.~~

~~An employee eligible for OFLA leave under state law is entitled to a total of 12 work weeks of leave during any 12-month period for the purposes specified above. The 14 work days of leave provided by the Oregon Military Family Leave Act (OMFLA) and the two work weeks of leave provided for the death of a family member are part of the 12 weeks. Two or more family members who are eligible and who both work for the district may not take OFLA leave at the same time unless:~~

1. ~~One employee needs to care for another employee who is a family member and who is suffering from a serious health condition.~~
2. ~~One employee needs to care for a child suffering from a serious health condition while another employee who is a~~

⁸For example, an employee normally employed to work 30 hours per week is entitled to 12 times 30 hours, or a total of 360 hours of leave.

⁹For example, an employee working an average of 25 hours per week is entitled to 12 times 25 hours, or a total of 300 hours of leave.

family member, is also suffering from a serious health condition.

3. ~~Both family members are suffering from a serious health condition.~~
4. ~~The employees are taking leave for the death of a family member.~~
5. ~~The concurrent leave in such instances is permitted by the district.~~

In addition to the 12 work weeks of family leave authorized above, under state law a female eligible employee may take an additional 12 work weeks of leave within any one year period for an illness, injury, or condition related to pregnancy or childbirth that disables the employee from performing her work duties. An employee who takes 12 work weeks of OFLA leave for parental leave also may take up to an additional 12 work weeks of sick child leave within the same leave year. If the employee uses less than 12 work weeks of parental leave, however, no additional sick child leave is available, except for the balance of the initial 12 weeks. The employee may also use this balance for any OFLA leave purpose.

A female employee may take up to 36 weeks of OFLA leave in one leave year, but only under the following circumstances:

1. ~~The female employee takes 12 weeks of pregnancy disability leave; followed by~~
2. ~~Twelve weeks of parental leave; followed by~~
3. ~~Twelve weeks of sick child leave.~~

A male employee may take up to 24 weeks of OFLA leave in one year, but only under the following circumstances:

1. ~~The male employee takes 12 weeks of parental leave; followed by~~
2. ~~Twelve weeks of sick child leave.~~

Parental leave must be taken in one uninterrupted period—unless the employer approves otherwise—and must be completed within 12 months of the birth, adoption, or placement of the child. An exception must be made to allow parental leave to effectuate adoption or foster placement of the child. Such leave need not be taken in one, uninterrupted period with any additional parental leave.

The birth, adoption, or foster placement of multiple children at one time entitles the employee to take only one 12-week period of parental leave.

Sick child leave need not be provided if another family member, including a noncustodial biological parent, is willing and able to care for the child.

For the purpose of intermittent leave, leave entitlement is calculated for an employee by multiplying the number of hours the employee normally works per week by 12. (For example, an employee normally employed to work 30 hours per week is entitled to 12 times 30 hours, or a total of 360 hours OFLA leave.) If an employee's schedule varies from week to week, a weekly average of the hours worked over the 12 weeks worked prior to the beginning of the leave period shall be used for calculating the employee's normal workweek. (For example, an employee working an average of 25 hours per week is entitled to 12 times 25 hours, or a total of 300 hours OFLA leave.) If an employee takes intermittent or reduced work schedule OFLA leave, only the actual number of hours of leave taken may be counted toward the 12 weeks of OFLA leave to which the employee is entitled. An employee, who has previously qualified for and taken some portion of OFLA leave, may request additional OFLA leave within the same leave year. The employee must requalify as an eligible employee for each additional leave requested unless one of the following exceptions apply:

1. ~~A female employee who has taken 12 weeks of pregnancy disability leave need not requalify for 12 weeks in the same leave year for any other purpose.~~
2. ~~An employee who has taken 12 weeks of parental leave does not need to requalify to take an additional 12 weeks in the same leave year for sick child leave.~~
3. ~~An employee granted leave for a serious health condition for the employee or a family member need not requalify if additional leave is taken in this leave year for the same reason.~~

For situations where time off is covered by OFLA, but not covered by FMLA leave (e.g., the employer has 25 to 49 employees; or the leave taken is for a sick child or for serious health condition of parents in law or the parents of the employee's registered domestic partner, grandparent, or grandchild) the employer:

1. ~~May allow an exempt employee with accrued paid leave to take OFLA leave in blocks of less than the employee's full day. For these purposes, an exempt employee is a salaried executive, administrative or professional employee under the federal Fair Labor Standards Act or the state minimum wage and overtime laws.~~
2. ~~May not reduce the salary of an exempt employee who does not have or has run out of accrued paid leave and takes intermittent leave in blocks of less than the employee's full day. To do so would result in the loss of exemption under state law.~~

The requirements of OFLA do not apply to any employer offering eligible employees a nondiscriminatory cafeteria plan, as defined by section 125 of the Internal Revenue Code of 1986, which provides as one of its options employee leave at least as generous as the leave required by OFLA.

An employee, who has previously qualified for and taken some portion of FMLA leave, may request additional FMLA leave within the same leave year. The employee need not requalify as an eligible employee if the additional leave applied for is in the same leave year and for the same condition.

Intermittent Leave and ~~Alternate Duty~~

With the exception of parental leave which must be taken in one continuous block of time, an eligible employee is permitted under FMLA and OFLA to take intermittent leave for any qualifying reason.

Intermittent leave is taken in multiple blocks of time (i.e., hours, days, weeks) rather than in one continuous block of time and/or requires a modified or reduced work schedule.

When OFLA leave is not covered by FMLA (e.g., the employer has 25 to 49 employees, the leave is taken for a sick child, for the serious health condition of a parent-in-law, for the serious health condition of a registered domestic partner, for the serious health condition of a registered domestic partner's parents, or for the death of a family member), the employer:

1. May allow an exempt employee, as defined by state and federal law, with accrued paid time off to take OFLA leave in blocks of less than a full day; but
2. May not reduce the salary of an employee who is taking intermittent leave when they do not have accrued paid leave available. To do so would result in the loss of exemption under state law.

An employee's FMLA and/or OFLA intermittent leave time is determined by calculating the difference between the employee's normal work schedule and the number of hours the employee actually works during the leave period. The result of such calculation is credited against the eligible employee's leave entitlement.

Holidays or days in which the district is not in operation, are not counted against the eligible employee's intermittent OFLA leave period unless the employee was scheduled and expected to work on any such day.

Alternate Work Assignment

The district may transfer an employee recovering from a serious health condition to an alternate position which accommodates the serious health condition provided:

1. The employee accepts the position voluntarily and without coercion;
2. The transfer is temporary, lasts no longer than necessary and has equivalent pay and benefits;
3. The transfer is compliant with any applicable collective bargaining agreement;
4. The transfer is compliant with state and federal law, including but not limited to the protections provided for in FMLA and/or OFLA; and

5. The transfer is not used to discourage the employee from taking FMLA and/or OFLA leave for a serious health condition or to create a hardship for the employee.

The district may transfer an eligible employee who is on a foreseeable intermittent FMLA and/or OFLA leave to another position with the same or different duties to accommodate the leave, provided:

6. The employee accepts the transfer position voluntarily and without coercion;
7. The transfer is temporary, lasts no longer than necessary and has equivalent pay and benefits;
8. The transfer is compliant with any applicable collective bargaining agreements;
9. The transfer is compliant with state and federal law, including but not limited to the protections provided in FMLA and/or OFLA;
10. The transfer to an alternate position is used only when there is no other reasonable option available that would allow the employee to use intermittent leave or reduced work schedule; and
11. The transfer is not used to discourage the employee from taking intermittent or reduced work schedule leave, or to create a hardship for the employee.

If an eligible employee is transferred to an alternative position, and as a result the employee works fewer hours than the employee was working in the original position, the employee's FMLA and/or OFLA leave time is determined by calculating the difference between the employee's normal work schedule and the number of hours the employee actually works during the leave period. The result of such calculation is credited against the eligible employee's leave entitlement.

When an employee is transferred to alternate position as described above but such transfer does not result in a reduced schedule, time worked in any such alternate position shall not be considered for the purpose of FMLA and/or OFLA leave. An employee working in an alternate position retains the right to return to the employee's original position unless all FMLA and/or OFLA leave taken in that leave year plus the period of time worked in the alternate position exceeds 12 weeks.

~~An employer may transfer an employee on intermittent FMLA/OFLA leave or a reduced work schedule into an alternate position with the same or different duties to accommodate the leave, provided the following exist:~~

- ~~1. The employee accepts the transfer position voluntarily and without coercion.~~
- ~~2. The transfer is temporary, lasts no longer than necessary to accommodate the leave, and has equivalent pay and benefits.~~
- ~~3. The transfer is compliant with applicable collective bargaining agreements, as well as with state and federal law, providing all the employee protections found in FMLA regulations 29 CFR Part 825.~~
- ~~4. Transfer to an alternate position is used only when there is no other reasonable option available that would allow the employee to use intermittent leave or reduced work schedule.~~
- ~~5. The transfer is not used to discourage the employee from taking intermittent or reduced work schedule leave or to create a hardship for the employee.~~

An employee transferred, as provided in 1. 5. above, to an alternate position for the purpose of a reduced work schedule, must be returned to the employee's former position.

FMLA/OFLA leave time for an employee on intermittent leave or a reduced work schedule is the difference between the number of hours the employee normally works and the number of hours the employee actually works during the intermittent leave or reduced work schedule. Holidays or days in which the employer's business is not in operation are not counted toward intermittent or reduced work schedule FMLA/OFLA leave unless the employee was scheduled and expected to work on the holiday.

The district may transfer an employee recovering from a serious health condition to an alternate position that accommodates the serious health condition provided:

1. The employee accepts the position voluntarily and without coercion.
2. The transfer is temporary, lasts no longer than necessary, and has equivalent pay and benefits.
3. The transfer is compliant with applicable collective bargaining agreements, as well as with state and federal law, providing all the employee protections found in FMLA regulations 29 CFR Part 825.
4. The transfer is not used to discourage the employee from taking OFLA leave for a serious health condition or to create a hardship for the employee.

An employee is not on FMLA/OFLA leave if the employee has been transferred, as provided in section 1. 3. above, to an alternate position for the purpose of alternate work duties that the employee is able to perform within the limitations of the employee's own serious health condition, but not requiring a reduced workweek. An employee working in an alternate position retains the right to return to the employee's original position unless all FMLA/OFLA leave taken in that leave year plus the period of time worked in the alternate position exceed 12 weeks.

An alternate position accommodating an employee's serious health condition may result in the employee working fewer hours than the employee worked in the original position. The employee's FMLA/OFLA leave is the difference between the number of hours the employee worked in the original position and the number of hours the employee actually works in the alternate position. Intermittent leave for school teachers is subject to special rules.

The district recognizes that state law will not always reduce the employee's FMLA 12 workweek entitlement (i.e., leave to care for a parent in law or sick child leave).

Special Rules for ~~Teachers~~ School Employees

For the purposes of FMLA, "school employee" means those whose principal function is to teach and instruct students in a class, a small group, or an individual settlement. Athletic coaches, driving instructors and special assistants, such as interpreters for the hearing impaired, are included in this definition. This definition does not apply to teacher assistants or aides, counselors, psychologists, curriculum specialists, cafeteria workers, maintenance workers, or bus drivers.

For the purposes of OFLA, "school employee" means employees employed principally as instructors in public kindergartens, elementary schools, secondary schools, or education service districts.

FMLA and/or OFLA leave that is taken for a period that ends with the school year and begins with the next semester is considered consecutive rather than intermittent. In any such situation, the eligible school employee will receive any benefits during the break period that employees would normally receive if they had been working at the end of the school year.

1. Foreseeable Intermittent Leave Exceeding 20 Percent of Working Days

When the qualified leave is foreseeable, will encompass more than 20 percent of the eligible school employee's regular work schedule during the leave period, and the purpose of such leave is to care for a family member with a serious medical condition, for a servicemember with a serious medical condition, or because of the employee's own serious medical condition, the district may require the eligible school employee to:

- a. Take leave for a period or periods of a particular duration, not greater than the duration of the planned treatment; or
- b. Temporarily transfer the eligible school employee to an alternate position for which the employee is qualified, which has equivalent pay and benefits and which better accommodates recurring periods of leave than the employee's original position.

2. Limitation on Leave Near the End of the School Year

When an eligible school employee requests leave near the end of the school year, the district may require the following:

- a. When the qualified leave begins more than five weeks before the end of the school year:
 - (1) For the purposes of FMLA leave, the eligible school employee may be required to continue taking leave until the end of the school year provided:
 - (a) The leave will last at least three weeks; and
 - (b) The employee would return to work during the three-week period before the end of the term.
 - (2) For the purposes of OFLA leave, if the reason for the leave is because of the eligible school employee's own serious health condition, the eligible school employee may be required to remain in leave until the end of the school year, provided:
 - (a) The leave will last at least three weeks; and
 - (b) The employee's return to work would occur within three weeks of the end of the school year.
- b. For the purposes of FMLA and/or OFLA leave, when the qualified leave begins within five weeks of the end of the school year and the purpose of such leave is parental leave, for the serious health condition of a family member, or for the serious health condition of a servicemember, the eligible school employee may be required to remain on leave until the end of the school year provided:
 - (1) The leave will last more than two weeks; and
 - (2) The employee would return to work during the two-week period before the end of the school year.
- c. For the purposes of FMLA and/or OFLA leave, when the qualified leave begins within three weeks of the end of the school year and the purpose of such leave is parental leave, for the serious health condition of a family member or for the serious health condition of a servicemember, the eligible school employee may be required to remain on leave until the end of the school year provided the length of the leave will last more than five working days.
- d. If the district requires an eligible school employee to remain on leave until the end of the school year as described above, additional leave required by the employer until the end of the school year shall not count against the eligible school employee's leave entitlement.

Special rules apply if leave is requested to be taken near the end of a semester.

1. Under OFLA leave, if a teacher requests, in advance, leave for a serious health condition and the teacher will be absent more than 20 percent of the total number of working days during the period over which the leave would be taken, the employer may require the teacher to elect one of the following options:
 - a. To take family leave for one uninterrupted period of time as necessary to complete medical treatment. (School holidays and school vacation days are not counted as family leave.);
 - b. To transfer temporarily into an available alternative position that better accommodates periodic absences or recurring periods of leave.
2. Under FMLA leave, if a teacher begins leave more than five weeks before the end of the academic term because of the teacher's own serious health condition, the employer may require the teacher to remain on leave until the end of the term if:
 - a. The family leave is at least three weeks long; and
 - b. The teacher's return to work would occur within three weeks of the end of the term.
3. If a teacher begins FMLA or OFLA leave within five weeks of the end of the academic term because of parental leave, the serious health condition of a family member, or to care for a covered servicemember, the employer may require the teacher to remain on family leave through the end of the term if:
 - a. The leave is at least two weeks long; and
 - b. The teacher's return would occur within the last two weeks of the term.
4. If a teacher begins family leave within three weeks of the end of the academic term because of parental leave, to care for a family member with a serious health condition, or to care for a covered servicemember, and the leave is greater than five working days, the employer may require the teacher to remain on family leave until the end of the term.
5. If a teacher takes FMLA/OFLA leave to the end of the school year and continues the leave at the beginning of the next school term, the leave is consecutive rather than intermittent leave.
 - a. The period between the end of the school term and the beginning of the next school term, when a teacher would not have been required to report for duty, is not counted against the teacher's FMLA/OFLA leave entitlement.
 - b. A teacher on FMLA/OFLA leave at the end of the school term must be provided with the same benefits during the period between school terms that the teacher would normally receive if no FMLA/OFLA leave were taken.
6. If a teacher is required by the employer to remain on leave to the end of the academic term, only the period of leave the teacher requested shall be charged against the teacher's FMLA/OFLA leave entitlement.
7. Nothing in FMLA/OFLA rules prohibits the employer from allowing the teacher to work as a substitute or in some other paid capacity during the weeks prior to the end of term under 3. or 4. above.
8. Full-time employees covered by OFLA rules, and who have been maintained on the payroll by a school district during 180 consecutive calendar days, are thereafter deemed to have been employed by that school district for an average of at least 25 hours per week during the 180 days immediately preceding the date any OFLA leave begins.

Calculating the 12-Month Period for Leave

The district will use the same method for calculating the 12-month period in which the 12-work-week FMLA and OFLA leave entitlement occurs for all employees. The district will use a "rolling" 12-month period measured backward from the date the employee uses any family and medical leave.

Leave to care for covered servicemembers has its own 12-month year beginning on the first day of leave regardless of the district's method of calculating the 12-month period for leave.

Paid/Unpaid Leave

FMLA and OFLA do not require the district to pay an eligible employee who is on a qualified leave. Subject to any related provisions in any applicable collective bargaining agreement, the district requires the eligible employee to use any available accrued sick leave, vacation, or personal leave days (or other available paid time established by Board policy(ies) and/or collective bargaining agreement) in the order specified by the district and before taking FMLA and/or OFLA leave without pay during the leave period.

The district will notify the eligible employee that the requested leave has been designated as FMLA and/or OFLA leave and, if required by the district, that available accrued paid leave shall be used during the leave period. In the event the district is aware of an OFLA or FMLA qualifying exigency, the district shall notify the eligible employee of its intent to designate the leave as such regardless of whether a request has been made by the eligible employee. Such

notification will be given to the eligible employee prior to the commencement of the leave or within two working days of the employee's notice of an unanticipated or emergency leave, whichever is sooner.

When the district does not have sufficient information to make a determination of whether the leave qualifies as FMLA or OFLA leave, the district will provide the required notice promptly when the information is available but no later than two working days after the district has received the information. Oral notices will be confirmed in writing no later than the following payday. If the payday is less than one week after the oral notice is given, written notice will be provided no later than the subsequent payday.

Eligible employees who request OMFLA leave shall not be required to use any available accrued paid time off during the OMFLA leave period.

~~Family leave under federal and state law is generally unpaid. The district requires the employee to use any accrued paid leave during FMLA/OFLA designation, including personal and sick leave or accrued vacation leave before taking FMLA and/or OFLA leave without pay for the leave period. FMLA and OFLA leave entitlements generally run concurrently along with any eligible paid leave. The district determines the order in which the paid leave is used pursuant to bargaining agreements. The district will notify the employee that the requested leave has been designated as FMLA and/or OFLA leave and, if required by the district, that accrued paid leave shall be used during the leave period. In the event the district is aware of an OFLA or FMLA qualifying exigency, the district shall notify the employee of the intent to designate the leave as such, regardless of whether a request has been made by the employee. Such notification will be given to the employee prior to the commencement of the leave or within two working days of the employee's notice of an unanticipated or emergency leave. When the district does not have sufficient information to make a determination of whether the leave qualifies as FMLA or OFLA leave, the district will provide the required notice promptly when the information is available, but no later than two working days after the district has received the information. Oral notices will be confirmed in writing no later than the following payday. If the payday is less than one week after the oral notice is given, written notice will be provided no later than the subsequent payday.~~

Benefits and Insurance

Continuation of Health Insurance Benefits

When an eligible employee returns to work following a FMLA or OFLA qualified leave, the employee must be reinstated to the same position the employee held when the leave commenced, or to an equivalent position with equivalent benefits, pay, and other terms and conditions of employment.

During an OFLA qualified leave an eligible employee does not accrue seniority or other benefits that would have accrued while the employee was working. The eligible employee is also subject to layoff to the same extent similarly situated employees not taking OFLA leave are subject unless the terms of an applicable collective bargaining agreement, other agreement, or the district's policies provide otherwise.

For the purposes of FMLA and OFLA, the district will continue to pay the employer portion of the eligible employee's group health insurance contribution (if applicable) during the qualified leave period. The eligible employee is required to pay the employee portion of any such group health insurance contribution as a condition of continued coverage.

For the purposes of FMLA qualified leave, the district's obligation to maintain the employee's group health insurance coverage will cease if the employee's contribution is remitted more than 30 calendar days late. The district will provide written notice that the premium payment is more

than 30 calendar days late. Such notice will be provided within 15 calendar days before coverage is to cease.

For the purposes of OMFLA, the eligible employee is entitled to a continuation of benefits.

~~Under federal and state law, group health insurance benefits and premium payments must be continued on the same basis as coverage would have been provided and premiums paid if the employee had been continuously employed during the leave period. The district will continue to pay the district's contribution toward the employee's premiums. The employee will continue to pay the employee's share of premiums, if any. A 30-day grace period will be allowed for receipt of employee contributions. The district's obligation to maintain the employee's benefits will cease if the employee's contribution is more than 30 days late. The district will provide written notice that the premium payment is more than 30-calendar days late. Such notice will be provided within 15-calendar days before coverage is to cease.~~

~~In the event the district is required to pay or elects to pay any part of the costs of providing health, disability, life, or other insurance coverage for an employee during the period of FMLA or OFLA leave that should have been paid by the employee, the district may deduct, on the employee's return to work, such amounts from the employee's pay as have been advanced.~~

~~In no event may the total deducted exceed 10 percent of the employee's gross pay each pay period.~~

Return to Work

~~After leave, granted under federal and state law, an employee is generally entitled to be returned to the same position the employee held when leave commenced or to an equivalent position with equivalent benefits, pay, and other terms and conditions of employment unless otherwise excepted by law.~~

Fitness-for-Duty Certification

Prior to the reinstatement of an employee following a leave which was the result of the employee's own serious health condition, the district may require the employee to obtain and present a Fitness-for-Duty Certification. The certification will specifically address the employee's ability to perform the essential functions of the employee's job as they relate to the health condition that was the reason for the leave. If the district is going to require a fitness-for-duty certification upon return to work, the district must notify the employee of such requirement when the leave is designated as FMLA and/or OFLA leave. Failure to provide the certification may result in a delay or denial of reinstatement.

For the purposes of FMLA qualified leave, any costs associated with obtaining the fitness-for-duty certification shall be borne by the employee.

For the purposes of OFLA qualified leave, any out-of-pocket costs associated with obtaining the fitness-for-duty certification shall be borne by the district.

If the leave is qualified under both FMLA and OFLA, any out-of-pocket costs associated with obtaining the fitness-for-duty certification shall be borne by the district.

~~If the leave, including intermittent leave, was required for the employee's own serious health condition, the district may require the employee to obtain and present a fitness-for-duty certification from the health care provider that the employee is able to resume work. The certification will specifically address the employee's ability to perform the essential functions of the employee's job as they relate to the health condition that was the reason for the leave. If the district is going to require a fitness-for-duty certification upon return to work, the district must notify the employee of such requirement when the leave is designated as FMLA/OFLA leave. The district is responsible for any co-pay or other out-of-pocket costs incurred by the employee in providing certification. Failure to provide the fitness-for-duty certification may result in delay or denial of reinstatement.~~

Application

Under federal and state law, an eligible employee requesting FMLA and/or OFLA leave shall provide at least 30 days' notice prior to the leave date, if the leave is foreseeable. The notice shall be written and include the anticipated start date, duration, and reasons for the requested leave. When appropriate, the eligible employee must make a reasonable effort to schedule treatment, including intermittent leave and reduced leave, so as not to unduly disrupt the operation of the district.

The district may request additional information to determine that the requested leave qualifies as FMLA and/or OFLA leave. The district may designate the employee as provisionally on FMLA and/or OFLA leave until sufficient information is received to properly make a determination. An eligible employee able to give advance notice of the need to take FMLA and/or OFLA leave must follow the employer's known, reasonable, and customary procedures for requesting any kind of leave.

For the purposes of FMLA, if advance notice is not possible, an employee eligible for FMLA leave must provide notice as soon as practicable. "As soon as practicable," for the purpose of FMLA leave, means the employee must comply with the employer's normal call-in procedures except in limited and under unique circumstances. Failure of an employee to provide the required notice for FMLA leave may result in the district delaying the employee's leave up to 30 days after the notice is ultimately given.

For the purposes of OFLA, an eligible employee is required to provide oral or written notice within 24 hours of commencement of the leave in unanticipated or emergency leave situations. The employee may designate a family member or friend to notify the district during that period. Failure of an employee to provide the required notice for leave covered by OFLA may result in the district deducting up to three weeks from the employee's unused OFLA leave in that one-year leave period. The employee may be subject to disciplinary action for not following the district's notice procedures.

When an employee fails to give advance notice for both the FMLA and OFLA above, the district must choose the remedy that is most advantageous to the employee.

In all cases, proper documentation must be submitted no later than three working days following the employee's return to work.

~~Under federal and state law, an employee requesting FMLA and/or OFLA leave shall provide at least 30 days notice prior to the leave date if the leave is foreseeable. The notice shall be written and include the anticipated start, duration and reasons for the requested leave. The employee must make a reasonable effort to schedule treatment, including intermittent leave and reduced leave, so as not to unduly disrupt the operation of the district.~~

~~When an employee is able to give advance notice and requests leave, an employer may request additional information to determine that the leave qualifies for designation as FMLA/OFLA leave. The employer may designate the employee as provisionally on FMLA/OFLA leave until sufficient information is received to make a determination. An employee able to give advance notice of the need to take FMLA/OFLA leave must follow the employer's known, reasonable, and customary procedures for requesting any kind of leave.~~

~~If advance notice is not possible, for example due to a change in circumstances or medical emergency, an employee eligible for FMLA leave must provide notice as soon as practicable. "As soon as practicable," under federal law, means the employee generally must comply with the employer's normal call-in procedures. An employee eligible for OFLA leave is required, under state law, to provide oral or written notice within 24 hours in unanticipated or emergency leave situations. The employee may~~

~~designate a family member or friend to notify the district during that period of time. In either case, proper documentation must be submitted no later than three working days following the employee's return to work. Failure of an employee to provide the required notice for FMLA leave may result in the district delaying the employee's leave for up to 30 days after the notice is ultimately given. Failure of an employee to provide the required notice for leave covered by OFLA may result in the district deducting up to three weeks from the employee's unused OFLA leave in that one-year leave period. The employee may be subject to disciplinary action for not following the district's notice procedures.~~

Medical Certification

The district shall require an eligible employee to provide medical documentation, when appropriate, to support the stated reason for such leave. The district will provide written notification to an employee of this requirement within five working days of the employee's request for leave. If the employee provides less than 30 days' notice, the employee is required to submit such medical certification no later than 15 calendar days after receipt of the district's notification that medical certification is required.

~~When the employee provides 30 or more days notice when applying for FMLA and/or OFLA leave, other than for parental leave, employees shall be required to provide medical documentation when appropriate to support the request for leave. The district will provide written notification to employees of this requirement within five working days of employee's request for leave. If the employee provides less than 30 days notice, the employee is required to submit such medical certification no later than 15 calendar days after receipt of the district's notification that medical certification is required.~~

The district may request re-certification of a condition when the minimum duration of a certification expires if the employee still needs leave. If the certification does not indicate duration or indicates that it is ongoing, the district may request re-certification at least every six months in connection with an absence.

Under federal law, a second medical opinion may be required whenever the district has reason to doubt the validity of the initial medical opinion. The health care provider may be selected by the district. The provider shall not be employed by the district on a regular basis. Should the first and second medical certifications differ, a third opinion may be required. The district and the employee will mutually agree on the selection of the health care provider for a third medical certification. The third opinion will be final. Second and third opinions and the actual travel expenses for an employee to obtain such opinions will be paid for by the district.

Second and Third Opinions

For the purposes of FMLA, the district may designate a second health care provider, but that person cannot be utilized by the district on a regular basis except in rural areas where health care is extremely limited. If the opinions of the employee's and the district's designated health care provider(s) differ, the district may require a third opinion at the district's expense. The third health care provider must be designated or approved jointly by the employee and the district. This third opinion shall be final and binding.

For the purposes of OFLA, and except for leave related to sick child leave under OFLA, the district may require the employee to obtain a second opinion from a health care provider designated by the district. If the first and second verifications differ, the employer may require the two health care providers to jointly designate a third health care provider for the purpose of providing a verification. This third verification shall be final and binding.

~~Under state law, if an employee requests OFLA leave because of a serious health condition, the district may require a second opinion and designate the health care provider. The provider may not be employed by the district. Should the two opinions conflict, the district may require a third opinion and that the two providers designate the third health care provider. The third opinion will be final. Second and third opinions and the actual travel expenses for the employee to obtain such opinions will be paid for by the district.~~

~~An employer may not delay the taking of OFLA leave in the event that medical certification is not received prior to the commencement of leave taken subject to the timelines set forth in this regulation. The employer may designate the leave as provisionally approved subject to medical certification. The employer shall provide the employee with written notice of any requirement to provide medical certification of the need for leave and the consequences for failure to do so. The employee must be allowed a minimum of 15 days to provide medical certification.~~

~~If the employee elects or the district requires substitution of accrued sick leave, vacation, or other paid leave for unpaid leave pursuant to a collective bargaining agreement or other Board policy, the district will follow the medical documentation requirements of the applicable leave policy or contract provision whenever such requirements are more beneficial to the employee.~~

~~If an employee has taken sick child leave on all or any part of three separate days during a leave year, the employer may require medical certification on the fourth day or subsequent occurrence of sick child leave within that leave year. The employer must pay the cost of the medical certification not covered by insurance or other benefit plan. The opinion of the health care provider shall be binding. The employer may not require the employee to obtain a second opinion. The employer is not required to request medical certification for sick child leave exceeding three days and may make such requests at the employer's discretion.~~

Notification/Posted Notice

Any notice required by federal and state laws explaining employee rights and responsibilities will be posted in all staff rooms and the district office. Additional information may be obtained by contacting the human resources office. Individual FMLA/OFLA eligibility notice to an employee will follow federal and state requirements.

Record Keeping/

The district will maintain all records as required by federal and state laws including dates leave is taken by employees, identified separately from other leave; hours/days of leave; copies of general and specific notices to employees, including Board policy(ies) and regulations; premium payments of employee health benefits while on leave; and records of any disputes with employees regarding granting of leave.

Medical documentation will be maintained separately from personnel files as confidential medical records.

Federal vs. State Law

Both federal and state laws contain provisions regarding leave for family illness. Federal regulations state an employer must comply with both laws; that the federal law does not supersede any provision of state law that provides greater family leave rights than those established pursuant to federal law; and that **OFLA state** and **FMLA federal** leave entitlements run concurrently. State law requires that **FMLA federal** and **OFLA state** leave run concurrently when possible. For example, due to differences in regulations, an employee who takes **OFLA** leave after 180 days of employment, but before becoming eligible for FMLA leave, **one year** is still eligible to take a full 12 work weeks of **FMLA federal** leave after meeting FMLA's eligibility requirements. Thereafter, any eligible leave period will run concurrently, when appropriate.

~~the one year work requirement. After the first work year, leave will run concurrently.~~

EMPLOYEE RIGHTS AND RESPONSIBILITIES UNDER THE FAMILY AND MEDICAL LEAVE ACT

Basic Leave Entitlement

FMLA requires covered employers to provide up to 12 weeks of unpaid, job-protected leave to eligible employees for the following reasons:

- For incapacity due to pregnancy, prenatal medical care, or child birth;
- To care for the employee's child after birth, or placement for adoption or foster care;
- To care for the employee's spouse, son or daughter, or parent, who has a serious health condition; or
- For a serious health condition that makes the employee unable to perform the employee's job.

Military Family Leave Entitlements

Eligible employees with a spouse, son, daughter, or parent on covered active duty or call to covered active duty status may use their 12-week leave entitlement to address certain qualifying exigencies. Qualifying exigencies may include attending certain military events, arranging for alternative childcare, addressing certain financial and legal arrangements, attending certain counseling sessions, and attending post-deployment reintegration briefings.

FMLA also includes a special leave entitlement that permits eligible employees to take up to 26 weeks of leave to care for a covered servicemember during a single 12-month period. A covered servicemember is: (1) a current member of the Armed Forces, including a member of the National Guard or Reserves, who is undergoing medical treatment, recuperation or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness*; or (2) a veteran who was discharged or released under conditions other than dishonorable at any time during the five-year period prior to the first date the eligible employee takes FMLA leave to care for the covered veteran, and who is undergoing medical treatment, recuperation, or therapy for a serious injury or illness*.

***The FMLA definition of "serious injury or illness" for current servicemembers and veterans are distinct from the FMLA definition of "serious health condition".**

Benefits and Protections

During FMLA leave, the employer must maintain the employee's health coverage under any "group health plan" on the same terms as if the employee had continued to work. Upon return from FMLA leave, most employees must be restored to their original or equivalent positions with equivalent pay, benefits, and other employment terms.

Use of FMLA leave cannot result in the loss of any employment benefit that accrued prior to the start of an employee's leave.

Eligibility Requirements

Employees are eligible if they have worked for a covered employer for at least 12 months, have 1,250 hours of service over the previous 12 months, and if at least 50 employees are employed by the employer within 75 miles.

Definition of Serious Health Condition

A serious health condition is an illness, injury, impairment, or physical or mental condition that involves either an overnight stay in a medical care facility, or continuing treatment by a health care provider for a condition that either prevents the employee from performing the functions of the employee's job, or prevents the qualified family member from participating in school or other daily activities.

Subject to certain conditions, the continuing treatment requirement may be met by a period of incapacity of more than three consecutive calendar days combined with at least two visits to a health care provider or one visit and a regimen of continuing treatment, or incapacity due to pregnancy, or incapacity due to a chronic condition. Other conditions may meet the definition of continuing treatment.

Use of Leave

An employee does not need to use this leave entitlement in one block. Leave can be taken intermittently or on a reduced leave schedule when medically necessary.

Employees must make reasonable efforts to schedule leave for planned medical treatment so as not to unduly disrupt the employer's operations. Leave due to qualifying exigencies may also be taken on an intermittent basis.

Substitution of Paid Leave for Unpaid Leave

Employees may choose or employers may require use of accrued paid leave while taking FMLA leave. In order to use paid leave for FMLA leave, employees must comply with the employer's normal paid leave policies.

Employee Responsibilities

Employees must provide 30 days' advance notice of the need to take FMLA leave when the need is foreseeable. When 30 days' notice is not possible, the employee must provide notice as soon as practicable and generally must comply with an employer's normal call-in procedures.

Employees must provide sufficient information for the employer to determine if the leave may qualify for FMLA protection and the anticipated timing and duration of the leave. Sufficient information may include that the employee is unable to perform job functions, the family member is unable to perform daily activities, the need for hospitalization or continuing treatment by a health care provider, or circumstances supporting the need for military family leave. Employees also must inform the employer if the requested leave is for a reason for which FMLA leave was previously taken or certified. Employees also may be required to provide a certification and periodic recertification supporting the need for leave.

Employer Responsibilities

Covered employers must inform employees requesting leave whether they are eligible under FMLA. If they are, the notice must specify any additional information required as well as the employees' rights and responsibilities. If they are not eligible, the employer must provide a reason for the ineligibility.

Covered employers must inform employees if leave will be designated as FMLA-protected and the amount of leave counted against the employee's leave entitlement. If the employer determines that the leave is not FMLA-protected, the employer must notify the employee.

Unlawful Acts by Employers

FMLA makes it unlawful for any employer to:

- Interfere with, restrain, or deny the exercise of any right provided under FMLA; and
- Discharge or discriminate against any person for opposing any practice made unlawful by FMLA or for involvement in any proceeding under or relating to FMLA.

Enforcement

An employee may file a complaint with the U.S. Department of Labor or may bring a private lawsuit against an employer.

FMLA does not affect any Federal or State law prohibiting discrimination, or supersede any State or local law or collective bargaining agreement which provides greater family or medical leave rights.

FMLA section 109 (29 U.S.C. § 2619) requires FMLA covered employers to post the text of this notice. Regulations 29 C.F.R. § 825.300(a) may require additional disclosures.

For additional information:

1-866-4US-WAGE (1-866-487-9243) TTY: 1-877-889-5627

WWW.WAGEHOUR.DOL.GOV

U.S. Department of Labor | Wage and Hour Division

Basic Leave Entitlement

FMLA requires covered employers to provide up to 12 weeks of unpaid, job-protected leave to eligible employees for the following reasons:

- For incapacity due to pregnancy, prenatal medical care or child birth;
- To care for the employee's child after birth, or placement for adoption or foster care;
- To care for the employee's spouse, son or daughter, or parent, who has a serious health condition; or
- For a serious health condition that makes the employee unable to perform the employee's job.

Military Family Leave Entitlements

Eligible employees with a spouse, son, daughter, or parent on active duty or call to active duty status in the National Guard or Reserves in support of a contingency operation may use their 12-week leave entitlement to address certain qualifying exigencies. Qualifying exigencies may include attending certain military events, arranging for alternative childcare, addressing certain financial and legal arrangements, attending certain counseling sessions, and attending post-deployment reintegration briefings.

FMLA also includes a special leave entitlement that permits eligible employees to take up to 26 weeks of leave to care for a covered servicemember during a single 12-month period. A covered servicemember is a current member of the Armed Forces, including a member of the National Guard or Reserves, who has a serious injury or illness incurred in the line of duty on active duty that may render the servicemember medically unfit to perform his or her duties for which the servicemember is undergoing medical treatment, recuperation, or therapy; or is in outpatient status; or is on the temporary disability retired list.

Benefits and Protections

During FMLA leave, the employer must maintain the employee's health coverage under any "group health plan" on the same terms as if the employee had continued to work. Upon return from FMLA leave, most employees must be restored to their original or equivalent positions with equivalent pay, benefits, and other employment terms. Use of FMLA leave cannot result in the loss of any employment benefit that accrued prior to the start of an employee's leave.

Eligibility Requirements

Employees are eligible if they have worked for a covered employer for at least one year, for 1,250 hours over the previous 12 months, and if at least 50 employees are employed by the employer within 75 miles.

Definition of Serious Health Condition

A serious health condition is an illness, injury, impairment, or physical or mental condition that involves either an overnight stay in a medical care facility, or continuing treatment by a health care provider for a condition that either prevents the employee from performing the functions of the employee's job, or prevents the qualified family member from participating in school or other daily activities.

Subject to certain conditions, the continuing treatment requirement may be met by a period of incapacity of more than 3 consecutive calendar days combined with at least two visits to a health care provider or one visit and a regimen of continuing treatment, or incapacity due to pregnancy, or incapacity due to a chronic condition. Other conditions may meet the definition of continuing treatment.

Use of Leave

An employee does not need to use this leave entitlement in one block. Leave can be taken intermittently or on a reduced leave schedule when medically necessary. Employees must make reasonable efforts to schedule leave for planned medical treatment so as not to unduly disrupt the employer's operations. Leave due to qualifying exigencies may also be taken on an intermittent basis.

Substitution of Paid Leave for Unpaid Leave

Employees may choose or employers may require use of accrued paid leave while taking FMLA leave. In order to use paid leave for FMLA leave, employees must comply with the employer's normal paid leave policies.

Employee Responsibilities

Employees must provide 30 days advance notice of the need to take FMLA leave, when the need is foreseeable. When 30 days notice is not possible, the employee must provide notice as soon as practicable and generally must comply with an employer's normal call-in procedures.

Employees must provide sufficient information for the employer to determine if the leave may qualify for FMLA protection and the anticipated timing and duration of the leave. Sufficient information may include that the employee is unable to perform job functions, the family member is unable to perform daily activities, the need for hospitalization or continuing treatment by a health care provider, or circumstances supporting the need for military family leave.

Employees also must inform the employer if the requested leave is for a reason for which FMLA leave was previously taken or certified. Employees also may be required to provide a certification and periodic recertification supporting the need for leave.

Employer Responsibilities

Covered employers must inform employees requesting leave whether they are eligible under FMLA. If they are, the notice must specify any additional information required as well as the employees' rights and responsibilities. If they are not eligible, the employer must provide a reason for the ineligibility. Covered employers must inform employees if leave will be designated as FMLA-protected and the amount of leave counted against the employee's leave entitlement. If the employer determines that the leave is not FMLA-protected, the employer must notify the employee.

Unlawful Acts by Employers

FMLA makes it unlawful for any employer to:

- Interfere with, restrain, or deny the exercise of any right provided under FMLA;
- Discharge or discriminate against any person for opposing any practice made unlawful by FMLA or for involvement in any proceeding under or relating to FMLA.

Enforcement

An employee may file a complaint with the U.S. Department of Labor or may bring a private lawsuit against an employer.

FMLA does not affect any Federal or State law prohibiting discrimination, or supersede any State or local law or collective bargaining agreement that provides greater family or medical leave rights.

FMLA section 109 (29 U.S.C. § 2619) requires FMLA covered employers to post the text of this notice. Regulations 29 C.F.R. § 825.300(a) may require additional disclosures.



Corvallis
SCHOOL DISTRICT

XIII.G. Board Policy IIBGA—Electronic Communications System—Revised—
First Reading



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board

Prepared by: Kerry Richey

Meeting Date: March 1, 2018

NO ACTION REQUIRED

Board Policy and Administrative Regulation

Board Policy IIBGA—Electronic Communications System—Revised—First Reading
Administrative Regulation IIBGA-AR—Electronic Communications System—Revised—For Information

Background

In light of the increased use of personal electronic devices by staff in the classroom or otherwise, the Oregon Schools Boards Association has added additional information related to personal electronic devices and their use when related to educational purposes and student records.

This policy and administrative regulation are required.

Involvement

District staff.

Cost Impact

None.

Electronic Communications System

The Board is committed to the development and establishment of a quality, equitable, and cost effective electronic communications system. The system's sole purpose shall be for the advancement and promotion of learning and teaching.

The district's system will be used to provide statewide, national, and global communications opportunities for staff and students.

The superintendent will establish administrative regulations for the use of the district's system, including compliance with the following provisions of the Children's Internet Protection Act:

1. Technology protection measures installed and in continuous operation, that protect against Internet access by both adults and minors to visual depictions that are obscene, child pornography, or with respect to the use of the computers by minors, harmful to minors.
2. Educating minors about appropriate online behaviors, including cyberbullying awareness and response, and how to interact with other individuals on social networking sites and in chat rooms.
3. Monitoring the online activities of minors.
4. Denying access by minors to inappropriate matter on the Internet and World Wide Web.
5. Ensuring the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications.
6. Prohibiting the unauthorized access, including so-called "hacking" and other unlawful activities by minors online.
7. Prohibiting unauthorized disclosure, use, and dissemination of personal information regarding minors.
8. Installing measures designed to restrict minors' access to materials harmful to minors.

The superintendent will establish administrative regulations for use of the district's system by staff using their own personal electronic devices to download and store district proprietary information including personally identifiable information about the district students or staff. Regulations shall ensure compliance with privacy rights under applicable federal and state laws and regulations, including but not limited to the Age Discrimination in Employment Act of 1967, the Americans with Disabilities Act, the Genetic Information Nondiscrimination Act of 2008, and

the Health Insurance Portability and Accountability Act of 1996.

The administrative regulations will be consistent with sound guidelines as may be provided by the education service district, the Oregon Department of Education, and/or the Government Standards and Practices Commission and will include a complaint procedure for reporting violations.

The superintendent also will establish administrative regulations for use of the district's electronic communications system to comply with copyright law.

Failure to abide by district policy and administrative regulations governing use of the district's system may result in the suspension and/or revocation of system access. Additionally, student violations will result in discipline up to and including expulsion. Staff violations also will result in discipline up to and including dismissal. Violations of law will be reported to law enforcement officials and may result in criminal or civil sanctions. Fees, fines, or other charges may also be imposed.

END OF POLICY

Legal References:

ORS 30.765	ORS 167.080	ORS 339.250
ORS 133.739	ORS 167.087	ORS 339.260
ORS 163.435	ORS 167.090	ORS 339.270
ORS 164.345	ORS 167.095	OAR 581-021-0050
ORS 164.365	ORS Chapter 192	OAR 581-021-0055
ORS 167.060	ORS 332.107	OAR 584-020-0040
ORS 167.065	ORS 336.222	OAR 584-020-0041
ORS 167.070		

Children's Internet Protection Act, 47 U.S.C. Sections 254 (h) and (l) (2008); 47 CFR Section 54.520 (2001).

Copyrights, Title 17, as amended, United States Code; 19 CFR Part 133 (2000).

Oregon Attorney General's Public Records and Meetings Manual, pp. 24-26, Appendix H, Department of Justice (2001).

Safe and Drug-Free Schools and Communities Act, 20 U.S.C. Sections 7101-7117.

Drug-Free Workplace Act of 1988, 41 U.S.C. Sections 701-707; 34 CFR Part 85, Subpart F. Controlled Substances Act, 21 U.S.C. Section 812, schedules I through V, 21 CFR 1308.11-1308.15 (2000).

Drug-Free Schools and Communities Act Amendments of 1989, P.L. 101-226, 103 Stat. 1928. Americans with Disabilities Act of 1990, 42 U.S.C. Sections 12101-12213; 29 CFR Part 1630 (2000); 28 CFR Part 35 (2000).

Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g; 34 CFR Part 99 (2000). Oregon Government Standards and Practices Commission, Advisory Opinion No. 98A-1003 (July 9, 1998).

Every Student Succeeds Act, 42 U.S.C. §§ 11431-11435 (2015).

No Child Left Behind Act of 2001, P.L. 107-110, Title II, Section 2441.



Corvallis
SCHOOL DISTRICT

XIII.H. Administrative Regulation IIBGA-AR—Electronic Communications
System—Revised—For Information

Electronic Communications System

Definitions

- A. “Technology protection measure,” as defined by the Children’s Internet Protection Act (CIPA) means a specific technology that blocks or filters Internet access to visual depictions that are:
1. Obscene, as that term is defined in Section 1460 of Title 18, United States Code;
 2. Child pornography, as that term is defined in Section 2256 of Title 18, United States Code; or
 3. Harmful to minors.
- B. “Harmful to minors” as defined by CIPA means any picture, image, graphic image file, or other visual depiction that:
1. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;
 2. Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, an actual or simulated normal or perverted sexual act, or a lewd exhibit of the genitals; and
 3. Taken as a whole, lacks serious literary, artistic, political, or scientific value to minors.
- C. “Sexual act, sexual contact” as defined by CIPA have the meanings given such terms in Section 2246 of Title 18, United States Code.
- D. “Minor” as defined by CIPA means an individual who has not attained the age of 17. For the purpose of Board policy and this administrative regulation, minor will include all students enrolled in district schools.
- E. “Inappropriate matter” as defined by the district means material that is inconsistent with general public education purposes, the district’s mission, and goals.
- F. “District proprietary information” is defined as any information created, produced, or collected by district staff for the business of education purposes of the district, including but not limited to student information, staff information, parent or patron information,

curriculum, forms, and like items used to conduct the district's business.

G. "District software" is defined as any commercial or staff developed software acquired using district resources.

H.F. "District system" includes those systems hosted by or accessed through the district (e.g., e-mail, network, and databases), as well as systems we contract through third party vendors (e.g., Linn Benton Lincoln Education Service District applications, Google).

General District Responsibilities

The district will:

A. Designate staff as necessary to ensure coordination and maintenance of the district's electronic communications system that includes all district computers, e-mail, and Internet access.

B. Provide staff training in the appropriate use of the district's system including copies of district policy and administrative regulations. Staff will provide similar training to authorized system users.

C. Provide a system for authorizing staff use of personal electronic devices to download or access district proprietary information that ensures the protection of said information and ensures its removal from the device when its use is no longer authorized.

D. Provide a system for obtaining prior written agreement from staff for the recovery of district proprietary information downloaded to staff personal electronic devices as necessary to accomplish district purposes, obligations or duties, and when the use on the personal electronic device is no longer authorized, to ensure verification that information downloaded has been properly removed from the personal electronic device.

E.G. Cooperate fully with local, state, or federal officials in any investigation relating to misuse of the district's system.

F.D. Use only properly licensed software, audio, or video media purchased by the district or approved for use by the district. The district will comply with the requirements of law regarding the use, reproduction, and distribution of copyrighted works and with applicable provisions of use or license agreements.

G.E. Install and use desktop and/or server virus detection and removal software.

H.F. Provide technology protection measures that protect against Internet access by both adults and minors to visual depictions that are obscene, child pornography; or with respect to the use of computers by minors, harmful to minors. An administrator, supervisor, or other individual authorized by the superintendent may disable the technology protection measures to enable access for bona fide research or other lawful purposes, as deemed

appropriate.

- ~~I~~**G.** Prohibit access by minors, as defined by CIPA and this regulation, to inappropriate matter on the Internet ~~and World Wide Web.~~
- ~~J~~**H.** Provide staff supervision to monitor the online activities of students to prevent unauthorized access, including “hacking” and other unlawful activities online, and ensure the safety and security of minors when authorized to use e-mail, chat rooms, and other forms of direct electronic communication.
- ~~K~~**I.** Provide student education about appropriate online behavior, including cyberbullying awareness and response, and how to interact with other individuals on social networking and social media websites and in chat rooms.
- ~~L~~**J.** Determine which users and sites accessible as part of the district's system are most applicable to the curricular needs of the district and may restrict user access, accordingly.
- ~~M~~**K.** Determine which users will be provided access to the district's e-mail system.
- ~~N~~**L.** Notify appropriate system users that:
 - 1. The district retains ownership and control of its computers, hardware, software, and data at all times. All communications and stored information transmitted, received, or contained in the district's information system are the district's property and are to be used for authorized purposes only. Use of district equipment or software for unauthorized purposes is strictly prohibited. To maintain system integrity, monitor network etiquette, and ensure that those authorized to use the district's system are in compliance with Board policy, administrative regulations and law, school administrators may routinely review user files and communications. The district will inform system users that files and other information, including e-mail, generated or stored on district servers are not private and may be subject to such monitoring.
 - 2. Files and other information, including e-mail, sent or received, generated, or stored on district servers are not private and may be subject to monitoring. By using the district's system, individuals consent to have that use monitored by authorized district personnel. The district reserves the right to access and disclose, as appropriate, all information and data contained on district computers and **the** district-owned e-mail system.
 - 3. The district may establish a retention schedule for the removal of e-mail.
 - 4. E-mail sent or received by a Board member or employee in connection with the transaction of public business may be a public record and subject to state archivist rules for retention and destruction.

5. Information and data entered or stored on the district's computers and e-mail system may become discoverable evidence if a public records request is made or a lawsuit is filed against the district. "Deleted" or "purged" data from district computers or e-mail system may be retrieved for later public records disclosure or disciplinary purposes, as deemed necessary by the district.
 6. The district may set quotas for system disk usage. The district may allow system users to increase their quota by submitting a written request to the supervising teacher or system coordinator stating the need for the increase.
 7. Transmission of any materials regarding political campaigns is prohibited. Providing general information is permitted, without advocacy for a position or candidate.
- OM.** Ensure all staff and non-district system users complete and sign an agreement to abide by the district's electronic communications policy and administrative regulations. All such agreements will be maintained on file in the information services office. Internet and e-mail accounts are authorized and issued by virtue of a student's status as a currently enrolled student in the district. It is only by permission granted signed by parent or guardian that the student will be provided access to an Internet or e-mail account. All such agreements are maintained electronically through the student information system. ~~will be maintained on file in the school office.~~

System Access

- A. Access to the district's system is authorized to ~~students with parent approval, and when under the direct supervision of staff,~~ students with parent acknowledgement and when under the direct supervision of staff; as well as Board members, district employees, district volunteers, district contractors, or other members of the public as authorized by the system coordinator or district administrators consistent with the district's policy governing use of district equipment and materials.
- B. Students, staff, Board members, volunteers, district contractors, and other members of the public may be permitted to use the district's system for personal use, in addition to official district business, consistent with Board policy, general use prohibitions/guidelines/etiquette, and other applicable provisions of this administration regulation. Personal use of district-owned computers, including Internet and e-mail access by employees, is prohibited if it interferes with the employee's duties during the employee's work hours. Additionally, Board member and employee use of district-owned computers may be permitted only when such use does not violate the provisions of ORS 244.040 and use is under the conditions that access is provided to the general public under the district's policy governing use of district equipment and materials.

General Use Prohibitions/Guidelines/Etiquette

Operation of the district's system relies upon the proper conduct and appropriate use of system users. Students, staff, and others granted system access are responsible for adhering to the following prohibitions and guidelines that require legal, ethical, and efficient utilization of the district's system.

A. Prohibitions

The following conduct is strictly prohibited:

1. Attempts to use the district's system for:
 - a. Unauthorized solicitation of funds;
 - b. Distribution of chain letters;
 - c. Unauthorized sale or purchase of merchandise and services;
 - d. Collection of signatures;
 - e. Membership drives; and
 - f. Transmission of any materials regarding political campaigns.
2. Attempts to upload, download, use, reproduce, or distribute information, data, software, or ~~file~~ share music, videos, or other materials on the district's system in violation of copyright law or applicable provisions of use or license agreements.
3. Attempts to degrade, disrupt, or vandalize ~~the~~ district's equipment, software, materials, or data or those of any other user of the district's system or any of the agencies or other networks connected to the district's system.
4. Attempts to evade, change, or exceed resource quotas or disk usage quotas.
5. Attempts to send, intentionally access, or download any ~~text~~ file or picture or engage in any communication that includes material that may be interpreted as:
 - a. Harmful to minors;
 - b. Obscene or child pornography as defined by law or indecent, vulgar, profane, or lewd as determined by the district;
 - c. A product or service not permitted to minors by law;
 - d. Harassment, intimidation, menacing, threatening, or constitutes insulting or fighting words, the very expression of which injures or harasses others;
 - e. A likelihood that, either because of its content or the manner of distribution, it will cause a material or substantial disruption of the proper and orderly operation of the school or school activity;
 - f. Defamatory, libelous, reckless, or maliciously false, potentially giving rise to civil liability, constituting or promoting discrimination, a criminal offense, or otherwise violates any law, rule, regulation, Board policy, and/or administrative regulation.

6. Attempts to gain unauthorized access to any service via the district's system that has a cost involved or attempts to incur other types of costs without specific approval. The user accessing such services will be responsible for these costs.
7. Attempts to post or publish personal student contact information unless authorized by the system coordinator or teacher and consistent with applicable Board policy pertaining to student directory and personally identifiable information. Personal contact information includes photograph; age; home, school, work, or e-mail addresses; phone numbers; or other unauthorized disclosure, use, and dissemination of personal information regarding students.
8. Attempts to arrange student meetings with anyone on the district system, unless authorized by the system coordinator or teacher and with prior parent approval.
- ~~8. Attempts to use the district's name in external communication forums such as chat rooms without prior district authorization.~~
9. Attempts to use another individual's account name or password, or access restricted information, resources, or networks to which the user has not been given access permission.

B. Guidelines/Etiquette

Appropriate system use etiquette is expected of all users and is explained in district training sessions and as described in the Student Responsible Use of Technology Handbook ~~Network Use Handbook~~.

Complaints

Complaints regarding use of the district's Electronic Communications System may be made to the teacher, principal, employee's supervisor, or system coordinator. The district's established complaint procedure will be used for complaints concerning violations of the district's Electronic Communications System policy and/or administrative regulation. See Board policy KL and accompanying administrative regulation.

Violations/Consequences

A. Students

1. Students who violate general system user prohibitions shall be subject to discipline up to and including expulsion and/or revocation of district system access up to and including permanent loss of privileges.
2. Violations of law will be reported to law enforcement officials and may result in criminal or civil sanctions.

3. Disciplinary action may be appealed by parents, students, and/or a representative in accordance with established district procedures.

B. Staff

1. Staff who violate general system user prohibitions shall be subject to discipline up to and including dismissal in accordance with Board policy, collective bargaining agreements, and applicable provisions of law.
2. Violations of law will be reported to law enforcement officials and may result in criminal or civil sanctions.
3. Violations of applicable Teacher Standards and Practices Commission (TSPC), Standards for competent and ethical performance of Oregon Educators will be reported to TSPC as provided by OAR 584-020-0041.
4. Violations of ORS 244.040 will be reported to Government Standards and Practices Commission.

C. Others

1. Other guest users who violate general system user prohibitions shall be subject to suspension of system access up to and including permanent revocation of privileges.
2. Violations of law will be reported to law enforcement officials or other agencies, as appropriate and may result in criminal or civil sanctions.

Telephone/Membership/Other Charges

- A. The district assumes no responsibility or liability for any membership or phone charges including, but not limited to, long distance charges, per minute (unit) surcharges and/or equipment or line costs incurred by any home usage of the district's system.
- B. Any disputes or problems regarding phone services for home users of the district's system are strictly between the system user and his/her local phone company and/or long distance service provider.

Information Content/Third Party Supplied Information

- A. System users and parents of student system users are advised that use of the district's system may provide **unintentional** access to materials that may be considered objectionable and inconsistent with the district's mission and goals. Parents should be aware of the existence of such materials and monitor their student's home usage of the district's system accordingly.

- B. Opinions, advice, services, and all other information expressed by system users, information providers, service providers, or other third party individuals are those of the providers and not the district.
- C. System users may, with supervising teacher or system coordinator approval, order services or merchandise from other individuals and agencies that may be accessed through the district's system. These individuals and agencies are not affiliated with the district. All matters concerning merchandise and services ordered including, but not limited to, purchase terms, payment terms, warranties, guarantees, and delivery are solely between the seller and the system user. The district makes no warranties or representation whatsoever with regard to any goods or services provided by the seller. District staff and administration shall not be a party to any such transaction or be liable for any costs or damages arising out of, either directly or indirectly, the actions or inactions of sellers.
- D. The district does not warrant that the functions or services performed by or that the information or software contained on the system will meet the system user's requirements or that the system will be uninterrupted or error-free or that defects will be corrected. The district's system is provided on an "as is, as available" basis. The district does not make any warranties, whether express or implied including, without limitation, those of merchantability and fitness for a particular purpose with respect to any services provided by the system and any information or software contained therein.

Corvallis School District 509J
Student Electronic Account Agreement Form

Student Name _____ Grade _____
 School _____

Parent or Guardian Section

I have read the district's Responsible Use of Technology Handbook (part of the Student/Parent Handbook) available on the district's web page at www.csd509j.net.

I hereby release the district, its personnel, and any institutions with which it is affiliated, from any and all claims and damages of any nature arising from my child's use of, or inability to use, the district system, including, but not limited to, claims that may arise from the unauthorized use of the system to purchase products or services. I understand that I can be held liable for damages caused by my child's intentional misuse of the system.

I have read the District's Student Electronic Use Handbook (part of the Student/Parent Handbook), online at: <https://dnn.csd509j.net/Portals/1/Publications%20and%20Reports/S-P%20Handbooks/2011-12%20SP%20Handbook%20English.pdf>

The Student Electronic Use Handbook is summarized on the back of this form. I hereby release the district, its personnel, and any institutions with which it is affiliated, from any and all claims and damages of any nature arising from my child's use of, or inability to use, the district system, including, but not limited to, claims that may arise from the unauthorized use of the system to purchase products or services. I understand that I can be held liable for damages caused by my child's intentional misuse of the system.

I will instruct my child regarding restrictions against accessing material that are in addition to the restrictions set forth in the Student Electronic Use Handbook. I also will emphasize to my child the importance of following the rules for personal safety.

I give permission for my child to access only those portions of the local and wide area network s (hereafter referred to as the "Network") connections that are approved by the Corvallis School District, and to use PED personal electronic devices only as approved by the district.

Parent or Guardian Signature _____ Date _____

Parent or Guardian Name Printed _____ Phone _____

Home Address _____

E-Mail _____

Student Section

I have read the District's Student Electronic Use Handbook, (site address above) and summary on the back of this form. I agree to follow the rules contained in this handbook. I understand that if I violate the rules my account can be terminated and I may face other disciplinary measures.

Student Signature _____ Date _____

Please return this completed form with registration materials to your student's school.

STAFF AGREEMENT FOR AN ELECTRONIC COMMUNICATIONS SYSTEM ACCOUNT

I have read the district's Electronic Communications System policy and administrative regulation and agree to abide by their provisions. I understand that violation of these provisions will result in suspension or revocation of system access and related privileges and/or referral to law enforcement officials.

I understand that I take responsibility for ensuring the confidentiality of information placed on the district system. This responsibility includes monitoring of shared rights and privileges, including but not limited to third party systems such as Google Apps for Education. If I do not understand how to protect confidential student information, I will notify my supervisor and seek training before proceeding.

In consideration for the privilege of using the district's Electronic Communications System and in consideration for having access to the public networks, I hereby release the district, its operators, and any institutions with which they are affiliated from any and all claims and damages of any nature arising from my use or inability to use the system including, without limitation, the type of damages identified in the district's policy and administrative regulation.

I understand that my district electronic communications are subject to public records law.

Signature: _____

Home Address: _____

Date: _____ Home Phone Number: _____

Assigned Username: first name last name

Initial Password: password (to be changed by user)

**AGREEMENT FOR AN ELECTRONIC COMMUNICATIONS SYSTEM ACCOUNT
(Non-District System User)**

I have read the district's Electronic Communications System policy and administrative regulation and agree to abide by their provisions. I understand that violation of these provisions may result in suspension or revocation of system access and related privileges and/or referral to law enforcement officials.

I understand that I take responsibility for ensuring the confidentiality of information placed on the district system. This responsibility includes monitoring of shared rights and privileges, including but not limited to third party systems such as Google Apps for Education. If I do not understand how to protect confidential student information, I will notify my supervisor and seek training before proceeding.

In consideration for the privilege of using the district's Electronic Communications System and in consideration for having access to the public networks, I hereby release the district, its operators, and any institutions with which they are affiliated from any and all claims and damages of any nature arising from my use or inability to use the system including, without limitation, the type of damages identified in the district's policy and administrative regulation.

I understand that my district electronic communications are subject to public records law.

Signature: _____

Home Address: _____

Date: _____ Home Phone Number: _____

Assigned Username: first name last name

Initial Password: password (to be changed by user)



Corvallis

SCHOOL DISTRICT

XIII.I. Board Policy ING—Animals in District Facilities—Revised—First
Reading



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board

Prepared by: Kerry Richey

Meeting Date: March 1, 2018

[NO ACTION REQUIRED](#)

Board Policy and Administrative Regulation

Board Policy ING—Animals in District Facilities—Revised—First Reading

Administrative Regulation ING-AR(2)—Assistance Animals in District Facilities—
Revised—For Information

Background

Following a recommendation from the Oregon School Boards Association (OSBA) litigation team and Property and Casualty Coverage for Education (PACE), OSBA has revised the Animals in District Facilities policy to limit animals in district facilities to only service animals (see definition footnoted in the policy), and animals that directly support academic content standards. Comfort and therapy animals are not allowed under this policy.

Both the policy and administrative regulation are considered optional.

Involvement

District staff.

Cost Impact

None.

Animals in District Facilities

Animals are generally prohibited on district property. Companion and comfort animals are generally not allowed.

However, permission may be obtained from the principal before animals are brought into the school for specified educational purposes. ~~Animals must be adequately cared for and appropriately secured.~~ Parents of students will be notified in advance of animals being brought into the classroom. Due to allergies or other concerns, parents may request a student be excused from handling or touching any animal. Only the teacher or students designated by the teacher are to handle the animals. If animals are to be kept in the classroom on days when classes are not in session, arrangements must be made for their care.

Service animals¹ serving staff or students with a disability must be approved by the human resources director before they are allowed in district facilities.

Approved animals must be adequately cared for and appropriately secured. Any unanticipated costs associated with the animal's presence on school property will be the responsibility of the animal's owner (i.e., flea treatments, false alarms, medical bills).

Animals, except those service animals serving persons with a disability, may not be transported on a school bus or in any district vehicles.

~~Animals serving persons with a disability would be an exception to this policy.~~

The district follows guidelines developed by the National Science Teachers Association (NSTA) and the National Association of Biology Teachers (NABT) with ~~in~~ regards to the inclusion of

¹The American with Disabilities Act definition of "service animal" means any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability.

Companion and comfort animals are not considered service animals. Other species of animals, whether wild or domestic, trained or untrained, are not service animals for the purposes of this definition.

The work or tasks performed by a service animal must be directly related to the individual's disability. Examples of work or tasks include, but are not limited to, assisting individuals who are blind or have low vision with navigation and other tasks; alerting individuals who are deaf or hard of hearing to the presence of people or sounds; providing non-violent protection or rescue work; pulling a wheelchair; assisting an individual during a seizure; alerting individuals to the presence of allergens; retrieving items such as medicine or the telephone; providing physical support and assistance with balance and stability to individuals with mobility disabilities; and helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors.

The crime deterrent effects of an animal's presence and the provision of emotional support, well-being, comfort, or companionship do not constitute work or tasks for the purposes of this definition.

The law and its regulations also make an allowance for miniature horses.

animals in the K-12 classroom. NSTA supports the decision of science teachers and their school or school district to integrate live animals and dissection in the K-12 classroom.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

[ORS 346.620](#)

[ORS 659A.400](#)

[OAR 581-053-0010](#)

[OAR 581-053-0230\(9\)\(j\)](#)

[OAR 581-053-0330\(1\)\(q\)](#)

[OAR 581-053-0430\(16\)](#)

[OAR 581-053-0531\(15\)](#)

Americans with Disabilities Act of 1990, 104 Stat. 327, 42 U.S.C. §§ 12101 et seq. 12213 (2006); 28 CFR §§ 35.104, 35.136 (2006).

Americans with Disabilities Act Amendments Act of 2008.



Corvallis
SCHOOL DISTRICT

XIII.J. Administrative Regulation ING-AR(2)—Assistance Animals in District
Facilities—Revised—For Information

Assistance Animals in District Facilities

If the animal is a service animal,¹ please answer the following questions.
~~Please provide the following information about the service animal.~~

1. Parent/staff and emergency contact information.

Staff name _____
Emergency contact information _____

Parent name _____
Student name _____
Emergency contact information _____

Date requested _____

2. Is the service animal required due to a disability? ☐ Yes ☐ No
3. What work or task has the service animal been trained to perform²? _____

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

¹The American with Disabilities Act definition of “service animal” means any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual or other mental disability. Companion and comfort animals are not considered service animals. Other species of animals, whether wild or domestic, trained or untrained, are not service animals for the purposes of this definition. The work or tasks performed by a service animal must be directly related to the individual’s disability. Examples of work or tasks include, but are not limited to, assisting individuals who are blind or have low vision with navigation and other tasks; alerting individuals who are deaf or hard of hearing to the presence of people or sounds; providing non-violent protection or rescue work; pulling a wheelchair; assisting an individual during a seizure; alerting individuals to the presence of allergens; retrieving items such as medicine or the telephone; providing physical support and assistance with balance and stability to individuals with mobility disabilities; and helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors. The crime deterrent effects of an animal’s presence and the provision of emotional support, well-being, comfort, or companionship do not constitute work or tasks for the purposes of this definition. The law and its regulations also make an allowance for miniature horses.

²The district may request this information if the nature of the work or task the assistance animal is trained, or is being trained to do or perform, is not readily apparent.



Corvallis
SCHOOL DISTRICT

XIII.K. Board Policy INI—Animal Dissection—Revised—First Reading



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Kerry Richey
Meeting Date: March 1, 2018

[NO ACTION REQUIRED](#)

Board Policy

Board Policy INI—Animal Dissection—Revised—First Reading

Background

The Teaching & Learning department has reviewed a number of policies for content and current practice. For Board policy INI—Animal Dissection, the Oregon School Boards Association recommends including additional notification language.

The district shall notify students who have dissection as part of their course work and the parents of those students about the provisions of this policy.

Involvement

District staff.

Cost Impact

None.

ANIMAL DISSECTION

District students in grades K through 12 may refuse to dissect any vertebrate or invertebrate animal. In addition, the student's parents may refuse to allow their student to participate in the dissection of animals. The district shall notify students who have dissection as part of their course work and the parents of those students about the provisions of this policy in advance of the dissection exercise.

The district shall allow the student to participate in an alternative exercise to demonstrate competency in the coursework. This exercise may include videos, DVDs, CD-Roms, films, computer programs, models, books, clay modeling, or transparencies.

A teacher may not discriminate against or lower the grade of a student for not participating in the dissection exercise, so long as the student participates in an alternative exercise that demonstrates competency.

END OF POLICY

Legal Reference(s):

ORS 332.107

SB 383 (Chapter 460), effective July 1, 2005



Corvallis
SCHOOL DISTRICT

XIII.L. Board Policy JCA—Student Transfers—Revised—First Reading



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board

Prepared by: Kerry Richey

Meeting Date: March 1, 2018

NO ACTION REQUIRED

Board Policy and Administrative Regulation

Board Policy JCA—Student Transfers—Revised—First Reading

Administrative Regulation—JCA-AR—Student Transfers—Revised—For Information

Background

Policy JCA—Student Transfers was updated to include the legal reference to the Every Student Succeeds Act of 2015 (ESSA).

Administrative regulation JCA-AR—Student Transfers was reviewed by the Teaching & Learning department and building principals for content and current practice.

Transfers requests for grades K-12 are made through our online process. The online process for the following school year opens on March 1 and closes on March 31. Students applying for transfers outside of the March time period are placed at the bottom of a waiting list (if any) in the order their applications are received.

Transfer requests made during the school year will be evaluated on a case-by-case basis. Both school administrators, parents, and the student will meet to discuss the reasons for requesting the transfer and weighing the benefits of the transfer for the student. The impact on school budgets, staffing, and programs is considered as these requests are processed.

For non-resident students, an interdistrict transfer form (from the resident district) must be completed, submitted, and approved by the resident school district in order to be released to attend Corvallis schools. Students receiving consent for admission may remain in the district until they finish the highest grade level in the school.

Involvement

District staff.

Cost Impact

None.

STUDENT TRANSFERS

The Board believes that every schools in the district offers a rich educational experience and that children have access to this through their boundary area school and district programs. The Board recognizes that some families may want to attend a school outside their boundary area. Families may utilize the transfer process set forth within the administrative regulations.

It is the Board's responsibility to maximize the educational value of all district resources and to offer all students a comprehensive and equitable education. The Board and superintendent are responsible for cultivating and maintaining a collaborative relationship among school administrators. Resources and guidance will be provided to maintain a healthy diversity of educational options while ensuring the economic viability of all schools.

A student attending a district school identified for school improvement, corrective action, or restructuring as provided by the Every Student Succeeds Act of 2015 (ESSA), ~~No Child Left Behind Act of 2001 (NCLBA)~~, will be allowed to transfer to a safe district school that has not been identified as a school in need of improvement. Transfer will be allowed no later than the first day of the school year following such identification. Transfer priority will be given to the lowest achieving students from low income families. As provided by law, lack of space will not be used as a determining factor for students requesting such transfers. All other transfer requests will be contingent upon adequate classroom space and staff. A student transferring for school improvement purposes will be permitted to remain in the receiving school until they he/she completes the highest grade in that school.

A student who becomes a victim of a violent criminal offense while in or on the grounds of a school the student attends, or any student attending a district school that is identified by the Oregon Department of Education (ODE) as persistently dangerous may, as required by the ESSA ~~NCLBA~~, transfer to a safe district school that is meeting adequate yearly progress standards as defined by law.

Students granted transfers will comply with the building and classroom rules of the receiving school.

The superintendent will develop transfer guidelines that balance the district's responsibility to ensure an equitable, high quality education for all students and financial stability for each school with the opportunity available for to families to select a school outside their attendance area.

END OF POLICY

Legal Reference(s):

ORS 329.485

ORS 332.107

OAR 581-021-0045

Every Student Succeeds Act, 42 U.S.C. §§ 11431-11435 (2015).

~~No Child Left Behind Act of 2001, P.L. 107-110, Title I, Section 1116 and Title IX, Section 9532~~



Corvallis
SCHOOL DISTRICT

XIII.M. Administrative Regulation—JCA-AR—Student Transfers—Revised—For
Information

Student Transfers

The district recognizes that families may have a variety of reasons for requesting a school transfer. Likewise, the district may choose to place students with specific educational needs at a school other than that of the student's neighborhood boundary. Based on this knowledge, the district ~~allows~~ ~~invites~~ families to request transfers with the following understanding:

- Parents will follow the process for requesting transfers described within this document.
- In most cases and unless specifically stated within this document, transportation ~~to~~ ~~receiving schools~~ is the responsibility of the family.

Timing

During the transfer request periods for grades K-12 online applications are ~~made~~ accessible via the district's website. If parents do not have access to an internet-accessible computer, they may utilize such equipment ~~necessary~~ at either individual school locations or the district office.

March 1—March 31. Transfers requests will be made for grades K-12 through the online process. The online process for the following school year will open on March 1 and close on March 31. Kindergartners requesting transfers are required to register at their neighborhood school by March 31. If the number of students seeking transfer exceeds the number of spaces available, an equitable lottery process will be used and a waiting list created.

Students applying for transfers outside of the **March 1-March 31** ~~time~~ period are placed at the bottom of the waiting list (if any) in the order their applications are received. No preferential treatment will be provided to in-district students ~~or siblings~~ applying after March 31, unless their sibling has been assigned by the district to a school other than their boundary area school for a specialized education program.

During the School Year. Transfer requests made during the school year will be evaluated on a case-by-case basis. Both school administrators, parents, and the student will meet to discuss the reasons for requesting the transfer and weighing the benefits of the transfer for the student. The impact on school budgets, staffing, and programs is considered as these requests are processed.

~~After March 31, the school district will review requests using the online process for transfer at the end of the grading period for elementary school or at the end of the first semester for secondary school students. The impact on school budgets, staffing, and programs is considered as these requests are processed. These will be evaluated on a case by-case basis and must be approved by the assistant superintendent. Transfer requests should be made at least ten days prior to the end of the grading period/semester.~~

The district reserves the right to make special placement decisions when warranted by special circumstances. As such, transfers initiated by school administrators, in conjunction with the assistant superintendent, may occur and become effective at any time during the school year.

Notification

Each school site, as well as the district office, will be actively involved in notifying parents and the community of the school attendance area and transfer policies and administrative rules. Information related to transfers is made available on the district's website.

Transfer Request Review Process

1. Applications will be processed ~~by~~ **at** the district level within **30 days** ~~two weeks~~ after the open transfer request period closes, unless the assistant superintendent determines there are special circumstances calling for a delay.
2. ~~District staff compare the number of requests to the estimated number of openings at each grade level at each facility.~~
 - ~~a. If requests do not exceed the number of available seats at a particular grade level at a particular facility, transfers typically are approved.~~
 - ~~b. If there are more students requesting to transfer into a school than there are spaces provided by the enrollment capacity, then a lottery will be used to select students and determine the order of a waiting list.~~
3. Students in specific/unique situations as described within this administrative regulation generally are considered exceptions to this process and will be granted transfers as noted.
4. When a lottery is necessary, each student applicant will be assigned a randomly generated number. Priority will be given to qualifying students in the following order.
 - a. Corvallis School District (CSD) students with siblings currently attending a transfer school and who will attend with the student already enrolled ~~will be placed first.~~
 - b. Other CSD students.
 - c. Non-CSD students seeking interdistrict transfer with siblings currently attending the CSD transfer school and who will attend with the student already enrolled.
 - d. Other non-CSD students seeking interdistrict transfer.
5. ~~Applicants will be arranged based on the total of their random number assignment plus weighting criteria.~~
6. Seats will be offered to applicants based on their priority ranking up to the number of available spots at each grade level for each facility. The remaining ranked list of applicants, if any, will serve as a ranked waiting list should future seats become available.
7. In the event that an elementary school exceeds capacity because of growth in the number of neighborhood students, or a secondary school exceeds the limit needed to balance student populations, the district may choose not to maintain a waiting list until such time when transfers will be accepted.

8. Multiple birth siblings (twins, triplets, etc.) are treated as individuals during the lottery process. If one sibling is offered a seat and the others are offered a position on the waiting list, parents may choose to accept the seat offered to one while the siblings remain at the neighborhood school. If parents decline the one seat, however, in preference of keeping the students together, all siblings then would be placed on the waiting list at the position held by the ~~next first~~ sibling not offered a position. ~~Should open seats become available, this process will repeat.~~
9. The district will notify families of their acceptance, denial, or wait-list status as soon as the ~~transfer request~~ lottery process has been completed.

Admission of Nonresident Students

Request for admission is made through the district's online transfer application process during the month of March. An interdistrict transfer form (from the resident district) must be completed, submitted, and approved by the resident school district in order for the student to be released to attend Corvallis schools. Admission must be approved by the assistant superintendent or designee. Decisions regarding transfer requests made by the assistant superintendent will be final.

Students receiving consent for admission may remain in the district until they finish the highest grade level in the school. The student will not need to seek permission more than once from the same district of origin to transfer to this district. When a student is promoted to a higher grade outside the attending school, the student may submit a new online transfer request for the next school level during the month of March.

The Board may deny regular school admission to nonresident students who are under expulsion from another district for a weapons policy violation.

~~Admission of nonresident students is contingent upon written consent of the affected school boards. Once offered a seat by the Corvallis School District, parents of students from outside the 509J district boundary area must also receive consent from their resident school district. Once approved by their local school district the interdistrict transfer request is reviewed by the appropriate 509J principal before being submitted to the assistant superintendent's office for final review and processing. (See also Board Policy JECB—Admission of Nonresident Students.) The Board may, based on district criteria, deny regular school admission to nonresident students who are under expulsion from another district.~~

Conditions of the Transfer and Revocation Process

1. Once approved, a transfer ordinarily ~~will~~ remains in effect until the student completes grade 5, 8, or 12 (the highest grade at that school). For intradistrict transfers, ~~if~~ when a student is promoted to a ~~higher~~ grade level outside the attending school, the student will enroll in the school in the attendance area in which his/her parents reside until a new transfer request is submitted and approved. Nonresident students may continue enrollment in the district but need to submit an online transfer request for approval to the next school level during the month of March.
2. Minimum standards for behavior and attendance must be maintained ~~in order~~ for a student to remain enrolled in the transfer school. Before revoking a transfer, the ~~current~~ transfer school principal will include the assistant superintendent and the principal of the home

school to discuss best placement. If a transfer is revoked, a nonresident student attending on an interdistrict transfer will be asked to return to their resident school district.

Administration will review behavior and attendance data for intradistrict and interdistrict transfer students during the school year. Behavior will be reviewed each semester (18 weeks) and attendance each quarter (nine weeks). Students will continue to qualify for their transfer status when the following criteria are met.

Attendance. Students must have 80 percent attendance each of the four quarters of the school year. Each quarter attendance will be reviewed, and if a student does not have 80 percent attendance, the student will be put on a nine-week probation period. After the probation, administration will again check attendance. If the student has 80 percent attendance, the student will be taken off probation. If the student does not have 80 percent attendance after the 90-day probation, the student's transfer will be revoked.

~~A student must maintain an average daily attendance rate of 94 percent. At the end of each semester, attendance will be reviewed and nonattendance warnings issued. Failure to maintain a 94 percent attendance rate in the following semester will result in revocation of the student's transfer request at the end of the semester.~~

Students with a chronic illness caused by a medical condition that has been verified by a medical professional are exceptions to this attendance requirement.

Behavior. A student shall comply with the district's policies, administrative regulations, school, and classroom rules. ~~Discipline violations resulting in a second suspension or expulsion will result in immediate revocation of the student's transfer request.~~

Level 1—For purposes of this transfer policy, if there is a major referral for any of the following offenses, the student will automatically be on probation for one calendar year from the date of the offense. If another offense happens during the calendar year, the student's transfer will be revoked. Nothing in this policy will limit school administrators from imposing other consequences as provided in school and district policies.

- Fighting.
- Weapons.
- Physical sexual offenses.
- Arson.
- Distribution of controlled substance.

Level 2—If there is a major referral for any of the following offenses, the student will automatically be put on a 90 calendar day probation (within the school year). If another major offense occurs during the 90-day probation, the student's transfer will be revoked.

- Possession of Drugs/Tobacco/Alcohol.
- Offensive language/actions against any protected group.
- Profanity directed toward a staff member.
- Harassment/bullying/intimidation in any form.

3. In the event an elementary school exceeds capacity because of growth in the number of neighborhood students, a previously approved transfer may be revoked before school starts or at the end of a school year. Transfers will be revoked first for interdistrict

students and their siblings, if applicable, and then for intradistrict students. Students (together with their siblings) who have exited a district program but who remain at that school will be the last to have their transfers revoked due to overcrowding. These students will be relocated to another district school.

4. Parents may request that a transfer be rescinded by submitting a written request to the building principal, which will then be submitted to the assistant superintendent's office for final review and processing.
 - a. Such requests will be effective at the end of the grading period for elementary school students and at the end of the semester for middle and high school students unless the assistant superintendent and the principals involved agree to implement the request sooner due to exceptional circumstances.
 - b. Transfers back to the home school during the school year will be subject to the enrollment capacity in a grade or at the school.
 - c. To ensure continuity for a student's education, the district reserves the right to deny more than one transfer request at each school level within a two-year period.
5. Students who transfer high schools will be eligible to participate in interscholastic athletics in accordance with procedures established by the OSAA. The procedures are intended to prohibit recruiting of athletes without unjustly penalizing students. The procedures in no way are to be interpreted as condoning the recruitment of any athlete from one high school to another since recruitment is a clear violation of the intent of this administrative regulation. Students and their families are responsible for ensuring their students meet OSAA transfer regulations.

Students Who Move ~~from Attendance Area~~ to ~~Another Boundary Area~~

Students who have moved from the attendance area of their current school may choose to remain and complete the highest grade at that school.

Students whose legal residence changes to a different school district during the school year may complete the school year at their current school. Students who move during the summer to a different school district may still attend school in the Corvallis School District the following school year. Thereafter, students may apply for an interdistrict transfer to continue enrollment.

~~providing they have resided in that attendance area for a minimum of one school year prior to moving and providing that their new residence is still in the Corvallis School District. Students whose legal residence changes to a different school district during the school year may complete the school year in the Corvallis School District~~

1. Parents will notify the school in writing of their address change and their request for a continuation at the school. The school will forward the parent's written request to the assistant superintendent.
~~follow the process for requesting in-district transfers described within this document.~~
2. Transportation will be the responsibility of the family.

Students on Extended Leave or Sabbatical from a Transfer School

When a currently enrolled family on transfer takes an extended leave (sabbatical or other out-of-town absence), the students of the family may have special consideration as described below for re-enrolling at their transfer school upon return provided:

- The student previously attended the school for at least one full school year,
 - The family extended leave lasted no longer than one school year ~~in duration~~.
1. Parents must complete an Extended Leave Application form (available at each school location and the district office) prior to leaving.
 2. In preparation for their return, parents will follow the process for requesting in-district transfers through the open online transfer request process described within this document.
 3. Students meeting the requirements of this section will be given priority weighting during the transfer process; if the requirements of this section are not met, this priority will be rescinded and their application will be processed as any other.
 4. Transportation will be the responsibility of the family.

Students Assigned by the District and Siblings of Students Assigned by the District to a School Other than their Boundary School for Specialized Educational Programs

Siblings of students assigned to specialized programs are eligible for transfer to the school their sibling attends. ~~to which their sibling currently is enrolled.~~ Specialized programs include, but may not be limited to, Life Skills, Dual Immersion, and Emergent Bilinguals.

In determining the placement for a child with a disability, the placement decision is made by the IEP team and is made in conformity with the Least Restrictive Environment (LRE) provisions of OAR 581-015-2240 to 581-015-2255. Unless the IEP of a child with a disability requires some other arrangement, the child is to be educated in the school that he or she would attend if nondisabled. If the child with a disability is placed in a specialized program, parents may choose to have siblings follow that student's pathway from elementary, to middle, to high school.

Students participating in a Dual Immersion program at the elementary level may continue in the program at Linus Pauling Middle School and Corvallis High School; a transfer request is not necessary.

When a language placement is made for an Emergent Bilingual student at the elementary level, a transfer request is not necessary.

If the district currently provides transportation for the student in the specialized program, transportation may be provided to the sibling as long as space is available and the schedule is consistent with regular routing of the district or the specialized transportation arranged for the sibling assigned to a specialized program.

Siblings of students assigned to specialized programs are eligible for transfer to the school to which their sibling currently is enrolled.

1. Specialized programs include, but may not be limited to, Life Skills and English Language Learners (ELL).
 2. If the student receiving specialized services separates from the specialized program, the student, and his/her siblings, will return to their neighborhood school at the end of the school year. Parents may choose to request a transfer through the process outlined in this document should they wish to continue enrollment at the school where the district program is located. These applications will be processed through the regular transfer request procedure. Transportation will be the responsibility of the family, except in situations where space may be available on a district bus that travels an appropriate route.
 - The Life Skills program is designed to provide the best environment for the unique educational needs for children with disabilities. If a student who has been placed by the district in a Life Skills program separates from the program, the student and siblings have the option of staying through the highest grade offered at that school. For tracking purposes, parents will be asked to complete a transfer request form.
 3. In determining the placement for a child with a disability, the placement decision is made by the IEP team and is made in conformity with the Least Restrictive Environment (LRE) provisions of OAR 581-015-2240 to 581-015-2255. Unless the IEP of a child with a disability requires some other arrangement, the child is to be educated in the school that he or she would attend if nondisabled.
 4. Siblings of students with placement in specialized programs will be treated as boundary area students at the school where the specialized program is housed while their sibling is attending that school. While a student is assigned to a specialized program, parents may choose to have siblings follow that student's pathway from elementary, to middle, to high school.
 - For tracking purposes, parents will follow the process for requesting in-district transfers described within this document, citing the student's status as a sibling of a student assigned to a specialized program on their application materials. Once approved, a transfer ordinarily will remain in effect until the student completes grade 5, 8, or 12 (the highest grade at that school). If the district currently provides transportation for the student in the specialized program, transportation may be provided to the sibling as long as space is available and the schedule is consistent with regular routing of the district or the specialized transportation arranged for the sibling assigned to a specialized program.
- The goal of these administrative regulations is to keep all children in a family together as they progress through the grades. If students from the same family will not be attending a school simultaneously, a transfer request to attend a school previously attended by a student and their siblings will be approved if it keeps siblings attending the same school pathway. In the event a sibling is not attending a school concurrently with the student placed in a specialized program, the school administrator may revoke the transfer for reasons such as erratic attendance unsatisfactory academic performance, or substantial misconduct.

Appeals Process

Parents may appeal a transfer denial or wait list placement if they believe there are special circumstances that the district should consider. Appeals are to be made in writing to the assistant superintendent and must contain the following elements to be considered:

1. Name of the student
2. Grade level of the student at the time the transfer is to be effective
3. Effective date (term and academic year) of the transfer
4. School from which transfer is requested
5. School/program to which transfer is requested
6. Parent's name and contact information
7. Description of the special circumstances, including any necessary or appropriate supplemental materials.

The assistant superintendent will investigate each situation and notify the parent of his/her decision in writing. Decisions regarding transfer requests made by the assistant superintendent will be final.



Corvallis
SCHOOL DISTRICT

XIV. 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