



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, April 12, 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/UC9Jtpte5dmilZI9kySBJbVQ?>
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, April 12, 2018
6:30 PM

AGENDA

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

Meeting Details: Thursday, April 12, 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. EXECUTIVE SESSION (5:30 p.m.) *Note: this is not part of the public meeting.*

The Board will meet in Executive (closed) Session under ORS 192.660(2)(i) - Superintendent's Evaluation.
- II. CALL TO ORDER AND ROLL CALL
- 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 April 12, 2018 meeting.

Association of Two-Way & Dual Language Education

In an effort to enhance our growing K-12 dual language program, the Corvallis School District has partnered with Rosa Molina, a nationally recognized consultant who is the Executive Director of the Association of Two-Way & Dual Language Education (ATDLE.) With over 25 years of experience supporting and growing dual language immersion (DLI) programs, she is excited to be working with our district, which is one of thirteen K-12 dual language districts in the nation.

Rosa Molina visited our district for three days this spring. She will spend two additional days with us, providing professional development at the end of the school year. Additionally, she is providing technical assistance to principals at our elementary and secondary DLI programs. The technical assistance is grounded in the Guiding Principles of Dual Language Education.

Our vision for this collaboration is to ensure an articulated K-12 DLI program that supports the linguistic and academic needs of students with a strong emphasis on language development and cross cultural competencies; skills necessary for the 21st century.

I will provide the board with an update next fall on her recommendations and our next steps.

CHS Life Skills Botany BBQ

I had the pleasure of attending the inaugural Botany BBQ hosted by the CHS Life Skills students and staff last week. While enjoying some delicious food, I learned about the overarching emphasis of the botany program, which includes collaborative problem solving, ownership of work, mastering the many steps of a project - from conception to cleanup and connection to the community.

After the presentation, I toured the students' raised bed gardens, greenhouse, bicycle repair shop, and arts and crafts tables. Our dedicated staff are committed to the growth of every student and are continually identifying new ways to bring that about. Thank you to Shonnard's Nursery and the Corvallis Public Schools Foundation for their support of the program this year.

Community Mental Health Meeting

We continue to strengthen community connections and follow best practices in mental health support for our students. Chris Hawkins will facilitate the second of our bi-annual meetings of community stakeholders on May 23 to continue our discussion of shared interests related to youth mental health.

With the growing number of youth having mental health needs, it is imperative that we as a community continue to build better networks and supports. All local providers, doctors, and social

service agencies are invited to join us for conversations, networking, review of systems, and a discussion of ongoing ways to increase and improve our coordinated efforts of treatment and service.

Job Hirings for the 2018-19 School Year

This is always a busy and important time of year to recruit new staff for our district. Human Resources Department staff have attended regional job fairs at Southern and Western Oregon universities, OSU, and the statewide job fair in Portland. Our staff also participated in an online international job fair where they talked with over 60 potential candidates. Corvallis was the only district from Oregon that participated. At the end of this week, we plan to post all of the openings we know of at this time. It is always an exciting time of year!

***This is Us* Exhibit at the Harding Center**

Our Alternative Pathways programs at the Harding Center include College Hill, WINGS, Urban Farm, and the Transition Program. These programs are hosting a first-ever, combined student exhibit, *This is Us*. The exhibit will take place in the Harding Center gym on Thursday, April 19 from 6 - 7:30 pm. I hope you will join me in celebrating the talents and hard work of our students.

Bond Communications

I have been attending a number of staff and parent meetings over the last month to share information about bond projects at specific schools. It has been an opportunity to provide accurate information and to answer questions from community stakeholders. Yesterday, I had the opportunity to present at the Corvallis Chamber Forum. Later this month I will be giving a presentation at the Academy for Lifelong Learning (ALL) and will be joined by school board member Jay Conroy. You will be hearing more detail about the Bond Communications activities with a staff report tonight.

Autism Awareness Month

April is Autism Awareness month. According to the Autism Society, Autism prevalence is now one in every 68 children in America. The Autism awareness puzzle is the most recognized symbol of the autism community in the world. Each of you have been given a blue puzzle piece pin, which you can wear this month as a sign of support for those living with Autism and to raise awareness.



Corvallis

SCHOOL DISTRICT

VII. PUBLIC/STAFF COMMENT

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



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Providing Input to the School Board

(Revised 03-03-18)

The Corvallis School Board values the opinions and input of students, staff, parents, and the community. Comments may be provided during certain meetings and/or via written correspondence, as outlined below.

I. Public Comment at School Board Meetings

This option is available when *Public Comment* is an item on the agenda. To offer comments:

- A. Complete a "Comment Request" card, which can be found on a table near the entrance to the meeting room, and give it to the Board Secretary at the head table **before** the meeting begins.
- B. Keep your comments within the specified time allotted, usually three minutes, to allow time for others to comment.
- C. Direct your comments to the School Board. The Board Chair will refer questions or requests for action to staff for response at a later date.
- D. If you read from a prepared statement, you may choose to leave your written comments with the Board Secretary to post online with the informational packet of the meeting and/or to file with the official minutes of the meeting.
- E. Handouts are not required but should you wish to provide them, please bring 13 copies and give them to the Board Secretary to distribute.
- F. When you testify, your name, address and comments are matters of public record; however, students and staff do not need to provide their addresses.

II. Written Correspondence

Letters, emails and other written materials submitted to the School Board are considered public record. They may be submitted via U.S. mail to: Corvallis School Board, 1555 SW 35th Street, Corvallis, OR 97333. Emails may be sent to: schoolboard@corvallis.k12.or.us, and will reach all Board members as a group.

Others who also will receive emails sent to this address are: 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).

III. Telephone Communication

Vincent Adams	541-738-4324	541-240-4055	Sarah Finger McDonald	541-908-3756
Sami Al-AbdRabbuh	541-283-6611		Terese Jones	541-230-1673
Judy Ball	541-758-1671	240-997-1222	Ed Junkins	801-706-1892
Jay Conroy	541-912-4380			



Corvallis
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VIII. SPECIAL REPORTS

VIII.A. Innovation Grant Report



Cheldelin
MIDDLE SCHOOL

Electives

Real World Learning Supported
by
Innovation Grant Funds

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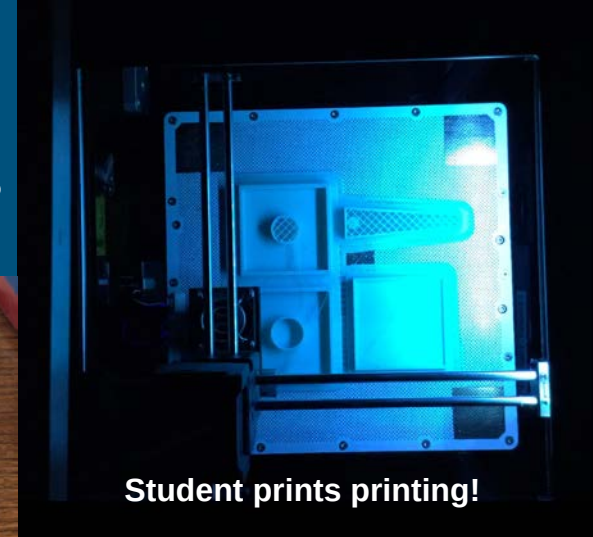
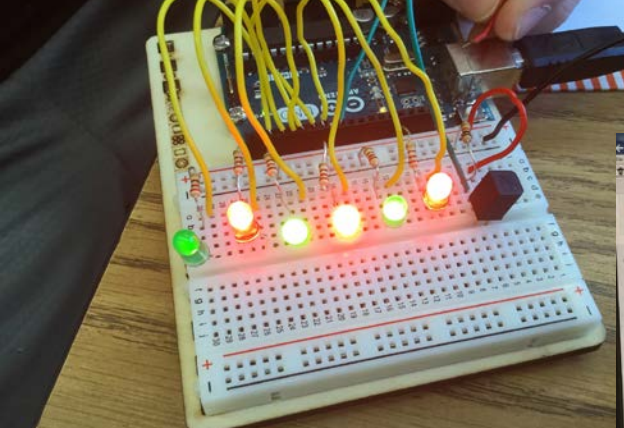
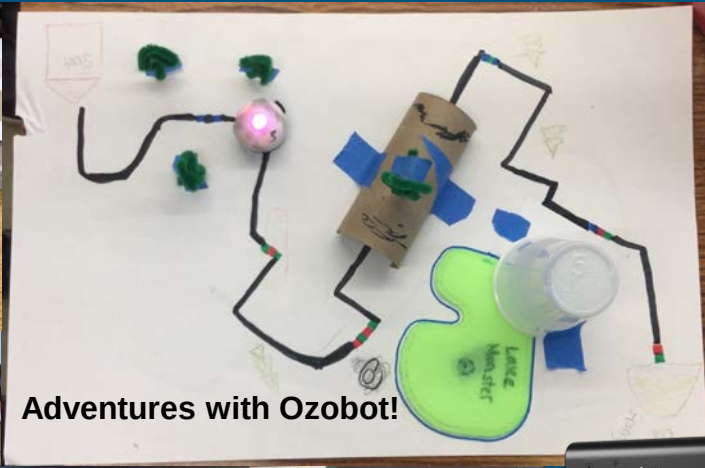
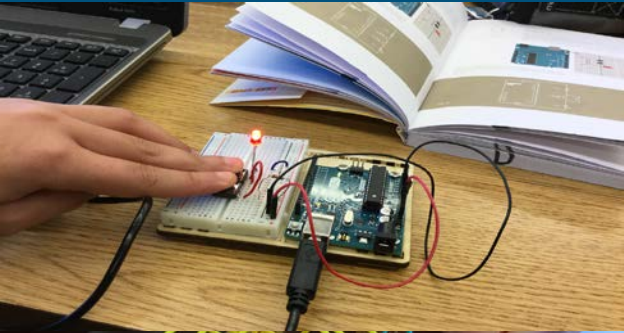
6th Grade Seminar

- ❖ Organization - binders and planners
- ❖ Critical Reading Strategies
- ❖ Writing and Summary Strategies
- ❖ Philosophical Chairs
- ❖ Socratic Seminar
- ❖ Collaboration
- ❖ Technology and Research Skills

STEM- (Focus on Engineering)

- 3 sections of STEM:
 - Advanced STEM
 - Open to 7th and 8th grade students
 - 1 semester course
 - Prerequisite Intro to STEM
 - Intro to STEM
 - Open to 7th and 8th grade students
 - 1 semester course
 - Exploratory STEM
 - Open to 6th students
 - 2, 1 quarter courses
 - Selected after Exploratory Wheel Rotations
- STEM develops problem-solving and creative-thinking skills that can be translated to other classes as well as outside of school.
- Hands-on, project-based class.
- Topics covered include, but are not limited to:
 - 3D Printing (Zortrax M300, M200)
 - Sphero Robots
 - Arduino UNO
 - Ozobots
 - Rube Goldberg Machines
 - Design Challenges

3D Printing, Arduinos, & Ozobots



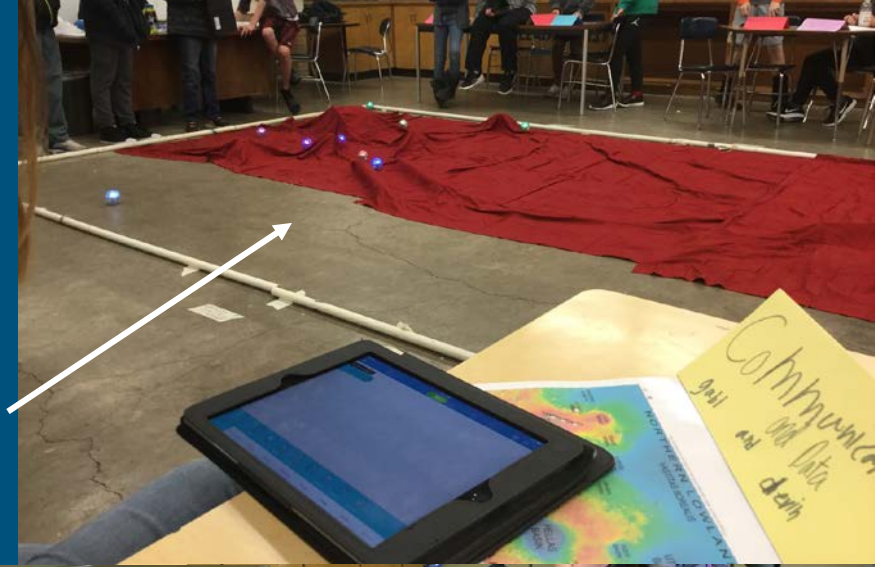
Arduino UNO with Breadboard

Tinkercad 3D Design

Student prints printing!

Sphero Mission to Mars

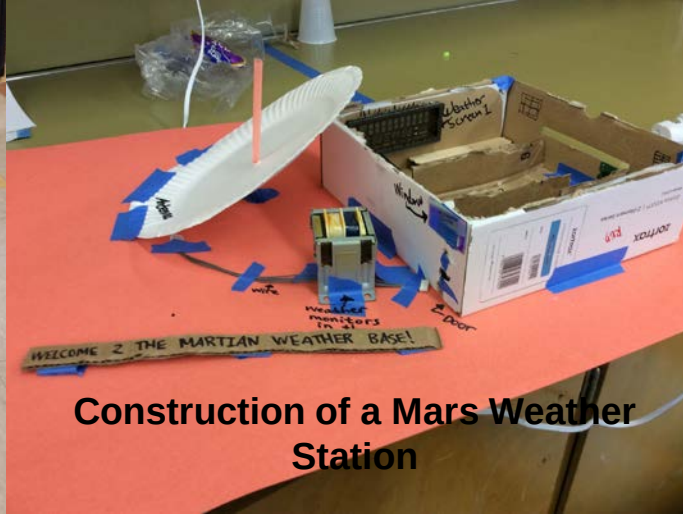
Navigating the
Sphero Robots
across the
Martian surface



Coding the
Sphero
Robots



Construction of a Mars Weather
Station



Airplane Task Card Design
Challenge Simulates Remote
Communication



STEM Olympics



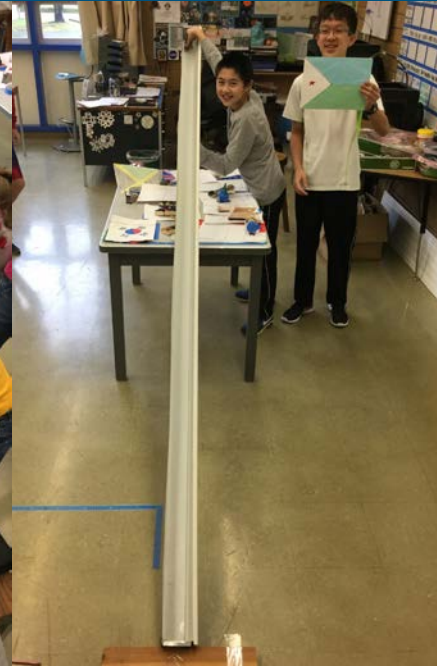
**Big Air
Ski/Snowboard
Competition**



**Big Air
Ski/Snowboard
Competition**



Curling Tournament



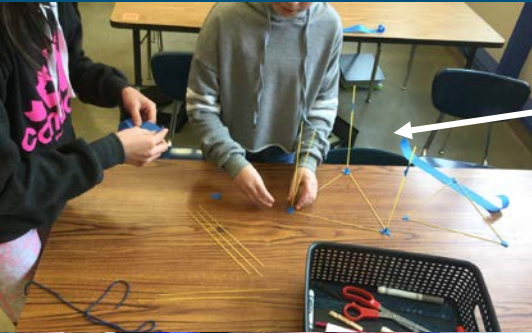
Bobsled Races

STEM Design Challenges

Ping Pong Ball Challenge

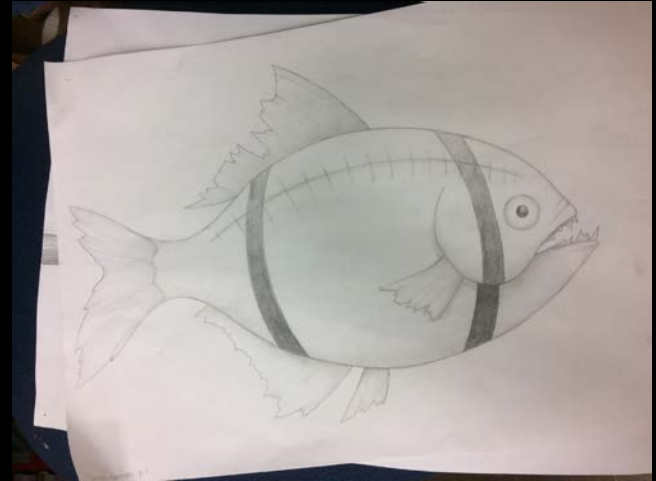
Bucket Tower Challenge

Watercraft Challenge



2-D Art

2D art focuses on the foundations of drawing and painting. Artists learn 'sighting' techniques for drawing and color theory and brush technique for painting.



3-D Art

3-D art focuses on form and challenges the artist to understand three dimensional art mediums.



7th/8th grade Spirit Animal Masks



7th/8th Identity Eggs: outside of the egg is what you show the world and the inside is who you really are

Journalism

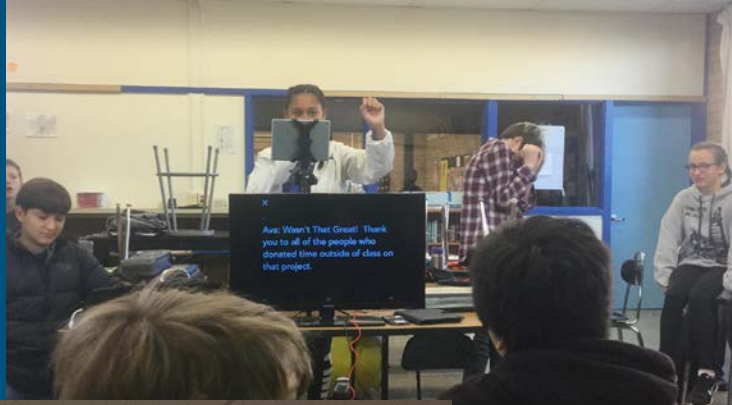
7th/8th Grade Elective (semester long):

Students learn about the ins and outs of digital journalism. They have the opportunity to write news articles for a blog, produce a weekly news show (CCTV) to share with the student body, and produce a few podcast episodes with a partner.

6th Grade Elective (quarter long):

Students learn about writing news articles, create a newspaper with a small group, learn about video production, and practice many of the skills necessary to produce a weekly news show. The culminating project is producing a news episode.

Journalism





Technology

Our technology elective allows students to practice creating digital media and building their computer science skills. Students create logos, infographics, animations, html websites, and program a basic video game. Students also get to explore and research a technology topic of their choice and become an expert on that topic, in order to teach the rest of the class.



HTML Coded Website

Theater Elective Classes

- Two 7th/8th grade classes, semester long

- One 6th grade class, quarter long

In both classes...

- Use the back drop of theater education to build community within the classroom and, hopefully, beyond the classroom

- Encourage students to work together to establish confidence in public speaking and communication

- Students organize at least one performance project



ANIBAL ORTIZ, MID-VALLEY MEDIA

From left, Cheldelin Middle School students Suzanna Bixby, Isana Sevilla-Bazan, and Kaia Reichard perform on stage at the Majestic Theatre on Friday. As part of the school's new drama class, students took a field trip to the theater.

Cheldelin students enter a new stage

School's drama class struts its stuff at the Majestic Theatre

ANTHONY RIMEL
Corvallis Gazette-Times

Don't put your hands in your pockets. Project more. Cheat out - which is to say, adjust your body so that you're more visible to the audience. Add reactions between lines. Leave pauses between sentences. Go bigger with performances.

All these were bits of advice offered to Cheldelin Middle School students who were performing skits onstage at the Majestic Theatre on Friday.

The performances were part of a field trip for a new theater class offered at the school. It's the first time in about a decade that the school has had a theater class.

In addition to performing

Wolfgang Dengler, a member of the committee, gives acting tips to Cheldelin students.

short skits on the Majestic stage, students got to tour the building and see behind-the-scenes operations.

Wolfgang Dengler, a member



Best Character On and Off the S
Connor Flamand
has earned this certificate for
being the person everyone wa
work with!



Keep up the great work!

Liz Wie
First Period Theater
2/2



Thank you for making Theater Arts Class an Amazing



Criminology (Forensic Science)

There are two sections of Criminology.

1. 7th and 8th grade Criminology is a one semester class
2. 6th grade Criminology is a one quarter class.

In both sections the students learn about different aspects of forensic science that are used by crime scene investigators with the goal of using them to run a crime scene in order to determine the most likely suspects that may have committed the crime.

Criminology

Some Areas of Study:

Fingerprinting

How to Fingerprint an Individual
Classification

Dusting for Prints

Classification and Identification
by Make and Model

Forensic Anthropology (Bones)
to Suspect

Use in Identification

Hair and Fibers

Identification and

Impressions

Shoes to Suspects

Matching Tire Tracks

Handwriting







Corvallis
SCHOOL DISTRICT

VIII.B. Health Navigators



Corvallis

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Prepared for: Corvallis School Board
Prepared by: Amy Lesan, Teaching & Learning Coordinator
Meeting Date: April 12, 2018

School Health Navigators Update

NO ACTION REQUIRED

I. School Navigator Summary

In partnership with Benton County Health Services (BCHS), we are fortunate to have school health navigators. Briefly, navigator details include:

- Three health navigators (“school navigators” “SNs”) placed into schools in the Corvallis School District at:
 - o Lincoln Elementary School
 - o Garfield Elementary School
 - o Linus Pauling Middle School
- SNs work with parents and families of students to help them access health, social service, and community resources.
- SNs can work with any family, but initially focused on Latino families.

II. Results and Data

As part of the ongoing data collection and study, SNs track the number of times the SN works with a family; this is called a “touch.” Examples of touches include:

- Accessing community resources
- Coordinating care
 - o Dental, vision, or other medical service
 - o Information management
- Education provided:
 - o One-on-one or in a group setting
- Language services
- Medicaid eligibility assistance
- Transportation assistance
- Warm hand-off (from provider to HN)

Tracking the touches from July 2017 through March 2018, we have the following data:

7/17 - 3/18 Touch Examples	OHP	Dental	Connect to health care	Food	Housing	Clothes	Parks/Rec	Financial Assistance	Transportation	Legal Services
Total All Schools	1042	223	623	889	186	87	376	75	74	55
Total of all touch categories for all schools, July 2017 – March 2018: 4,576										

III. Plans for Continued Programming

We are partnering with BCHS to fund the school navigator program, with each partner paying for 1.5 FTE. BCHS is using grant funding for their portion of the costs, and is also paying in-kind for all other associated charges, such as technical and administrative support, travel, and training. The cost to the District is approximately \$116,000.

IV. Stories From the Field

Garfield Elementary: *“All school year I (SN) had been trying to reach a parent to inform her about community services and resources, but had not been able to talk with her. Teachers had struggled to reach out to her as well. This month I was finally able to connect with her and she came in to meet with me. I briefly talked about our services, connected her with the Food Pantry, OHP, SNAP information, Gecko Club information, and summer activities for her children. It turned out that mom had many needs and did not know she had all these resources available to her at school. In the following weeks I assisted mom with finding resources to help meet her various needs. I will also be working with this family over the summer to keep building the relationship with her and to make sure her children get their Well-Child-Checks, immunizations, dental and vision appointments.”*

Lincoln Elementary: *“SN attempted to get 2 students vision appts, but students had lost OHP coverage. OHP had expired for a few months, and upon connection to guardian, SN discovered there was only one document missing. However, multiple barriers prevented guardian from delivering the document to the school, so SN offered to do a quick home visit to pick up the forms. Once benefits were active, SN also offered to help arrange vision appointments and transportation service, but guardian informed SN she didn’t need assistance. When SN checked in a few days later, she was informed that appts were scheduled.*

“Guardian also informed SN that they planned to move away from Lincoln school. SN asked more questions about reason why family was moving etc, for possible eligibility of other support programs and determined the family was eligible for the McKinney Vento program. The family was interested in keeping children at Lincoln school. SN was able to refer to school office secretaries for assistance with getting transportation set up.

“Because of the relationship the SN had with the family, the guardian disclosed the move to the SN, and she was able to refer for transportation setup on time. This meant that the

children were able to continue their school attendance without interruption or delay. This is unlikely to have happened without the intervention by the SN, who continues to maintain contact and offer other resource supports.”

Linus Pauling Middle School: *“School Navigator assisted a student that needed a new pair of pants. When documenting the encounter the Navigator checked for OHP benefits and noticed that he was not on OHP. The student previously had CAWEM benefits (Citizen Alien Waived Emergency Benefits). SN contacted the family and explain that she provided a new pair of pants and whenever she assist a student she usually checks for OHP coverage. The parent explained that her son was not eligible for benefits because he was not born in the States. SN provided information about the recent OHP expansion and explained that since January 2018 her son could qualify for full benefits despite his immigration status. The parent was happy to hear that and arrange to meet with SN to complete the application process. The student currently has OHP benefits.”*

These “stories from the field” are examples of the value of having school navigators who are deeply connected to the health department, are application assisters for the Oregon Health Plan, and who can act as the bridge for students and families to connect between the school, health care, social services, and community resources.

Health Navigators Embedded in the School System

Kelly Volkmann, Amy Lesan, Araceli Mendez,
Viviana Gonzalez, Harumy Concepcion
Benton County Health Services & Corvallis School District
April 12, 2018



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School Navigator Program

- ▶ Began in 2014-2015 school year as a pilot project with InterCommunity Health Network Coordinated Care Organization and Benton County Health Services (BCHS)
- ▶ Two bilingual, bicultural health navigators from the Health Navigation team at BCHS were placed at Garfield and Lincoln Elementary Schools
- ▶ First year was very successful
- ▶ Pilot funded for a second year, and a third navigator was placed at Linus Pauling Middle School



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Role of School Navigators

- ▶ We know that students perform better in school when their home and health care needs are met
- ▶ A health navigator/school navigator (SN) works with the entire family to connect them to health care, social services, and community resources *outside of the school system*
 - Can work with parents and all of the children, regardless of age



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Role of School Navigators

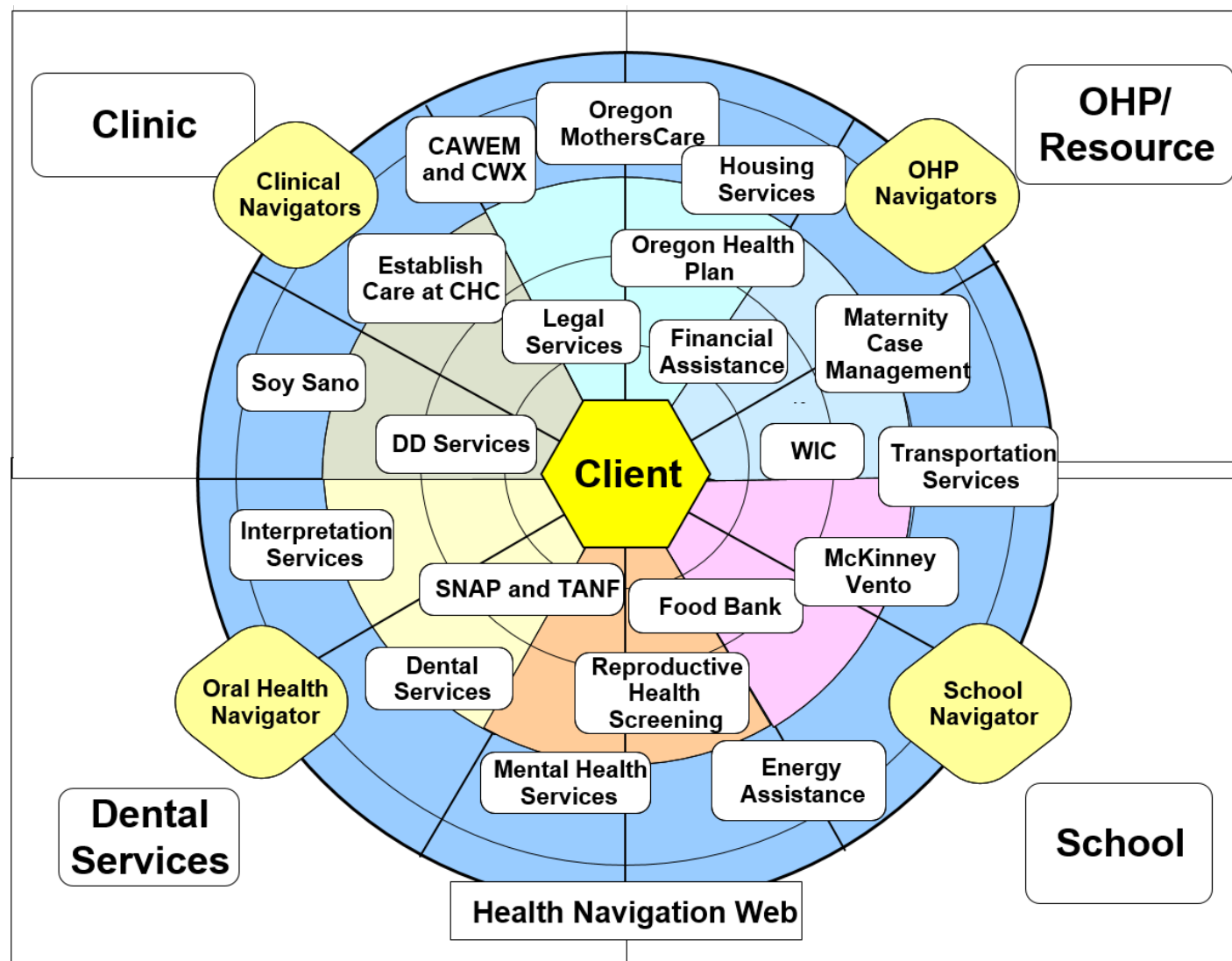
- ▶ SN has the ability to spend hours with a family if that is what is needed, travel to their home, take them to Portland or Eugene...The navigator is there to help the family meet their needs
- ▶ Always working to have the family be as self-sufficient as possible
 - Our Motto is to “Work ourselves out of a job with every family we see!”



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Integration of Services



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Addressing Barriers

- ▶ Culturally appropriate outreach and materials
- ▶ Oregon Health Plan Enrollment
 - Vision, dental, mental, medical, transportation, and interpretation benefits
- ▶ Kinder Intake Days (connecting before children begin Kindergarten)
 - Well Child Checks, vision, dental, Primary care provider (PCP), and community resources



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Keeping track of the data...

- ▶ We keep track of every touch we do...so far, from July 2017 – March 2017...
- ▶ 3 SNs have done a total of **4,576 touches**
 - 1,042 health insurance
 - 889 food resources
 - 623 “connection to health care” touches (this could be vision, well-child checks, or other health care appointments)
 - 223 dental
 - 186 housing
 - 87 clothing...plus others...
- ▶ ...and we aren’t done with the school year yet!



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What our Dental Director had to say this week:

“Something that stands out is how many kids at Lincoln, Garfield, and most at Linus Pauling have current OHP coverage. Most of the other schools, especially in Linn Co., I find a lot of lapsed coverage, so I’m going to eek myself out on a limb here and say it’s the navigator presence that is keeping these kids and families taken care of and well educated.”



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Community Engagement

- ▶ Get Outdoors Day
- ▶ Corvallis Spring Roll
- ▶ Garfield Pantry
- ▶ CPR Training
- ▶ Family Nights



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“Stories from the Field”

- ▶ Lincoln Elementary School
 - Araceli Mendez
- ▶ Garfield Elementary School
 - Harumy Concepción
- ▶ Linus Pauling Middle School
 - Viviana Gonzalez



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Questions?

Kelly Volkmann

Kelly.Volkman@co.benton.or.us

Amy Lesan

Amy.Lesan@Corvallis.k12.or.us

Araceli Mendez

Araceli.mendez@co.benton.or.us

Viviana Gonzalez

Viviana.gonzalez@co.benton.or.us

Harumy Concepcion

Harumy.Concepcion@co.Benton.or.us

Thank You! ¡Gracias!



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VIII.C. Bond Communications Update



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Prepared for: Corvallis School Board
Prepared by: Olivia Meyers Buch, Finance and Operations Director
Brenda Downum, Communications Coordinator
Meeting Date: April 12, 2018

Bond Communications Update

NO ACTION REQUIRED

Background

The Corvallis School District has placed a \$199,916,925 bond on the May ballot. We have implemented our bond communications plan including community education and engagement activities. Our objective is to clearly and effectively share with the Corvallis community details about the school bond package in a fact-based manner. The majority of communication activities will take place between April 2 and May 15, 2018.

I. Oregon Secretary of State Review for Safe Harbor

The *Bond Fast Facts* publication was developed to provide impartial information about the bond. A shorter document was also developed to be used as a handout with basic bond facts. Both documents were reviewed by the Oregon Secretary of State and are in compliance with ORS 260.432. The language in these documents will be used in other bond communications including social media and email messaging.

II. District Website

The Corvallis School District website serves as the hub for bond-related information. A bond-specific URL makes it easier for individuals to locate information about the bond. The district purchased a URL, **corvallisbond.org**, which automatically redirects to the district's web page containing bond information.

III. Print Publications and Social Media Facts Campaign

The Fast Facts handout will be provided at school and community events. Additionally, our annual Community Update will be mailed in mid-April. It will include a 2018 message from the superintendent and the information reviewed by the Secretary of State. District communications staff will follow a communications plan including more than forty social media posts, email messages and website news items sharing fact-based information about the bond. A short, animated video will kick-off the social media facts campaign.

IV. Community Presentations

There have been several opportunities to present information about the bond to community groups. Superintendent Noss has provided presentations to the Hispanic Advisory Committee, Rotary Club of Corvallis, Benton County Republican Women, Corvallis Chamber Forum, and is scheduled to present at the April 17 Academy for Lifelong Learning. The presentations have included information about the facilities planning process, the projects that are included in the bond, and time for questions and answers.

V. School Presentations and Bond Education

An overview of school specific bond projects has been created for all schools and will be shared with parents. These school specific flyers are available on the district website in English and Spanish. This information will also be shared using school e-news communication channels. Pull up banners will be displayed at each school, identifying projects for individual schools. Outdoor signs will be posted on site at Lincoln and Hoover Elementary Schools with renderings of concept plans for the replacement of those schools.



Corvallis School District 2018 Bond Proposal

Fast Facts

**The Corvallis School District has referred a Bond measure to the May ballot.
Why are voters being asked to consider a Bond?**

Safety & Security

School safety features such as secured front entry vestibules, doors that lock from the inside, updated emergency alert systems and security cameras would be repaired, replaced, or installed.

Capacity

The 7 K-5 elementary schools in the district operate at 90% of capacity which includes 21 portable classrooms located outside of the building; when those portables are excluded our K-5 schools operate at 106% of capacity.

Age

The seven K-5 elementary schools and the K-8 school in the district were built between 1947 and 1968.

Educational Spaces

Our elementary schools do not have dedicated spaces for art/science, music, and physical education. Career and technical education classrooms at Cheldelin MS and both High Schools were built between 1966-1971. This bond would add and enlarge work space and add electrical services for CTE.





Corvallis School District 2018 Bond Proposal

Fast Facts

IF THE BOND PASSES IT WOULD PROVIDE FUNDS TO:



Install New Safety and Security Equipment

- Build secure entry vestibules at all elementary schools
- Seismic safety renovations
- Replacement of emergency communications systems
- Repair or replace security camera systems



Replace Portables with Permanent Classroom Spaces, Build 2 New Elementary Schools

- 21 portables currently in use in the district would be replaced with permanent classroom spaces located within school buildings
- Replaces two district elementary schools with new buildings on existing sites



Renovate and Repair School Buildings

- Renovate or replace HVAC systems, roofs and electrical systems in schools across the district
- Removes asbestos floor tiles
- Install LED lighting and high efficiency heating systems



Construct New Educational Spaces

- Construct dedicated spaces for art/science, music, and physical education at the elementary schools
- Renovate and expand technical education classrooms at our middle and high schools

IF THE BOND PASSES, WHAT WOULD IT COST?

If the bond passes, this measure would result in an estimated combined levy rate of \$1.98 per \$1,000 of assessed value, or an increase of \$0.34 per \$1,000 of assessed value when compared to the average rate of \$1.64 of the current bond. If the levy is not passed, the rate would not increase.

Oversight

- An independent citizen Bond Oversight Committee would be established to oversee the use of bond funds if the bond passes.

Alternate funding sources are currently not available to address the projects listed. If the Bond does not pass, the safety and infrastructure projects outlined in this guide would not be completed.

The Corvallis School District does not discriminate on the basis of age, citizenship, color, disability, gender expression, gender identity, national origin, parental or marital status, race, religion, sex, or sexual orientation in its programs and activities, and provides equal access to designated youth groups. The following person has been designated to handle inquiries regarding discrimination: Jennifer Duvall, Human Resources Director and Title IX coordinator, jennifer.duvall@corvallis.k12.or.us | 541-757-5840 | 1555 SW 35th Street, Corvallis, OR 97333

This information was reviewed by the Oregon Secretary of State's Office for compliance with ORS 260.432.



Corvallis

SCHOOL DISTRICT

IX. CONSOLIDATED ACTION

IX.A. Minutes

IX.A.1. March 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 6:30 p.m. in the Board Room of the Central Administration Building, 1555 SW 35th Street, Corvallis, OR 97333. The secretary recorded those present as listed below.

<u>BOARD MEMBERS PRESENT</u> Vincent Adams, Chair Sami Al-AbdRabbuh, Vice Chair Judy Ball Terese Jones 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>BOARD MEMBERS EXCUSED</u> Jay Conroy	<u>STUDENT REPRESENTATIVES PRESENT</u> Elias Melchor, College Hill Rose Martines, CHS Sarita Ahmad, CVHS

A quorum was present and due notice had been published.

II. PLEDGE OF ALLEGIANCE

Chair Adams led the Pledge of Allegiance.

III. SUPERINTENDENT'S MESSAGE REGARDING SCHOOL SAFETY

Following the Pledge, Superintendent Noss read a statement regarding the district's commitment to school safety. (His comments are posted online with the informational packet of this meeting and filed with the official 2017-18 board records.)

Director Ball announced she would bring a resolution to the March 8 board meeting to show support for 509J students who are exercising their rights and standing up for their need to be safe and secure in school.

Superintendent Noss commented that he has not yet seen the resolution Director Ball referred to, and noted that Board Policies JFI, IGDA, and IB pertain to the conversation around student demonstrations.

IV. 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.

V. REPORTS FROM STUDENT REPRESENTATIVES

Student representatives provided brief updates regarding their schools.

VI. SUPERINTENDENT'S REPORT

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

VII. PUBLIC/STAFF COMMENT

Jean Nelson, 6835 NW Burgundy Drive, Corvallis, complimented the district on the thought already being put into the issue of school safety. She asked that the district purposefully engage the community as to what they believe should be done to protect students and staff, and she asked that the input be shared publicly.

Leo Quirk, 5475 SW Helen Drive, Corvallis, urged the board to hire a teacher instead of a district sustainability specialist. He opined that a teacher assigned to a school and working directly with students would have the most impact on the district's sustainability efforts.

Grace Knutsen, Corvallis High School student, read from a prepared statement regarding March for Our Lives Corvallis, which she and fellow students from across the district are coordinating in solidarity with the survivors of the Marjory Stoneman Douglas High School shooting. (Ms. Knutsen's comments are posted online with the informational packet of this meeting and filed with the official 2017-18 board records.)

Jannah Moussaoui, a student at the Oregon Connections Academy, spoke in support of the Corvallis School District's afterschool Arabic language clubs, saying they send a message that everyone is accepted, and normalize foreign language words into every day conversation. She cited examples of how the club is already positively impacting students and the community.

Akram Abdelli, 412 NW 10th Street, Corvallis, asked the board to support continuation of the district's afterschool Arabic language club. He described the value the club brings to not only his family but to the community as a whole, and said the club gives kids confidence to show their culture to others.

Alaeldin Ari, 3045 NW Autumn Street, Corvallis, spoke in support of the district's afterschool Arabic language club, saying that his kids love it because they get to connect with other students like them. Also, his kids are now able to talk with their grandparents and practice what they learn at the club.

Bechir Hamdauoi, 3153 NW Morning Glory Drive, Corvallis, expressed appreciation for the district's afterschool Arabic language club and asked the board to continue funding it next year. He opined that the club boosts students' sense of identity and belonging, inspires acceptance, bridges cultural gaps, and will likely help students perform better academically.

Asma Sharafeddin, 3405 NW Orchard Court Apt. 138, Corvallis, expressed appreciation for the district's afterschool Arabic language club, and asked that it continue into middle school grades because it would allow the opportunity for kids to continue identifying with other students.

Salam Althahabi, is the teacher for Lincoln Elementary School's afterschool Arabic language club, and said the program is like a dream come true for her and everyone in her community. She asked the board to continue funding for it next year, and to consider adding staff to accommodate the growing size of the clubs, which now total about 60 students.

Kais Ebrahim, 1830 NW Menlo Drive, Corvallis, expressed appreciation for the district's afterschool Arabic language club and asked the board to continue funding it next year. He thanked Superintendent Noss for cultivating compassion and pride in district schools, and encouraged him to reach out to the Muslim community as a resource.

In response to a request from Chair Adams, Superintendent Noss committed to providing a full report on the Arabic language club at a future board meeting.

VIII. SPECIAL REPORTS

A. Innovation Grant Report

Crescent Valley High School Principal Aaron McKee, and CVHS teachers Dan Bregar, Malia Hee, Dave Beran, and Adam Kirsch gave a PowerPoint presentation. (The presentation is posted online with the informational packet of this meeting, and a hard copy will be filed with the official 2017-18 board records.) The presenters responded to questions from board members.

IX. INITIATE BOARD SELF-EVALUATION PROCESS

Chair Adams noted that Kristen Miles from the Oregon School Boards Association will facilitate this year's self-evaluation, as she had last year. Chair Adams opened the floor for board members to discuss the evaluation tool and process, and noted that he will convey the board's input to Ms. Miles.

X. RISK MANAGEMENT SPOTLIGHT

Finance and Operations Director Olivia Meyers Buch and Risk Manager Karen Selander referred to a detailed report the board received prior to the meeting. (The report is 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.

XI. ADDITION OF A POSITION AND SALARY RANGE TO THE NON-REPRESENTED EMPLOYEE SALARY SCHEDULE: SUSTAINABILITY SPECIALIST

Assistant Superintendent Kevin Bogatin and Human Resources Director Jennifer Duvall referred to a detailed report the board received prior to the meeting. (The report is 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.

MOTION:

It was moved by Vice Chair Al-AbdRabbuh and seconded by Director Jones to add the Sustainability Specialist position and salary range to the Non-Represented Employee salary and benefits agreement.

Board members shared their opinions of the pros and cons of approving the motion, and staff responded to questions.

Elements expressed in opposition to the motion included:

- The implied message that would be sent that sustainability is more important than funding for increased nursing staff.
- The position seems focused on district systems not the education of students.
- Addressing student achievement is the highest board goal, whereas sustainability was the last item on the list of real world learning and strategic gains.
- Establishing the sustainability specialist position on the salary schedule implies that a decision to fund that position has been made.

Elements expressed in favor of the motion included:

- The district's priorities for making the operations of the district more efficient and having less impact on the environment.
- The need for a dedicated staff position to ensure quality engagement district-wide.
- The need for a systems thinker to increase efficiency internally and externally.
- Already-lean staffing at the district office level and the capacity of existing staff to take on meaningful sustainability efforts.
- Work around sustainability came to a halt because experts in the community said they wouldn't work on a plan without first having resources dedicated to it.
- Staff doesn't currently have the tools needed to bring sustainability work to the next level.

The motion was voted on. Directors Ball and Junkins voted in opposition to the motion; the remaining four board members voted in favor of it. The motion carried.

XII. CONSOLIDATED ACTION

MOTION:

It was moved by Director Ball and seconded by Director Junkins to approve the Consolidated Action items. The motion was voted on and unanimously approved.

The following items were approved:

- A. Minutes** – January 18, 2018; February 1, 2018; February 2, 2018; February 15, 2018
- B. Resolution No. 18-0301 – 2018-19 Linn Benton Lincoln Education Service District Local Service Plan** – (This document is posted online with the informational packet of this meeting and will be filed with the official 2017-18 board records.)
- 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** – (This document is posted online with the informational packet of this meeting and will be filed with the official 2017-18 board records.)
- D. Board Policy CPA—Layoff/Recall – Revision – Second Reading** – (This document is posted online with the informational packet of this meeting and will be filed with the official 2017-18 board records.)
- E. Board Policy EFAA—District Food and Nutrition Services – Revision – Second Reading** – (This document is posted online with the informational packet of this meeting and will be filed with the official 2017-18 board records.)
- F. Board Policy EGACA—Cell Phones – Revision – Second Reading** – (This document is posted online with the informational packet of this meeting and will be filed with the official 2017-18 board records.)
- G. Board Policy GBC—Staff Ethics – Revision – Second Reading** – (This document is posted online with the informational packet of this meeting and will be filed with the official 2017-18 board records.)
- H. Board Policy GCL/GDL—Staff Development – Revision – Second Reading** – (This document is posted online with the informational packet of this meeting and will be filed with the official 2017-18 board records.)
- I. Board Policy GDL—Staff Development – Rescinded** – (This document is posted online with the informational packet of this meeting and will be filed with the official 2017-18 board records.)
- J. Board Policy IGBBA—Identification—Talented and Gifted – Revision – Second Reading** – (This document is posted online with the informational packet of this meeting and will be filed with the official 2017-18 board records.)

XIII. CONSOLIDATED INFORMATION

The board received the following information:

- A. Unaudited Financial Statements – January 31, 2018 –** (This document is posted online with the informational packet of this meeting and will be filed with the official 2017-18 board records.)
- B. Board Policy GCAB—Personal Electronic Devices and Social Media—Staff—Revised—First Reading**
- C. Board Policy JFCEB—Personal Electronic Devices and Social Media—Student—Revised—First Reading**
- D. Administrative Regulation JFCEB-AR—Personal Electronic Devices and Social Media—Student—Revised—For Information**
- E. Board Policy GCBDA/GDBDA—Family Medical Leave—Revised—First Reading**
- F. Administrative Regulation GCBDA/GDBDA-AR—Federal Family and Medical Leave/Oregon Family Medical Leave—Revised—For Information**
- G. Board Policy IIBGA—Electronic Communications System—Revised—First Reading**
- H. Administrative Regulation IIBGA-AR—Electronic Communications System—Revised—For Information**
- I. Board Policy ING—Animals in District Facilities—Revised—First Reading**
- J. Administrative Regulation ING-AR(2)—Assistance Animals in District Facilities—Revised—For Information**
- K. Board Policy INI—Animal Dissection—Revised—First Reading**
- L. Board Policy JCA—Student Transfers—Revised—First Reading**
- M. Administrative Regulation—JCA-AR—Student Transfers—Revised—For Information**

XIV. ADJOURNMENT

There being no further business before the Board, Chair Adams adjourned the meeting at 10:22 p.m.

Vincent Adams, Board Chair

Ryan Noss, Superintendent

Prepared By: Julie Catala

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Corvallis

SCHOOL DISTRICT

IX.A.2. March 8, 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 6:15 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 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. LICENSED PERSONNEL ACTIONS, INCLUDING ANNUAL CONTRACT RENEWALS

Chair Adams drew the board's attention to documents provided before the board meeting.

MOTION:

It was moved by Vice Chair Al-AbdRabbuh and seconded by Director Jones to approve the Licensed Personnel action as submitted. The motion was voted on and unanimously approved.

(These documents have been posted online with the informational packet of this meeting, and will be filed with the official 2017-18 board records.)

IV. NON-LICENSED PERSONNEL INFORMATION

The board received information on non-licensed personnel. (This document has been posted online with the informational packet of this meeting, and will be filed with the official 2017-18 board records.)

V. BUDGET COMMITTEE TRAINING

Finance and Operations Director Olivia Meyers Buch gave a PowerPoint presentation regarding local budget law, budget committee roles and responsibilities, the Smarter School Spending budget framework, etc. (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.)

Budget committee citizen members LeeAnn Baker, Margit Foss, Kathy Seeburger, Peter Sabee-Paulson, and Jim McCullough joined the board for this training. Ms. Meyers Buch responded to questions from the board and citizen members of the budget committee.

VI. PUBLIC COMMENT ABOUT RESOLUTION NO. 18-0302 IN SUPPORT OF STUDENT ACTION TO DEMAND SAFETY FROM GUN VIOLENCE

Rick Robinson, 30899 Peterson Road, Philomath, spoke in opposition to the resolution because taxpayer dollars will be used, even if just to supervise students for their own safety. He opined that students must understand the ramifications of their actions, especially if the protest gets disorderly and causes the use of more resources; a resolution by the board lessens that burden.

Iris Anderson and Ethan Boggs, CHS students, spoke in favor of the resolution, saying that education is one of the most important things people have but it becomes hard to learn when it is no longer safe. They said that with every school shooting, they become concerned that Corvallis could be next, and they feel students need to do their part to make change. They asked that students be added as members of the district's safety committee.

VII. RESOLUTION NO. 18-0302 IN SUPPORT OF STUDENT ACTION TO DEMAND SAFETY FROM GUN VIOLENCE

Superintendent Noss offered comments regarding the proposed resolution, in which he outlined applicable board policy and his duties as superintendent to uphold that policy. He asked the board to examine the possibility that this resolution could have a negative impact on some students.

MOTION #1:

It was moved by Director Ball and seconded by Director Jones to adopt Resolution No. 18-0302 In Support of Student Action to Demand Safety from Gun Violence.

Board members engaged in a lengthy discussion regarding the proposed resolution, and staff responded to questions.

Some of the elements expressed in favor of the motion included:

- The resolution is designed to support the right of students to speak out about something that affects them very directly, and was written in such a way as to avoid advocating for legislation.
- Civic engagement of our students in this way is completely aligned with the board's goals; this is education on the ground.
- Rather than worrying about the fact that students are protesting, we should support those who are saying *this is enough*.

MOTION #2:

It was moved by Director Conroy and seconded by Vice Chair Al-AbdRabbuh to amend motion #1 to add the following paragraph under the recitals: "D. The Board believes that a respectful and thorough dialogue among members of our school community-- students, staff, parents and administration--concerning school safety and school shootings should be encouraged and facilitated in the coming months."

Board members engaged in a lengthy discussion regarding the amendment put forth in Motion #2.

Some of the elements expressed in opposition to the motion included:

- The amendment conflicts with board policy on staff participation in political activity.
- The intent of the resolution is to tell students *we support your right to exercise your voice*. It is very different from the board telling administration what the next steps should be; that should be a separate discussion.
- The proposed amendment muddies the resolution by broadening it from a student-driven, student-organized action; it undercuts students' efforts and inadvertently sends a message that adults will take over after students have done the work.

Some of the elements expressed in favor of the motion included:

- The amendment will give a framework about what the board can encourage in order to facilitate a safer school community; it clarifies that there is a next step once students call for action.
- The amendment tells students *we want you, your parents, and your communities to have a follow-up discussion about gun violence*.
- Effective change happens only if effective conversation leads to action. The amendment is not about imposing wisdom or stealing students' thunder; it's about safety and having a good discussion.

Motion #2 was voted on. Vice Chair Al-AbdRabbuh and Director Conroy voted in favor of the motion; the remaining five board members voted in opposition to it. The motion failed.

Board members continued discussion regarding Motion #1.

Chair Adams commented that he would like to find a way to amend the resolution to make it inclusive of kids who won't be taking part in the walkout on March 14.

Director Jones asked for clarification of how the language of the resolution could heighten the concerns about marginalizing students who won't participate.

Superintendent Noss said he would like to ensure that students who are not participating in the walkout still feel safe, valued, and connected to their schools.

Motion #3

It was moved by Chair Adams and seconded by Vice Chair Al-AbdRabbuh to add a bullet at the end of the resolution stating that the board recognizes the right of students to choose to not take part in student-led civic actions.

Board members engaged in a brief discussion regarding the amendment put forth in Motion #3.

Motion #3 was voted on. Directors Junkins, Jones, Finger McDonald, and Ball voted in opposition to the motion; the remaining three board members voted in favor of it. The motion failed.

Motion #1 was voted on and passed unanimously.

VIII. ADJOURNMENT

There being no further business before the Board, Chair Adams adjourned the meeting at 9:32 p.m.

Vincent Adams, Board Chair

Ryan Noss, Superintendent

Prepared By: Julie Catala

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Corvallis

SCHOOL DISTRICT

IX.A.3. March 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 6:44 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 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>BOARD MEMBERS EXCUSED</u> Ed Junkins	

A quorum was present and due notice had been published.

II. EXECUTIVE SESSION

The Board met in Executive Session under ORS 192.660(2)(i) - Superintendent's Evaluation.

III. PLEDGE OF ALLEGIANCE

Chair Adams led the Pledge of Allegiance.

IV. REVIEW BOARD GOALS AND DATA, AND ESTABLISH GOAL TARGETS

Superintendent Noss provided introductory remarks regarding the report he provided prior to the meeting. (The report is posted online with the informational packet of this meeting and will be filed with the official 2017-18 board records.)

Assessment and Data Specialist Laurie Corliss led the board through the report, and provided additional clarification regarding the data and recommendations it contained.

Chair Adams noted that board will hold a listening session later in the spring to solicit feedback from the community on the board's proposed goals and strategies.

V. ADJOURNMENT

There being no further business before the Board, Chair Adams adjourned the meeting at 9:10 p.m.

Vincent Adams, Board Chair

Ryan Noss, Superintendent

Prepared By: Julie Catala

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Unadopted Minutes



Corvallis
SCHOOL DISTRICT

IX.B. Licensed Personnel Action



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Jennifer Duvall, Human Resources Director
Meeting Date: April 12, 2018

Licensed Personnel Action

ACTION REQUESTED

1. Issue:

a. Recommendation to Hire

Avi Hernandez Cruz, Bilingual Middle School Teacher, 1.0 FTE, Linus Pauling Middle School, effective School Year 2018-19 (Temporary/Probationary)

Lindsay Prothero, Special Education Teacher, additional 0.1 FTE to 0.6 FTE, District Office, effective April 2, 2018 (Temporary)

b. Leave/Termination/Resignation/Layoff/Retirement

Josh Armentano, Applied Technology Teacher, 0.5 FTE, Crescent Valley High, effective June 30, 2018 (Resignation)

Beatrice Boedtke, Humanities Teacher, 1.0 FTE, Linus Pauling Middle School, effective June 30, 2018 (Retirement)

Andrea Griffin-Quintana, Alternative Education, 0.5 FTE, Cheldelin Middle School, effective June 30, 2018 (Temporary Contract)

Shelley Powers, Special Education Teacher, 1.0 FTE, Corvallis High, effective June 30, 2018 (Resignation)

Tiffany Sheppick, Special Education Teacher, 1.0 FTE, District Office & Muddy Creek, effective April 16, 2018 (Resignation)

MOTION REQUESTED:

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



Corvallis
SCHOOL DISTRICT

IX.C. Board Policy GCAB—Personal Electronic Devices and Social Media—
Staff—Revised—Second Reading



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board

Prepared by: Kerry Richey

Meeting Date: April 12, 2018

ACTION REQUIRED

Board Policy

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

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

Background

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 have now been updated.

OSBA revised GCAB—Personal Electronic Devices and Social Media—Staff to address employee off-duty conduct using personal electronic devices and social media sites. These changes prohibit school employees, while on duty or off duty, from using personal electronic devices in a manner that interferes with staff duty and responsibility for the supervision of employees. The revised policy requires employees to treat fellow employees, students, and the public with respect while posting on social media sites like Facebook and Twitter in order to prevent substantial disruption in school. The updated policy advises employees that their off-duty conduct on personal electronic devices could lead to discipline up to and including termination.

Board policy GCAB for staff is highly recommended by OSBA. Policy JFCEB for students is required.

Involvement

District staff.

Cost Impact

None.

ACTION REQUESTED

Adoption of the revised policies.

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. ~~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.

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.

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 163.433](#)

[ORS 163.684](#)

[ORS 163.686](#)

[ORS 163.687](#)

[ORS 163.688](#)

[ORS 163.689](#)

[ORS 163.693](#)

[ORS 163.700](#)

[ORS 167.057](#)

[ORS 326.011](#)

[ORS 326.051](#)

[ORS 332.072](#)

[ORS 332.107](#)

[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

IX.D. Board Policy JFCEB—Personal Electronic Devices and Social Media—
Student—Revised—Second 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/GBNA—Hazing/Harassment/Intimidation/Bullying/Menacing

Board Policy JFCFA/GBNAA—Cyberbullying



Corvallis

SCHOOL DISTRICT

IX.E. Board Policy GCBDA/GDBDA—Family Medical Leave—Revised—
Second Reading



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Kerry Richey
Meeting Date: April 12, 2018

ACTION REQUIRED

Board Policy

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

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.

ACTION REQUESTED

Adoption of the revised policy.

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.

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



Corvallis

SCHOOL DISTRICT

IX.F. Board Policy IIBGA—Electronic Communications System—Revised—
Second Reading



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Kerry Richey
Meeting Date: April 12, 2018

ACTION REQUIRED

Board Policy

Board Policy IIBGA—Electronic Communications System—Revised—Second Reading

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 is required.

Involvement

District staff.

Cost Impact

None.

ACTION REQUESTED

Adoption of the revised policy.

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

IX.G. Board Policy ING—Animals in District Facilities—Revised—
Second Reading



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Kerry Richey
Meeting Date: April 12, 2018

ACTION REQUIRED

Board Policy

Board Policy ING—Animals in District Facilities—Revised—Second Reading

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.

The policy is considered optional.

Involvement

District staff.

Cost Impact

None.

ACTION REQUESTED

Adoption of the revised policy.

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

IX.H. Board Policy INI—Animal Dissection—Revised—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 INI—Animal Dissection—Revised—Second 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.

ACTION REQUESTED

Adoption of the revised policy.

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

IX.I. Board Policy JCA—Student Transfers—Revised—Second Reading



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board

Prepared by: Kerry Richey

Meeting Date: April 12, 2018

ACTION REQUIRED

Board Policy

Board Policy JCA—Student Transfers—Revised—First Reading

Background

Policy JCA—Student Transfers was updated to include the legal reference to the Every Student Succeeds Act of 2015 (ESSA).

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.

ACTION REQUESTED

Adoption of the revised policy.

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 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).



Corvallis

SCHOOL DISTRICT

X. CONSOLIDATED INFORMATION

X.A. Non-Licensed Personnel Information



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Jennifer Duvall, Human Resources Director
Meeting Date: April 12, 2018

Non-licensed Personnel Information

NO ACTION REQUIRED

Recommendation to Hire

Kristina Stadelman: Educational Assistant Life Skills, 7 hours, Corvallis High School, effective April 2, 2018 (Limited Term)

Kent Lovelace: Maintenance 1/Custodial, 8 hours, Linus Pauling Middle School, effective March 27, 2018 (Regular/Probationary)

Matthew Bauer: Maintenance 1, 8 hours, District Office, effective March 26, 2018 (Limited Term)

Matthew Rakes: Technology Computer Lab Assistant 2, 6.50 hours, Wilson Elementary, effective February 20, 2018 (Regular/Probationary)

Elvira Rodriguez-Portillo: Educational Assistant 2, 4 hours, Garfield Elementary, effective March 19, 2018 (Regular/Probationary)

Isaiah DeVylde: Educational Assistant 2, 6.75 hours, Linus Pauling Middle School, effective March 19, 2018 (Limited Term)

Taylor Moffatt: Educational Assistant Life Skills, 7 hours, Linus Pauling Middle School, effective March 12, 2018 (Limited Term)

Nancy Falcon-Ruiz: Educational Assistant 2, 5 hours, Lincoln Elementary, effective April 9, 2018 (Limited Term)

Termination/Resignation/Layoff/Retirement

Stacey Waldrup: Educational Assistant 3, 7.50 hours, Crescent Valley High School, effective June 30, 2018 (Resignation)

Ramon Martinez: Technology Computer Lab Assistant 2, 6.50 hours, Lincoln Elementary, effective April 11, 2018 (Resignation)

Sydney Henderson: Educational Assistant 2, 3 hours, Crescent Valley High School, effective March 20, 2018 (Resignation)



Corvallis

SCHOOL DISTRICT

Ruth Peters: Technology Computer Lab Assistant 2, 8 hours, Linus Pauling Middle School, effective June 30, 2018 (Retirement)

Nan Copeland: Educational Assistant 2, 4 hours, Hoover Elementary, effective June 30, 2018 (Retirement)

Kristen Beckstead: Educational Assistant 2, 5 hours, Mt. View Elementary, effective April 3, 2018 (Resignation)

Maria Meza: Educational Assistant 2, 4.5 hours, Lincoln Elementary, effective April 13, 2018 (Resignation)



Corvallis

SCHOOL DISTRICT

X.B. Unaudited Financial Statements - February 28, 2018



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Olivia Meyers Buch, Finance and Operations Director
Meeting Date: April 12, 2018

February 28, 2018 Financial Statements (Unaudited)

NO ACTION REQUIRED

Background

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

Year-to-date operating revenues through the end of February 2018 total \$59.5 million or 87.3% of total budgeted operating revenues as compared to \$55.5 million or 86.5% through the end of February 2017. Total operating revenue is projected to exceed budgeted operating revenue by \$3.6 million due to increased state school fund allocations, higher than projected enrollment, and less local option tax compression.

Year-to-date operating expenditures through the end of February 2018 total \$37.6 million or 54.0% of total budgeted operating expenditures as compared to \$36.1 million or 54.8% through the end of February 2017. Total operating expenditures are projected to be less than budgeted operating expenditures by \$0.8 million due to typical underspending.

Projected resources and requirements through June 30, 2018 result in an ending fund balance of \$13.2 million. The projected ending fund balance reflects a change in fund balance, or annual operating surplus, of \$3.1 million. All General Fund reserves are projected to be at or above the designations outlined in board policy on June 30, 2018; however, the district's long-term projections indicate that all excess General Fund reserves will be depleted by June 30, 2020 due to significant increases in PERS employer contribution rates that will go into effect on July 1, 2019.

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

Supplementary Materials

1. Statements of Resources and Requirements as of February 28, 2017 and 2018
2. Schedule of Investments as of February 28, 2018
3. Schedules of Cash Disbursements greater than or equal to \$1,000 for the period of February 1 – February 28, 2018

Corvallis School District 509J
Statement of Resources and Requirements
Fiscal Year to Date as of February 28, 2017 and 2018 Respectively (Unaudited)

General Fund

	FY 2016-17					FY 2017-18				
	Amended	Actuals Thru	% of	Actuals Thru	% of	Amended	Actuals Thru	% of	Projected Thru	% of
	Budget	02/28/2017	Budget	06/30/2017	Budget	Budget	02/28/2018	Budget	06/30/2018	Budget
RESOURCES										
State School Fund Formula Revenue										
State School Fund - General Support	\$ 31,748,251	\$ 24,856,593	78.3%	\$ 30,803,517	97.0%	\$ 34,106,224	\$ 26,948,174	79.0%	\$ 36,223,501	106.2%
Property Taxes Levied by District	26,014,907	24,664,633	94.8%	26,014,937	100.0%	26,747,906	25,842,653	96.6%	26,647,963	99.6%
Common School Fund	834,692	592,306	71.0%	1,184,612	141.9%	829,828	489,619	59.0%	979,239	118.0%
County School Funds	140,000	274,551	196.1%	373,614	266.9%	140,000	3,174	2.3%	160,000	114.3%
Local Option Taxes Levied by District	4,545,040	4,320,522	95.1%	4,554,757	100.2%	4,769,350	5,610,826	117.6%	5,767,014	120.9%
Earnings on Investments	180,000	151,701	84.3%	314,241	174.6%	170,000	237,755	139.9%	325,000	191.2%
State School Fund Prior Year Adjustment	(54,226)	-	-	274,920	-	-	-	-	341,272	-
Other	795,003	648,796	81.6%	1,032,618	129.9%	1,392,549	354,824	25.5%	1,274,652	91.5%
Total Operating Revenues	\$ 64,203,667	\$ 55,509,102	86.5%	\$ 64,553,217	100.5%	\$ 68,155,857	\$ 59,487,024	87.3%	\$ 71,718,641	105.2%
Transfers	\$ -	\$ -	-	\$ -	-	\$ 103,300	\$ 103,299	-	\$ 103,299	100.0%
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	\$ 65,787,675	88.3%	\$ 74,831,790	100.5%	\$ 78,398,133	\$ 69,729,300	93.2%	\$ 81,960,917	104.5%
REQUIREMENTS										
Salaries	\$ 34,920,419	\$ 18,804,527	53.8%	\$ 34,848,046	99.8%	\$ 36,238,931	\$ 19,499,187	53.8%	\$ 35,876,542	99.0%
Associated Payroll Costs	19,366,811	9,920,296	51.2%	18,557,192	95.8%	20,492,728	10,339,463	50.5%	20,287,801	99.0%
Purchased Services	7,702,555	4,719,655	61.3%	7,892,125	102.5%	7,813,574	4,590,224	58.7%	7,657,303	98.0%
Supplies and Materials	2,929,169	1,784,502	60.9%	2,449,145	83.6%	3,556,588	1,868,125	52.5%	3,485,456	98.0%
Capital Outlay	86,000	64,450	74.9%	106,601	124.0%	536,000	426,327	79.5%	525,280	98.0%
Other Objects	861,009	819,819	95.2%	839,703	97.5%	926,809	865,485	93.4%	908,273	98.0%
Total Operating Expenditures	\$ 65,865,963	\$ 36,113,248	54.8%	\$ 64,692,813	98.2%	\$ 69,564,630	\$ 37,588,812	54.0%	\$ 68,740,654	98.8%
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	\$ 36,113,248		\$ 64,692,813		\$ 78,398,133	\$ 37,588,812		\$ 68,740,654	
ENDING FUND BALANCE		\$ 29,674,427		\$ 10,138,976			\$ 32,140,488		\$ 13,220,263	
Contingency				1,613,830	2.5% *				1,792,966	2.5% *
Rainy Day Reserves				3,227,661	5.0% *				3,585,932	5.0% *
Unappropriated Reserves				3,974,666	6.2% *				5,620,125	7.8% *
Unappropriated Reserve (2018-19 Roll up)				-	0.0% *				898,421	1.3% *
Unappropriated Reserve (PERS)				1,322,819	2.0% *				1,322,819	1.8% *
* Percent of Operating Revenue				10,138,976	15.7% *				13,220,263	18.4% *

Corvallis School District 509J

Schedule of Investments

February 28, 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	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
Total Investments outside of Local Government Investment Pool:						\$ 6,000,000
				Average Annualized Rate		
<u>Local Government Investment Pool:</u>						
General Account				1.85%	\$ 41,365,910	
Debt Service Account				1.85%	592	
Subtotal LGIP ¹					\$ 41,366,502	
<u>Local Government Investment Pool - Pension Bond Debt Service:</u>						
Pension Bond Debt Service Account: ²				1.85%	\$ 1,330,330	
Total Investments						\$ 48,696,833

1. The maximum amount (in any combination of accounts) that the Local Government Investment Pool (LGIP) allows in an account is \$48,333,000
2. The PERS Bond Debt Service Account is outside of the LGIP limit, and collects the PERS intercept payments from the Basic School Fund for payment twice a year to the bond holders of the PERS bond debt.

Compliance with Investment Policy

Type of Investment	Maximum Percent of Portfolio per Policy	Current Percent
US Government-Sponsored Enterprises (Total):	90.0%	12.3%
US Treasury Obligations	100.0%	0.0%
Local Government Investment Pool	100.0%	87.7%
Bankers Acceptances	25.0%	0.0%
Repurchase Agreements	25.0%	0.0%
State and Local Government Securities	25.0%	0.0%
Time Certificates of Deposit & Collateralized Money Market	50.0%	0.0%
Commercial Paper (bonds and promissory notes issued by corporations)	10.0%	0.0%
TOTAL		100.00%

Benchmarks as of 2/28/18:

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

1.66%

3-Mo. Jumbo CDs

1.95%

Corvallis School District 509J
Schedule of Cash Disbursements greater than or equal to \$1,000
For the period of February 1, 2018-February 28, 2018

Vendor by Fund and Object	Check Total
100 - General Fund	
Audit Services	
INAVALE COMMUNITY PARTNERS, INC	2,500.00
Away HS Playoffs and/or Tournaments	
EMBASSY SUITES-HILTON PORTLAND DOWNTOWN	2,167.68
Charter School Payments	
INAVALE COMMUNITY PARTNERS, INC	65,191.36
Computer Software	
NEWSELA	6,500.00
Consumable Supplies and Materials	
CONSOLIDATED SUPPLY CO - SALEM	3,889.00
CVE TECHNOLOGIES	1,295.21
FASTENAL COMPANY	1,028.24
GRAINGER	1,288.41
HARDWOOD CENTRE INC	2,075.88
INDUSTRIAL PIPE & SUPPLY CO INC	1,154.19
JOSTENS INC	2,141.95
OFFICE DEPOT, INC	10,631.46
PANERA BREAD	1,446.15
WAXIE SANITARY SUPPLY	2,174.37
ZOUP! CORVALLIS	1,484.00
Copier Charges	
CTX - SAN FRANCISCO	4,422.01
Electricity	
CONSUMERS POWER INC	13,175.12
PACIFIC POWER AND LIGHT	47,578.53
Equipment-like items \$1,000 - \$4,999	
MAX-ABILITY INC	1,500.00
OCTAVE SYSTEMS INC.	1,790.00
Fuel	
BENTON COUNTY	3,215.19
NW NATURAL	50,544.86
Garbage	
REPUBLIC SERVICES	1,733.42
Instructional, Professional and Technical Service	
INAVALE COMMUNITY PARTNERS, INC	1,247.85
Legal Services	
HUNGERFORD LAW FIRM LLP	2,040.00
Non-reimbursable Student Transportation	
CITY OF CORVALLIS_	7,238.34
FIRST STUDENT INC	1,296.76

Corvallis School District 509J
Schedule of Cash Disbursements greater than or equal to \$1,000
For the period of February 1, 2018-February 28, 2018

Vendor by Fund and Object	Check Total
Other Communication Services	
COMCAST/INSTITUTIONAL NETWORKS	15,456.12
Other Non-instructional Professional and Technical	
CORVALLIS CLINIC - OCCUPATIONAL MEDICINE	1,095.00
CRIMINAL INFORMATION SERVICES INC	2,980.50
KITTELSON & ASSOCIATES INC	2,421.29
MAXIM HEALTHCARE SERVICES	9,006.25
OPTIMIZON	6,236.75
SAMARITAN HEALTH SERVICES	25,381.25
SELECTEMP EMPLOYMENT SERVICES	2,642.03
Other Property Services	
US Bank Equipment Finance	4,090.41
Postage	
GARTEN SERVICES, INC	2,158.04
Printing and Binding	
FRANKLIN PRESS	2,661.60
OFFICE DEPOT, INC	5,293.94
Reimbursable Student Transportation	
DIAL-A-BUS OF BENTON COUNTY	32,007.38
FIRST STUDENT INC	177,680.05
GUEVARA, PENNY	1,250.00
Repairs and Maintenance Services	
BENSON'S INTERIORS, INC	1,801.00
BENTON COUNTY PUBLIC WORKS	6,709.35
INTERIOR TECH	4,308.25
JV MANUFACTURING INC	1,771.89
KONE INC	2,514.00
M & W ELECTRIC INC	1,230.19
MCGOVERN MAINTENANCE	2,170.00
PACIFIC OFFICE AUTOMATION	1,876.00
WEST COAST METAL BUILDINGS, INC.	11,616.00
WINDSMITH MUSIC LLC	1,353.50
Scholarships	
SRSC CREDIT CARD CHARGE	1,890.00
Technology Taggable Equip <\$5,000	
APPLE, INC	11,676.00
GOVCONNECTION INC	163,836.00
OETC	2,291.00
Telephone	
AT&T MOBILITY-ACCT#837370420 (TECH)	1,490.71
CENTURYLINK	5,556.59

Corvallis School District 509J
Schedule of Cash Disbursements greater than or equal to \$1,000
For the period of February 1, 2018-February 28, 2018

Vendor by Fund and Object	Check Total
Travel, Out of District	
BOOMERANG PROJECT	11,775.00
COSA	2,025.00
Duvall, Jennifer L	1,629.02
Travel, Student Out of District	
PORTLAND TRAIL BLAZERS	2,324.00
Water and Sewage	
CITY OF CORVALLIS	25,658.57
100 - General Fund Total	796,612.66
203 - Food Service Fund	
Food - Food Service Only	
DUCK DELIVERY PRODUCE INC	7,983.42
FRANZ FAMILY BAKERIES	2,521.99
LOCHMEAD DAIRY	6,449.02
Fuel	
BENTON COUNTY	1,101.07
Inventories	
COSTCO - ALBANY	2,485.21
FOOD SERVICE OF AMERICA	14,887.50
MCDONALD WHOLESALE CO	29,167.78
NORTHWEST DISTRIBUTION SERVICES	5,287.30
SYSCO FOOD SERVICE	1,002.18
Repairs and Maintenance Services	
AAA QUALITY APPLIANCE CARE CO	1,221.47
BENTON COUNTY PUBLIC WORKS	1,609.35
203 - Food Service Fund Total	73,716.29
204 - District Donation Fund	
Consumable Supplies and Materials	
CRADLE GEAR USA CREDIT CARD CHARGE	5,574.37
Equipment-like items \$1,000 - \$4,999	
OCTAVE SYSTEMS INC.	1,200.00
SHOP OUTFITTERS	1,696.00
Instructional, Professional and Technical Service	
LEARNING A-Z.	1,200.00
204 - District Donation Fund Total	9,670.37
208 - Designated Facilities Fund	
Repairs and Maintenance Services	
SUNBELT RENTALS, INC.	1,897.62
208 - Designated Facilities Fund Total	1,897.62

Corvallis School District 509J
Schedule of Cash Disbursements greater than or equal to \$1,000
For the period of February 1, 2018-February 28, 2018

Vendor by Fund and Object	Check Total
296 - Grants Fund	
Consumable Supplies and Materials	
GOVCONNECTION INC	1,093.06
SPHERO INC	2,399.98
Equipment \$5,000 and greater	
NORTHWEST TECHNICAL PRODUCTS	19,792.00
296 - Grants Fund Total	23,285.04
297 - Student Body Funds	
Consumable Supplies and Materials	
BSN SPORTS	2,154.29
COSTCO - ALBANY	1,432.67
EASTBAY	1,198.75
ELEMENT GRAPHICS, INC	1,074.40
LIFETOUCH NATIONAL SCHOOL STUDIOS	3,948.32
MUSIC CITY ASSOCIATES	1,366.94
MUSIC THEATRE INTERNATIONAL	4,782.00
PERMA-BOUND	1,710.50
SEW ON	1,995.00
SHIRT CIRCUIT	6,043.40
UNIVERSITY HERO INC - DOWNTOWN	1,108.50
VEX ROBOTICS, INC	4,100.54
Equipment \$5,000 and greater	
SHOOT A WAY, INC	6,294.00
Equipment-like items \$1,000 - \$4,999	
MUSIC CITY ASSOCIATES	1,171.96
Non-reimbursable Student Transportation	
FIRST STUDENT INC	13,188.72
Printing and Binding	
OREGON STATE UNIVERSITY PRINTING	4,870.23
Travel, Student Out of District	
COURTYARD BY MARRIOTT - PORTLAND	1,004.98
HOLIDAY INN - WILSONVILLE	2,806.56
OPD CHURCH OF THE NAZARENE	1,531.50
297 - Student Body Funds Total	61,783.26
298 - Designated Revenue Fund	
Consumable Supplies and Materials	
COSTCO - ALBANY	1,122.05
CPI	2,900.00
OFFICE DEPOT, INC	1,014.30
Repairs and Maintenance Services	
CELL PHONE SICK BAY	3,538.00

Corvallis School District 509J
Schedule of Cash Disbursements greater than or equal to \$1,000
For the period of February 1, 2018-February 28, 2018

Vendor by Fund and Object		Check Total
Technology Taggable Equip <\$5,000		
BEST BUY BUSINESS ADVANTAGE ACCOUNT		3,000.00
Travel, Out of District		
HAWK RIDGE SYSTEMS LLC		1,200.00
Travel, Student Out of District		
KENNEDY CENTER		2,409.20
298 - Designated Revenue Fund	Total	15,183.55
601 - Insurance Fund		
Group Insurance		
WILLAMETTE DENTAL GROUP (GROUP Z1329)		43,648.00
Other Non-instructional Professional and Technical		
CPR WORKS, LLC		1,170.00
601 - Insurance Fund	Total	44,818.00
Grand Total		1,026,966.79



Corvallis
SCHOOL DISTRICT

X.C. Board Policy JECB – Admission of Nonresident Students



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Kerry Richey
Meeting Date: April 12, 2018

[NO ACTION REQUIRED](#)

Board Policy and Administrative Regulation

Board Policy JECB—Admission of Nonresident Students—Revised—First Reading
Administrative Regulation JECB-AR—Admission of Nonresident Students—Revised—For Information

Background

Teaching & Learning department staff have reviewed several policies and administrative regulations for current practice and content.

There have been several changes to law regarding admission of nonresident students and interdistrict transfers over the last few years. Language recommended by the Oregon School Boards Association (OSBA) for policy JECB—Admission of Nonresident Students provides greater clarity than our current policy language.

Administrative regulation JECB-AR—Admission of Nonresident Students has been revised as well.

This policy and administrative regulation are highly recommended by OSBA.

Involvement

District staff.

Cost Impact

None.

Admission of Nonresident Students

The district may enroll nonresident students as follows:

1. **Interdistrict Transfer Agreement.** By written consent of the affected school boards. The student becomes a “resident pupil” of the attending (receiving) district thereby allowing the attending district to receive State School Fund moneys;
2. **Open Enrollment.** By written consent from the school board with which the student has made application for admission. The student becomes a “resident pupil” of the attending (receiving) district thereby allowing the attending district to receive State School Fund moneys;
3. **Tuition Paying Student.** By admitting nonresident student with tuition, whereby neither affected districts are eligible for State School Fund moneys;
4. **Court placement.** If a juvenile court determines it is in the student’s best interest, a student placed in a substitute care program outside the district will continue to be considered a resident student and allowed to attend the school the student attended prior to placement. The public agency placing the student in a substitute care program will be responsible for the transportation of the student, if public agency funds are available.

The Board may deny regular school or alternative education program admission to nonresident students who are under expulsion from another district.

Consent for Admission of a Nonresident Student by Interdistrict Transfer or Consent for Admission of a Tuition Paying Student

Annually, by March 1, the Board shall establish the number of student transfer requests into the district, and out of the district, to which consent will be given for the upcoming school year.

The Board reserves the right to accept/reject nonresident students based upon the availability of space and resources. The Board may not consider nor ask for any information from the student about race, religion, sex, sexual orientation, ethnicity, national origins, disability, health, whether a student has an individualized education program (IEP) or the terms of that IEP, talented and gifted identification, income level, residence, proficiency in English, athletic ability, or academic records. The Board may not request or require the student to participate in an interview, tour any of the schools or facilities, or otherwise meet with any representatives of the school or district prior to the district deciding whether to give consent.

The Board may ask for the student's name, contact information, date of birth, grade level, whether the student may be given priority on consent for admission (e.g., sibling in the district; change in legal residence; completion of public charter school in the district), information about which school(s) the student prefers to attend, and whether the student is currently expelled.

If the number of students seeking consent exceeds the number of spaces, the Board will use an equitable lottery selection process. The process may give priority to students who have siblings currently enrolled in the district; to students who previously received consent for admission because of a change in legal residence; or to students who attended a public charter school located in the same district in which the student seeks to attend, for three consecutive years, completed the highest grade offered by the public charter school, and did not enroll and attend school in another district following completion of that highest grade in the public charter school.

The Board may revise the maximum number of students to whom consent will be given at a time other than the annual date established by the Board if there are no pending applications for consent.

If the Board decides not to give consent to a student the Board must provide a written explanation to the student.

The district may require minimum standards of behavior and/or attendance once the student has been accepted. The minimum standards must be the same for all students that are given consent. The district is not allowed to establish minimum standards for academics as criteria for the student to remain in the district. Students whose consent is revoked for violation of attendance and/or behavior standards will not be allowed to apply for consent to return to this district in the same or the following school year.

The Board may determine the length of time for which the consent is given. Any limitations in length of time must be applied consistently among all students to whom consent is given.

The district is not required to provide transportation outside the boundaries of the district. The student will be allowed to use existing bus routes and transportation services of the district. Transportation will be provided if required by federal law.

The attending district is responsible for a free appropriate public education for any student on an IEP.

Consent by the Nonresident District Board for which the Student has applied for Admission (Open Enrollment)

Annually, by March 1, the Board shall establish the number of students to whom consent will be given for the upcoming school year. The Board may choose to limit consent based on school, grade, or the combination of both. The Board may decide not to give consent to any person under this process.

Applications for consent shall be submitted to the district no later than March 31, for the following school year.

The Board may not deny consent, give priority nor request student information related to race, religion, sex, sexual orientation, ethnicity, national origin, disability, health, whether a student has an individual education program (IEP) or the terms of that IEP, talented and gifted identification, income level, residence, proficiency in the English language, athletic ability, or academic records.

If the number of students seeking consent exceeds the number of students the Board has determined will be given consent, consent will be based on an equitable lottery selection process.

The district is not required to provide transportation outside the boundaries of the district. The student will be allowed to use existing bus routes and transportation services of the district. Transportation will be provided if required by federal law.

By May 1, the district shall provide written notification of admission of a nonresident student into the district, to the district of the student's legal residence.

Consent by Affected Boards/Tuition

The district may enroll nonresident students as follows:

1. ~~By written consent of the affected school boards as provided by Board policy. The student becomes a "resident pupil" of the attending district thereby allowing the receiving district to receive State School Fund moneys;~~
2. ~~By unilaterally admitting with tuition a nonresident student whereby neither district is eligible for State School Fund moneys;~~
3. ~~If a juvenile court determines it is in the student's best interest, a student placed in a substitute care program outside the district will continue to be considered a resident student and allowed to attend the school the student attended prior to placement. The public agency placing the student in a substitute care program will be responsible for the transportation of the student, if public agency funds are available.~~

~~The Board may, based on district criteria, deny regular school admission to nonresident students who are under expulsion from another district. The Board may ask for the student's name, contact information, date of birth, grade level, and whether the student is currently under expulsion.~~

~~The Board may not consider nor ask for any information from the student about race, religion, sex, gender identity, gender expression, sexual orientation, ethnicity, national origins, disability, health, whether a student has an individual education program (IEP) or the terms of that IEP, identification as talented and gifted, income level, residence, proficiency in English, athletic ability, or academic records. The Board may not request or require the student to participate in an interview, tour any of the schools or facilities, or otherwise meet with any representatives of the school or district prior to the district deciding whether to give consent.~~

~~Nothing prevents a student from voluntarily meeting with district personnel and touring any of the schools or facilities of a school district or from requesting or receiving any information from a school or the school district.~~

~~The Board will annually determine whether to limit the number of students to whom consent will be given.~~

~~If the number of students seeking consent exceeds the number of spaces, the Board will use an equitable lottery selection process. The process may give priority to students who have siblings currently enrolled in the district. The Board may revise the maximum number of students to whom consent will be given at a time other than the annual date established by the Board if there are no pending applications for consent.~~

~~If the Board decides not to give consent to a student, the Board must provide a written explanation to the student. The Board may determine the length of time the consent is given. Any limitations in length of time must be applied consistently among all students to whom consent is given.~~

~~The district is not required to provide transportation outside the boundaries of the district. The student will be allowed to use existing bus routes and transportation services of the district. Transportation will be provided if~~

required by federal law.

Consent of Board for the District in which the School is Located

Annually, by March 1, the Board shall establish the number of students to whom consent will be given for the upcoming school year. The Board may choose to limit consent based on school, grade, or the combination of both. The Board may decide not to give consent to any person under this process.

The Board may not deny consent, give priority, nor ask for any information from the student about race, religion, sex, gender identity, gender expression, sexual orientation, ethnicity, national origins, disability, health, whether a student has an individual education program (IEP) or the terms of that IEP, identification as talented and gifted, income level, residence, proficiency in English, athletic ability, or academic records.

Applications for consent shall be submitted no later than March 31, prior to the year of requested consent.

By May 1, the district shall provide written notification of attendance to the district of the student's legal residence.

END OF POLICY

Legal Reference(s):

[ORS 109.056](#)

[ORS 327.006](#)

[ORS 329.485](#)

[ORS 335.090](#)

[ORS 339.115](#) to [339.133](#)

[ORS 339.141](#)

[ORS 339.250](#)

[ORS 343.221](#)

[ORS 433.267](#)

Letter Opinions, Office of the OR Attorney General (March 15, April 18, June 30 1988).

OR. DEP'T OF EDUC., ODE EXECUTIVE MEMORANDA 23-1988-89, 42-1994-95.

Cross Reference(s):

Policy JEC—Admissions

Policy JECF—Nonresident Student Tuition

Policy JCA—Student Transfers



Corvallis

SCHOOL DISTRICT

X.D. Administrative Regulation JECB-AR – Admission of Nonresident
Students

Admission of Nonresident Students

~~By April 1 of~~ Each school year, the principals will establish an approximate number of nonresident students their respective buildings can accommodate for the following school year.

Nonresident students will not be admitted without tuition, with the exception of students who become “resident pupils” by one of the following methods:

1. By written consent of affected school boards (interdistrict transfer);
2. By written consent of the district board with which the student has made application for admission (open enrollment);
3. A foreign exchange student attending a district school on a J-1 Visa; or
4. A court order.

The amount of tuition will be established annually by the Board. Each admitted tuition paying student will be charged the same amount of tuition.

~~Nonresident students will not be admitted without tuition, with the exception of students who become "resident pupils" by written consent of affected school boards, written consent of the district board for the district in which the school is located, and foreign exchange students attending district schools on a J-1 Visa.~~

The district is not required to provide transportation outside the boundaries of the district. The student will be allowed to use existing bus routes and transportation services of the district. Transportation will be provided if required by federal law.

Consent for Admission of a Nonresident Student by Interdistrict Transfer

~~Consent by Affected Boards and Tuitioned Students~~

1. The request for admission is made through the district’s online transfer application during the month of March.
~~The request for admission must go through the principal's office to the assistant superintendent's office.~~
2. 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.
- ~~3.2.~~ Initial admission to attend Corvallis schools and transfers between schools must be approved by the assistant superintendent or designee. Decisions regarding transfer requests made by the assistant superintendent will be final.

4. Students receiving consent for admission may remain until graduation. The student will not need to seek permission more than once from the same **district of origin** to transfer to the Corvallis School District. When a student is promoted to a higher grade outside the attending Corvallis school, the student may submit an online transfer request for their next school level during the month of March.

Consent for Admission of a Tuition Paying Student

1. The request for admission is made through the district's online transfer application during the month of March.
2. Admission to attend Corvallis schools must be approved by the assistant superintendent or designee. Decisions regarding transfer requests made by the assistant superintendent will be final.
3. Admission of students paying tuition ~~Approved tuition requests~~ will result in a mutual tuition agreement between the parties and will be filed with the business office for billing and payment control.
4. The business manager shall prepare semester bills for all tuitioned students, and any student whose tuition remains unpaid 15 days after presentation of bills shall be excluded; the superintendent may grant additional time for payment should circumstances warrant it.
5. Students receiving consent for admission may remain until graduation. When a student is promoted to a higher grade outside the attending Corvallis school, the student may submit an online transfer request for their next school level during the month of March.

Consent by the Nonresident District Board for which the Student has Applied for Admission (Open Enrollment) ~~Consent of Board for the District in which the School is Located~~

- ~~1.5.~~ By March 1, the Board shall establish the number of students, if any, that will be given admission for the following school year under this process. **Intradistrict** transfer requests for students who live within the Corvallis School District boundary will have priority over any application for placement by a nonresident student to a specific school.
- ~~2.6.~~ Nonresident students must make application no later than March 31 for admission in the following school year. Applications must be submitted to the district office.
- ~~3.7.~~ If the number of applications exceeds the number of admissions to be given, an equitable lottery process will be used to determine admission. **Priority is given to intradistrict transfer requests, then the** ~~This~~ lottery process may give priority to applicants who currently have siblings enrolled in the district. ~~Priority cannot be given over an intradistrict transfer request.~~ If the district determines that admission will not be given to any students under this process, there is no district obligation to give admission to siblings.

- ~~4.8.~~ 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:
- a. ~~Completes grade 5, 8, or 12 (the highest grade at that school);~~
Graduates from high school;
 - b. Is no longer required to be admitted to the school district under ORS 339.115; or
 - c. Enrolls in a school in a different district.
- ~~5.9.~~ By May 1, prior to the next school year, the district shall provide written notification to the student receiving admission, ~~and to the district where~~ of the student's legal residence is located.



Corvallis
SCHOOL DISTRICT

X.E. Board Policy JECBD – Homeless Students



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Kerry Richey
Meeting Date: April 12, 2018

[NO ACTION REQUIRED](#)

Board Policy and Administrative Regulation

Board Policy JECBD—Homeless Students—Revised—First Reading
Administrative Regulation JECBD-AR—Revised—Revised—For Information

Background

The McKinney-Vento Homeless Assistance Act, reauthorized by Title IX-A of the Every Student Succeeds Act with federal regulations affected the policy on homeless students. The updates in the Act affecting homeless students are reflected in the revisions to the homeless student policy and administrative regulation, and have been approved by the Oregon Department of Education.

This policy and administrative regulation are required.

Involvement

District staff.

Cost Impact

None.

Homeless Students

Homeless students in the district will have access to the education and other services needed to ensure ~~them the~~ that an opportunity is available to meet the same academic achievement standards to which all students are held.

A liaison for students in homeless situations will be designated by the district to carry out duties as required by law.

The district will ensure that homeless students are not stigmatized nor segregated on the basis of their status as homeless. A homeless student will be admitted, in accordance with the student's best interest, to the student's school of origin or in a district school in the attendance area in which the homeless student is actually living, unless contrary to the request of the parent or unaccompanied student, to the district school in the attendance area in which the student is actually living or to the student's school of origin as requested by the parent and in accordance with the student's best interest. Transportation will¹ be provided in accordance with law. to and from the student's school of origin at the request of the parent, or in the case of an unaccompanied student, the district's liaison for homeless students.

The superintendent will develop administrative regulations to remove barriers to access, participation, and achievement by homeless students. implement this policy.

END OF POLICY

Legal Reference(s):

[ORS 109.056](#)

[ORS 327.006](#)

[ORS 339.115\(7\)](#)

[ORS 294.100](#)

[ORS 339.133](#)

[ORS 433.267](#)

[OAR 581-021-0045](#)

[OAR 581-021-0046](#)

McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX-A of the Every Student Succeeds Act, 42 U.S.C. §§ 11431-11435 (2015). Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2011); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2011).

¹McKinney-Vento Homeless Assistance Act (see 42 U.S.C. 11432(g)(1)(J)(iii)).

~~McKinney-Vento Homeless Education Assistance Improvements Act of 2001, P.L. 107-110, 42 U.S.C. Sections 11431-11435.~~

~~No Child Left Behind Act of 2001, P.L. 107-110, Title I, Section 1115.~~

~~Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g; 34 CFR Part 99 (2000).~~

~~Letter Opinions, Office of the Attorney General (March 15, April 18, June 30, 1988).~~

~~Oregon Department of Education, Memos #23-1988-89, #42-1994-95.~~



Corvallis
SCHOOL DISTRICT

X.F. Administrative Regulation JECBD-AR – Homeless Students

Homeless Students**

Definitions

1. “Enrollment” means attending classes and participating fully in school activities.
2. “School of origin” means the school that a student attended when permanently housed or the school in which the student was ~~where~~ last enrolled. When the student has completed the final grade served by the school of origin, the term “school of origin” shall include the designated receiving school at the next grade level for all feeder schools.
3. “Homeless student” means individuals who lack a fixed, regular, ~~or~~ ~~and~~ adequate nighttime residence and includes:
 - a. Students who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; ~~are~~ living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations; ~~are~~ living in emergency or transitional shelters; ~~or~~ ~~are~~ abandoned in hospitals. ~~or are awaiting foster placement;~~
 - b. Students who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
 - c. Students who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
 - d. Migratory students who qualify as homeless because the students are living in circumstances described in a-c above.
4. “Unaccompanied student” includes a student not in the physical custody of a parent or guardian.

Assignment to School

The district shall, according to the student’s best interest, continue the student’s education in the school of origin for the duration of homelessness (complete school year), or enroll the student in a district school that non-homeless students who live in the attendance area in which the student is actually living are eligible to attend. ~~in the attendance area in which the homeless student is actually living on the same basis as other district students.~~

In determining the best interest of the student, the district shall:

1. ~~To the extent feasible, keep a homeless student in their school of origin is in their best interest,~~ Presume that keeping the student in their school of origin is in their best interest, unless doing so is contrary to the request wishes of the student's parent or guardian;
2. Provide a written explanation, including a statement regarding the right to appeal, if the district sends a homeless student to a school other than the school of origin or a school requested by the parent or guardian;
3. ~~In the case of an unaccompanied student, ensure that the district's liaison helps with placement or enrollment decisions for an unaccompanied student, considers the request views of the student, and provides a notice of the right to appeal on placement and enrollment decisions.~~ Ensure that the district's liaison helps with placement or enrollment decisions for an unaccompanied student, considers the request views of the student, and provides a notice of the right to appeal on placement and enrollment decisions.

Enrollment

The district shall immediately enroll the student in the school selected even if the student is unable to produce records normally required for enrollment, such as academic records, medical records, proof of residency, or other documentation.

The district shall immediately contact the school last attended to obtain relevant academic and other student records.

If the student needs to obtain immunizations, or immunization or medical records, the district shall immediately refer the parent or guardian to the district's liaison, who will help in obtaining necessary immunizations or records.

A student shall be granted enrollment even if he or she has missed application or enrollment deadlines during any period of homelessness.

Records

Any records ordinarily maintained by the district, including immunization or medical records, academic records, birth certificates, guardianship records, and evaluations for special services or programs, shall be maintained so that the records are available, in a timely fashion, when a homeless student enters a new school or school district, consistent with state and federal law.

Enrollment Disputes

If a dispute arises over school selection, ~~or~~ enrollment, or eligibility, the student shall be immediately admitted to the school requested, pending resolution of the dispute.

The parent or guardian of the student shall be provided with a written explanation of the district's decision regarding school selection, including the rights of the parent, guardian, or student to

appeal the decision through the McKinney-Vento Act dispute resolution and appeal process, including final appeal to the Oregon Department of Education (ODE) State Coordinator. ~~district's discrimination complaint procedure.~~

The student, parent, or guardian shall be referred to the district's liaison, who shall ensure the resolution process is carried out as expeditiously as possible. In the case of an unaccompanied student, the district's liaison shall ensure the student is immediately enrolled in school pending the resolution of the dispute.

Services

Each homeless student shall be provided services comparable to services offered to other students, including the following:

1. Transportation services;
2. Education services for which the student is eligible, such as:
 - a. Title I¹;
 - b. Special education;
 - c. Programs for English learners; ~~students with limited English proficiency;~~
 - d. Career and technical education; ~~Professional technical programs;~~
 - e. Talented and gifted programs.
3. School nutrition programs.

Coordination

The district shall coordinate the provision of services to homeless students with local social service agencies and other agencies or programs providing services to homeless students and their families. Services will also be provided in cooperation with other districts on interdistrict issues, such as transportation, ~~or~~ transfer of school records, and issues concerning appropriate credit for full or partial course work completed at a prior school to ensure that homeless students have access to available educational and related services.

District Liaison

The district's liaison shall ensure that:

1. Homeless students are identified;
2. Homeless students enroll in and have a full and equal opportunity to succeed in district schools;

¹All homeless students are automatically eligible for Title I services, regardless of their current academic performance.

3. Homeless families and students have access to and receive educational services through Head Start, Early Intervention, and preschool services;
4. Homeless families and students receive educational services for which they are eligible, and referrals to health-care services, dental services, mental health service, and other appropriate services;
- ~~5.4.~~ Parents of homeless students are informed of the educational and related opportunities available to the students and are provided with meaningful opportunities to participate in the education of their students;
- ~~6.5.~~ Public notice of the educational rights of homeless students is distributed where such students receive services (e.g., schools, family shelters, public libraries, and soup kitchens);
- ~~7.6.~~ Enrollment disputes are mediated through McKinney-Vento Act dispute resolution procedures;
- ~~8.7.~~ The parent of a homeless student, or any unaccompanied student, is fully informed of all transportation services, including transportation to the school of origin, and is assisted in accessing transportation to the school selected;
- ~~9.8.~~ School personnel, service providers, and advocates working with homeless students and their families are informed of the liaison's duties.

The district's liaison shall coordinate and collaborate with the ODE state coordinator, community, and school personnel responsible for the provision of educational and related services to homeless students.



Corvallis
SCHOOL DISTRICT

X.G. Board Policy JEFB – Release Time for Religious Instruction



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board

Prepared by: Kerry Richey

Meeting Date: April 12, 2018

NO ACTION REQUIRED

Board Policy

Board Policy JEFB—Release Time for Religious Instruction—Revised—First Reading

Background

Board Policy JEFB—Release Time for Religious Instruction was adopted in 1989. The Oregon School Boards Association has reviewed several of our policies and recommends the language in this one be updated with more current language.

Involvement

Staff members: Kevin Bogatin, Kerry Richey.

Cost Impact

None.

Release time for Religious Instruction**

Students may be excused from school for religious instruction, not to exceed two hours for grades 1-8 and five hours for grades 9-12 in any school week. Students not attending religious instruction will continue with the regular school program. The administration shall have procedures for dismissing and recording excused absences for students attending religious instruction.

Any student unable to attend classes on a particular day due to religious beliefs shall be excused from attendance requirements for that day.

Any tests and assignments a student misses because of religious instruction or absence due to religious beliefs shall be given to the student at another time. No such absence shall be counted against a student in determining exclusion, failure, or reduction of grades.

~~Students may be released from school for religious instruction under conditions specified by Oregon law. Teachers and principals are directed to remain neutral in this practice, neither encouraging nor discouraging student participation. A written request must be signed by parent or guardian.~~

END OF POLICY

Legal Reference(s):

ORS 339.420
ORS 659.450 850
OAR 581-021-0046

Dilger v. School District 24CJ, 222 Or. 108 (1960).



Corvallis
SCHOOL DISTRICT

X.H. Board Policy JGAB – Use of Restraint and Seclusion



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board

Prepared by: Kerry Richey

Meeting Date: April 12, 2018

NO ACTION REQUIRED

Board Policy & Administrative Regulation

Policy JGAB—Use of Restraint and Seclusion—Revised—First Reading

Policy KL—Public Complaints—Revised—First Reading

Administrative Regulation KL(1)—Public Complaint Procedure—Revised—For Information

Administrative Regulation KL(2)—Appeal to the Deputy Superintendent of Public

Instruction—New—For Information

Background

The State Board of Education revised and renumbered:

- OAR 581-022-1941 to 581-022-2370 (Complaint Procedures);
- OAR 581-022-1940 to 581-002-0040 (Appeal Procedure);
- Revised OAR 581-021-0570 (Complaint Procedures—Restraint and Seclusion); and
- Repealed OAR 581-021-0043 (Retaliation; added to 581-022-2370).

All are OARs related to the local complaint procedure and the appeal procedure to the Deputy Superintendent of Public Instruction for which the Deputy Superintendent has jurisdiction.

Key revisions include but are not limited to:

- The local complaint procedure may not have more than four steps.
- The complaints relating to discrimination, retaliation, restraint and seclusion, and Division 22 standards are the only type of complaint that may be appealed to the Deputy Superintendent of Public Instruction.
- The appeal procedure for a complaint is limited to complaints that are pursued by a student, a parent or guardian of a student attending school in the district, or a person who resides in the district.
- The district is directed to have complaint procedures available at the district's administrative office and on the home page of the district's website.

These policies and administrative regulations are either required or come highly recommended by the Oregon School Boards Association.

Involvement

District staff: Kevin Bogatin, Kerry Richey.

Cost Impact

None.

Use of Restraint and Seclusion

The Board is dedicated to the development and application of best practices within the district's public educational/behavioral programs. It is the intent of the Board to establish a policy that defines the circumstances that must exist and the requirements that must be met prior to, during, and after the use of physical restraint and/or seclusion as an intervention with district students.

Definitions

1. "Physical restraint" means the restriction of a student's movement by one or more persons holding the student or applying physical pressure upon the student. "Physical restraint" does not include touching or holding a student without the use of force for the purpose of directing the student or assisting the student in completing a task or activity. ~~The definition of~~ "Physical restraint" does not include the use of mechanical, chemical, or prone restraint of a student as these methods are prohibited by Oregon law.

2. "Seclusion" means the involuntary confinement of a student alone in a room from which the student physically is prevented from leaving.

Seclusion does not include the removal of a student for a short period of time to provide the student with an opportunity to regain self-control, in a setting from which the student is not physically prevented from leaving.

3. "Serious bodily injury" means any significant impairment of the physical conditions of a person, as determined by qualified medical personnel, whether self-inflicted or inflicted by someone else.

Prohibited by Law

4. "Mechanical restraint" means a device used to restrict the movement of a student or the movement or normal function of a portion of the body of a student. Mechanical restraint does not include:
 - a. A protective or stabilizing device ordered by a licensed physician; or
 - b. A vehicle safety restraint when used as intended during the transport of a student in a moving vehicle.
5. "Chemical restraint" means a drug or medication that is used on a student to control behavior or restrict freedom of movement that has not been prescribed by a licensed health professional or other qualified health care professional acting under the professional's scope of practice.

6. “Prone restraint” means a restraint in which a student is held face down on the floor.

The use of physical restraint and/or seclusion is only permitted as a part of a behavioral support plan when other less restrictive interventions would not be effective, and the student's behavior poses a threat of imminent, serious physical injury to the student or others.

~~Prior to the implementation of any behavioral support plan that includes restraint and/or seclusion, a functional behavior assessment must be completed. Annually, the district will provide appropriate training as needed for administrators, special education teachers, behavior support, and any other identified staff.~~

Except in the case of an emergency, only staff current in the required training in accordance with the district-designated physical restraint and seclusion training program will implement physical restraint or seclusion with a student. In an emergency, physical restraint, and/or seclusion also may be used by a school administrator, teacher, or other school employee as necessary when the student's behavior imposes a reasonable threat of imminent, serious bodily injury to the student or to others.

The use of physical restraint or seclusion under these circumstances is only allowed so long as the student's behavior poses a threat of imminent, serious physical harm to themselves or to others. Any student being restrained or secluded within the district whether in an emergency or as a part of a plan shall be constantly monitored by staff for the duration of the intervention. Any room used for seclusion of a student must meet the standards as outlined in **Oregon Administrative Rule** (OAR) 581-021-0568.

The district shall utilize the Oregon Intervention System (OIS) or the Crisis Prevention Institute (CPI) training program of physical restraints and seclusion for use in the district. As required by state regulation, the selected program shall include: behavioral support, prevention, de-escalation, and crisis response techniques. Any program selected by the district must **comply** ~~be in compliance~~ with state and federal law with respect to the use of restraint and/or seclusion.

An annual review of the use of physical restraint and seclusion during the preceding school year shall be completed and submitted to the Superintendent of Public Instruction to ensure compliance with district policies and procedures. The results of the annual review shall be documented and shall include at a minimum:

1. The total number of incidents involving physical restraint.
2. The total number of incidents involving seclusion.
3. The total number of seclusions in a locked room.
4. The total number of students placed in physical restraint.
5. The total number of students placed in seclusion.
6. The total number of incidents that resulted in injuries or death to students or personnel as a result of the use of physical restraint or seclusion.

7. The total number of students ~~who were~~ placed in physical restraint and/or seclusion more than ten times in the course of a school year and an explanation of what steps have been taken to decrease the use of physical restraint and/or seclusion for each student.
8. The total number of physical restraint and seclusion incidents carried out by untrained individuals.
9. The demographic characteristics of all students upon whom physical restraint and/or seclusion was imposed.
10. The total number of rooms available for use by the district for seclusion of a student and a description of the dimensions and design of the rooms.

This report shall be delivered to the Board, with any student identifying information redacted, and made available to the public at the district's main office and on the district's website. At least once each school year the public shall be notified as to how to access the report.

The district shall investigate all complaints regarding the use of restraint and/or seclusion practices according to the procedures outlined in Board policy KL—Public Complaints and KL-AR—Public Complaints Procedure. The complaint procedure is available at the district's administrative office and is available on the home page of the district's website.

A complainant, who is a student, a parent or guardian of a student attending school in the district, or a person who resides in the district, may appeal a final decision by the Board to the Deputy Superintendent of Public Instruction as provided in OAR 581-002-0040. This appeal process is identified in administrative regulation KL-AR(2)—Appeal to the Deputy Superintendent of Public Instruction.

The superintendent shall develop administrative regulations to carry out the requirements set forth in this policy and to meet any additional requirements established by law related to the use, reporting, and written documentation of the use of physical restraint or seclusion by district personnel.

END OF POLICY

Legal Reference(s):

[ORS 161.205](#)
[ORS 339.250](#)
[ORS 339.285](#)
[ORS 339.288](#)
[ORS 339.291](#)
[OAR 581-021-0061](#)
[OAR 581-021-0550](#)
[OAR 581-021-0553](#)

[OAR 581-021-0556](#)
[OAR 581-021-0559](#)
[OAR 581-021-0563](#)
[OAR 581-021-0566](#)
[OAR 581-021-0568](#)
[OAR 581-021-0569](#)
[OAR 581-021-0570](#)
[OAR 581-022-2370](#)



Corvallis
SCHOOL DISTRICT

X.I. Board Policy KL – Public Complaints

Public Complaints

No staff member, student, parent or guardian of a student attending school in the district, or person who resides in the district will be denied the right to petition the district with a complaint. ~~No staff member, student, parent, or community member will be denied the right to petition the Board for redress of a grievance. Complaints~~ A complainant will be referred through the proper administrative process for resolution of their complaint before investigation or action by the Board. An exception will be a complaint against ~~Exceptions are complaints that concern~~ the superintendent, or one that involves Board actions or Board operations. ~~and appeals to student transfer decisions.~~ Decisions made by the Assistant Superintendent on transfer appeals will be final (JCA-AR). All decisions made on transfer appeals will be available ~~communicated~~ to the Board chair.

The complaint procedure is available at the district's administrative office and on the home page of the district's website.

The Board advises ~~the public~~ that there is a proper process for resolving complaints, including but not limited to a complaint in one or more of ~~concerns in~~ the following areas:

1. Instruction;
2. Discipline;
3. Learning materials; or
4. Compliance with State Standards;
5. Restraint and/or seclusion;
6. With a staff member; or
- 7.4. Retaliation against a student or a student's parent who in good faith reported information that the student believes is evidence of a violation of state or federal law, rule, or regulation.

The complainant must follow the complaint procedure as outlined in administrative regulation KL-AR—Public Complaint Procedure. Any community member, staff member, parent, or student who has a complaint shall start at the lowest level in the organization to attempt to resolve the complaint. The following order will be used unless otherwise identified (see administrative regulation KL-AR—Public Complaint Procedure for specific procedures and timelines):

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

Any complaint about school personnel other than the superintendent will be investigated by the administration before consideration and action by the Board. The Board will not hear complaints against employees in a session open to the public unless an employee requests an open session.

Complaints against school personnel other than the principal may be filed with the principal. Complaints against a the principal may be filed with the superintendent/designee. Complaints against the superintendent should be referred to the Board chair on behalf of the Board.

Complaints against the Board as a whole or against an individual Board member should be made to the Board chair on behalf of the Board and may be referred to district counsel. Complaints against the Board chair may be made directly to the Board vice chair on behalf of the Board.

If any complaint alleges a violation of Oregon Administrative Rule (OAR) Chapter 581, Division 22 (Standards), Oregon Revised Statute (ORS) 339.285 to 339.383, OAR 581-021-0550 to 581-021-0570 (Restraint and Seclusion), or ORS 659.852 (Retaliation), and the complaint is not resolved through the complaint process, the complainant, who is a student, a parent or guardian of a student attending a school in the district, or a person who resides in the district, may have appeal rights with the Deputy Superintendent of Public Instruction as outlined in OAR 581-002-0040.

If a complaint alleges a violation of state standards or a violation of other statutory or administrative rule for which the State Superintendent of Public Instruction has appeal responsibilities, and the complaint is not resolved at the local level, the district will supply the complainant with appropriate information to file a direct appeal to the State Superintendent as outlined in Oregon Administrative Rules (OAR) 581-022-1940.

If the complaint alleges discrimination pursuant to ORS 659.850 (Discrimination) and the complaint is not resolved at the local level through administrative regulation AC-AR—Discrimination Complaint Procedure, the complaint may meet the criteria to file an appeal with the Superintendent of Public Instruction as outlined in OAR 581-021-0049.

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

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

END OF POLICY

Legal Reference(s):

[ORS 192.610](#) to [192.690](#)

[ORS 332.107](#)

[ORS 659.852](#)

[~~OAR 581-022~~](#) 1940

[~~OAR 581-022~~](#) 1941 2370

House Bill (HB) 3371 (2015)

Anderson v. Central Point Sch. Dist., 746 F.2d 505 (9th Cir. 1984).

Connick v. Myers, 461 U.S. 138 (1983).

Cross Reference(s):

Policy AC—Non-Discrimination

Policy ACA—American with Disabilities (ADA Grievance Procedure)

Policy BDDH—Public Participation

Policy GBM—Staff Complaints

Policy GBNA—Hazing /Harassment/Intimidation/Bullying/Menacing—Staff

Policy JBA/GBN—Sexual Harassment

Policy JFCF—Hazing/Harassment/Intimidation/Bullying/Menacing—Students

Policy JFCM—Violence and Threats of Violence

Policy JHFF—Reporting Requirements Regarding Sexual Conduct with Students

~~Policy LGA—Compliance with Standards~~



Corvallis
SCHOOL DISTRICT

X.J. Administrative Regulation KL-AR(1) – Public Complaint Procedure

Public Complaint Procedure

The following procedure will be used for all complaints:

- Step 1: Any member of the public, parent or guardian, or student who wishes to express a concern ~~complaint~~ should discuss the matter with the school employee involved.
- Step 2: If the individual is unable to resolve a problem or concern with the employee, the individual ~~If the complaint is not resolved, the complainant~~ may formally present a ~~his/her~~ complaint to the building administrator (school level) or district department director (if applicable). The complaint must be submitted in writing (including all supporting statements and evidence), clearly stating the nature of the complaint and a suggested remedy. ~~within 10 school days of the informal conference.~~ The building administrator or district department director shall evaluate the complaint and render a written decision within 10 school days after receiving the appeal. A request for a direct meeting with the investigating administrator/department director may be included in the complaint.
- Step 3: If the complainant is dissatisfied with the decision reached by the building administrator or district department director, ~~they he/she~~ may, within 10 working days from the date of the building administrator's or district department director's written decision, file a written complaint with the superintendent/designee ~~or his/her designee~~ through the assistant superintendent's office. The superintendent/designee ~~or his/her designee~~ shall evaluate the complaint and render a written decision within 10 working days after receiving the appeal. A request for a direct meeting with the superintendent/designee ~~assistant superintendent~~ may be included in the complaint.
- Step 4: If the complainant is dissatisfied with the decision of the superintendent/designee, ~~they he or she~~ may within 10 working days from the date of the superintendent/designee's written decision, file a written, signed complaint with the Board of Directors in care of the superintendent and request a review by the Board. The Board may hold a hearing to review the findings and conclusion of the superintendent/designee, to hear the complaint, and to take, hear, and evaluate any other evidence as it deems appropriate. ~~Generally, a~~ All parties involved, including the school administration, ~~may will~~ be asked to attend such a hearing ~~meeting~~ for the purposes of making further explanations and clarifying the issues.

The complainant shall be informed in writing of the Board's decision within 20 working days from the hearing of the appeal by the Board. The Board's decision will address each allegation in the complaint and contain reasons for the district's decision. The Board's decision will be final.

The Board may elect to hold the hearing in executive session if the subject matter qualifies under Oregon law. If the Board chooses not to hear the complaint, the superintendent/designee's decision is final.

The final decision for a complaint processed under this administrative regulation that alleges a violation of OAR Chapter 581, Division 22 (Standards), ORS 339.285 to 339.383 or OAR 581-021-0550 to 581-021-0570 (Restraint and Seclusion), or ORS 659.852 (Retaliation), will be issued in writing. The final decision will address each allegation in the complaint and contain reasons for the district's decision. If the complainant is a student, parent or guardian of a student attending school in the district or a person that resides in the district, and this complaint is not resolved through the complaint process, the complainant may have appeal rights with the Deputy Superintendent of Public Instruction as outlined in Oregon Administrative Rule (OAR) 581-002-0040.

If the complaint alleges discrimination pursuant to ORS 659.850 (Discrimination) and the complaint is not resolved at the local level through the Board's administrative regulation AC-AR—Discrimination Complaint Procedure, the complaint may meet the criteria to file an appeal with the Deputy Superintendent of Public Instruction as outlined in OAR 581-021-0049.

Complaints against a building administrator may be filed with the superintendent/designee. The superintendent/designee will attempt to resolve the complaint. If the complaint remains unresolved within 10 working days of receipt by the superintendent/designee, the complainant may request to place the complaint on the Board agenda at the next regularly scheduled or special Board meeting.

Complaints against the superintendent should be referred to the Board chair on behalf of the Board. The Board chair shall present the complaint to the Board. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. After receiving the results of the investigation, the Board shall decide, within 20 working days, in open session what action, if any, is warranted.

Complaints against the Board as a whole or against an individual Board member should be made to the Board chair on behalf of the Board. The Board chair shall present the complaint to the Board. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. After receiving the results of the investigation, the Board shall decide, within 20 working days, in open session what action, if any, is warranted.

Complaints against the Board chair may be made directly to the Board vice chair on behalf of the Board. The Board vice chair shall present the complaint to the Board. If the Board decides an

investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. After receiving the results of the investigation, the Board shall decide, within 20 working days, in open session what action, if any, is warranted.

Time

The number of days given at each level shall be regarded as a maximum and every effort will be made to expedite the process, unless extenuating circumstances require the superintendent to extend the length of an investigation. The complaint procedure set out above will not be longer than 90 days from the filing date of the original complaint with a building administrator or district department director (if applicable).¹²

Withdrawal

~~A complaint may be withdrawn by the complainant at any level or at any time without prejudice or reprisal.~~

Meetings

~~At each of the three lower levels of administrative review (school employee, administrator/ department director, or superintendent), the decision maker may schedule a meeting with the complainant to receive oral commentary in order to clarify the written submissions. A request for a direct meeting with the investigating administrator/department director or superintendent/assistant superintendent may be included in the complaint at the appropriate level.~~

Decisions

~~All decisions at each level shall be in writing and include supporting rationale with the exception of the initial informal contact. Copies of all decisions and recommendations shall be furnished promptly to all parties of interest.~~

¹The timelines may be extended upon written agreement between both parties.

²This also applies to complaints filed against the superintendent or any Board member.

Complaint Form

Formal complaints and requests for School Board appeals must be submitted through this completed form. You may attach a letter or additional documents when submitting the complaint.

If filing a complaint at the district department director or superintendent level, or if filing an appeal to the School Board, please submit this completed form and any supporting documentation to: Assistant Superintendent, Corvallis School District 509J, 1555 SW 35th Street, Corvallis, OR 97333. For more information about the complaint process, please call the assistant superintendent's office at 541-766-4857. Attach additional sheets to this form, if necessary.

Name of employee/official/program to which this form applies: _____

Nature of complaint:

Whom should we talk to and what evidence should we consider? _____

Requested solution/resolution/outcome: _____

Print name here

Telephone

Signed

Date

Address

For School Use

I have read but do not necessarily agree:

Employee

Date

Immediate Supervisor

Date



Corvallis
SCHOOL DISTRICT

X.K. Administrative Regulation KL-AR(2) – Appeal to the Deputy Assistant
Superintendent of Public Instruction

Appeal to the Deputy Superintendent of Public Instruction

For complaints that allege violation of Oregon Division 22 Standards, restraint and seclusion, or retaliation as defined in Oregon Revised State (ORS) 659.852, the complainant may have appeal rights for a complaint with the Deputy Superintendent of Public Instruction, if the complainant has exhausted the local complaint procedures and one of the following occurred:

1. The district failed to render a written decision within 30 days of the submission of the complaint at each step identified in the district's complaint process; or
2. The district failed to resolve the complaint within 90 days of the initial filing of the written complaint with the district, unless the district and the complainant have agreed in writing to a longer time period.

The appeal must be received by the Oregon Department of Education (ODE) no later than one year after the date of the final decision of the district or if the district fails to issue a final decision, no later than two years after the date the complainant first filed the underlying complaint with the district.

1. The complaint upon which the appeal is based, must have been filed with the district by the later of the either stated below:
 - a. Filed the complaint within two years after the alleged violation or unlawful incident occurred or after the complainant discovered the alleged violation or unlawful incident. If the alleged violation or unlawful incident is of a continuing nature, the right to file an appeal exists so long as the complaint was filed within two years of the most recent incident; or
 - b. One year after the affected student has graduated from, moved away from, or otherwise left the district.
2. The appeal shall be in writing submitted by mail, in person, or electronically, and contain:
 - a. The name and address of the person bringing the appeal;
 - b. The name and address of the district which is alleged to have violated the statute or administrative rule; and
 - c. A statement of the facts on which the appeal is based.
3. Upon receipt of the appeal, the Deputy Superintendent will determine whether the appeal alleges a violation of a statute or administrative rule for which the Deputy Superintendent has jurisdiction and whether the requirements contained in section 2. of OAR 581-002-0040 have been satisfied.

After these determinations, the Deputy Superintendent will either not accept the appeal and will notify the complainant and the district, or accept the appeal and notify the complainant and the district that the appeal has been accepted.

4. If the Deputy Superintendent has accepted an appeal and notified the complainant and the district involved as described in OAR 581-002-0040, the district shall submit a written report within 30 days of receipt of the notice which shall include:

- a. A statement of facts;
- b. A statement of district action, if any, taken in response to the complaint; if none was taken, the reason(s) why no action was taken;
- c. A stipulation, if one was reached, of the settlement of the complaint; and
- d. A list of any complaints filed with another agency by the complainant concerning the subject of the appeal.

5. The Deputy Superintendent may for good cause extend the time for the filing of a report by the district.

6. Upon receipt of the district's report, the Deputy Superintendent will conduct an investigation that will include a review of the written materials submitted by the complainant and district and may also include, but not be limited to:

- a. Onsite investigations;
- b. Interviews;
- c. Surveys; and
- d. Reviewing documents.

7. The Deputy Superintendent will issue a written final order that addresses each allegation in the complaint that was accepted for appeal and contains the reasons for the Deputy Superintendent's decision on whether or not the district is deficient. The final order will be issued within 90 days of the date the Deputy Superintendent receives the district's report,¹ or the Deputy Superintendent may extend the time period for issuing a final order pursuant to OAR 581-002-0040(7)(b),(c).

8. If a violation is found, the Deputy Superintendent's final order will include any necessary corrective action to be taken by the district as well as any documentation to be supplied by the district to ensure that the corrective action has occurred.

9. Corrective action ordered by the Deputy Superintendent must be completed within the timelines established in the final order.

¹If the 90-day period for issuing the final order would conclude during the time when the schools of the district are closed for the summer, the final order will be issued within 90 days of the date the Deputy Superintendent received the district's report exclusive of the time the schools are closed for the summer. The Deputy Superintendent of Public Instruction may extend the time period with agreement from the complainant. The Deputy Superintendent shall prepare a timeline and plan for investigation and provide copies to the complainant and the district within two weeks of receiving the district's report.



Corvallis
SCHOOL DISTRICT

XI. 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