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, May 10, 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/UC9Jtpte5dmilZl9kySBJbVQ?
A recording of the meeting will also be posted to that channel.

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

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

Corvallis
SCHOOL DISTRICT

Thursday, May 10, 2018
6:30 PM

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

Meeting Details: Thursday, May 10, 2018, 6:30 PM in the District Office Board Room, 1555 SW 35th Street, Corvallis, OR 97333.

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

I. CALL TO ORDER AND ROLL CALL (6:30 p.m.)

II. PLEDGE OF ALLEGIANCE

III. BOARD MEMBER REPORTS (SCHOOL LIAISONS AND DISTRICT COMMITTEES/WORK GROUPS) (6:35 p.m. approx.)

IV. FAREWELL TO STUDENT REPRESENTATIVES

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 May 10, 2018 meeting.

Teacher Appreciation Week
This is Teacher Appreciation Week and many activities are happening in all of our schools to recognize our teachers and acknowledge the work they do every day. Their efforts impact the lives of all students and extends far beyond the classroom walls. Thank you to all CSD teachers.

US News and World Report 2018 Silver Medals Earned
Corvallis High School and Crescent Valley High School each earned a silver medal in the 2018 U.S. News & World Report Best High School Rankings awards. Both Corvallis School District high schools are ranked in the top 25 in the state. We are happy to have our high schools recognized and we are proud of the many ways that our staff are working to close the opportunity gap in our determined efforts to help every student graduate

These annual rankings use a methodology based on some key principles. A great high school must serve all of its students well. It must be able to produce measurable academic outcomes to show it is successfully educating its student body across a range of performance indicators. Other metrics include

- Performance on the math and reading components of state proficiency tests
- Graduation rates
- The number of students preparing for college level work as measured by participation and success in advanced placement tests

Congratulations to CHS and CVHS students and staff for this recognition!

Bond Communications
We are nearing the May 15 bond election and have made every effort to ensure our families and community are informed with accurate information about the bond measure on the ballot. Facilities and Transportation Director Kim Patten will be sharing information tonight about a Bond Oversight Committee that would be selected if the bond passes. As all of you know, in order to complete the significant facilities investments outlined in the long range facilities master plan, bond funding is our primary funding mechanism. If the bond does not pass, the projects would not be completed. I encourage everyone to vote on May 15 and in every election.

Outdoor School Update

With the passage of Measure 99, districts across the state have received funding to send students to Outdoor School. For our district, we opted to have all 5th grade students participate in Outdoor School. This year, for the first time ever, all 5th grade students will have an outdoor school experience. Six schools attended (or will attend) a camp in Newport, called Camp Grey. The other two schools are attending Camp Hancock in eastern Oregon. Most schools have opted for a three day/two night camp.

Lesson planning and instruction is provided by experienced Outdoor School teachers. Our teachers are there to participate and learn alongside their students. To accommodate individual student's cultural and family needs, attending camp in Newport allows for some students to attend all day and come home each night.

For many of our students, attending Outdoor School is their first experience hiking in a forest, getting their feet wet in a stream, or exploring sea life along the beach. The camps also offer an inquiry-based program, which gives our students a unique chance to experience the connections among living things and biological systems. Students develop critical thinking skills by asking questions in the field then working together to investigate, measure and report their discoveries.

4-H Wildlife Stewards Summit

The 4-H Wildlife Steward program is another example of the strong community connections that benefit our students. I recently attended the annual Wildlife Stewards Summit hosted at Hoover Elementary this year. The summit included a display of student research projects and hands-on learning and demonstrations from a team of adult Wildlife Steward volunteers. There is no better example of our core values in action as I witnessed students engaging in hands-on science activities and interacting with community members as they explored the contents of a worm bin or created a habitat mural together.

Schools from around the Willamette Valley participated including CSD students from Hoover, Jefferson, and Muddy Creek Elementary Schools. 4-H Wildlife Steward member schools work in partnership with 4-H Wildlife Stewards to plan, develop maintain and sustain wildlife habitat sites on school grounds. These projects benefit the entire community by enhancing educational opportunities for students and by saving a place for wildlife in our neighborhoods.

The 4-H Wildlife Stewards Program has been a longtime educational partner in our district and I am grateful for the leadership of coordinator Maggie Livesay for her tireless work.

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

NOTE: To indicate your desire to comment, please arrive several minutes before the meeting begins, 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.

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

District Administrative Office
1555 SW 35th Street | PO Box 3509J | Corvallis, Oregon 97339
541-757-5841 | www.csd509j.net

Corvallis
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VIII. SPECIAL REPORTS

VIII.A. Bond Update (7:15 p.m. approx.)

Corvallis
SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Kim Patten, Facilities and Transportation Director
Meeting Date: May 10, 2018

Bond Oversight Committee Update — NO ACTION REQUIRED

Background

An important part of the 2018 facilities bond is the Bond Oversight Committee, an independent community-based body in charge of monitoring the planned improvements, costs, schedule and progress of the bond program.

The committee will actively monitor the bond program to:

- Ensure bond revenues are used only for the purposes consistent with the voter-approved 2018 bond measure and consistent with state law.
- Reduce long-term maintenance, construction costs and improving efficiency and longevity, and innovative practices.
- Ensure the communication of key information related to the bond to all stakeholders.
- Review bond program performance and financial audits; may inspect school facilities and grounds related to bond activities accompanied by district staff.
- Review quarterly reports produced by the district each year the bond proceeds are spent in order to assess general compliance with the bond measure approved by voters.

Bond Committee Formation and Meetings

The Bond Oversight Committee will be composed of seven members and an ex-officio representative from the school board. Committee members will primarily be professionals with experience in construction, finance, auditing, public budgeting, banking and general business.

Committee members will be selected through an application process and approved by the superintendent at the completion of the bond sale.

The committee will meet quarterly. At the first meeting of the committee, they will nominate and appoint a committee chairperson who will work with staff liaison members to plan committee meetings and activities and to facilitate committee meetings. Staff liaison members include the Director of Finance and Operations, Director of Facilities and Transportation, and Communications Coordinator.

The committee will sunset when the Corvallis School District Bond Measure 2-113 project work is completed and financial statements have been successfully audited and approved by the school board.

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VIII.B. Elementary English Language Arts Curriculum (7:45 p.m. approx.)

Corvallis SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Amy Lesan, Teaching & Learning Coordinator
Meeting Date: May 10, 2018
Policy Reference: **II/IIA** and **II/IIA-AR**

Elementary English Language Arts Curriculum — NO ACTION REQUIRED

Overview

The current elementary (K-5) English Language Arts (ELA) curriculum materials are from Houghton Mifflin, and were adopted in 2007. Since 2007, the standards and assessments have changed and our teachers have worked hard to adjust and adapt accordingly. Although the state adoption cycle for ELA was in 2014, we were not financially positioned at that time to adopt ELA K-5 in all schools. It is important to note that this adoption process is for the six non-dual language immersion (DLI) elementary schools. We continue to look at best practices and curriculum for our two DLI schools, and did purchase some English Language Arts/Spanish Language Arts curriculum materials for those schools in 2014.

Curriculum Review Process

Teaching our elementary students to read and write, develop lifelong habits that ensure the love of reading, and giving our students the ability to communicate effectively are critically important components. Our elementary teachers excel at teaching reading and are deeply passionate about this work; adopting a new reading and writing curriculum on which all teachers agree is a daunting task. It was important to be thorough, transparent, and to follow a clear process throughout this adoption.

Following is the timeline of work to prepare for implementation of a new elementary English language arts curriculum for the 2018-19 school year.

Process Timeline

- **October 2017**
  - Open invitation to all elementary teachers to participate in the ELA adoption.
  - Teaching and Learning Department staff, along with elementary principals, identify broad areas that are important to the teaching and learning of our students. These areas include the fundamentals of teaching reading and writing, as well as areas that are aligned to the district's vision and goals. In addition to alignment with common core standards or Key Elements of Reading, we looked at the materials through a lens of Universal Design for Learning (UDL) and Culturally Relevant Teaching (CRT).
  - Rubrics were developed to guide the adoption team through a scoring process in these three areas, Key Elements, UDL and CRT.

- **November 2017**
  - The initial ELA Adoption Group met to review and discuss the process that would be followed in order to recommend a new ELA curriculum for implementation in 2018-19. The group reviewed grade level and school representation which led to inviting more teachers to expand the team (5 schools, each grade level K-5, ELL, Sped and RTI/Coaches were all part of the team, 18 teachers total). Finally, the group identified curriculum publishers to consider for adoption.
  - 8 publisher/curricula were selected and samples delivered to district office
- **December, 2017**
  - The teacher review team met for the second time and delved into the rubrics and learned more about the "why" behind each rubric, which included watching the following videos:
    - *The Danger of a Single Story*
    - *Universal Design for Learning*
  - Teachers chose curricula to review and score ensuring that all potential curricula were double scored on the rubrics.
- **December 2017 – January 2018**
  - Teachers reviewed and scored curriculum, which was housed at the Western View Center. Some components were also available online.
- **January 2018**
  - The review team met for the third time and the top two curricula were selected based on rubric scores and group discussion. The two finalists were:
    - *Wonders*, by McGraw Hill
    - *Collaborative Literacy* by Center for Collaborative Classroom.
- **March – April 2018**
  - Teachers on the team piloted teaching both Wonders and Collaborative Classroom for three weeks each. Teachers also participated in professional development offered by each textbook company to help with the pilot and to gain a better understanding of the professional development that would accompany an adoption.
    - *Wonders* – teachers had an introduction session prior to pilot followed with Wonders representatives visiting schools and meeting with teachers upon request throughout the pilot period.
    - *Collaborative Classroom* – teachers had an introduction to the curriculum prior to the pilot and were invited to participate in a lesson study during the pilot period.
  - Review of research was conducted on both curricula to ensure strong evidence-based foundation.

- **April 2018**
  - Public review was available at the Western View Center to provide the public and staff with an opportunity to give feedback and get information on the two choices, *Wonders* and *Collaborative Classroom.*
  - A survey of teachers eliciting feedback on each of the programs they piloted was completed.
  - A consensus meeting with participating teachers was held to identify the top curriculum option to recommend to the elementary principal team. There was communication and dialogue about both curricula, and the group reached consensus for recommending to the elementary principal team *Collaborative Classroom*. The vote was not unanimous; 14 were in favor of *Collaborative Classroom* and four were in favor of *Wonders*.
  - The Elementary Teaching and Learning Coordinator and elementary principals discussed the information from the pilot (including teacher perspective, observations of instruction, teacher recommendation, student feedback, and research) and are in support of the recommendation to the superintendent and school board to adopt *Collaborative Classroom, Collaborative Literacy*.

About Collaborative Classroom – Collaborative Classroom, Collaborative Literacy

Summary of Research Base

The pedagogy of Collaborative Classroom Collaborative Literacy is informed by best practices and research-based recommendations for reading and writing instruction. There are three main components, Being a Reader (k-2), Being a Writer (k-5) and Making Meaning (k-5). A summary of the research base for each module is described below.

Being a Reader

Being a Reader is predicated upon current reading instruction research and theory, including work by Don Holdaway, P. David Pearson, Donald R. Bear, Marcia Invernizzi, Regie Routman, Irene Fountas, Gay Su Pinnell, Marilyn Adams, Timothy Rasinski, Richard Allington, and Isabel Beck. Being a Reader provides instruction that aligns with a balanced literacy framework and includes the following research-proven practices for developing foundational reading skills for emerging and developing readers:

- shared reading experiences
- systematic phonics instruction students apply immediately by reading connected text independently
- differentiated small-group instruction to support students at various levels as they read increasingly complex texts with teacher help
- word study
- fluency instruction to support comprehension and engagement
- independent work instruction to provide the tools and motivation for students to work responsibly and productively

Making Meaning

Making Meaning combines research-based best practices in reading comprehension and vocabulary development with support for fostering students' social and emotional growth. The research base draws from the work of P. David Pearson, Michael Pressley, Ellin Keene and Susan Zimmerman, Lucy Calkins, Nell Duke, Isabel Beck, Michael Graves, and Steven Stahl.

The program incorporates teaching methods and strategies endorsed by the authors of Best Practice: Bringing Standards to Life in America's Classrooms, 4th ed. (Zimmerman, et al. 2012), including:

- read-alouds
- daily independent reading with teacher conferring and time for discussion
- primary emphasis on comprehension
- teaching skills in the context of complete, diverse, and meaningful literary works

Being a Writer

Being a Writer draws on two decades of research from educators like Nancie Atwell, Lucy Calkins, Ralph Fletcher, and Michael Graves in areas of writing, motivation and learning theory, and social and ethical development.

A meta-analysis published in 2007 identified the following as key elements of effective instruction, all of which are incorporated into Being a Writer:

- prewriting
- collaborative writing tasks
- study of models
- focus on writing strategies
- identifying specific product goals (Graham and Perin, 2007).

Other strategies used in Being a Writer that are proven to accelerate students' growth in writing include:

- teacher and peer conferences
- classroom discussion
- writing for real audiences and purposes
- student self-assessment
- regular periods of writing
- choice of writing topics

Remaining Activities Planned

- May 10
  - Recommendation to the superintendent and the school board
- May – June
  - Purchase approved materials
  - The teacher team will gather to help plan the professional development needed for implementation
- June
  - Materials Distributed
- August
  - Professional Development for implementation

Additional Resources

- In addition, evidence of the effectiveness of these approaches and programs has been gathered from classrooms around the country and documented here: https://www.collaborativeclassroom.org/wp-content/uploads/2017/11/evidence_from_the_field.pdf
- More information about the evidence base for Being a Writer is available here: https://www.collaborativeclassroom.org/wp-content/uploads/2018/03/MKT2493_Evidence_Base_BW.pdf
- More information about the evidence base for Making Meaning and Being a Reader is available here: https://www.collaborativeclassroom.org/wp-content/uploads/2018/03/MKT2493_Evidence_Base_MM_BR.pdf

Correlation to the Common Core State Standards (CCSS)

- Being a Reader to the Common Core State Standards, Grades K–2
- Being a Writer (2nd Edition) Correlation to the Common Core, Grades K–2
- Being a Writer (2nd Edition) Correlation to the Common Core, Grades 3–5
- Making Meaning (3rd Edition) Correlation to the Common Core, Grades K–2
- Making Meaning (3rd Edition) Correlation to the Common Core, Grades 3–5
- Being a Writer (2nd Edition) Correlation to the Common Core, Grades 3–5
- Making Meaning (3rd Edition) Correlation to the Common Core, Grades K–2
- Making Meaning (3rd Edition) Correlation to the Common Core, Grades 3–5

Online Resources – Inside.collaborativeclassroom.org

Diversity of Children's Literature – Diversity of Children's Literature in Collaborative Literacy.pdf

Recommendation from National Commission on Social, Emotional, and Academic Development, The Aspen Institute – NCSEADCaseStudy1.pdf (Page 7 of PDF, one of 4 curriculum/programs recommended.)

Quotes and Comments from teachers about teaching Collaborative Literacy

- *"The presentations and follow up discussions from CCC made me feel like I was attending a professional development session rather than learning how to deliver a program."*

- *"Overall, my feeling is that CCC inspires me to be a better teacher and asks students to think deeply about their learning."*

- *"I could happily use either program in my classroom. Thinking about our whole school, I think CCC, specifically Being a Reader, would help us support striving readers and move students out of the blue, yellow and red zones school-wide. Also, Making Meaning would help us create a more collaborative, respectful school community."*

- *"Both programs meet the needs for a rigorous curriculum that teaches all the literacy elements. When I surveyed my students, they were strongly in favor of CCC Literacy. We loved the flexibility to use the skills we were learning in whole group in their independent books. We had rich discussions and connections throughout the week. I also loved all the vocabulary the program had chosen and the activities that were created for students."*

- *"Ultimately, a few things stand out:*
    1. *The SEL (Social Emotional Learning) component which is much needed not just in the classroom but in the world - not just for students but for teachers as well.*
    2. *The curriculum was designed to improve teacher practice. Everything is intentional. Everything. It was created by a non-profit company whose goal was to develop Best Practices PD for teachers. When they didn't find existing curricula to aid them in their mission, they created (and continue to refine/create) this.*
    3. *Seattle school districts adopted CCC last year. This district which GLAD trains their teachers has taken on the task of GLAD-ifying the Making Meaning curriculum. With our district invested in GLAD training our teachers, knowing that this curriculum supports the integration of GLAD strategies feels like a win-win not just for ELL students but for all students."*

- *"CCC Literacy provides explicit instruction and the key texts for teachers. Their model relates to what new teachers are currently learning in their teaching programs.*

  "CCC Literacy was preferred by 2/3 of my students! I think that student buy-in with 5th graders is also important. :)"

- *"Please adopt CCC. When I started using that I feel like a HUGE WEIGHT had been lifted off of my shoulders. There it was, right there in front of me, a logical sequence of teaching reading within a community, and the children love it!"*

Corvallis
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VIII.C. Secondary Science Curriculum (8:15 p.m. approx.)

Corvallis
SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Rynda Gregory, Teaching & Learning Coordinator
Meeting Date: May 10, 2018
Policy Reference: **II/IIA** and **II/IIA-AR**

Secondary Science Curriculum — NO ACTION REQUIRED

Overview

Oregon's cycle for curriculum material adoptions are on a 7-year cycle. Throughout this school year, the secondary science teachers met to review and recommend science curriculum for the 2018-19 school year. This process included professional development to review the new science standards, Next Generation Science Standards (NGSS), and best instructional practices specific to science teaching and learning.

Curriculum Review Process

- **October 9, 2017** – Middle and High School Science teachers attended a full day of professional development delivered by ODE Science education specialists, Jamie Rumage and Noelle Gorbett. The agenda of the day included:
  - Review the new NGSS to create common understandings of 3-D Instruction (disciplinary core ideas, practices, and crosscutting concepts)
  - Promoting equity by using phenomena based engagement and engineering design.
- **December 15, 2017** – Middle and high school science teachers attended a full day of professional development facilitated by a curriculum review steering committee comprising building principals, Nikki McFarland, Greg Hyde, Instructional coach (former science teacher) Britten Clark-Huyck, and Teaching and Learning Coordinator Rynda Gregory. The topics covered included:
  - Reflect on NGSS shift in science instructional practices
  - Collaborate with peers and reflect on how student talk impacts student learning
  - Identify NGSS elements in a model lesson
  - Use the Ambitious Science Teaching (AST) graphic organizer to outline a future or past lesson (sequence of activities)
- **March 2, 2018** – Middle and high school science teachers attended a half day of professional development facilitated by the curriculum review steering committee. The topics covered included:
  - Review of approved curriculum materials and connections to prior learning about NGSS
  - Participate in a Socratic seminar to discuss the curriculum reviewed

- **April 2, 9, and 13, 2018** – Science PLCs shared thoughts and posed questions on the curriculum options to their team members, building administration, and district staff. A summary of these conversations was prepared to share at the next large group meeting.
- **April 18, 2018** – Middle and high school science teachers attended a full day of professional development and work time facilitated by the curriculum review steering committee. The topics covered included:
  - A review of the process thus far
  - Ideas from PLC discussions
  - Leveled discussions on review of materials
  - Recommendation to Board and next steps

Middle School Recommendation: *Amplify Science*
Amplify Science was developed by the science education experts at UC Berkeley's Lawrence Hall of Science and the digital learning team at Amplify. The new standards have raised the bar in science education, moving the focus away from memorization and toward active engagement. *Amplify Science* is a robust, multimodal, hands-on program made to fulfill 100 percent of the NGSS, as well as a substantial number of the Common Core ELA and Math standards. The curriculum is available at the following link: https://www.amplify.com/curriculum/amplifyscience/middle

High School Recommendations
High school science teachers recommend time to create a scope and sequence of each course to align learning targets, focus more on engagement practices and student hands on learning opportunities. They have identified the texts below as a backbone to the course standards and learning outcomes, recommending class sets for each class, except for Physics courses.

The state approved materials are largely focused on vocabulary and rote memorization. As science teachers collaboratively develop a scope and sequence for each course they can focus on the "how" behind the content and therefore the "how and why" to apply the knowledge learned. Additionally, science teachers recognize that they can access and employ more current and customizable anchoring phenomena outside of any text available.

The selected text books have a high level of formative and summative assessment material that will be useful as a resource for common learning measurement tools. There are also anchoring phenomena, crosscutting concepts and quality diagrams.

- ✓ The NGSS requirement of active engagement is practiced in lab and case study opportunities for high school courses. Laboratory case studies are accessible from sites such as The National Science Foundation, National Center for Case Study Teaching in Science (http://sciencecases.lib.buffalo.edu/cs/about/)

- ✓ Biophysical Foundations – Develop own to review, reflect, and update scope and sequence.
  - The purpose of this course to build students foundational skills in preparation for next science course. Content of this course will address multiple science topics.
- ✓ Biology – Glencoe Biology by McGraw Hill – https://goo.gl/bL6GxM
- ✓ Chemistry – Introductory Chemistry; A Foundation by Zumdahl & DeCoste – https://www.cengage.com/c/introductory-chemistry-a-foundation-9e-zumdahl
- ✓ Chemistry in the Community – Stemscopes – https://app.acceleratelearning.com/scopes
- ✓ Physics – Pearson (Teachers chose a text to be used by all physics courses including AP courses. AP texts are determined by the College Board.) – https://goo.gl/i9sRAB
- ✓ Marine Science – https://www.pearsonschool.com/index.cfm?locator=PSZoS4
- ✓ Environmental Science – https://goo.gl/mXWQaN
- ✓ Anatomy and Physiology – https://goo.gl/P3F3EP

Remaining Activities Planned

- **May 3 – 10, 2018** – Middle school and high school curriculum materials (digital access and hard copy texts) displayed at the CSD District Office for public viewing and feedback prior to adoption.

- **May 10, 2018** – School Board work session, presentation by secondary science curriculum team, and first reading of recommendation for curriculum adoption.

- **May 17, 2018** – School Board second reading, request for approval/adoption.

- **May – June 2018** – Purchase materials and identify teacher leaders to participate in training in order to provide implementation training for all middle school health education teachers in September.

- **June – September 2018** – Professional development for MS, Initial development of HS scope and sequence

- **September 2018 – June 2019** – Professional development for all science teachers, determinant upon level. Middle school will receive ongoing coaching and support from the *Amplify* professional development staff.
  - High school will meet in groups based on course title to collaborate on the development of scope and sequence of course standards. These meetings will occur anywhere from 4 - 8 times throughout the year as needed. (Guiding steps for scope and sequence development are given at the end of this report.)
  - Implement curriculum.

Guiding steps for Scope and Sequence Development

- What does it take to write your own curriculum?
  - Minimum of 1 day/ month to meet
    - Each course team has proposed schedule to meet throughout the summer and school year
  - Identify scope and sequence (units & order with big ideas)
    - Use tool to guide this work
  - Match standards and academic vocabulary to each unit
  - Create learning objectives for each unit (flipping standard into learning objective language)
  - Develop end of unit assessments
  - Write anchoring activities for big ideas
  - Ensure essential elements of NGSS are included in anchor lessons

Course outline, standards, and development tool sample: biology course

- Unit: Ecology
  - ecosystem structure
  - biodiversity
  - organism relationships
  - populations
  - nutrient and energy flow (biogeochemical cycling)

NGSS standard	Learning Target (student-friendly)	Related Academic Vocabulary

- Unit: Biochemistry
  - basics of chemistry (to understand the role of macromolecules)
  - unique properties of water
  - macromolecules structure and function

NGSS standard	Learning Target (student-friendly)	Related Academic Vocabulary

- Unit: Cells
  - organelles that support key concepts example being endosymbiotic theory needs understanding of mitochondria and chloroplast, -photosynthesis
  - respiration
  - mechanisms of bringing materials into and out of the cell
  - cell division

NGSS standard	Learning Target (student-friendly)	Related Academic Vocabulary

- Unit: Nucleic Acids
  - structure
  - transcription
  - translation

NGSS standard	Learning Target (student-friendly)	Related Academic Vocabulary

- Unit : Genetics
  - Mendelian genetics

NGSS standard	Learning Target (student-friendly)	Related Academic Vocabulary

- Unit: Evolution
  - endosymbiotic theory
  - natural selection
  - types of evolution
  - evidence

NGSS standard	Learning Target (student-friendly)	Related Academic Vocabulary

Sample Course Syllabus

Semester 1	
Weeks	**Unit 1: Ecology** **Big Ideas:**
Weeks	**Unit: Biochemistry** **Big Ideas:**
Weeks	**Unit: Cell Biology** **Big Ideas:**
Weeks	**Unit:** **Big Ideas:**
Weeks	**Unit:** **Big Ideas:**
Semester 2	
Weeks	**Unit:** **Big Ideas:**
Weeks	**Unit:** **Big Ideas:**
Weeks	**Unit:** **Big Ideas:**
Weeks	**Unit:** **Big Ideas:**
Weeks	**Unit:** **Big Ideas:**

Corvallis
SCHOOL DISTRICT

IX. CONSOLIDATED ACTION (8:45 p.m. approx.)

IX.A. Minutes

IX.A.1. April 12, 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 6:36 p.m. in the Board Room of the Central Administration Building, 1555 SW 35th Street, Corvallis, OR 97333. The secretary recorded those present as listed below.

BOARD MEMBERS PRESENT	EXECUTIVE STAFF PRESENT
Vincent Adams, Chair	Ryan Noss, Superintendent
Sami Al-AbdRabbuh, Vice Chair	Kevin Bogatin, Assistant Superintendent
Judy Ball	Jennifer Duvall, Human Resources Director
Jay Conroy	Olivia Meyers Buch, Finance and Operations Director
Ed Junkins	
Sarah Finger McDonald	STUDENT REPRESENTATIVES PRESENT
	Elias Melchor, College Hill
BOARD MEMBERS EXCUSED	Rose Martines, CHS
Terese Jones	

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. 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.

UNADOPTED MINUTES

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

Gordon Zimmerman, 3312 NW Roosevelt Drive, Corvallis, representing Yes for Better Schools, said his family moved to Corvallis due to the quality of the schools but were disappointed when they saw the condition of the facilities. He noted the extremely negative impact that Measure 5 had on school funding and pointed out that, adjusted for inflation, the tax rate of the upcoming facilities bond measure is lower than tax rates in the past.

Leo Quirk, 5475 SW Helen Avenue, Corvallis, urged the board to hire a teacher instead of a sustainability specialist. He said he doubts that a sustainability specialist would save the district much money, adding that Corvallis has a huge sustainability coalition and many highly-educated community members who could help the district with its sustainability efforts.

Stacey Torres, 1217 SW Edgewater Street, Corvallis, expressed concern regarding the size of her daughter's 3rd grade class and the negative aspects of classroom overcrowding, which hit students of color, poverty, TAG status, and IEPs harshest. She offered suggestions to help the district obtain more funding for teachers and classroom assistants, and she said meeting the needs of classrooms are more important than hiring a sustainability specialist.

VIII. SPECIAL REPORTS

A. Innovation Grant Report

Cheldelin Middle School Principal Darren Bland, Assistant Principal Kyle Mabry, and teachers Katelyn Burwell, Jared Callis, and Elizabeth Wieland gave a PowerPoint presentation regarding the work being done by Cheldelin's innovation team. (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.

B. Health Navigators

Teaching and Learning Coordinator Amy Lesan, Benton County Health Navigation Program Manager Kelly Volkmann, and School Health Navigators Araceli Mendez, Viviana Gonzalez, and Harumy Concepcion gave a PowerPoint presentation and referred to a detailed report the board received prior to the meeting. (The report and presentation have been posted online with the informational packet of this meeting, and will be filed with the official 2017-18 board records.) The presenters responded to questions from board members.

UNADOPTED MINUTES

C. Bond Communications Update

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

IX. CONSOLIDATED ACTION

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

The following items were approved:

A. Minutes – March 1, 2018; March 8, 2018; March 15, 2018

B. Licensed Personnel Action – (This document is posted online with the informational packet of this meeting and will be filed with the official 2017-18 board records.)

C. Board Policy GCAB—Personal Electronic Devices and Social Media—Staff—Revised—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.)

D. Board Policy JFCEB—Personal Electronic Devices and Social Media—Student—Revised—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 GCBDA/GDBDA—Family Medical Leave—Revised—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 IIBGA—Electronic Communications System—Revised—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 ING—Animals in District Facilities—Revised—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 INI—Animal Dissection—Revised—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 JCA—Student Transfers—Revised—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.)

UNADOPTED MINUTES

X. CONSOLIDATED INFORMATION

The board received the following information:

A. Non-Licensed Personnel Information – (This document is posted online with the informational packet of this meeting and will be filed with the official 2017-18 board records.)

B. Unaudited Financial Statements – February 28, 2018 – (This document is posted online with the informational packet of this meeting and will be filed with the official 2017-18 board records.)

Director Ball suggested setting aside some of the extra revenue the district anticipates receiving and dedicating it for future PERS obligations.

C. Board Policy JECB – Admission of Nonresident Students

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

E. Board Policy JECBD – Homeless Students

F. Administrative Regulation JECBD-AR – Homeless Students

G. Board Policy JEFB – Release Time for Religious Instruction, see OSBA audit for reference

H. Board Policy JGAB – Use of Restraint and Seclusion

I. Board Policy KL – Public Complaints

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

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

XI. ADJOURNMENT

There being no further business before the Board, Chair Adams adjourned the meeting at 9:04 p.m.

_____ _____

Vincent Adams, Board Chair Ryan Noss, Superintendent

Prepared By: Julie Catala
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UNADOPTED MINUTES

Corvallis
SCHOOL DISTRICT

IX.A.2. April 21, 2018

MINUTES
Training and Planning of the
BOARD OF DIRECTORS
Corvallis School District 509J

The training and planning session was held at the Ford Family Foundation Conference Center, 1600 NW Stewart Parkway Roseburg, Oregon 97471-1957. The secretary recorded those present as listed below.

BOARD MEMBERS PRESENT	EXECUTIVE STAFF PRESENT
Vincent Adams, Chair	Ryan Noss, Superintendent
Sami Al-AbdRabbuh, Vice Chair	
Judy Ball	BOARD MEMBERS ABSENT
Terese Jones	Jay Conroy
Ed Junkins	
Sarah Finger McDonald	

A quorum was present and due notice had been published.

Both days consisted of governance and equity training, planning and collaboration with Medford School District and the Center for Reform of School Systems. It was a follow-on to the training the board had in October 2017.

_____ _____

Vincent Adams, Board Chair Ryan Noss, Superintendent

Prepared By: Julie Catala
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UNADOPTED MINUTES

Corvallis
SCHOOL DISTRICT

IX.A.3. April 26, 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 6:32 p.m. in the Board Room of the Central Administration Building, 1555 SW 35th Street, Corvallis, OR 97333. The secretary recorded those present as listed below.

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

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. RECOGNIZE GOLDEN APPLE AWARD RECIPIENTS

Superintendent Noss read excerpts from the nominations for each recipient and led a round of applause for their achievement.

V. BOND UPDATE

Olivia Meyers Buch, Director of Finance and Operations, and Carol Samuels, Managing Director of Piper Jaffray, gave a PowerPoint presentation and referred to a detailed report the board received prior to the meeting. (The report and presentation have been posted online with the informational packet of this meeting, and will be filed with the official 2017-18 board records.) The presenters responded to questions from board members.

UNADOPTED MINUTES

VI. K-12 HEALTH CURRICULUM

The board received a detailed report prior to the meeting. (The report has been posted online with the informational packet of this meeting, and will be filed with the official 2017-18 board records.) Presenters were Teaching and Learning Coordinators Amy Lesan and Rynda Gregory, District Wellness Coordinator Gigi Sims, School Counselor Leonne Bannister, and teachers Anicia Criscione, Kristin Silbernagel, and Cathy Corkery. The presenters responded to questions from board members.

VII. SUPERINTENDENT'S 2017-18 EVALUATION

Director Adams read aloud the evaluation:

> Mr. Noss is completing his first year as the permanent superintendent of the Corvallis School District (CSD). He previously served in an interim capacity until assuming permanent responsibilities in November of 2016. Building on a foundation of excellent performance he has remained focused on achievement for every student in the district, while leading strategic planning and long-range facilities processes. Mr. Noss has worked diligently to set the district on a trajectory to close the opportunity gap, ensure that every child shows growth and ultimately graduates.
>
> Mr. Noss has continued to leverage his skill and talent in communication. He is an active and accomplished spokesperson for CSD, communicating clearly and in a highly professional manner. Over the last year he has made good use of numerous opportunities to engage the public, whether communicating technical aspects of the long-range facilities plan, emergent school issues, or the vision and values of the district. He is now well-known for his presence in schools and is vocal in his support of administrators and teachers. He is upfront, proactive, and transparent when difficult issues arise, and he deals with them head on.
>
> Mr. Noss understands that strong instructional leadership is essential to student success and has allocated personnel and resources to support positive outcomes. Mr. Noss holds himself accountable for all actions of the district and does not shy away from criticism. He leads a strong executive leadership team and fosters a collaborative and problem-solving approach among building leaders. Staff professional development and training remain very high priorities, with an emphasis on equitable systems and access to real-world learning. The implementation Arabic clubs, and co-siting the Welcome Center and Casa Latinos Unidos are notable examples of positive impacts on the student community. Mr. Noss firmly believes that CSD should provide all students a pathway to success in school and life and he is focused on allocating resources to allow this vision to occur.
>
> This has been a very full year, between strategic planning, the long-range facilities process, and all the while keeping schools running. The Board of Directors is eager to work with Mr. Noss to continue work on the strategic plan for district. The board also looks forward to seeing Mr. Noss' future plans regarding curriculum planning and development including working to personalize instruction and create alternate pathways that reach every CSD student, and working to make teaching and learning more culturally relevant for all students.
>
> Overall, Mr. Noss has done excellent work as Superintendent of the CSD over a year that would have tested the best of leaders. The board looks forward to collaborating with Mr. Noss to build on the gains of this good work.

UNAPPROVED MINUTES

VIII. BOARD SELF-EVALUATION

Kristen Miles from the Oregon School Boards Association engaged the board in a discussion of the results of the board's self-evaluation, which had been provided to the board prior to the meeting. Among other things, the board discussed how best to garner community input regarding the draft goals and strategies. A special board meeting was scheduled for May 24, 2018, for the board to continue discussing goals and strategies as well as processes moving forward. Additionally, the board discussed ways to modify next year's self-evaluation instrument to better inform their work.

IX. ADJOURNMENT

There being no further business before the Board, Chair Adams adjourned the meeting at 9:28 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: May 10, 2018

Licensed Personnel Action — ACTION REQUESTED

1. Issue:
   a. Recommendation to Hire

Kelli Cronkrite, Special Education Teacher, 1.0 FTE, Corvallis High School, effective School Year 2018-19 (Probationary)

William Cushman, Special Education Teacher, 1.0 FTE, Linus Pauling Middle School, effective School Year 2018-19 (Temporary)

Angela Faulk, Special Education Teacher, 1.0 FTE, WINGS, effective School Year 2018-19 (Probationary)

Andrea Griffin-Quintana, Special Education Teacher, 1.0 FTE, Cheldelin Middle School, effective School Year 2018-19 (Probationary)

Susana Kummerow, Special Education Teacher, additional 0.5 FTE (total 1.0 FTE), Garfield, effective School Year 2018-19 (Probationary)

Dolcie Myrold, Bilingual Speech Language Pathologist**,** 1.0 FTE, District Office, effective School Year 2018-19 (Probationary)

Randy Macdonald, Computer Science Teacher, 1.0 FTE, Corvallis High School, effective 2018-19 School Year (Probationary)

Susan Rodinsky, Bilingual Teacher, 1.0 FTE, Garfield Elementary, effective 2018-19 school year (Probationary)

Cameron Farris, Special Education Teacher, 1.0 FTE, Corvallis High School, effective 2018-19 school year (Probationary)

Kathleen Feser, Kindergarten Transition Support /TOSA, 0.2 FTE, District Office, effective April 23, 2018 through the 2018-19 school year (Temporary)

Erin Carmichael, Special Education Teacher, 1.0 FTE, Mountain View Elementary School, effective 2018-19 school year (Probationary)

Corvallis
SCHOOL DISTRICT

Susan Petty, Special Education Teacher, 1.0 FTE, Harding Center & YES House, effective 2018-19 school year, (Probationary)

Katie Wilson, Elementary Teacher, 1.0 FTE, Hoover Elementary School, effective 2018-19 school year (Probationary)

Jeremy Adams, Science Teacher, 1.0 FTE, Cheldelin Middle School, effective 2018-19 school year (Probationary)

Teresa Wydronek, Math Teacher, 1.0 FTE, Cheldelin Middle School, effective 2018-19 school year (Probationary)

Katelyn Burwell, STEM/Elective Teacher, 1.0 FTE, Cheldelin Middle School, effective 2018-19 school year (Probationary)

John Samuels, Special Education Teacher, 1.0 FTE, Linus Pauling Middle School, effective 2018-19 school year (Probationary)

Barbara Sirianni, School Counselor, 0.75 FTE, Franklin Elementary School, effective 2018-19 school year (Probationary)

Julie Williams, High School Teacher, 0.67 FTE, Corvallis High School, effective 2018-19 school year (Temporary)

Carlos Valdes-Casillas, Dual Language Immersion High School Teacher, 0.33 FTE, Corvallis High School, effective 2018-19 school year (Temporary)

Kyeli Eastland, Elementary Teacher, 1.0 FTE, Hoover Elementary School, effective 2018-19 school year (Probationary)

Sarah Perkins, Band & Orchestra Teacher, 1.0 FTE, Cheldelin & Linus Pauling Middle Schools, effective 2018-19 school year (Probationary)

Sabrina Alexander, Teaching & Learning Coordinator, 1.0 FTE, District Office, effective 2018-19 school year (Probationary)

b. Non-Licensed Administrator Hires

Edwin "Gil" Anspacher, Director of Technology, 1.0 FTE, District Office, effective May 21, 2018 (Probationary)

Corvallis SCHOOL DISTRICT

c. Additional Information/Leaves/Reduction

Diana Hammond, Counselor, leave of 0.3 FTE for the 2018-19 school year, working 0.7FTE at Garfield

Kristen Nason, Math Teacher, 1.0 FTE, Linus Pauling Middle School, leave effective 2018-19 school year

Tara Stroup, Elementary Teacher, leave of 0.5 FTE for 2018-19 school year, working 0.5 at Mountain View Elementary School

Pamela Morrison, Instructional Coach, 1.0 FTE leave, Garfield Elementary School, effective 2018-19 school year

Matthew Cook, Science Teacher, 1.0 FTE leave, Franklin School, effective 2018-19 school year

Amanda Filloy-Sharp, Dual Language Immersion Teacher, 1.0 FTE leave, Corvallis High School, effective 2018-19 school year

Helen Gish, 0.17 FTE voluntary reduction, working 0.83, Linus Pauling Middle School, effective 2018-19 school year

Amy Ponder, 0.5 FTE voluntary reduction, working 0.5 FTE RTI Specialist, Hoover Elementary School, effective 2018-19 school year

Nancy Reerslev, 0.5 FTE voluntary reduction, working 0.5 FTE RTI Specialist, Garfield Elementary School, effective 2018-19 school year

Gerhard Behrens, 0.2 FTE voluntary reduction, working 0.8 FTE Physical Education teacher at Adams Elementary School, effective 2018-19 school year

Michael Sherwin, 0.5 FTE voluntary reduction, working 0.5 FTE Social Studies Teacher, Crescent Valley High School, effective 2018-19 school year

Molly Moncrief, 1.0 FTE resignation, Elementary Teacher, Wilson Elementary School, effective June 30, 2018

MOTION REQUESTED:

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

Corvallis
SCHOOL DISTRICT

IX.C. Non-Represented Employee Salary and Benefits Agreement Language Updates

Corvallis
SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Jennifer Duvall, Human Resources Director
Meeting Date: May 10, 2018

Non-Represented Employee Salary and Benefits Agreement Language Updates

ACTION REQUESTED

Background

At its Board meeting on May 22, 2017, the School Board approved updated benefits and compensation for our non-represented employees July 1, 2017 through June 30, 2019.

Due to reviews of our employment contracts by our legal counsel, it was recommended we update some of the language in our non-represented employee agreement, as there is reference to an Oregon statute that doesn't apply to all employees covered under this agreement. Legal counsel has provided updated language in the following sections:

- Introduction – being specific to state licensed administrators
- Probationary period – specific law applies to licensed administrators and doesn't apply to other non-represented employees
- Evaluation – clarifying statements matched to each non-represented employee group
- Removing non-licensed administrator language; these employees should be on separate contracts
- Due Process – update language to Discipline and Dismissal
- Reduction in staff – clarifying statements matched to the appropriate non-represented employee group

Involvement

Superintendent Ryan Noss, Human Resources Director Jennifer Duvall, and legal counsel Hungerford Law Firm

ACTION REQUESTED

Approve the changes to the Non-Represented Employee Salary and Benefits Agreement effective immediately.

MOTION REQUESTED

"I move to approve the changes to the Non-Represented Employee Salary and Benefits Agreement effective immediately."

Corvallis
SCHOOL DISTRICT

Non-Represented Employees Salary and Benefits Agreement

2017-2019*

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

The following person has been designated to handle inquiries regarding discrimination: Jennifer Duvall, Human Resources Director, jennifer.duvall@corvallis.k12.or.us
541-757-5840 | 1555 SW 35th Street, Corvallis, OR 97333

**updated xxxx*

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CORVALLIS SCHOOL DISTRICT
NON-REPRESENTED SALARIES AND BENEFITS

INTRODUCTION

Employees subject to this handbook are those excluded from collective bargaining units on the grounds of supervisory or confidential status or those having a community of interest with management personnel. The following groups of employees are covered by the provisions of this handbook:

- Licensed Administrators
- Supervisors
- Confidential Staff
- Non-Teaching Professional Staff

1) DUTIES—Duties shall be as assigned by the district superintendent. The employee shall devote full time, skill, labor, and attention to district assignments. The employee must obtain prior superintendent approval before accepting any offers of outside employment or consulting work. The employee shall perform assigned responsibilities in accordance with the employment agreement, the laws of the state of Oregon, the Oregon Administrative Rules, written school district policies, and school district administrative regulations, procedures, and directives. The employee may be reassigned or transferred at any time. Employees are expected to work on policy, procedure, curriculum, negotiations, budget, and other issues or projects as assigned. Each employee shall demonstrate skill in communications with staff, students, parents, patrons, and all others with whom the employee comes into official contact.

2) CONTRACT YEAR WORK SCHEDULE—Employees will schedule the work year with their immediate supervisors so that the contracted number of work days are available between July 1 and the following June 30. Each day that students attend school will be a scheduled workday for building administrators unless the appropriate supervisor approves a specific exception. Any variation from the established work year schedule requires the specific written approval of the supervisor. If the employee does not complete his/her work year with the district, the employee's final check shall be prorated to account for actual days worked.

3) HOURS—The nature of the work is such that definite work hours cannot be established, and it is the expectation of the district that employees will be available when needed. The employee shall maintain sufficient on-site hours consistent with the needs of the particular building or program and general operations of the school district. Employees are required to attend school board, budget committee, and other meetings or activities at the direction of their supervisor or the superintendent.

The district recognizes the varied and unique duties and responsibilities that employees are required to perform during and beyond the regular workday. Because flexibility is essential at all levels of administration, exemptions from a rigid work schedule are desirable in order to provide a means for employees to meet professional and personal obligations. As a guideline, however, covered employees are expected to maintain work hours that are consistent with the needs of students, the public, and other staff. Summer

hours may vary depending upon building and district needs as approved by the superintendent.

4) COMPENSATION

Salary Schedule (see Appendix A.)

Non-represented employees shall be paid in accordance with Salary Schedule, Appendix A. Salary applies to work performed during the fiscal year of July 1 through June 30. Paychecks are issued generally the last working day of a month.

Effective July 1, 2011, employees who have been in a paid status a minimum of 75% of the scheduled work year during the immediately preceding school year will be advanced one step on the appropriate salary range.

Effective July 1, 2014, cell phone stipends will no longer be paid to non-represented employees. The total stipend amount ($360) was included in total salary moving forward.

Public Employees Retirement System (PERS) Pickup—The district pays the six percent employee contribution to the Public Employees Retirement System (PERS). Employees become members of the Public Employees Retirement System after being employed by district for six months, or upon date of employment if already member of PERS.

5) HEALTH INSURANCE--

Effective October 1, 2017, the monthly district contribution for health insurance, which includes medical, dental, vision, life, long-term disability, for a full time employee shall be $1,325. Effective October 1, 2018, the monthly district contribution for health insurance will increase to $1,350.

Employees will pay the difference between the district contribution for health insurance and the cost of the monthly premium for the plan that the employee chooses. Employees hired for .5 FTE to .99 FTE will have premium payments prorated for the portion of an employee's assignment subject to this policy.

If the district selects a high deductible major medical plan that can be partnered with a Health Savings Account (HSA) per federal regulation, the district will make contributions to the HSA account for employees eligible to receive insurance benefits. The district's contribution will be pro-rated based upon FTE and the employer contribution amounts less medical/dental/vision/life/ltd premium deductions, but not in excess of the IRS allowable limit defined for individual and family classifications. Additionally, an employee may contribute funds to bring the total employer and employee contributions up to the IRS allowable maximum for the calendar year.

The employee is responsible to ensure account activities are in compliance with IRS regulations. Also, the employee is responsible for setting up the HSA account during the open enrollment period or the first time an individual is eligible to enroll in insurance.

The benefits provided are described in the contract between the district and insurance carrier and the summary of these plans is available on the district's website. Domestic partner coverage is available. Employee is taxed on added value of increased benefit.

For 2017-18 and 2018-19 an eligible employee may "opt out" of District offered medical insurance coverage by indicating in writing to the District the employee's election not to obtain medical insurance coverage through the District. The employee is then responsible for meeting the health insurance coverage requirements under the Affordable Care Act (ACA). The deadline for making this election shall be by the end of open enrollment or first date the employee is eligible for insurance. A non-represented employee who opts out of District medical insurance coverage will receive $200 per month, based on full-time FTE, or $100 per month based on part-time FTE, paid as taxable income, beginning the eligible month the employee opts out.

An employee's decision to opt out of District medical insurance coverage shall constitute a waiver of the right to any such benefit for the duration of the insurance year, and shall be irrevocable until the following year unless the employee undergoes a "qualifying event" and applies for the District medical insurance coverage.

6) FLEXIBLE SPENDING PLAN—The district has established Section 125 (flexible spending) accounts in accordance with the Internal Revenue Code.

7) TAX-SHELTERED ANNUITIES (TSA)—Employees may contribute before-tax salary to tax-sheltered annuities. A list of available TSA vendors is on the district website.

8) HOLIDAYS AND LEAVES

Paid Holidays:

- New Years Day
- Memorial Day
- Independence Day (employees with 220 or more contract days)
- Labor Day
- Veterans Day
- Thanksgiving Day
- Day after Thanksgiving Day
- Christmas (employees with 220 or more contract days)
- Either Christmas Eve or New Year's Eve day as scheduled by supervisor (employees with 220 or more contract days)

The Martin Luther King Jr. holiday will be a non-contract day for full-time, year-round employees, except that in years in which an additional work day is required for a total 260-day contract year, it will be a regular work day.

Leaves:

Exempt employees are responsible for reporting all absences (i.e. personal leave, sick leave, vacation) through the district's leave reporting system.
Non-exempt employees are responsible for reporting their time worked and all absences (i.e. personal leave, sick leave, vacation) through the district's time-reporting system.

- *Bereavement Leave*—The employee will be granted, upon request, up to three days leave in the event of death of any member of the immediate family. Where substantial justification exists, in the sole discretion of the superintendent or designee, he/she may grant time beyond the three days with full pay.

  Members of the immediate family include mother, mother-in-law, father, father-in-law, spouse, son, daughter, brother, sister, grandparents, grandchildren, or any other relative or domestic partner living in the immediate household of the employee. The superintendent or designee may grant leave for others upon written request.

- *Sick Leave*—Sick leave is available to covered employees on the basis of one day per month worked (defined as a month with 14 or fewer unpaid days). Sick leave with pay is for personal illness or in order to care for the employee's spouse, domestic partner, son, daughter, or parent who has a serious health condition.

  Sick leave for the fiscal year will be advanced on July 1, and earned by subsequent service. Sick leave is accumulative without limit. Employees may take sick leave prior to its accrual up to the maximum that can reasonably be expected to accrue during the fiscal year. Employees who leave the employ of the district and have used unearned sick leave will be required to reimburse the district for any unearned sick leave used. Sick leave is not earned during unpaid leave of more than two weeks duration.

  Employees may bring in up to 75 days of sick leave from other Oregon school districts. The transfer of sick leave shall not be effective until the administrator has completed thirty (30) working days.

- *Personal Leave*—Three days per year is granted for those times when leave is desired for personal commitments or convenience but is not of an emergency nature. Prior approval by the employee's supervisor is required. One personal leave day may be carried over into the next fiscal year, however, there can be no more than four days total in a year. Personal leave cannot be paid out.

- *Emergency Leave*—Two days leave with pay will be granted for emergencies of a serious personal nature beyond the employee's control which must be attended to during regular working hours or closure emergency days. This leave is non-accumulative.

  In requesting emergency leave, the applicant will be requested to state the general nature of the emergency. The superintendent or designee has authority and grants emergency leave.

- *Family/Parental Leave*—Leave will be granted by the superintendent or designee in accordance with state and federal family medical leave law for 12 work weeks in any 12 month period for the reasons set forth in those laws.

- *Professional Leave*—An employee's supervisor may grant professional leave with pay for educational conferences, meetings, or visitations to exemplary programs that are related to the employee's assignment, in accordance with Board Policies GCL and GDL.

- *Professional Growth Leave*—Professional growth leave is for unique opportunities that can be expected to provide a substantial contribution to the district. Leave may be requested without pay or with reduced pay through application to the superintendent or designee for approval. At a minimum, the application will describe the proposed activity or program and its potential contribution to the district, financial support requested (if any), and a statement of income and/or benefits the employee expects to receive from non- district sources as a result of the proposed activity.

  The superintendent or designee may, at his/her discretion, approve the application as submitted, approve the application subject to such modifications as it deems appropriate, or deny the application.

  If the leave is with pay and/or benefits, the employee shall sign a promissory note in the amount of the *total cost* to the district of the pay and benefits to be provided. One-third of the original amount of the promissory note shall be waived by the district for each full year of service following the employee's return from leave. If the employee fails to complete three full years of service, the portion of the note not waived shall be due upon the effective date of the employee's termination. However, in the event of death or permanent disability of the employee, the full amount of the promissory note will be waived.

- *Unpaid Leave*—An employee who is not probationary and who has worked three consecutive years for the district may be granted unpaid leave by the superintendent or designee for personal reasons for up to one year. No benefits will accrue during extended unpaid leaves.

- *Other Leaves*—The district will comply with its legal obligations to grant any leaves not specified above, i.e., military, jury duty, etc.

- *Vacation (260 day employees only)*

Years of Service	Vacation Days Annually
Less than 10	15 days
10 but less than 15	17 days
15 and over	20 days

  Employees may carry over a maximum of ten days of vacation each July 1 with the approval of the superintendent or designee. Any vacation accrual in excess of 10 days on June 30 will be paid in July of each year.

9) OTHER BENEFITS

- *Mileage Allowance (out of district):* Employees are reimbursed at the IRS rate for actual mileage for out-of-district business use of their car.

- *Mileage Allowance (in district):* Designated employees who travel extensively in-district as an ongoing part of their job may be reimbursed for in-district travel at the IRS rate. These positions will be designated by Human Resources as part of the job description.

  Effective July 1, 2015, the following positions will be paid a mileage stipend as compensation for the use of personal vehicles to perform in district duties as follows:

  $30 per month:
  Principals/Middle School, Elementary
  Assistant Principals/Middle School

  $50 per month
  Principals/High School
  Coordinator/Alternative Pathways
  Assistant Principals/High School
  Communications Coordinator

  $100 per month
  Coordinator/Teaching and Learning
  Assistant Coordinator/ Teaching and Learning

  Other non-represented positions may be compensated for in-district travel for district-required meetings up to $50 per year by submitting a mileage reimbursement request.

- *Professional Dues:* The district will pay the cost of dues for affiliation with COSA and one appropriate State and one National professional organization, with prior approval by the employee's administrative supervisor.

- *Professional Development:*
  In-state conferences/workshops: Each building administrator will be allocated $300 per year towards an in-state conference/workshop (registration and travel expenses, following board policy and administrative regulations). Reimbursement needs to be processed through the Human Resources Department. A building administrator may choose to use the $300 conference allocation towards tuition reimbursement for the year, working through the Human Resources Department.

  National conference: The district will pay up to $2000 per year, per a three year calendar rotation for building administrators to attend a national conference. This allocation can be used towards registrations and travel expenses, following

adopted board policy and administrative regulations. The national conference must be approved by the Superintendent. The three year rotation will be based on seniority as an administrator with the district.

- *Tuition Reimbursement:* Tuition may be reimbursed for a maximum of eight quarter hours per year (July 1 through June 30) for a course of study approved in advance by the superintendent or designee. Reimbursement is for 100% of cost of tuition if university vouchers are used or if vouchers are not used then reimbursement is for 90 percent of cost of tuition with maximum being 90 percent of OSU graduate school rate. Administrators must submit a written request, a copy of the tuition receipt, and evidence of satisfactory course completion to Human Resources to receive reimbursement. This benefit is for the current school year only and is not cumulative. In addition a tuition reimbursement pool will be established up to $5,000. If this allotment has not been used by June 30, then staff who have already received reimbursement earlier in the year may apply for additional reimbursement, if qualified.

- *Support for Employees Running for State or National Offices (in their respective professional organizations):* The district will establish an account to cover the costs of printing and mailing for any employee who is campaigning for state or national office in a professional organization related to his/her assignment. Employees may apply to access this account through the superintendent's office. The maximum reimbursement available to each employee will be $250 per campaign as funds are available.

10) PROBATIONARY PERIOD FOR LICENSED ADMINISTRATORS—Normally, licensed administrators will serve a probationary period of three years. In special circumstances, the probationary period may be shortened, based on relevant experience, to no less than one year by the agreement of the superintendent and the administrator. Any such agreement will be in writing and will be placed in the administrator's personnel file.

11) EVALUATION—Evaluation of employees will be conducted annually for probationary licensed administrators, and at least every other year for other non-represented staff by the superintendent or appropriate administrative designee. The evaluation will be based on applicable board policy, the job description, performance, and professional standards, and performance goals that have been discussed with the employee at the beginning of the evaluation period. It may be desirable to gather input from parents, students, teachers, peers, or others for use in the evaluation process. If such input is to be part of the licensed administrator's evaluation, its use will be in accordance with Board Policy CCG. Evaluations will be completed and discussed with the employee by June 30 of each year unless that date is extended in writing.

12) IMPROVEMENT PLAN—When an employee's performance needs improvement (for other than disciplinary reasons), the superintendent or designee may place the employee on an improvement plan. The plan will specify the area(s) of deficiency, the needed improvement, the time period in which improvement is required, and what assistance the

district will provide. An improvement plan may be required if the deficiency is inadequate performance, inefficiency, or neglect of duty. The duration of an improvement plan will be for 45 workdays or such other time as is reasonably calculated to allow the employee an opportunity to correct the area(s) of deficiency. At the end of the plan, the superintendent or designee will review the results with the employee, including whether the employee met the requirements of the improvement plan, whether an extension of the plan is required, or whether the superintendent will recommend termination of employment.

13) COMPLAINTS—Persons with complaints about non-represented employees will be encouraged to attempt to resolve the issue with the employee involved. If the complaint is not resolved, the complainant may formally present the complaint in writing (including all supporting statements and evidence) to the employee's supervisor. Complaints will be shared with the affected employee. The employee will be given an opportunity to respond to the complaint and/or attempt to resolve the complaint, as deemed appropriate to the circumstances by the employee's supervisor. Such complaints will not be used in the employee's evaluation unless the employee has had these opportunities. Additionally, complaints will not be used in an employee's evaluation unless it is determined through this process that the complaint has merit and substance and is reasonably related to the employee's job description, performance standards, or ability to be an effective employee in the district.

14) DISCIPLINE AND DISMISSAL—No employee will be disciplined without due process that includes a clear statement of charges for violation of known standards with the opportunity to meet and discuss the matter with their supervisor after a thorough investigation, and discipline that is consistent with other discipline administered for similar offenses.

Employees may be dismissed, or otherwise disciplined, for any reason deemed sufficient by the district and will be entitled to an improvement plan only at the discretion of the district.

15) INDEMNIFICATION—The district will defend, hold harmless, and indemnify the employee from any and all demands, claims, suits, actions, and legal proceedings brought against the employee in his/her individual capacity, or in his/her official capacity as agent and employee of the district, provided the incident arose while he/she was acting within the scope of his/her employment, all according to the Oregon Tort Claims Act.

16) EXTENSION OR NONEXTENSION OF LICENSED ADMINISTRATOR'S CONTRACT—The district will comply with state law regarding the extension/non-extension of licensed administrator's contracts. Administrators may appeal contract non-extension to the School Board, no later than the next March 30 after notification.

17) REDUCTION IN STAFF

Licensed Administrator—The district will observe ORS 342.934 and Board Policy CPA when making reductions in licensed staff. The Board will retain, consistent with state

law, the most capable and productive of the licensed and/or qualified employees needed to carry out the approved programs of the district.

Non-Licensed Employees—An employee whose entire FTE has been terminated will be entitled to 90 calendar days notice of layoff or the equivalent salary in lieu of notice.

18) CHANGES IN BENEFITS—Changes in benefits for non-represented employees may be proposed by the Board or covered employees as needed, by a written request to the other party. The Board agrees that no changes will be made without first offering affected employees the opportunity to consult and confer with the Board regarding the proposed changes.

19) RETIRED NON-REPRESENTED EMPLOYEES—The district may choose to hire PERS-retired non-represented employees. Unless set forth herein, the provisions of this document shall cover all duties, work schedule, hours, compensation, insurance, flexible spending plan, tax-sheltered annuities, holidays, leaves, other benefits, evaluation, complaints, due process, indemnification, reduction in staff, and changes in benefits. In addition, the rehired retiree will be able to carry over up to ten days sick leave.

The following provisions shall not apply: PERS pickup including employer contribution, retirement, personal leave, vacation accrual, professional growth leave, tuition reimbursement, and improvement plan. The rehired retiree will not be granted extended leave.

The contract year may have fewer days than a typical school year calendar. A re-employment calendar may be mutually developed to address district needs or PERS restrictions on post-retirement employment. It is the employee's responsibility to maintain records to ensure compliance with all PERS regulations and allowable PERS hours. If the employee exceeds the number of PERS allowable hours, he/she will be responsible for any costs or penalties incurred.

Non-Rep Salary Schedule 2017-18 2% COLA

Position	Days	Step 1	Step 2	Step 3	Step 4	Step 5
Assistant Superintendent	260	123,398	125,866	128,383	130,950	133,569
Director/Finance & Operations	260	113,331	115,598	117,909	120,268	122,672
Director/Human Resources	260	113,331	115,598	117,909	120,268	122,672
Director/Teaching & Learning	260	113,331	115,598	117,909	120,268	122,672
Principal/High School	230	113,388	116,213	119,109	122,078	125,124
Principal/Middle School	230	105,703	108,336	111,034	113,801	116,641
Principal/Elementary	230	101,374	103,897	106,486	109,138	111,861
Coordinator/Teaching & Learning	230	101,374	103,897	106,486	109,138	111,861
Asst Principal/High School	230	98,556	101,012	103,529	106,106	108,754
Coord/Alternative Pathways	230	98,556	101,012	103,529	106,106	108,754
Asst Principal/Middle School	230	94,012	96,353	98,752	101,212	103,737
Asst Coord/Teaching & Learning	230	94,012	96,353	98,752	101,212	103,737
Director/Facilities & Transportation	260	89,474	92,075	94,676	97,277	99,878
Director/Technology	260	89,474	92,075	94,676	97,277	99,878
Controller	260	75,544	77,423	79,349	81,324	83,352
Manager/Food Services	260	74,854	76,715	78,624	80,579	82,592
Manager/Custodial Operations	260	70,416	72,166	73,961	75,800	77,694
Analyst/Budget	260	63,734	65,318	66,942	68,605	70,319
Exec Asst to Superintendent & Board	260	62,514	64,067	65,658	67,291	68,972
Manager of District Theaters	260	62,514	64,067	65,658	67,291	68,972
Instructional Services Support	260	60,876	62,399	63,957	65,557	67,196
Therapist/Physical	190	60,557	62,063	63,605	65,185	66,805
Communications Coordinator	260	53,833	55,169	56,539	57,952	59,394
Business Services Specialist	260	51,704	52,988	54,302	55,651	57,044
Human Resource Specialist	260	51,704	52,988	54,302	55,651	57,044
Payroll Lead Specialist 2	260	51,704	52,988	54,302	55,651	57,044
Athletic Trainer - grndf						51,425
Supervisor/Food Services	260	44,004	45,095	46,212	47,359	48,543
Human Resource Technology Specialist	260	43,320	44,392	45,493	46,621	47,778
Specialist/Family Outreach Advocate	190	38,426	39,386	40,372	41,380	42,415
Athletic Trainer	210	36,369	37,280	38,211	39,166	40,146

Non-Rep Salary Schedule 2018-19 2% COLA

Position	Days	Step 1	Step 2	Step 3	Step 4	Step 5
Assistant Superintendent	260	125,866	128,383	130,951	133,569	136,240
Director/Finance & Operations	260	115,598	117,910	120,267	122,673	125,125
Director/Human Resources	260	115,598	117,910	120,267	122,673	125,125
Director/Teaching & Learning	260	115,598	117,910	120,267	122,673	125,125
Principal/High School	230	115,656	118,537	121,491	124,520	127,626
Principal/Middle School	230	107,817	110,503	113,255	116,077	118,974
Principal/Elementary	230	103,401	105,975	108,616	111,321	114,098
Coordinator/Teaching & Learning	230	103,401	105,975	108,616	111,321	114,098
Asst Principal/High School	230	100,527	103,032	105,600	108,228	110,929
Coord/Alternative Pathways	230	100,527	103,032	105,600	108,228	110,929
Asst Principal/Middle School	230	95,892	98,280	100,727	103,236	105,812
Asst Coord/Teaching & Learning	230	95,892	98,280	100,727	103,236	105,812
Director/Facilities & Transportation	260	91,263	93,917	96,570	99,223	101,876
Director/Technology	260	91,263	93,917	96,570	99,223	101,876
Controller	260	77,055	78,971	80,936	82,950	85,019
Manager/Food Services	260	76,351	78,249	80,196	82,191	84,244
Manager/Custodial Operations	260	71,824	73,609	75,440	77,316	79,248
Analyst/Budget	260	65,009	66,624	68,281	69,977	71,725
Exec Asst to Superintendent & Board	260	63,764	65,348	66,971	68,637	70,351
Manager of District Theaters	260	63,764	65,348	66,971	68,637	70,351
Instructional Services Support	260	62,094	63,647	65,236	66,868	68,540
Therapist/Physical	190	61,768	63,304	64,877	66,489	68,141
Communications Coordinator	260	54,910	56,272	57,670	59,111	60,582
Business Services Specialist	260	52,738	54,048	55,388	56,764	58,185
Human Resource Specialist	260	52,738	54,048	55,388	56,764	58,185
Payroll Lead Specialist 2	260	52,738	54,048	55,388	56,764	58,185
Athletic Trainer - grndf						52,454
Supervisor/Food Services	260	44,884	45,997	47,136	48,306	49,514
Human Resource Technology Specialist	260	44,186	45,280	46,402	47,553	48,734
Specialist/Family Outreach Advocate	190	39,195	40,174	41,179	42,208	43,263
Athletic Trainer	210	37,096	38,026	38,975	39,949	40,949

Corvallis
SCHOOL DISTRICT

IX.D. Linus Pauling Middle School Boiler Replacement

Corvallis
SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Kim Patten, Director of Facilities and Transportation
Meeting Date: May 10, 2018

Award Contract for Linus Pauling Middle School Boiler Replacement Project

ACTION REQUESTED

Background

Two original high efficiency condensing gas boilers at Linus Pauling Middle School (LPMS) have reached the end of their useful life. One of the boilers failed last spring and the remaining boiler is showing signs of pending failure. We were able to heat the building this school year by using the emergency back-up boiler along with the remaining functional condensing boiler.

In February, we solicited for a design professional to provide specifications and project oversight for the replacement of the boilers. Two proposals were received and R&W Engineering was selected to provide design services and construction administration.

A Request for Bids was advertised on March 21, 2018, and a mandatory pre-bid meeting was held on March 28, 2018. Two bids were received on Thursday, April 19, 2018, at 2:00 p.m. with the following results:

Contractor	**Lump Sum Bid**
Hammerquist, Inc.	$158,195
Northwest Control Company, Inc.	$210,500

Work is to commence June 18, 2018, and will be completed by September 1, 2018. We anticipate that said work would not interfere with the learning environment for summer school or the start of school in September.

Involvement

Kim Patten (Director of Facilities & Transportation), Paul Jennison (HVAC Technician), and R&W Engineering (Engineering Consultant)

Cost Impact

The district will use funds received through the Construction Excise Tax to cover the anticipated project costs.

Action Requested

Award the contract for the Linus Pauling Middle School Boiler Replacement Project.

Motion Requested

"I move to award the contract for the Linus Pauling Middle School Boiler Replacement Project to Hammerquist, Inc."

Corvallis
SCHOOL DISTRICT

IX.E. Adopt K-8 Health Curriculum

Corvallis
SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Amy Lesan, Teaching & Learning Coordinator
Rynda Gregory, Teaching & Learning Coordinator
Meeting Date: May 10, 2018
Policy Reference: **II/IIA** and **II/IIA-AR**

K-8 Health Curriculum Adoption — ACTION REQUESTED

Overview

On April 26, 2018, the board received a comprehensive report regarding the process leading to staff's recommendation.

ACTION REQUESTED

Adopt *The Great Body Shop* as the K-8 health curriculum.

MOTION REQUESTED

"I move to adopt *The Great Body Shop* as the K-8 health curriculum."

Corvallis
SCHOOL DISTRICT

IX.F. Board Policy JECB—Admission of Nonresident Students—Revised—Second Reading

Corvallis SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Erika Cook
Meeting Date: May 10, 2018

ACTION REQUIRED

Board Policy and Administrative Regulation

Board Policy JECB—Admission of Nonresident Students—Revised—Second Reading

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.

This policy is highly recommended by OSBA.

Involvement

District staff.

Cost Impact

None.

CORVALLIS SCHOOL DISTRICT 509J

Code: JECB
Adopted: 6/28/99
Revised/Readopted: 6/26/06, 2/6/12, 3/10/14

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

IX.G. Board Policy JECBD—Homeless Students—Revised—Second Reading

Corvallis
SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Erika Cook, Administrative Specialist
Meeting Date: May 10, 2018

Board Policy — ACTION REQUESTED

Board Policy JECBD—Homeless Students—Revised—Second Reading

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 is required.

Involvement

District staff.

Cost Impact

None.

ACTION REQUESTED

Adoption of the revised policy.

MOTION REQUESTED

I move to adopt policy JECBD as revised.

CORVALLIS SCHOOL DISTRICT 509J

Code: JECBD
Adopted: 11/3/03

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 will[1] 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).

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[1]McKinney-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

IX.H. Board Policy JEFB—Release Time for Religious Instruction—Revised—Second Reading

Corvallis
SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Erika Cook
Meeting Date: May 10, 2018

ACTION REQUIRED

Board Policy

Board Policy JEFB—Release Time for Religious Instruction—Revised—Second 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

District staff.

Cost Impact

None.

ACTION REQUESTED

Adoption of the revised policy.

CORVALLIS SCHOOL DISTRICT 509J

Code: JEFB
Adopted: 10/19/89
Revised/Readopted:
Original Code: 7330

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.~~150~~ 850
OAR 581-021-0046

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

Corvallis
SCHOOL DISTRICT

IX.I. Board Policy JGAB – Use of Restraint and Seclusion - Second Reading

Corvallis
SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Erika Cook, Administrative Specialist
Meeting Date: May 10, 2018

ACTION REQUESTED

Board Policies:
JGAB—Use of Restraint and Seclusion—Revised—Second Reading
KL—Public Complaints—Second Reading
JFH—Student Complaints—Rescinding
LGA—Compliance with Standards—Rescinding

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.

Policies JFH—Student Complaints and LGA—Compliance with Standards, together with their accompanying administrative regulations (ARs), are being rescinded since they are now covered under KL—Public Complaints. Board action is required to rescind policies but not administrative regulations; therefore, the accompanying ARs can be found under the Consolidated Information section of the agenda.

Involvement

District staff: Kevin Bogatin and Erika Cook

Cost Impact

None.

ACTION REQUESTED

1. Adopt revised policies JGAB—Use of Restraint and Seclusion and KL—Public Complaints
2. Rescind policies JFH—Student Complaints and LGA—Compliance with Standards.

CORVALLIS SCHOOL DISTRICT 509J

Code: JGAB
Adopted: 1/14/08
Revised/Readopted: 1/9/12, 8/19/13, 8/18/14

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 themself~~ves~~ 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 Complaint~~s~~ 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

IX.J. Board Policy KL – Public Complaints - Second Reading

CORVALLIS SCHOOL DISTRICT 509J

Code: KL
Adopted: 4/12/99
Revised/Readopted: 4/7/08, 4/14/14, 1/9/17

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

IX.K. Board Policy JFH—Student Complaints—Rescinding

CORVALLIS SCHOOL DISTRICT 509J

Code: JFH
Adopted: 6/28/99
Rescinded:

STUDENT COMPLAINTS

It is the district's philosophy that students have an inherent right to express their personal grievances. The school has a responsibility to address these grievances following procedures established by each building principal.

END OF POLICY

Legal Reference:
ORS 332.107

RESCINDED

Corvallis
SCHOOL DISTRICT

IX.L. Board Policy LGA—Compliance with Standards—Rescinding

CORVALLIS SCHOOL DISTRICT 509J

Code: LGA
Adopted: 4/12/99
Revised/Readopted: 1/9/17
Rescinded:

Compliance with Standards

The Board recognizes the need to comply with the educational standards as outlined by the State Board of Education.

It is also recognized that a district may petition the State Superintendent of Public Instruction for a waiver of a specific standard. A petition shall specify the reason(s) the district is seeking the waiver and other relevant information. If it is determined the request conforms with the intent of the standards, the state superintendent shall recommend the waiver to the State Board of Education.

The district will maintain a record of any waivers that have been requested by the district and approved by the State Board of Education.

Procedures shall be developed whereby residents of the district or any parent of students attending school in the district may make an appeal or complaint alleging violation of standard. The district shall also include a procedure for direct appeal to the State Superintendent of Public Instruction of an alleged standards violation.

END OF POLICY

Legal Reference(s):

ORS 327.102
ORS 327.103
ORS 329.085
ORS 336.035 to -336.086
OAR 581-022-0102 to—1941

Cross Reference(s):

CL—Administrative Reports

Rescinded

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: May 10, 2018

Non-licensed Personnel Information NO ACTION REQUIRED

Recommendation to Hire

Jennifer Robertson: Educational Assistant 2, 5 hours, Mt. View Elementary, effective April 30, 2018 (Limited Term)

Radhika Sriram: Administrative Assistant 1, 7 hours, Crescent Valley High School, effective April 30, 2018 (Regular/Probationary)

Nathaniel Brew: Educational Assistant 2, 6.75 hours, Cheldelin Middle School, effective April 19, 2018 (Limited Term)

Robert Parrott: Fiscal Clerk 2, 8 hours, Crescent Valley High School, effective May 16, 2018 (Regular/Probationary)

Erika Cook: Administrative Specialist, 8 hours, District Office, effective April 29, 2018 (Regular/Probationary). Moving from Administrative Assistant 3/OM position at Cheldelin.

Termination/Resignation/Layoff/Retirement

Debra Pinard: Fiscal Clerk 2, 8 hours, Crescent Valley High School, effective April 27, 2018 (Resignation)

Damdy Marriott: Administrative Assistant 1, 7 hours, Crescent Valley High School, effective April 20, 2018 (Resignation)

Emily Walenza: Educational Assistant 2, 6.75 hours, Linus Pauling Middle School, effective June 30, 2018 (Resignation)

Kimberly Massari: Educational Assistant 2 (2 hours), Library Media Assistant 2 (2 hours), Franklin Elementary, effective June 30, 2018 (Resignation)

Martha Rost: Health Service Assistant, 4 hours, Crescent Valley High School, effective June 30, 2018 (Retirement)

Christy Fitch: Human Resources Specialist, 8 hours, District Office, effective April 16, 2018 (Resignation)

Corvallis
SCHOOL DISTRICT

Nancy Ashby: Educational Assistant 2, 7 hours, Garfield Elementary, effective June 30, 2018 (Retirement)

Carolyn Teegarden: Administrative Assistant 1 (6 hours), Assessment Technician (2 hours), Jefferson Elementary, effective June 30, 2018 (Retirement)

Charla Moser: Food Service Specialist, 5.25 hours, Jefferson Elementary, effective June 30, 2018 (Retirement)

Taylor Deskins: Educational Assistant Life Skills, 6.5 hours, Franklin Elementary, effective June 30, 2018 (Resignation)

Tara Cree: Educational Assistant (6.5 hours at Franklin Elementary), Food Service Assistant (1.25 hours at Central Kitchen), effective June 30, 2018 (Resignation)

Shawn Bonine: Student Behavior Support 2, 8 hours, Garfield Elementary, effective June 30, 2018 (Resignation)

Brenda Coblentz: Assessment Technician (3 hours), Educational Assistant (1 hour), Franklin Elementary, effective June 30, 2018 (Resignation)

Pamela Watts: Educational Assistant 2, 8 hours, Corvallis High School, effective June 30, 2018 (Resignation)

Carla Smith: Food Service Specialist (4 hours), Food Service Assistance (4 hours), Franklin Elementary, effective June 30, 2018 (Retirement)

Robert Yde: Educational Assistant 2, 7 hours, Crescent Valley High School, effective June 30, 2018 (Resignation)

Kerry Richey: Instructional Services Support, 8 hours, District Office, effective April 30, 2018 (Retirement)

Corvallis
SCHOOL DISTRICT

X.B. Unaudited Financial Statements - March 31, 2018

Corvallis
SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Olivia Meyers Buch, Finance and Operations Director
Meeting Date: May 10, 2018

March 31, 2018 Financial Statements (Unaudited)

NO ACTION REQUIRED

Background

The Statement of Resources and Requirements for the General Fund for the period ending March, 2017 and 2018 follow this report. As March is the end of the third quarter of the fiscal year, you will also find statements on all other reportable funds in addition to the General Fund. General Fund Highlights are included below while information on the other funds can be found on the individual fund statements.

Year-to-date operating revenues through the end of March 2018 total $63.3 million or 92.9% of total budgeted operating revenues as compared to $58.2 million or 90.6% through the end of March 2017. Total operating revenue is projected to exceed budgeted operating revenue by $3.7 million due to 1) higher than projected state school fund allocation; 2) higher than projected enrollment; and 3) less local option tax compression.

Year-to-date operating expenditures through the end of March 2018 total $43.0 million or 61.7% of total budgeted operating expenditures as compared to $41.1 million or 62.4% through the end of March 2017.

Projected resources and requirements through June 30, 2018 result in an ending fund balance of $13.2 million. All General Fund reserves are projected to be at or above the designations outlined in board policy June 30, 2018. The projected ending fund balance reflects a change in fund balance, or annual operating surplus, of $3.1 million. As state school funds are being distributed equally over the biennium (instead of the standard 49%-51% distribution), a portion of that surplus will be set aside to cover roll up costs in 2018-19 (primarily for salary and benefit increases).

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

Supplementary Materials

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

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

General Fund

	FY 2016-17					FY 2017-18				
	Amended Budget	Actuals Thru 3/31/2017	% of Budget	Actuals Thru 6/30/2017	% of Budget	Amended Budget	Actuals Thru 3/31/2018	% of Budget	Projected Thru 6/30/2018	% of Budget
RESOURCES										
State School Fund Formula Revenue										
State School Fund - General Support	$ 31,748,251	$ 26,975,958	85.0%	$ 30,803,517	97.0%	$ 34,106,224	$ 30,031,507	88.1%	$ 36,223,501	106.2%
Property Taxes Levied by District	26,014,907	25,112,288	96.5%	26,014,937	100.0%	26,747,906	26,244,463	98.1%	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	4,398,507	96.8%	4,554,757	100.2%	4,769,350	5,698,151	119.5%	5,767,014	120.9%
Earnings on Investments	180,000	180,032	100.0%	314,241	174.6%	170,000	291,888	171.7%	375,000	220.6%
State School Fund Prior Year Adjustment	(54,226)	-	0.0%	274,920	-507.0%	-	-	-	341,272	-
Other	795,003	645,991	81.3%	1,032,618	129.9%	1,392,549	565,349	40.6%	1,352,980	97.2%
Total Operating Revenues	**$ 64,203,667**	**$ 58,179,633**	**90.6%**	**$ 64,553,216**	**100.5%**	**$ 68,155,857**	**$ 63,324,151**	**92.9%**	**$ 71,846,969**	**105.4%**
Transfers	$ -	$ -	-	$ -	-	$ 103,300	$ 103,299	-	$ 103,299	
Beginning Fund Balance	$ 10,278,573	$ 10,278,573	100.0%	$ 10,278,573	100.0%	$ 10,138,976	$ 10,138,976	100.0%	$ 10,138,976	100.0%
TOTAL RESOURCES	**$ 74,482,240**	**$ 68,458,207**	**91.9%**	**$ 74,831,789**	**100.5%**	**$ 78,398,133**	**$ 73,566,427**	**93.8%**	**$ 82,089,244**	**104.7%**
REQUIREMENTS										
Salaries	$ 34,920,419	$ 21,698,004	62.1%	$ 34,848,046	99.8%	$ 36,238,931	$ 22,539,563	62.2%	$ 35,876,542	99.0%
Associated Payroll Costs	19,366,811	11,467,664	59.2%	18,557,192	95.8%	20,492,728	$ 11,977,394	58.4%	20,287,801	99.0%
Purchased Services	7,702,555	5,145,423	66.8%	7,892,125	102.5%	7,813,574	$ 5,126,130	65.6%	7,735,438	99.0%
Supplies and Materials	2,929,169	1,872,528	63.9%	2,449,145	83.6%	3,556,588	$ 2,013,359	56.6%	3,521,022	99.0%
Capital Outlay	86,000	64,450	74.9%	106,601	124.0%	536,000	$ 426,375	79.5%	530,640	99.0%
Other Objects	861,009	824,537	95.8%	839,703	97.5%	926,809	869,826	93.9%	917,541	99.0%
Total Operating Expenditures	**$ 65,865,963**	**$ 41,072,606**	**62.4%**	**$ 64,692,813**	**98.2%**	**$ 69,564,630**	**$ 42,952,647**	**61.7%**	**$ 68,868,984**	**99.0%**
Contingency	1,530,092	-		-		1,723,220	-		-	
Rainy Day Reserves	3,210,183	-		-		3,446,440	-		-	
Unappropriated Reserves	2,553,183	-		-		2,750,794	-		-	
Unappropriated Reserve (PERS)	1,322,819	-		-		913,049	-		-	
TOTAL REQUIREMENTS	**$ 74,482,240**	**$ 41,072,606**		**$ 64,692,813**		**$ 78,398,133**	**$ 42,952,647**		**$ 68,868,984**	
ENDING FUND BALANCE		**$ 27,385,600**		**$ 10,138,976**			**$ 30,613,780**		**$ 13,220,261**	
Contingency				1,613,830	2.5% *				1,796,174	2.5% *
Rainy Day Reserves				3,227,661	5.0% *				3,592,348	5.0% *
Unappropriated Reserves				3,974,666	6.7% *				5,623,982	7.8% *
Unappropriated Reserve (2018-19 Roll up)				-	0.0% *				884,937	1.2% *
Unappropriated Reserve (PERS)				1,322,819	2.1%				1,322,819	1.8% *
* Percent of Operating Revenue				**10,138,976**	**15.7%**				**13,220,261**	**18.4%**

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

Food Service Fund

	FY 2016-17					FY 2017-18				
	Amended Budget	Actuals thru 3/31/2017	% of Budget	Actuals thru 6/30/2017	% of Budget	Amended Budget	Actuals thru 3/31/2018	% of Budget	Projected thru 6/30/2018	% of Budget
RESOURCES										
Local Sources	$ 1,224,331	$ 772,106	63.1%	$ 1,231,460	100.6%	$ 1,228,832	$ 841,383	68.5%	$ 1,216,544	99.0%
State Sources	34,800	$ 11,133	32.0%	37,109	106.6%	15,100	29,867	197.8%	37,750	250.0%
Federal Sources	1,814,020	1,003,818	55.3%	1,609,585	88.7%	1,754,020	1,029,165	58.7%	1,578,618	90.0%
Total Operating Revenues	**$ 3,073,151**	**$ 1,787,058**	**58.2%**	**$ 2,878,154**	**93.7%**	**$ 2,997,952**	**$ 1,900,416**	63.4%	**$ 2,832,912**	94.5%
Interfund Transfers	$ 1	$ -	0.0%	$ -	0.0%	$ -	$ -	-	$ -	-
Beginning Fund Balance	342,357	280,048	81.8%	280,048	81.8%	60,000	226,898	378.2%	226,898	378.2%
TOTAL RESOURCES	**$ 3,415,509**	**$ 2,067,106**	**60.5%**	**$ 3,158,202**	**92.5%**	**$ 3,057,952**	**$ 2,127,313**	**69.6%**	**$ 3,059,809**	**100.1%**
REQUIREMENTS										
Salaries	$ 1,029,886	$ 617,019	59.9%	$ 955,434	92.8%	$ 1,018,960	$ 617,752	60.6%	$ 998,581	98.0%
Associated Payroll Costs	812,244	483,723	59.6%	785,587	96.7%	856,402	480,081	56.1%	839,274	98.0%
Purchased Services	41,080	26,109	63.6%	39,925	97.2%	35,475	30,358	85.6%	34,766	98.0%
Supplies and Materials	1,296,626	627,538	48.4%	1,099,719	84.8%	1,025,500	748,411	73.0%	1,004,990	98.0%
Capital Outlay	30,673	-	0.0%	-	0.0%	9,615	-	0.0%	-	0.0%
Other Objects	60,000	45,218	75.4%	50,640	84.4%	22,000	13,638	62.0%	22,338	101.5%
Total Operating Expenditures	**$ 3,270,509**	**$ 1,799,608**	**55.0%**	**$ 2,931,305**	**89.6%**	**$ 2,967,952**	**$ 1,890,239**	**63.7%**	**$ 2,899,948**	**97.7%**
Contingency	$ 145,000	$ -		$ -		$ 90,000	$ -		$ -	
TOTAL REQUIREMENTS	**$ 3,415,509**	**$ 1,799,608**	**52.7%**	**$ 2,931,305**	**85.8%**	**$ 3,057,952**	**$ 1,890,239**	**61.8%**	**$ 2,899,948**	**94.8%**
ENDING FUND BALANCE	**$ -**	**$ 267,498**		**$ 226,897**		**$ -**	**$ 237,074**		**$ 159,861**	

Notes:

1. The Food Service Fund is a self-supporting fund.
2. Revenues to support the program are generated from student participation in food programs, federal and state programs, and a catering operation.
3. Operations are evaluated to see where costs can be reduced to align with revenues. Staff actively promote the federally subsidized free and reduced breakfast and lunch programs to increase participation and revenues received from the programs.
4. The District also provides food service programs to other districts and agencies such as Philomath School District, Alsea School District, and several day cares.
5. ODE reimburses the District through a monthly claim submission process thereby creating a deficit cash position at times dependent on the timeliness of reimbursement. The Food Service Fund cash flow capacity has narrowed as participation has decreased.

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

District Donation Fund

	FY 2016-17					FY 2017-18				
	Amended Budget	Actuals thru 3/31/2017	% of Budget	Actuals thru 6/30/2017	% of Budget	Amended Budget	Actuals thru 3/31/2018	% of Budget	Projected thru 6/30/2018	% of Budget
RESOURCES										
Local Sources	$ 600,000	$ 305,000	50.8%	447,728	74.6%	$ 600,000	$ 294,500	49.1%	$ 310,000	51.7%
TOTAL RESOURCES	**$ 600,000**	**$ 305,000**	**50.8%**	**$ 447,728**	**74.6%**	**$ 600,000**	**$ 294,500**	**49.1%**	**$ 310,000**	**51.7%**
REQUIREMENTS										
Salaries	$ 64,274	$ 41,852	65.1%	$ 57,639	89.7%	$ 28,582	$ 52,970	185.3%	$ 53,217	186.2%
Associated Payroll Costs	22,985	11,291	49.1%	15,521	67.5%	11,332	10,965	96.8%	10,281	90.7%
Purchased Services	92,890	62,602	67.4%	108,879	117.2%	97,890	41,309	42.2%	54,077	55.2%
Supplies and Materials	404,851	145,743	36.0%	258,704	63.9%	447,196	131,593	29.4%	181,740	40.6%
Capital Outlay	15,000	6,000	40.0%	6,000	40.0%	15,000	8,741	58.3%	10,490	69.9%
Other Objects	-	500	-	986	-	-	195	-	195	-
TOTAL REQUIREMENTS	**$ 600,000**	**$ 267,989**	**44.7%**	**$ 447,728**	**74.6%**	**$ 600,000**	**$ 245,775**	**41.0%**	**$ 310,000**	**51.7%**
ENDING FUND BALANCE	**$ -**	**$ 37,011**		**$ -**		**$ -**	**$ 48,725**		**$ -**	

Notes:

1. This District fund is used to account for donations received from the Corvallis Public Schools Foundation, a separate public 501(c)3 organization.
2. A monthly transfer is made from the Corvallis Public Schools Foundation to the District Donation Fund to cover expenditures.

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

Designated Facilities Fund

	FY 2016-17					FY 2017-18				
	Amended Budget	Actuals thru 3/31/2017	% of Budget	Actuals thru 6/30/2017	% of Budget	Amended Budget	Actuals thru 3/31/2018	% of Budget	Projected thru 6/30/2018	% of Budget
RESOURCES										
Local Sources	$ 685,000	$ 275,835	40.3%	$ 420,009	61.3%	$ 483,500	$ 215,394	44.5%	$ 418,889	86.6%
Total Operating Revenues	**$ 685,000**	**$ 275,835**	**40.3%**	**$ 420,009**	**61.3%**	**$ 483,500**	**$ 215,394**	**44.5%**	**$ 418,889**	**86.6%**
Beginning Fund Balance	$ 2,370,000	$ 1,975,406	83.4%	$ 1,975,406	83.4%	$ 1,473,285	$ 1,534,948	104.2%	$ 1,534,948	104.2%
TOTAL RESOURCES	**$ 3,055,000**	**$ 2,251,241**	**73.7%**	**$ 2,395,415**	**78.4%**	**$ 1,956,785**	**$ 1,750,342**	**89.4%**	**$ 1,953,837**	**99.8%**
REQUIREMENTS										
Purchased Services	$ 1,400,000	$ 115,766	8.3%	$ 115,766	8.3%	$ 441,000	$ 209,323	47.5%	$ 252,157	57.2%
Supplies and Materials	-	31,420	-	31,420	-	-	21,408	-	21,408	-
Capital Outlay	1,655,000	705,895	42.7%	713,281	43.1%	1,515,785	11,557	0.8%	29,969	2.0%
Other Objects	-	-	-	-	-	-	303	-	303	-
TOTAL REQUIREMENTS	**$ 3,055,000**	**$ 853,081**	**27.9%**	**$ 860,467**	**28.2%**	**$ 1,956,785**	**$ 242,592**	**12.4%**	**$ 303,837**	**15.5%**
ENDING FUND BALANCE	**$ -**	**$ 1,398,159**		**$ 1,534,948**		**$ -**	**$ 1,507,750**		**$ 1,650,000**	

Notes:
This fund accounts for the revenues and expenditures related to the construction excise tax, land sales and purchases, and SB 1149 energy fees for projects undertaken with funds that are restricted or committed for facilities related purposes.

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

Grant Fund

	FY 2016-17					FY 2017-18				
	Amended Budget	Actuals thru 3/31/2017	% of Budget	Actuals thru 6/30/2017	% of Budget	Amended Budget	Actuals thru 3/31/2018	% of Budget	Projected thru 6/30/2018	% of Budget
RESOURCES										
Local Sources	$ 50,000	$ 6,749	13.5%	$ 6,944	13.9%	$ 51,444	$ -	0.00%	$ -	0.0%
Intermediate Sources	200,000	45,281	22.6%	45,281	22.6%	200,281	42,887	21.41%	42,887	21.4%
State Sources	950,000	246,498	25.9%	336,421	35.4%	3,949,802	345,216	8.74%	592,470	15.0%
Federal Sources	4,000,000	1,621,690	40.5%	2,799,639	70.0%	4,232,123	1,600,987	37.83%	2,780,067	65.7%
Total Operating Revenues	**$ 5,200,000**	**$ 1,920,219**	**36.9%**	**$ 3,188,285**	**61.3%**	**$ 8,433,650**	**$ 1,989,090**	**23.59%**	**$ 3,415,424**	**40.5%**
Beginning Fund Balance	$ 50,000	$ -	0.0%	$ -	0.0%	$ 50,000	$ -	0.00%	$ -	0.0%
TOTAL RESOURCES	**$ 5,250,000**	**$ 1,920,219**	**36.6%**	**$ 3,188,285**	**60.7%**	**$ 8,483,650**	**$ 1,989,090**	**23.45%**	**$ 3,415,424**	**40.3%**
REQUIREMENTS										
Salaries	$ 1,791,170	$ 888,362	49.6%	$ 1,466,885	81.9%	$ 1,861,755	$ 895,990	48.13%	$ 1,459,638	78.4%
Associated Payroll Costs	1,062,621	525,785	49.5%	899,756	84.7%	1,156,076	567,925	49.13%	953,504	82.5%
Purchased Services	411,999	396,540	96.2%	577,083	140.1%	857,464	374,245	43.65%	643,098	75.0%
Supplies and Services	1,859,210	72,201	3.9%	103,434	5.6%	2,223,457	110,627	4.98%	147,503	6.6%
Capital Outlay	-	18,442	-	18,442	-	2,211,116	22,895	1.04%	55,278	2.5%
Other Objects	125,000	18,889	15.1%	122,686	98.1%	173,782	17,408	10.02%	156,404	90.0%
TOTAL REQUIREMENTS	**$ 5,250,000**	**$ 1,920,219**	**36.6%**	**$ 3,188,285**	**60.7%**	**$ 8,483,650**	**$ 1,989,090**	**23.45%**	**$ 3,415,424**	**40.3%**
ENDING FUND BALANCE	**$ -**	**$ -**		**$ -**		**$ -**	**$ -**		**$ -**	

Notes:

1. The District has approximately 28 grant awards from federal, state, and private sources estimated at $5 million. The larger awards typically span a several year time period.

2. Indirect costs are administrative costs such as audit, legal, business, human resources, and technology that are paid for by the General Fund but also utilized by the grant funds. Board policy calls for the District to recover indirect costs related to grants. This amount shows as a revenue in the General Fund and is used to offset General Fund operations. The District indirect cost rate is the maximum allowed by the State and varies from year to year. The State approves this rate each year. The rate for 2017-18 increased to 4.96% from 4.13% in the prior year.

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

Student Body Fund

	FY 2016-17					FY 2017-18				
	Amended Budget	Actuals thru 3/31/2017	% of Budget	Actuals thru 6/30/2017	% of Budget	Amended Budget	Actuals thru 3/31/2018	% of Budget	Projected thru 6/30/2018	% of Budget
RESOURCES										
Local Sources	$ 1,070,000	$ 842,814	78.8%	$ 1,173,884	109.7%	$ 1,070,000	$ 842,211	78.7%	$ 1,070,000	100.0%
Total Operating Revenues	**$ 1,070,000**	**$ 842,814**	**78.8%**	**$ 1,173,884**	**109.7%**	**$ 1,070,000**	**$ 842,211**	**78.7%**	**$ 1,070,000**	**100.0%**
Beginning Fund Balance	$ 250,000	$ 797,490	319.0%	$ 797,490	319.0%	$ 300,000	$ 733,632	244.5%	$ 733,632	244.5%
TOTAL RESOURCES	**$ 1,320,000**	**$ 1,640,304**	**124.3%**	**$ 1,971,374**	**149.3%**	**$ 1,370,000**	**$ 1,575,844**	**115.0%**	**$ 1,803,632**	**131.7%**
REQUIREMENTS										
Salaries	$ 175,331	$ 54,931	31.3%	$ 125,610	71.6%	$ 188,037	$ 65,878	35.0%	$ 188,037	100.0%
Associated Payroll Costs	45,307	9,788	21.6%	24,613	54.3%	54,159	13,312	24.6%	54,159	100.0%
Purchased Services	488,916	331,229	67.7%	518,254	106.0%	537,211	351,157	65.4%	568,545	105.8%
Supplies and Materials	546,446	292,856	53.6%	444,989	81.4%	490,593	409,300	83.4%	520,593	106.1%
Capital Outlay	-	-	-	8,340	-	-	22,298	-	22,298	-
Other Objects	64,000	91,396	142.8%	115,935	181.1%	100,000	90,609	90.6%	100,000	100.0%
TOTAL REQUIREMENTS	**$ 1,320,000**	**$ 780,200**	**59.1%**	**$ 1,237,742**	**93.8%**	**$ 1,370,000**	**$ 952,554**	**69.5%**	**$ 1,453,632**	**106.1%**
ENDING FUND BALANCE	**$ -**	**$ 860,104**		**$ 733,632**		**$ -**	**$ 623,289**		**$ 350,000**	

Notes:

1. The District acts as an agent on behalf of student groups who have raised money for activities and participation fees.

2. These funds are for athletics and activities at Corvallis High School, Crescent Valley High School, Cheldelin Middle School, and Linus Pauling Middle School. For management purposes, these funds are in a central account where the District provides banking services and purchasing oversight.

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

Designated Revenue Fund

	FY 2016-17					FY 2017-18				
	Amended Budget	Actuals thru 3/31/2017	% of Budget	Actuals thru 6/30/2017	% of Budget	Amended Budget	Actuals thru 3/31/2018	% of Budget	Projected thru 6/30/2018	% of Budget
RESOURCES										
Local Sources	$ 921,148	$ 593,293	64.4%	$ 1,019,291	110.7%	$ 1,055,000	$ 958,279	90.8%	$ 1,055,000	100.0%
Total Operating Revenues	**$ 921,148**	**$ 593,293**	**64.4%**	**$ 1,019,291**	**110.7%**	**$ 1,055,000**	**$ 958,279**	**90.8%**	**$ 1,055,000**	**100.0%**
Beginning Fund Balance	$ 475,000	$ 785,926	165.5%	$ 785,926	165.5%	$ 325,000	$ 631,372	194.3%	$ 631,372	194.3%
TOTAL RESOURCES	**$ 1,396,148**	**$ 1,379,219**	**98.8%**	**$ 1,805,217**	**129.3%**	**$ 1,380,000**	**$ 1,589,651**	**115.2%**	**$ 1,686,372**	**122.2%**
REQUIREMENTS										
Salaries	$ 292,113	$ 183,717	62.9%	$ 307,086	105.1%	$ 295,403	$ 151,544	51.3%	$ 295,403	100.0%
Associated Payroll Costs	114,645	73,823	64.4%	122,524	106.9%	118,532	51,708	43.6%	118,532	100.0%
Purchased Services	466,494	261,304	56.0%	380,345	81.5%	483,494	197,380	40.8%	456,406	94.4%
Supplies and Materials	502,896	214,045	42.6%	316,023	62.8%	462,571	266,420	57.6%	462,571	100.0%
Capital Outlay	20,000	28,690	143.5%	43,690	218.5%	20,000	25,348	126.7%	25,348	126.7%
Other Objects	-	1,257	-	4,178	-	-	3,112	-	3,112	-
TOTAL REQUIREMENTS	**$ 1,396,148**	**$ 762,835**	**54.6%**	**$ 1,173,845**	**84.1%**	**$ 1,380,000**	**$ 695,512**	**50.4%**	**$ 1,361,372**	**98.7%**
ENDING FUND BALANCE	**$ -**	**$ 616,384**		**$ 631,372**		**$ -**	**$ 894,139**		**$ 325,000**	

Notes:
Revenue and expenditures in this fund are related to programs that are supported by special agreements, contracts, and reimbursements by outside groups or agencies.

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

Early Retirement Incentive Fund

	FY 2016-17					FY 2017-18				
	Amended Budget	Actuals thru 3/31/2017	% of Budget	Actuals thru 6/30/2017	% of Budget	Amended Budget	Actuals thru 3/31/2018	% of Budget	Projected thru 6/30/2018	% of Budget
RESOURCES										
Local Sources	$ 1,500	$ 3,221	214.72%	$ 4,831	322.05%	$ -	$ -	-	$ -	-
Total Operating Revenues	**$ 1,500**	**$ 3,221**	214.72%	**$ 4,831**	**322.05%**	**$ -**	**$ -**	-	**$ -**	-
Beginning Fund Balance	$ 577,430	$ 607,692	105.2%	$ 607,692	105.2%	$ 103,300	$ 103,299	100.0%	$ 103,299	100.0%
TOTAL RESOURCES	**$ 578,930**	**$ 610,913**	**105.5%**	**$ 612,523**	**105.8%**	**$ 103,300**	**$ 103,299**	**100.0%**	**$ 103,299**	**100.0%**
REQUIREMENTS										
Salaries	$ 518,750	$ 127,600	24.6%	$ 475,000	91.6%	$ -	$ -	-	$ -	-
Associated Payroll Costs	39,685	8,243	20.8%	34,224	86.2%	-	-	-	-	-
Total Operating Expenditures	**$ 558,435**	**$ 135,843**	**24.3%**	**$ 509,224**	**91.2%**	**$ -**	**$ -**	-	**$ -**	-
Transfers	$ -	$ -	-	$ -	-	$ 103,300	$ 103,299	100.0%	$ 103,299	100.0%
Contingency	20,495	-	0.0%	-	0.0%	-	-	-	-	-
TOTAL REQUIREMENTS	**$ 578,930**	**$ 135,843**	**23.5%**	**$ 509,224**	**88.0%**	**$ 103,300**	**$ 103,299**	**100.0%**	**$ 103,299**	**100.0%**
ENDING FUND BALANCE	**$ -**	**$ 475,070**		**$ 103,299**		**$ -**	**$ -**		**$ -**	

Notes:

1. This fund pays for supplemental retirement benefits provided to eligible retired teachers as per the Early Retirement Incentive Agreement (ERI).
2. The last payment for non-represented and classified staff was made June 30, 2008.
3. The Early Retirement Incentive Program is now fully funded thereby ending annual contributions from the General Fund effective with the 2013-14 Adopted Budget. Payments were completed at the end of the 2016-17 fiscal year.

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

Debt Service Fund

	FY 2016-17					FY 2017-18				
	Amended Budget	Actuals thru 3/31/2017	% of Budget	Actuals thru 6/30/2017	% of Budget	Amended Budget	Actuals thru 3/31/2018	% of Budget	Projected thru 6/30/2018	% of Budget
RESOURCES										
Local Sources	$ 9,342,084	$ 9,067,841	97.1%	9,430,550	100.9%	$ 6,576,903	$ 6,347,481	96.5%	6,532,965	99.3%
Total Operating Revenues	**$ 9,342,084**	**$ 9,067,841**	**97.1%**	**$ 9,430,550**	**100.9%**	**$ 6,576,903**	**$ 6,347,481**	**96.5%**	**$ 6,532,965**	**99.3%**
Beginning Fund Balance	$ 506,466	$ 557,170	110.0%	$ 557,170	110.0%	$ 449,054	$ 486,720	108.4%	$ 486,720	108.4%
TOTAL RESOURCES	**$ 9,848,550**	**$ 9,625,011**	**97.7%**	**$ 9,987,720**	**101.4%**	**$ 7,025,957**	**$ 6,834,201**	**97.3%**	**$ 7,019,685**	**99.9%**
REQUIREMENTS										
Other Objects	$ 9,501,000	$ 670,500	7.1%	$ 9,501,000	100.0%	$ 6,688,000	$ 466,500	7.0%	$ 6,688,000	100.0%
Total Operating Expenditures	**$ 9,501,000**	**$ 670,500**	**7.1%**	**$ 9,501,000**	**100.0%**	**$ 6,688,000**	**$ 466,500**	**0.0%**	**$ 6,688,000**	**0.0%**
Contingency	$ 347,550	$ -	0.0%	$ -	0.0%	$ 337,957	$ -	0.0%	$ -	0.0%
TOTAL REQUIREMENTS	**$ 9,848,550**	**$ 670,500**	**6.8%**	**$ 9,501,000**	**96.5%**	**$ 7,025,957**	**$ 466,500**	**0.0%**	**$ 6,688,000**	**0.0%**
ENDING FUND BALANCE	**$ -**	**$ 8,954,511**		**$ 486,720**		**$ -**	**$ 6,367,701**		**$ 331,685**	

Notes:
The Debt Service Fund is used to account for the servicing of general obligation long-term debt. This fund is used for the collection of property taxes for voter approved bond levies to pay the associated scheduled debt service. Bonds approved by voters in 2002 and issued in 2003 provided for the completion of a new high school, middle school, and numerous renovations and upgrades across various district facilities.

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

PERS Bond Debt Service Fund

	FY 2016-17					FY 2017-18				
	Amended Budget	Actuals thru 3/31/2017	% of Budget	Actuals thru 6/30/2017	% of Budget	Amended Budget	Actuals thru 3/31/2018	% of Budget	Projected thru 6/30/2018	% of Budget
RESOURCES										
Local Sources	$ 2,038,890	$ 1,543,052	75.7%	$ 2,504,607	122.8%	$ 2,053,592	$ 1,257,574	61.2%	$ 2,071,033	100.8%
Total Operating Revenues	**$ 2,038,890**	**$ 1,543,052**	**75.7%**	**$ 2,504,607**	**122.8%**	**$ 2,053,592**	**$ 1,257,574**	**61.2%**	**$ 2,071,033**	**100.8%**
Beginning Fund Balance	$ 2,841,279	$ 2,893,748	101.8%	$ 2,893,748	101.8%	$ 3,294,832	$ 3,336,524	101.3%	$ 3,336,524	101.3%
TOTAL RESOURCES	**$ 4,880,169**	**$ 4,436,800**	**90.9%**	**$ 5,398,356**	**110.6%**	**$ 5,348,424**	**$ 4,594,098**	**85.9%**	**$ 5,407,557**	**101.1%**
REQUIREMENTS										
Other Objects	$ 2,061,834	$ 455,915	22.1%	$ 2,061,832	100.0%	$ 5,171,833	$ 3,455,917	66.8%	$ 5,171,833	100.0%
Total Operating Expenditures	**$ 2,061,834**	**$ 455,915**	**22.1%**	**$ 2,061,832**	**100.0%**	**$ 5,171,833**	**$ 3,455,917**	**0.0%**	**$ 5,171,833**	**0.0%**
Contingency	$ 2,818,335	$ -	0.0%	$ -	0.0%	$ 176,591	$ -	0.0%	$ -	0.0%
TOTAL REQUIREMENTS	**$ 4,880,169**	**$ 455,915**	**9.3%**	**$ 2,061,832**	**42.2%**	**$ 5,348,424**	**$ 3,455,917**	**0.0%**	**$ 5,171,833**	**0.0%**
ENDING FUND BALANCE	**$ -**	**$ 3,980,885**		**$ 3,336,524**		**$ -**	**$ 1,138,181**		**$ 235,724**	

Notes:
The PERS Bond Debt Service Fund is used to repay the debt service resulting from the issuance of bonds in 2002 and 2005 to reduce the district's PERS unfunded liability to aid in reducing long term costs. Revenue is provided by assessing a percentage against employee salaries from all district funds.

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

Insurance Fund

	FY 2016-17					FY 2017-18				
	Amended Budget	Actuals thru 3/31/2017	% of Budget	Actuals thru 6/30/2017	% of Budget	Amended Budget	Actuals thru 3/31/2018	% of Budget	Projected thru 6/30/2018	% of Budget
RESOURCES										
Local Sources	$ 12,784,000	$ 8,048,661	63.0%	12,519,655	97.9%	$ 12,963,000	$ 8,291,054	64.0%	12,558,671	96.9%
Total Operating Revenues	**$ 12,784,000**	**$ 8,048,661**	**63.0%**	**$ 12,519,655**	**97.9%**	**$ 12,963,000**	**$ 8,291,054**	**64.0%**	**$ 12,558,671**	**96.9%**
Beginning Fund Balance	$ 2,750,000	$ 5,070,925	184.4%	$ 5,070,925	184.4%	$ 2,550,000	$ 5,491,155	215.3%	$ 5,491,155	215.3%
TOTAL RESOURCES	**$ 15,534,000**	**$ 13,119,586**	**84.5%**	**$ 17,590,580**	**113.2%**	**$ 15,513,000**	**$ 13,782,209**	**88.8%**	**$ 18,049,826**	**116.4%**
REQUIREMENTS										
Salaries	$ 88,536	$ 163,966	185.2%	238,221	269.1%	$ 91,918	$ 156,106	169.8%	226,560	246.5%
Associated Payroll Costs	43,933	79,229	180.3%	114,723	261.1%	47,061	66,613	141.5%	99,249	210.9%
Purchased Services	206,100	190,441	92.4%	227,904	110.6%	223,100	154,082	69.1%	223,100	100.0%
Supplies and Materials	22,802	12,643	55.4%	22,979	100.8%	22,800	10,236	44.9%	22,800	100.0%
Capital Outlay	-	6,199	-	6,199	-	10,000	9,996	100.0%	9,996	100.0%
Other Objects	15,172,629	7,114,349	46.9%	11,489,399	75.7%	15,118,121	7,175,487	47.5%	15,118,121	100.0%
TOTAL REQUIREMENTS	**$ 15,534,000**	**$ 7,566,828**	**48.7%**	**$ 12,099,425**	**77.9%**	**$ 15,513,000**	**$ 7,572,520**	**48.8%**	**$ 15,699,826**	**101.2%**
ENDING FUND BALANCE	**$ -**	**$ 5,552,758**		**$ 5,491,155**		**$ -**	**$ 6,209,690**		**$ 2,350,000**	

Notes:

1. The Insurance Fund is used to account for employee health benefits, workers' compensation, and risk management programs.
2. The fund also includes reserves for the dental/vision and property liability self-insured programs.

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

Type of Investment	Investment Date	Maturity/ Call Date	No. of Days	Bond Equivalent Yield	Purchase Price	Par (Maturity) Value
US Government-Sponsored Enterprises (Total):						
	11/17/16	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:						$ 5,000,000

Local Government Investment Pool:	Average Annualized Rate	
General Account	1.92%	$ 40,807,891
Debt Service Account	1.92%	593
Subtotal LGIP [1]		$ 40,808,484
Local Government Investment Pool - Pension Bond Debt Service:		
Pension Bond Debt Service Account:[2]	1.92%	$ 1,530,749
Total Investments		$ 47,339,233

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%	10.6%
US Treasury Obligations	100.0%	0.0%
Local Government Investment Pool	100.0%	89.4%
Bankers Acceptances	25.0%	0.0%
Repurchase Agreements	25.0%	0.0%
State and Local Government Securities	25.0%	0.0%
Time Certificates of Deposit & Collateralized Money Market	50.0%	0.0%
Commercial Paper (bonds and promissory notes issued by corporations)	10.0%	0.0%
TOTAL		100.00%

Benchmarks as of 3/31/18:

3-Month U. S. T-Bill bond equivalent yield:	1.71%
3-Mo. Jumbo CDs	2.06%

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

Vendor by Fund and Object	Check Total
100 - General Fund	
Advertising	
EDUCATION WEEK	3,050.00
Charter School Payments	
INAVALE COMMUNITY PARTNERS, INC	63,411.58
Computer Software	
CVE TECHNOLOGIES	3,548.73
TOBII DYNAVOX	1,074.60
Consumable Supplies and Materials	
AMAZON.COM CREDIT SERVICES	13,299.80
BULLSEYE GLASS COMPANY	2,107.89
CHOWN HARDWARE	2,548.10
CORVALLIS COPY	2,353.87
DELTA EDUCATION	1,617.89
FRED MEYER CUSTOMER CHARGES	1,331.24
GEORGIE'S CERAMIC & CLAY CO - PORTLAND	1,373.40
GOVCONNECTION INC	2,862.73
HL CORPORATION	1,250.00
HOME DEPOT CREDIT SERVICES	1,330.08
OFFICE DEPOT, INC	13,046.50
PLATT ELECTRIC SUPPLY CO	2,187.53
REALLY GOOD STUFF	1,123.59
THINKWRITE	2,727.00
VOYAGER SOPRIS LEARNING	1,043.85
WAXIE SANITARY SUPPLY	10,475.57
ZOUP! CORVALLIS	1,284.00
Copier Charges	
CTX - SAN FRANCISCO	6,027.13
Dues and Fees	
OREGON SCHOOL BOARDS ASSOCIATION	2,500.00
Electricity	
CONSUMERS POWER INC	13,173.75
PACIFIC POWER AND LIGHT	49,118.89
Fuel	
NW NATURAL	88,242.28
Garbage	
REPUBLIC SERVICES	23,556.16
Instructional, Professional and Technical Service	
IMAGINE LEARNING	3,000.00
INAVALE COMMUNITY PARTNERS, INC	1,394.10

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

Vendor by Fund and Object	Check Total
LINN BENTON COMMUNITY COLLEGE	31,237.63
YES HOUSE	22,740.00
Legal Services	
LUVAAS COBB	1,308.50
Library Books	
JUNIOR LIBRARY GUILD	1,728.20
Miscellaneous	
OREGON SCHOOL ACTIVITIES FOUNDATION	1,294.00
Other Communication Services	
COMCAST/INSTITUTIONAL NETWORKS	15,456.12
Other Non-instructional Professional and Technical	
ABIDE WEB DESIGN	1,528.98
ADVANCE EDUCATION, INC.	1,300.00
CRIMINAL INFORMATION SERVICES INC	1,270.75
DAVIS DEMOGRAPHICS & PLANNING, INC	3,732.50
MAXIM HEALTHCARE SERVICES	8,868.75
SAMARITAN HEALTH SERVICES	5,076.25
SELECTEMP EMPLOYMENT SERVICES	6,865.32
WORKFORCE SOFTWARE	19,552.50
WRIGHT PUBLIC AFFAIRS	13,475.00
Other Property Services	
US Bank Equipment Finance	4,090.41
Postage	
GARTEN SERVICES, INC	4,524.62
POSTMASTER - CORVALLIS	1,000.00
Printing and Binding	
FRANKLIN PRESS	2,829.80
JOSTENS INC	1,202.85
LINN COUNTY PRINTING	1,305.15
Reimbursable Student Transportation	
FIRST STUDENT INC	1,536.27
Rentals	
OREGON STATE UNIVERSITY COLLEGE OF BUS	5,746.00
Repairs and Maintenance Services	
BENTON COUNTY PUBLIC WORKS	1,577.13
FREEBIRD INC. BODY & PAINT	2,148.18
KONE INC	1,451.53
M & W ELECTRIC INC	2,004.45
ROBERT LLOYD SHEET METAL, INC	9,325.00
SYNERGY SECURITY SOLUTIONS	6,165.58
TIM BREWER TREE & STUMP SERVICE INC	2,450.00
Scholarships	

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

Vendor by Fund and Object	Check Total
Hernandez Cruz, Avigain	1,091.50
Technology Taggable Equip <$5,000	
APPLE, INC	1,378.00
GOVCONNECTION INC	16,329.00
LIGHTSPEED TECHNOLOGIES, INC	1,218.00
Telephone	
AT&T MOBILITY-ACCT#837370420 (TECH)	1,488.59
CENTURYLINK	7,743.30
Textbooks	
FRONT ROW EDUCATION	1,125.00
GREAT MINDS LLC	19,396.64
MPS	6,176.72
Travel, Out of District	
AVID CENTER	29,514.00
Gregory, Christopher M	2,985.74
Harder, Melissa D	2,160.31
REHAB SEMINARS	1,407.00
Water and Sewage	
CITY OF CORVALLIS	27,836.53
100 - General Fund Total	**622,702.06**
203 - Food Service Fund	
Dues and Fees	
BENTON COUNTY ENVIRONMENTAL HEALTH	5,518.00
Food - Food Service Only	
DUCK DELIVERY PRODUCE INC	14,010.87
FRANZ FAMILY BAKERIES	7,489.78
LOCHMEAD DAIRY	12,719.93
PEPSI-COLA	1,006.20
Inventories	
COSTCO - ALBANY	2,229.49
FOOD SERVICE OF AMERICA	20,001.01
MCDONALD WHOLESALE CO	36,053.58
NORTHWEST DISTRIBUTION SERVICES	8,460.39
SYSCO FOOD SERVICE	1,821.48
WALLACE PACKAGING, LLC	1,945.52
203 - Food Service Fund Total	**111,256.25**
204 - District Donation Fund	
Consumable Supplies and Materials	
AMAZON.COM CREDIT SERVICES	5,003.67
FINGERBOARD EXTENSION	1,200.00
FITNESS GIANT LLC	1,399.00

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

Vendor by Fund and Object	Check Total
FRED MEYER CUSTOMER CHARGES	1,034.94
GREEN MICROGYM, INC	1,100.00
JUICE PLUS COMPANY	1,208.15
SCHOOL OUTFITTERS	1,938.75
SOUTHEASTERN PERFORMANCE APPAREL	1,519.84
TRYSTING TREE GOLF CLUB	1,661.00
Travel, Out of District	
BE GLAD LLC	1,200.00
Travel, Student Out of District	
FRED MEYER CUSTOMER CHARGES	2,000.00
204 - District Donation Fund Total	**19,265.35**
208 - Designated Facilities Fund	
Buildings Acquisition	
R & W ENGINEERING	11,557.28
Rentals	
MODERN BUILDING SYSTEMS	1,350.00
Repairs and Maintenance Services	
SUNBELT RENTALS, INC.	2,046.12
208 - Designated Facilities Fund Total	**14,953.40**
296 - Grants Fund	
Computer Software	
321INSIGHT	2,700.00
Consumable Supplies and Materials	
AMAZON.COM CREDIT SERVICES	2,094.72
BALDWIN-OLSON ENTERPRISES LLC	1,185.36
NASCO MODESTO	1,031.25
Equipment-like items $1,000 - $4,999	
INDUSTRIAL WELDING SUPPLY INC	2,500.00
Instructional, Professional and Technical Service	
BALDWIN-OLSON ENTERPRISES LLC	15,000.00
Other Non-instructional Professional and Technical	
YES HOUSE	6,518.00
Travel, Out of District	
CONFEDERATION OF OREGON SCHOOL ADMIN	4,984.00
TEACHERS DEVELEOPMENT GROUP	1,390.00
296 - Grants Fund Total	**37,403.33**
297 - Student Body Funds	
Advertising	
MID VALLEY NEWSPAPERS	1,111.47
Consumable Supplies and Materials	

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

Vendor by Fund and Object	Check Total
ALL AMERICAN SPORTS CORP - RIDDELL	1,988.67
AMAZON.COM CREDIT SERVICES	4,205.55
EASTBAY	7,189.50
EWING IRRIGATION PRODUCTS INC	3,116.92
GEORGIE'S CERAMIC & CLAY CO - PORTLAND	1,243.35
GLOBAL EQUIPMENT COMPANY	1,885.40
GUENTHER, VICKI	1,368.30
HOME DEPOT CREDIT SERVICES	2,556.31
JUGS SPORTS, INC	1,071.00
LES & BOBS SPORTS AND APPAREL	2,101.00
OFFICE DEPOT, INC	3,051.20
PLAY IT AGAIN SPORTS	1,045.10
SHIRT CIRCUIT	4,990.45
Equipment $5,000 and greater	
SUGARS MASCOT COSTUMES	2,805.00
Non-reimbursable Student Transportation	
FIRST STUDENT INC	7,468.25
Other Non-instructional Professional and Technical	
ATHLETIC TIMING	1,887.00
GUENTHER, VICKI	1,600.00
HITCHCOCK, MAE	3,840.00
MID-VALLEY BASEBALL UMPIRE ASSOCIATION	7,197.75
Printing and Binding	
FRANKLIN PRESS	3,360.50
HERFF JONES - YEARBOOKS	30,550.00
Travel, Student Out of District	
BEST WESTERN WILSONVILLE INN & SUITES	2,993.76
Cardinali, Denise V	6,300.00
CROWNE PLAZA HOTEL - PORTLAND	4,697.66
HILTON GARDEN INN - LAKE OSWEGO	2,495.60
INN AT THE CONVENTION CENTER	7,783.00
OHSIRL	1,660.00
297 - Student Body Funds Total	**121,562.74**

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

Vendor by Fund and Object		Check Total
298 - Designated Revenue Fund		
Consumable Supplies and Materials		
AMAZON.COM CREDIT SERVICES		4,450.25
Andresen, Carol Ann S		3,075.50
COSTCO - ALBANY		3,689.98
SCHOOL OUTFITTERS		1,738.41
SHIRT CIRCUIT		2,852.15
WENGER CORPORATION		1,088.00
Technology Taggable Equip <$5,000		
LIGHTSPEED TECHNOLOGIES, INC		21,213.00
OETC		28,742.00
Travel, Out of District		
REHAB SEMINARS		1,407.00
Travel, Student Out of District		
ATLAS LIMOUSINE & BUS CHARTER		2,100.00
RESIDENCE INN - WASHINGTON DC/FOGGY BTTM		47,012.00
298 - Designated Revenue Fund	**Total**	**117,368.29**
601 - Insurance Fund		
Group Insurance		
LIFEMAP ASSURANCE COMPANY		12,252.79
WILLAMETTE DENTAL GROUP (GROUP Z1329)		22,264.00
601 - Insurance Fund	**Total**	**34,516.79**
Grand Total		**1,079,028.21**

Corvallis
SCHOOL DISTRICT

X.C. Board Policy EE/EEA—Student Transportation Services—Revised—First Reading

Corvallis SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Erika Cook
Meeting Date: May 10, 2018

NO ACTION REQUIRED

Board Policy & Administrative Regulation

Board Policy EE/EEA—Student Transportation Services—Revised—First Reading
Administrative Regulation EEACCA-AR—Video Cameras on Transportation Vehicles—New—For Information
Board Policy EEACD—Use of District Activity Vehicles for Student Transportation—Revised—First Reading

Background

Congress reauthorized the Elementary and Secondary Education Act of 1965 more commonly known now as the Every Student Succeeds Act of 2015 (ESSA). The Oregon School Boards Association and Oregon Department of Education have reviewed and updated policies to reflect this new Act.

Additional language was added to EEA—Student Transportation Services to include language about transportation for preschool students with disabilities who have transportation included as a related service. The State Board of Education has also added language to OAR 581-053-0004, Administration of Pupil Transportation, requiring aides or assistants who ride on school buses to be trained on emergency procedures and their role in the safety of all students riding the bus.

Our Board policy EEACCA—Video Cameras on Transportation Vehicles states the Superintendent is directed to develop administrative regulations governing the use of video cameras in accordance with the provisions of law and established by Board policies and procedures. With the guidance of OSBA, that administrative regulation has been created.

Policy EEACD—Use of District Activity Vehicles for Student Transportation was brought current with legal references.

These policies and administrative regulation are required.

Involvement

Staff members: Kim Patten, Erika Cook

Cost Impact

None.

CORVALLIS SCHOOL DISTRICT 509J

Code: EE/EEA
Adopted: 8/18/93
Revised/Readopted: 3/10/97, 1/11/99, 12/8/03 5/5/08, 3/14/11
Original Code: 5800

Student Transportation Services*

The superintendent, through the Facilities and Transportation Department ~~support services division~~, is responsible for enforcing Board transportation policy and adopting appropriate administrative rules to implement the policy. It is the intent of the district to provide transportation to and from school for those students who are eligible according to the guidelines established by the Board. Transportation will be provided for homeless students to and from the school of origin[1] as required by the Every Student Succeeds Act of 2015 (ESSA) ~~No Child Left Behind Act of 2001 (NCLBA)~~. District students are eligible for transportation, subject to the following provisions:

1. Elementary school students are generally eligible for transportation to and from school if they reside outside a one-mile radius from the school designated for attendance.

2. Secondary school students are generally eligible for transportation to and from school if they reside outside a one-and-one-half mile radius from the school designated for attendance.

3. Transportation will be provided for an eligible student who attends a district school out of the student's attendance area because his/her home school has been identified for school improvement, corrective action, or restructuring under the ESSA ~~No Child Left Behind Act of 2001 (NCLBA)~~. Such transfers will be permitted and transportation provided only to a safe school that has not been identified for improvement, corrective action, or restructuring. The obligation of the district to provide for transportation will terminate at the end of the school year if the school from which the student transferred is no longer in school improvement. Transportation may be provided for students receiving supplemental services under ESSA ~~NCLBA~~.

~~4. In the event all other district schools have also been identified as in need of improvement, corrective action, or restructuring or there is no other district school to which the student may transfer[2], the district shall, to the extent practicable, establish a cooperative agreement with other districts in the area for a transfer. Transportation for students who transfer for such purposes will be provided for in accordance with the agreement[3].~~

[1] "School of origin" means the school that the student attended when permanently housed or the school in which the student was 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.

~~[2] If there are no district schools to which students can transfer because: (1) all schools at a grade level are in school improvement; (2) there is only one school in the district; or (3) the rural or isolated nature of the school district prevents choice, the district must notify the parents that the student's school has been identified for school improvement but that no choices are currently available.~~

~~[3] Interdistrict transportation under NCLBA does not appear to be a district responsibility. Districts should consult with their attorney.~~

4.~~5.~~ The district may also provide transportation using federal funds[4] or through cooperative agreements with local victims assistance units for a student to attend a safe district school[5] out of the student's attendance area for any student who is a victim of a violent criminal offense occurring in or on the grounds of the school the student attends or the student attends a school identified as persistently dangerous.

5.~~6.~~ ~~Transportation provided will, to the extent possible, be to a school that is making adequate yearly progress and that has not been identified as in need of improvement, corrective action, or restructuring.~~ If there are no other schools within the district a student may transfer to, the district may establish a cooperative agreement with other districts in the area for a transfer. Transportation for students who transfer for such purposes will be provided in accordance with the agreement.

Designated Transportation Boundaries

1. Because hazardous walking conditions, road directions and other environmental factors preclude establishment of an exact walking radius, the Facilities and Transportation Department ~~support services~~ may establish transportation boundaries within the appropriate radii around each school.

2. No bus stop will be established within the walking radius for each school.

Bus Stops

1. Bus stops will be assigned by the Facilities and Transportation Department ~~support services~~ at specific locations outside the designated transportation boundaries. Such stops are to be located to facilitate student safety.

2. In most instances, bus stops will be no closer than one mile apart. While these are general guidelines, the Facilities and Transportation Department ~~support services~~ is authorized to designate each bus stop location after considering walking distance for students, dangerous intersections, roads without adequate walking space and other potentially hazardous conditions.

3. Students will be permitted to board or leave buses only at designated stops. The Facilities and Transportation Department ~~Support services~~ may make exceptions for permanently or temporarily disabled students. Exceptions may also be made at the discretion of the bus drivers in response to snow or icy conditions. In such circumstances safety of students and distance from their home must be taken into consideration.

[4]Federal funds means funds available through Title IV, Part A, and Title V, Part A.
[5]If there is not another school in the district to which students can transfer, districts are encouraged, but not required to, explore other appropriate options, i.e., an agreement with a neighboring district.

4. Students may only leave the bus at their registered ~~walk only to their assigned bus stop in order to ride to school and must leave the bus at the~~ assigned bus stop after school.

5. Students who need ~~wish~~ to leave buses at a location other than the school or their regular bus stop must have a written request from a parent or guardian. Such requests must be approved by the school principal (or designee) before being presented to the bus driver.

Bus Routes

1. The district will provide school bus transportation along routes designated by the Facilities and Transportation Department. ~~support services~~. Buses will only be operated on roads that are maintained in good and safe condition. Any dead end road used for school bus transportation must have an adequate turnaround available;

2. Buses will maintain a fixed schedule of arrival and departure times to the extent permitted by weather and road conditions. Buses cannot be expected to wait for students beyond the scheduled time of departure from a bus stop or school.

Loading or Unloading at School

Designated areas will be established at each school for buses to load and unload. Appropriate signs will be posted to exclude other vehicles from bus loading/unloading zones during times of scheduled school bus use.

Special Transportation

Special transportation will be arranged for disabled students enrolled in the district who require transportation in order to receive education services. Each such arrangement is to be approved by a Teaching and Learning Department special education coordinator. ~~director of student services.~~

Parochial, ~~and~~ Private, and Charter School Students

Students of parochial, ~~and~~ private, and charter schools located within district boundaries may board school buses at established bus stops and be transported to an established bus stop nearest the school, or the school itself, if it is located along or near the established route.

Preschool Students

Preschool students with disabilities who have transportation as a related service, and children from birth to age three who are enrolled in an eligible program shall be provided home-to-school transportation.

Bus Capacity

~~1.~~ The district shall meet child safety system requirements and minimum standards and specifications as set forth in ORS 811.210, 815.055, and 815.080 and OAR 735-102-0010. Seating capacity will be in compliance with vehicle design and student grade levels;

Safe Transportation

1.~~2.~~ School buses carrying students will be considered extensions of the school experience. All students using school transportation will abide by the code of conduct posted in each school bus. Violations of such code, as well as other conduct which is improper or which jeopardizes the safety of self or others, will be reported by the vehicle driver to the principal. Violators may be denied use of transportation for a period of time as deemed proper by the building principal;

2. The principal or designee shall ensure transportation officials and drivers receive notification of students having special medical or behavioral protocols identified in student records. Appropriate training related to specific protocols, including confidentiality requirements, will be provided to drivers.

3. Aides or assistants who ride a school bus shall receive training on emergency procedures and their role in the safe transportation of all students on the bus.

4.~~3.~~ The vehicle driver will be responsible for the vehicle at all times from departure until return. The driver will not participate in any activities that might impair his/her driving abilities.

5. The district will comply with all state and federal laws and regulations pertaining to school bus transportation.

Inclement Weather

In the event of weather that might cause it to be unsafe to transport students to or from school on some or all transportation routes, the contractor is responsible for recommending actions concerning transportation.

Publication

1. Prior to August 7 ~~May 1~~, the contractor will submit to support services route schedules and inclement weather route schedules for the next school year's transportation;

2. Inclement weather routes will be communicated to students and parents.

END OF POLICY

Legal Reference(s):

ORS 327.006
ORS 327.033
ORS 327.043
ORS 332.405
ORS 332.415
ORS 339.240—339.250
ORS 343.155—343.246
ORS 343.533
ORS 343.155—343.243
ORS 811.210
ORS 811.215
ORS 815.055
ORS 815.080
ORS 820.100—820.190

OAR 581-021-0050 to -0075
OAR 581-022-1530
OAR 581-023-0040
~~OAR 581-053-0002 to -0015~~
OAR 581-053-0002
OAR 581-053-0003
OAR 581-053-0004
OAR 581-053-0010
OAR 581-053-0031
OAR 581-053-0040
OAR 581-053-0053
OAR 581-053-0060
OAR 581-053-0070
OAR 581-053-0210
OAR 581-053-0220
OAR 581-053-0230
OAR 581-053-0240
OAR 735-102-0010

Every Student Succeeds Act of 2015, 20 U.S.C. §§ 6315, 7912 (2015).
McKinney-Vento Homeless Assistance Act, 42 U.S.C. §§ 11431-11435 (2015).
~~No Child Left Behind Act of 2001, P.L. 107-110, Title I, Section 1116 and Title IX, Section 9532.~~
~~McKinney-Vento Homeless Education Assistance Improvements Act of 2001, P.L. 107-110, 42. U.S.C. Sections 11431-11435 (2005).~~

Cross Reference(s):

Policy EEAC—School Bus Safety Program
Policy EEACC—Student Conduct on School Buses

Corvallis
SCHOOL DISTRICT

X.D. Administrative Regulation EEACCA-AR—Video Cameras on Transportation Vehicles—New—For Information

CORVALLIS SCHOOL DISTRICT 509J

Code: EEACCA-AR
Adopted:

Video Cameras on Transportation Vehicles

Education Records

1. The district will comply with provisions of state and federal law regarding education records requirements including the Family Educational Rights and Privacy Act and the Individuals with Disabilities Education Act as applicable to the district's use of video recordings.

2. The district will include notice in parent/student handbooks that video cameras may be used on district transportation vehicles transporting students to and from curricular and extracurricular activities.

3. Students will not be notified when video camera is "on board" and in use on district vehicles.

Staff Records

4. Video recordings considered for retention as part of an employee's personnel record will be maintained in accordance with established Board personnel policies, administrative regulations, and collective bargaining agreements governing access, review, and release of employee personnel records.

5. The district will include notice in personnel handbooks that video cameras may be used on district transportation vehicles transporting students to and from curricular and/or extracurricular activities.

6. Staff will not be notified when video camera is "on board" and in use on district vehicles.

Storage/Security

7. All video recordings will be stored and secured to ensure confidentiality for five days after initial recording. These recordings will then be erased.

8. Video recordings held for review of student or staff incident will be maintained in their original form pending resolution. The recording will then be either erased or retained as necessary as a part of the student's education record and/or employee's personnel record in accordance with the established district procedures.

Use

9. Video cameras will be used on district transportation vehicles as determined by the transportation supervisor/superintendent.

10. Staff and students are prohibited from tampering with or otherwise interfering with video camera equipment.

Viewing Requests

11. Requests for viewing video recordings will be limited to district officials, including staff the district has determined to have a legitimate educational interest, or others specified in state and federal law and accompanying regulations.

12. Public requests for viewing may be made to the principal or designee within five school days of the date of recording through a written public record request.

13. Approval/Denial for viewing will be made within 24 hours of receipt of request and so communicated to the requesting individual(s).

14. Video recordings will be made available for viewing within 24 hours of the request approval.

Viewing

15. Actual viewing will be permitted at district-related sites only, including the transportation office, schools, district office or as otherwise required by law.

16. Video recordings remain the property of the district and may be reproduced only in accordance with law, including applicable district education records policy and procedures and district personnel records policy, procedures and applicable collective bargaining agreements.

Corvallis
SCHOOL DISTRICT

X.E. Board Policy EEACD—Use of District Activity Vehicles for Student Transportation—Revised—First Reading

CORVALLIS SCHOOL DISTRICT 509J

Code: **EEACD**
Adopted: **3/10/97**
Revised/Readopted: **1/11/99, 8/19/02, 5/5/08 3/14/11**

Use of District Activity Vehicles for Student Transportation

The Board may provide for the use of vehicles, commonly designated as Types 10, 20, or 21 pupil transportation vehicles, which do not meet the requirements of a "school bus" for the purpose of transporting students and licensed, classified, or other supervisory personnel to and from curricular and extracurricular activities sponsored by the district.

The vehicle shall be insured for bodily injury, property damage, uninsured motorist coverage, and personal injury protection. The Director of Finance and Operations ~~business manager~~ will recommend amounts to adequately protect the district against loss.

The district will meet or exceed minimum driver requirements and procedures as set forth in Oregon Administrative Rules, Section 53. ~~OARs 581-053-0545, 581-053-0550, and 581-053-0555.~~

The district shall meet child safety system requirements and minimum standards and specifications as set forth in state law. ~~ORS 811.210, 815.055, and 815.080 and OAR 735-102-0010.~~

END OF POLICY

Legal Reference(s):

ORS 811.210
ORS 815.055
ORS 815.080
ORS 820.110
ORS 820.190

~~OAR 437-002-0223~~
OAR 437-002-0220 to -0227
~~OAR 581-053-0006~~
OAR 581-053-0010
OAR 581-053-0220
OAR 581-053-0310
OAR 581-053-0320
OAR 581-053-0330
OAR 581-053-0340
OAR 581-053-0410
OAR 581-053-0420
OAR 581-053-0430
OAR 581-053-0440
OAR 581-053-0511
OAR 581-053-0521
OAR 581-053-0531
OAR 581-053-0540
~~OAR 581-053-0545~~
~~OAR 581-053-0550~~
~~OAR 581-053-0555~~
OAR 581-053-0610
OAR 581-053-0620
OAR 581-053-0630
OAR 581-053-0640
OAR 735-102-0010

Corvallis
SCHOOL DISTRICT

X.F. Board Policy KBA—Public Records—Revised—First Reading

Corvallis SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Erika Cook
Meeting Date: May 10, 2018

NO ACTION REQUIRED

Board Policy & Administrative Regulation

Board Policy KBA—Public Records—Revised—First Reading
Administrative Regulation KBA-AR—Public Records—Revised—For Information

Background

Senate Bill (SB) 481 passed by the 2017 Legislature established time frames for public bodies to respond to a public records request. Districts must acknowledge or complete the public records request within five business days. The district acknowledgment of a public records request must confirm that the district is, is not, or is uncertain it is the custodian of the requested public records. If the public body first acknowledges the receipt of the request for public records—without completing it—the SB also imposes a time frame for completing the request.

Board policy KBA—Public Records and its accompanying administration are highly recommended by OSBA.

Involvement

Staff members: Administrator, Erika Cook

Cost Impact

None.

CORVALLIS SCHOOL DISTRICT 509J

Code: KBA
Adopted: 4/12/99
Revised/Readopted: 11/7/05, 12/10/07, 1/10/11 1/9/12, 10/13/14

Public Records**

"Public Record" means any information that is:

1. Prepared, owned, used, or retained by the district;

2. Related to an activity, transaction, or function of the district; and

3. Necessary to satisfy the fiscal, legal, administrative, or historical policies, requirements, or needs of the district.

Public record does not include messages on voice mail or on other telephone message storage and retrieval systems or spoken communication that is not recorded.

A request to inspect or receive a copy of a public record shall be in writing and will be presented to the superintendent's office.

Board meetings and records will be matters of public information subject to such restrictions as are set by federal law or regulation, by state statute, or by pertinent court rulings.

The Board's official minutes, its written policies, and its financial records will be available at the superintendent's office for inspection by any citizen desiring to examine them during hours when the superintendent's office is open. All such information will be made available to individuals with disabilities in an appropriate format upon request and with appropriate advance notice. Auxiliary aids and services available to ensure equally effective communications to qualified persons with disabilities may include large print, Braille, audio recordings, readers, assistance in locating materials, or other equally effective accommodations.

The Board supports the right of the people to know about programs and services of their schools and will make every effort to disseminate information. Each principal is authorized to use all means available to keep parents and others of his/her particular school's community informed about the school's program and activities.

No records will be released for inspection by the public or any unauthorized persons—either by the superintendent or any other person designated as custodian for district records—if such disclosure would be contrary to the public interest, as described in state law.

The Board reserves the right to establish a fee schedule that will reasonably reimburse the district for the actual cost of making public records available pursuant to law. The district will not be

obligated to complete a request for which the requester has not paid the fee as permitted by state law. There will be no additional charge for auxiliary aids and services provided for qualified persons with disabilities.

~~If a copy of a record is requested, the district will provide a single certified copy. If a request to inspect a record is made and the public record is maintained in a machine readable or electronic form, the custodian shall provide the record in the form requested, if available.~~
~~If not available in the form requested, it will be provided in the form the public record is maintained. If a person who is a party to a civil judicial proceeding to which the district is a party or who has filed notice under ORS 30.275(5)(a), asks to inspect or to receive a copy of a public record that the person knows relates to the proceeding or notice, the individual must submit the request in writing to the designated custodian of district records and at the same time to the district's attorney.~~

Employee and volunteer addresses, electronic mail addresses (other than district electronic mail addresses assigned by the district to district employees), social security numbers, dates of birth, and telephone numbers contained in personnel records maintained by the district are exempt from public disclosure pursuant to Oregon Revised Statute (ORS) 192.445 and ORS 192.502(3). Such information may be released only upon the written request of the employee or volunteer or as otherwise provided by law. This exemption does not apply to a substitute teacher, as defined in ORS 342.815, when requested by a professional education association of which the substitute teacher may be a member. District electronic mail addresses assigned by the district to district employees are not exempt. ~~Additionally,~~ ~~t~~The district will not disclose the identification badge or card of an employee without the employee's written consent if the badge or card contains the employee's photograph and the badge or card was prepared solely for internal use by the district to identify district employees. A duplicate of the photograph used on the badge or card shall not be disclosed.

The district shall not, in accordance with state law, disclose personal information for the purpose of enforcement or federal immigration laws.

~~Upon receipt of a request, the district will respond as soon as practicable and without reasonable delay. The response must acknowledge the receipt of the request and one of the following:~~
~~1. A statement that the district does not possess, or is not the custodian of, the public record.~~
~~2. Copies of all requested public records for which the district does not claim an exemption from disclosure under ORS 192.410 to 192.505.~~
~~3. A statement that the district is the custodian of at least some of the requested public records, an estimate of the time the district requires before the public records may be inspected or copies of the records will be provided, and an estimate of the fees that the requester must pay as a condition of receiving the public records.~~
~~4. A statement that the district is the custodian of at least some of the requested public records and that an estimate of the time and fees for disclosure of the public records will be provided by the district within a reasonable time.~~
~~5. A statement that the district is uncertain whether the district possesses the public record and that the district will search for the record and make an appropriate response as soon as practicable.~~
~~6. A statement that state or federal law prohibits the district from acknowledging whether the record exists or that acknowledging whether the record exists would result in the loss of federal benefits or other sanction. A statement under this paragraph must include a citation to the state or federal law relied upon by the district.~~
~~The district may request additional information or clarification from the requester for the purpose of expediting the district's response to the request.~~

~~Fees will be charged that will reimburse the district for the actual cost of making copies of public records for the public. There will be no additional charge for auxiliary aids and services provided for qualified persons with disabilities. Individuals may request a waiver or reduction in fees for public records.~~
~~Requests for copies of documents shall be in writing and will be presented to the superintendent's office.~~

The district shall retain and maintain its public records in accordance with Oregon Administrative Rule ~~OAR~~ 166, Division 400.

END OF POLICY

Legal Reference(s):

ORS Chapter 192
OAR 137-004-0800(1)
OAR 166-400
HB 3464 (2017)

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (2017); 29 C.F.R. Part 1630 (~~2006~~ 2017); 28 C.F.R. Part 35 (~~2006~~ 2017).
OR. DEP'T OF JUSTICE, OR. ATT'Y GENERAL'S PUBLIC RECORD AND MEETINGS MANUAL (2014).
Americans with Disabilities Act Amendments Act of 2008.

Corvallis
SCHOOL DISTRICT

X.G. Administrative Regulation KBA-AR—Public Records—Revised—For Information

CORVALLIS SCHOOL DISTRICT 509J

Code: KBA-AR
Adopted: 4/12/99
Revised/Readopted: 12/13/10, 9/22/14, 2/2/15

PUBLIC RECORDS

In compliance with Oregon law the following guidelines apply to the dissemination, inspection, and examination of the public records of the district:

1. A public records request shall be submitted in writing ~~All requests for information must be made~~ through the superintendent's office located at 1555 SW 35th Street, Corvallis, Oregon, 97333.

2. Upon receipt of a written request, the district shall respond within five business days[1] acknowledging receipt of the request or completing[2] the district's response to the request. If the district provides an acknowledgment of the request, it must:

   a. Confirm that the district is the custodian of the requested record;
   b. Inform the requester that the district is not the custodian of the requested record; or
   c. Notify the requester that the district is uncertain whether the district is the custodian of the requested record.

3. If the district is the custodian of the requested record, as soon as reasonably possible but not later than 10 business days after the date the district is required to acknowledge receipt of the request as described above, the district shall:

   a. Complete its response to the public records request. If the district determines that a record is exempt from public disclosure, the district will include a statement to that effect and that the requester may appeal the decision pursuant to state law; or
   b. Provide a written statement that the district is still processing the request and a reasonable estimated date by which the district expects to complete its response based on the information currently available.

4. The time periods, established by Oregon law and identified above in Section 2 or 3, will not apply to the district if compliance would be impracticable because:

   a. The staff or volunteers[3] necessary to complete a response to the public records request are unavailable;
   b. Compliance would demonstrably impede the district's ability to perform other necessary services; or
   c. Of the volume of the public records request being simultaneously processed by the district.

[1] "Business day" means a day other than Saturday, Sunday, or a legal holiday, and on which at least one paid employee of the district is scheduled to and does report to work. Business day does not include any day on which the central administration offices of the district are closed.
[2] The district response to a public records request will be considered complete pursuant to criteria in Oregon law (ORS 192.410-192.505).
[3] Staff member or volunteers who are on leave or are not scheduled to work are considered to be unavailable.

5. The district may request additional information or clarification from the requester for the purpose of expediting the district's response to the request as permitted by law. If the district requests additional information or clarification, in good faith, the obligation to complete the request is suspended until the requester provides the requested information or clarification or affirmatively declines to provide the information or clarification.

6. If a copy of a public record is requested, the district will provide a single copy. If a request to inspect a public record is made and the record is maintained in a machine readable or electronic form, the custodian shall provide the record in the form requested, if available. If the public record is not available in the form requested, it will be provided in the form the record is maintained. If a person who is a party to a civil judicial proceeding to which the district is a party or who has filed notice under Oregon Revised Statute (ORS) 30.275(5)(a) asks to inspect or to receive a copy of a public record that the person knows relates to the proceeding or notice, the individual must submit the request in writing to the designated custodian of district records and at the same time to the district's attorney.

7. Information will be made available to individuals with disabilities in an appropriate format upon request and advance notice. Auxiliary aids and services available to qualified persons with disabilities may include large print, Braille, audio recordings, readers, assistance in locating materials or other equally effective accommodations.

~~2. Requests for information concerning sensitive, technical, or emotional issues may be required to be submitted in writing and the district will respond in writing within a time frame consistent with the request. Reasonable accommodations will be provided for persons with disabilities upon request and with appropriate advance notice;~~

8.~~3.~~ Where the labor effort exceeds 30 minutes, fees will be charged that will reimburse the district for the actual cost of providing copies of public records. Labor and benefits will be calculated at the hourly rate of the employee affected. Materials and out-of-pocket charges will be reimbursed at the established rate of $0.25 per page. Auxiliary aids and services for qualified persons with disabilities will be available at no additional charge.

If the district has informed the requester of a permitted fee, the obligation of the district to complete its response to the request is suspended until the fee has been received by the district. If the requester fails to pay the fee within 60 days of the date they were informed of the fee or fails to pay the fee within 60 days of the date on that the district informed them of the denial of the fee waiver, the district shall close the request.

9.~~4.~~ The district reserves the right to restrict the inspection of some public records to the district's facilities;

~~5. Information will be made available to individuals with disabilities in an appropriate format upon request and advance notice. Auxiliary aids and services available to qualified persons with disabilities may include large print, Braille, audio recordings, readers, assistance in locating materials or other equally effective accommodations;~~

~~6. Individuals may request a waiver or reduction in fees for public records.~~

Corvallis
SCHOOL DISTRICT

X.H. Board Policy KG—Community Use of District Facilities—Revised—First Reading

Corvallis SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Erika Cook
Meeting Date: May 10, 2018

NO ACTION REQUIRED

Board Policy & Administrative Regulation

Board Policy KG—Community Use of District Facilities—Revised—First Reading
Administrative Regulation KG-AR—Facility Usage Rules and Procedures—Revised—For Information.

Background

For clarity, one addition has been added to the administrative regulation KG-AR in the section titled "Availability."

- If publicizing an event to the general public, requester must include their organization's name on all publicity (print, digital, and radio) and must also include the following disclaimer statement: "The Corvallis School District is not a sponsor of this organization or its activities." Violation could result in suspension of future privileges for the use of district facilities.

The policy just has a department name update.

Involvement

Staff members: Kim Patten, Erika Cook

Cost Impact

None.

CORVALLIS SCHOOL DISTRICT 509J

Code: KG
Adopted: 5/6/02
Revised/Readopted: 1/8/07, 1/14/13
Original Code: 9100

Community Use of District Facilities

The Board supports the community education concept, which encourages the use of district facilities by community members for recreation, education, and service activities. All school and school-sponsored activities/events will maintain priority in facility use. The district reserves the right to grant permission for facility use and to deny any and all facility use permits at its sole discretion. ~~All users of district facilities are responsible for leaving said facilities in the same condition in which they found them.~~ The district will seek to recover all costs associated with the rental or leasing of all district facilities, but may establish criteria for a reduced fee or free use. The superintendent or designee(s) is authorized to cancel facility use permits when such action is in the best interests of the school district and/or the facility is needed for a school or school-sponsored activity or event.

Approval for use of a facility does not constitute approval or endorsement by the Board of the organization or group. The Board is not responsible for words or actions taken by organizations, groups, or individuals during their use of the buildings and or facilities.

The Facilities and Transportation ~~Maintenance~~ Department, as designated by the superintendent, will provide oversight of the fee structure, contracts, availability, and scheduling of all district facilities and equipment.

The district reserves the right to require police supervision at any event the superintendent or designee deems necessary and to charge the user for the supervision.

The Board expects the users to treat the facilities with respect. All users of district facilities are responsible for leaving said facilities in the same condition in which they found them. The Board reserves the right to remove any facility from public use.

Short and long-term (over three months) use of district facilities must be made through the Facilities and Transportation ~~Maintenance~~ Department. The user must agree to all guidelines and conditions on the Facility Permit or the Contract for Facilities Use and Services. An individual, group, or organization may be denied future use of district facilities in the event of non-compliance of agreements, damage to facilities, improper use of facilities, or other harmful or illegal activities.

The superintendent shall establish administrative regulations for facility use, fees, and processes in accordance with policy.

END OF POLICY

Legal Reference(s):
ORS 330.430
ORS 332.107
ORS 332.172

Corvallis
SCHOOL DISTRICT

X.I. Administrative Regulation KG-AR—Facility Usage Rules and Procedures—Revised—For Information

CORVALLIS SCHOOL DISTRICT 509J

Code: KG-AR
Adopted: 5/6/02
Revised/Readopted: 12/4/06, 11/16/09 12/10/12, 10/13/14
Original Code: 9100

Facility Usage Rules and Procedures

I. POLICY STATEMENT

The district cooperates with the community in providing use of the district facilities when possible without interference with the education and activity programs of the schools or the requirements for maintenance, operation, safety, and security of the facilities and grounds.

II. APPLICATION PROCEDURE

Groups wishing to use district facilities must complete an on-line facility use application. To assure reservations of the facility, the application shall be submitted far enough in advance to allow ample time to properly plan for the use of the facility, preferably 15 working days before the scheduled event, but no more than six months in advance of use. (Long-term users with contracts may be excluded and fall under a separate agreement. For information regarding long-term contract use contact the Facilities Department.) The application must be approved by the building use coordinator and the Facilities office prior to usage of facilities.

Proof of liability insurance is required for all requestors and must be submitted to the Facilities office before the facility use application can be finalized. Refer to the following sections for insurance requirements.

- VIII. Hold Harmless Agreement
- IX. Insurance Requirements

The facilities may only be used after the appropriate request and forms have been submitted and finalized.

Subject to section III. Availability, it is the building administrator's responsibility to ascertain that the proposed activity:

A. Will not be harmful to the school facility.
B. Will not interrupt the school's programs.
C. Will appropriately fit into the building use calendar.
D. Will have adequate and appropriate supervision.
E. Will not cause or allow a breach in security.
F. Will comply with section XIV. Priority Use.
G. Has a required clause to hold harmless the district.

The approved application supersedes any prior representations or agreements.

III. AVAILABILITY

A. The district reserves the right to grant or deny permission for use of facilities at its sole discretion.

B. Use of district facilities for church, partisan, political, or sectarian purposes may be granted; however, such approval does not imply district endorsement or sponsorship of these activities.

C. If publicizing an event to the general public, requester must include their organization's name on all publicity (print, digital, and radio) and must also include the following disclaimer statement: "The Corvallis School District is not a sponsor of this organization or its activities." Violation could result in suspension of future privileges for the use of district facilities.

D.~~C.~~ Those organizations that have failed to pay for previous usage will be denied use until the past due debt is paid in full.

E.~~D.~~ Unauthorized use of the district facilities or failure to comply with the facility use application or administrative regulation may result in cancellation of application or denial of any future use.

F.~~E.~~ Nothing shall be sold, given, exhibited, or displayed unless prior written permission is granted by the district.

G.~~F.~~ Priority will be given in accordance with the guidelines established in Section XIV. Priority Use.

H.~~G.~~ Summer use must be scheduled with the building at least five business days prior to the last day of school.

IV. CANCELLATION

Request for the cancellation of the application shall be made to the building use coordinator or the Facilities office no less than 48 business hours preceding the scheduled use of the facility. A regular charge shall be made in accordance with the usage application for the facility engaged and not used unless such notice to cancel is given.

The Board authorizes the superintendent/designee to cancel building use applications when it is apparent that such action is necessary for the best interests of the district. Whenever possible, the district will provide at least a 48-hour cancellation notice if a group's approval to use a facility must be revoked. Should a facility be closed due to loss of utilities, inclement weather, and/or other considerations, every effort will be made to communicate said closure.

V. SUPERVISION

All groups using any facility will provide supervision. The building administrator/ designee will determine the level and type of supervision required and may require that a district employee be present. A district staff representative likely will be required whenever a large group or many children will assemble, or in other situations in which potential for harm to person or property is high. Disagreements regarding the level of supervision required that cannot be resolved between the requestor and a building administrator/facilities manager should be appealed to the superintendent/designee.

When supervision by a district employee is requested or required the sponsoring group will be charged $40.00 per hour for ~~food service or other~~ qualified employees. All district employees who are hired by the district to supervise will be paid through the district payroll department.

The district reserves the right to require certified security and/or law enforcement services at any event the administration deems necessary in its sole discretion and to charge the user the actual cost incurred by the district.

VI. SECURITY

District keys or keycards are not to be shared or given to non-district employees without appropriate record keeping and accountability. If the building administrator deems it necessary to issue a key and/or keycard, a $25.00 deposit is required. The deposit will be retained at the school; it will be refunded when the key and/or keycard is returned or will be forfeited if the key and/or keycard is not returned by the date specified. Keys and keycards must be returned promptly.

VII. SAFETY, LIABILITY, AND CARE OF FACILITIES

Putting up decorations or scenery or moving pianos or other furniture is prohibited unless written permission is granted. The use of school equipment and/or furniture is not included in the facility use unless written permission is granted. All electrical equipment and arrangements shall be controlled by the district or its representatives.

Representatives of the district must have access to all rooms at all times. The building administrator, designated supervisor, or facilities manager/designee has the right to stop any activity at any time if in his or her judgment there is a violation of Rules of Conduct for Use of District Facilities, KG-AR section XIII., or if the activity is deemed to be hazardous to personnel, property, equipment, or participants.

Any damages to district (e.g., grounds, building, or equipment) shall also be assumed by the user. If damages occur during the use of a facility, documentation must be provided by the event supervisor detailing the date, time, location, nature of the damage, and the responsible party. The building administrator and the Facilities office should be notified immediately and photos taken if possible.

Returning the facility and/or grounds to the condition it was prior to usage, including cleanup and the return of all keys and/or keycards is the responsibility of the user. Failure to comply will result in additional charges, including the cost of cleanup, repair, re-keying, and possible denial of future facility use.

The maximum number of people permitted in the various buildings or facilities shall be restricted to any and all fire marshal requirements of the National Fire Protection Association (NFPA).

The district assumes no responsibility for personal properties left on the premises.

VIII. HOLD HARMLESS AGREEMENT

User shall release, indemnify, and hold harmless Corvallis School District, its directors, officers, and agents, from any and all claims and liabilities (including costs and attorneys fees) arising out of or in connection with user's use of Corvallis School District facilities. The release and indemnity agreement is intended to release Corvallis School District from any and all claims and liabilities, including but not limited to negligence by the Corvallis School District. This agreement shall appear on the application.

IX. INSURANCE REQUIREMENTS

All requestors shall maintain liability insurance in the amount of not less than $1,000,000 for comprehensive general liability including bodily injury or death and property damage per occurrence and not less than $2,000,000 aggregate. User shall also provide workers' compensation coverage that satisfies Oregon law for their subject workers. The district shall be named as an additional insured and provide the district with 30 calendar days' written notice of cancellation or material modification of the insurance contract. A certificate of liability insurance with additional insured endorsement shall be provided by the user before finalization of the facility use request. User may need to consider purchasing event insurance from an insurance carrier.

Any organization sponsoring the use of a building and/or grounds shall assume liability for any accidents that occur upon the grounds or in the building during the times such facilities are in use under its direction.

X. SPECIALIZED FACILITIES, EQUIPMENT, AND USAGE

A. Gyms and Multipurpose Rooms

Appropriate (non-marking) gym shoes are required for all participants involved in active sports and games.

B. Weight Rooms

Non-district use of weight rooms has special potential of injury to person or damage to property. Therefore, no weight rooms are available for use.

C. Kitchens and Cafeterias

1. For activities that would not involve actual food preparation or operation of kitchen equipment (e.g., receptions), access to kitchen facilities will be allowed only under the supervision of an appropriate school employee whose responsibility would be to consult with the district's kitchen manager prior to

the activity and to see that kitchen facilities are left as mutually agreed. Supervision would be an additional charge, as referenced in KG-AR section V.

2. For activities involving actual food preparation, district employed kitchen workers must be present. The actual number required depends upon the activity and must be determined by the district Food Service kitchen manager or director at an additional charge, as referenced in KG-AR section V.

D. Computer Labs, Food Labs, Technology Classrooms, Mat Room

Non-district use of computer labs, food labs, technology classrooms (e.g., auto or wood shops), arts rooms (e.g., photo, ceramics, jewelry labs), or mat room have special potential for damage to property or theft, as well as liability, and is generally prohibited.

The district electronic communication system has not been established as a public access service or a public forum. Commercial and/or inappropriate personal use of the district's system is strictly prohibited.

E. Playing Fields

Users renting playing fields without access to restroom facilities may be required to provide portable restrooms and garbage service for participants. Failure to comply will result in denial of future use. The district also reserves the right to restrict the use of fields due to weather or over-use.

F. Administration Office

The Corvallis School District 509J administration buildings have special potential for liability and are generally not available for outside use.

G. District Theaters

A separate facility use policy exists for the use of district theaters. Applications may be made by contacting the district theaters manager.

XI. RATE CATEGORIES

A. Groups Granted Free Use

The following groups, organizations, or activities will be granted free use of district facilities providing such use shall in no way interfere with or be detrimental to school functions. Such free use will be limited to those times when a district employee is on regularly scheduled duty. A charge will be made for the use of the facility when a district employee is required to be present or when extra heating, utility costs, or cleanup are incurred beyond the normal operating hours.

1. Parent club meetings and activities.
2. After-school district sponsored activities.
3. Wellness activities for district employees only.
4. Fundraising activities for educational, athletic, or fine art purposes benefiting district programs.
5. Educational meetings or conferences pertaining to the operation of the district.

B. Groups Granted a Reduced Rate

1. **Specialized Instruction**
   Individuals who provide individual instruction to enhance academic, athletic, or fine arts achievement of district students will be required to follow the facility use application procedure and submit proof of liability insurance. The building administrator must approve all applications before any instruction can take place. (Example: early bird and after school classes.) Reductions in rates will be assessed within the on-line approval process.

2. **Other Groups**
   Other groups or organizations qualify for a reduced rate based on answering questions listed in the on-line request. The requests will be accepted or rejected depending on whether they advance the district's education goals. Factors taken into consideration when granting a reduced rate include, but are not limited to:
   - Do only 509J district students benefit?
   - Do only 509J district students and other school districts' students benefit?
   - May all students participate "no cut"?
   - Is this event open to the public?
   - Do you charge a participation fee?
   - Do you charge an attendance fee?
   - What is the non-profit, tax exempt status of the group?

C. Groups Expected to Pay Regular Rate

The following groups, organizations, or activities will be expected to pay regular rate, as prescribed by the district's fee schedule.

1. Schools other than those in the district.
2. Political organizations.
3. Commercial organizations.
4. Religious organizations.
5. Professional organizations.
6. Fraternal organizations.
7. Outside Labor Unions.
8. Social groups.
9. Recreational groups not covered by long-term use agreements.
10. Fundraising activities where the net proceeds are identified and retained for other than school district programs.

D. Payment on Approval of Permit

Payment, when required, for use of a district facility shall be made to the district business office upon receipt of invoice from the Corvallis School District. Failure to pay will disqualify the group or user from use of district facilities.

XII. RULES OF CONDUCT FOR USE OF DISTRICT FACILITIES

When scheduling use, requestors are required to electronically agree to terms for Use of School District Property certifying they have read, understand, and will comply with the conditions. Any exceptions to the rules and regulations covering the community use of buildings or grounds must require written approval.

XIII. PRIORITY USE

The district supports the community education concept, encouraging the use of district facilities by the community for recreation, education, and service activities. There is a strong desire to be supportive of as many services and opportunities for patrons as possible. The district acknowledges that community programs and groups must work together collaboratively to ensure the success of all programming options.

The district reserves the right to restrict use of facilities at any time during the year due to condition and safety. Notice will be posted and every effort will be made to contact groups with pending reservations should facilities be closed. The district additionally reserves the right to cancel outside use of facilities due to loss of utilities, inclement weather, and/or other considerations. Every effort will be made to communicate said closures.

Unused facilities may be rented under conditions separate from the guidelines described within this document; unused classrooms within facilities currently operating as 509J schools may also be leased to community groups fostering an opportunity that fits the needs of the district or school, e.g., early childhood programs operating in elementary schools.

Long-term (longer than three months) rental/leases of district facilities (both active schools and inactive facilities) may require a negotiated contract and will be reviewed on a case by case basis with specific review as to the potential impacts on the educational environment. The guidelines noted within this document are intended for use specifically with short-term situations.

A. Key Considerations for Developing Priorities

1. Does it serve our students?
2. Does it help our students meet identified achievement goals?
3. Does it promote better learning for our students?
4. Does it promote an opportunity for all to learn skills and sportsmanship?
5. Does it meet community's need for after school care and help keep our students safe and supervised?
6. Does it serve the needs of the community?

B. **School Day Priorities**

1. First priority will be given to Corvallis School District programs. No outside use will be considered until district program needs, including athletics and activities, are met. Student program needs will outweigh the needs of programs focused on staff.
2. Second priority will be given to district-sponsored programs operating for the benefit of district students.
3. Third priority will be given to volunteer organizations with the primary focus to support district students in district curriculum.
4. Other outside uses during the school day are generally prohibited.

C. **Non School Day and After School Day Priorities**

1. First priority will be given to Corvallis School district programs. No outside use will be considered until district maintenance and educational program needs (including, but not limited to parent open houses, performances, athletics, and activities) are met. Student programs will receive priority scheduling over adult/staff programs.
2. Second priority will be given to district-sponsored programs operating for the benefit of district students.
3. Third priority will be given to non-profit programs designed to build skills of district students in non-cut/all-play activities allowing every interested student to participate.
4. Fourth priority will collaboratively take into consideration the need for non-profit programs designed to develop skills of district students in competitive activities and non-profit adult recreation.
5. Fifth priority will be given to non-profit groups and government organizations conducting activities for adults, or intended for mixed adult and youth participants.
6. Sixth priority will be given to organized groups not recognized as non-profit or private individuals engaging in activities for the benefit of students and community patrons.
7. Final priority is fundraising activities, with priorities given first to non-profit groups, then to private individuals, and lastly, to for-profit organizations.

D. **Additional Guidelines**

1. Meetings will be held seasonally for the purpose of allocating facilities and fields. Meeting dates and times may be scheduled by the Facilities office. Participants will include representatives from the Corvallis School District 509J and contracted community partners such as Boys and Girls Club and the City of Corvallis.
2. Practices for individual teams within priority programs may be limited so the district's available space serves as many community needs as possible.

3. Age-appropriate placement is advised whenever possible (i.e., middle school aged programming should be scheduled at a middle school, elementary programming should be scheduled at an elementary school). It is recommended that adult activities be placed at either high school or middle school facilities.
4. Age-appropriate timing is preferred.

XV. FEE SCHEDULES

Fees include user's set up and break down times needed to access the building or grounds. Fees also are determined by school days (non-school hours) and non-school days. Non-school days are charged at a higher rate than school days (non-school hours). Additional fees may be charged to the user if supervision, kitchen, or custodial staff is required.

XVI. FACILITY AND FIELD USAGE FEES

	School Days (non-school hours)	**Non-School Days**[4]
	Hourly Rate	Hourly Rate
ELEMENTARY/K-8 SCHOOL FACILITIES (including Harding)		
Classroom	$ 12.00	$ 18.00
Special Classroom (shops, labs)[5]	$ 18.00	$ 26.00
Cafeteria (Garfield & Mt. View)	$ 33.00	$ 52.00
Cafeteria & Kitchen[6]	$ 46.00	$ 65.00
Gymnasium	$ 39.00	$ 77.00
Western View Center	$ 33.00	$ 52.00
All Fields Per Field	$ 20.00	$ 20.00
MIDDLE SCHOOL FACILITIES		
Classroom	$ 12.00	$ 18.00
Special Classroom (shops, labs, mat room)[5]	$ 18.00	$ 26.00
Linus Pauling Auditorium	$ 33.00	$ 52.00
Cafeteria	$ 46.00	$ 72.00
Cafeteria & Kitchen[6]	$ 65.00	$ 90.00
Large Gymnasium	$ 49.00	$104.00
Small Gymnasium	$ 39.00	$ 77.00
Football Field/Track	$ 20.00	$ 20.00
All Other Fields Per Field	$ 20.00	$ 20.00
HIGH SCHOOL FACILITIES		
Classroom	$ 12.00	$ 18.00
Special Classroom (shops, labs, mat room) [5]	$ 18.00	$ 26.00
Cafeteria	$ 46.00	$ 72.00
Cafeteria & Kitchen[6]	$ 65.00	$ 90.00
Large Gymnasium	$ 77.00	$104.00
Small Gymnasium	$ 39.00	$ 77.00
CHS Artificial Turf/Track[7]	$ 85.00	$ 85.00
CVHS Football Field/Track	$ 20.00	$ 20.00
All Other Fields Per Field	$ 20.00	$ 20.00

Special Use Permit Fee (all facilities)

1. All fees charged in hourly increments only. Reduced rate may apply to some areas.
2. Certificate of Liability Insurance is required.
3. District Theaters have a separate rate sheet that can be obtained from the District Theaters Office.
4. Supervision or Custodial coverage may be required at an additional rate of $40/hour.
5. Use of special classrooms generally prohibited, but use may be granted on a case-by-case basis.
6. Cafeteria and Kitchen—Permission from Food Service/additional charge for kitchen supervisor required.
7. CHS Artificial Turf/Track subject to approval by Athletic Director & Facilities.

Corvallis
SCHOOL DISTRICT

X.J. Board Policy KGB—Public Conduct on District Property—Revised—First Reading

Corvallis
SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Erika Cook
Meeting Date: May 10, 2018

NO ACTION REQUIRED

Board Policy

Board Policy KGB—Public Conduct on District Property—Revised—First Reading

Background

House Bill 2546 adds and defines "inhalant delivery system." It amends laws concerning the sale of tobacco products to minors, and use, distribution, or possession of tobacco products by minors, so those laws equally apply to inhalant delivery systems. It continues the requirement that school and working environments be free of tobacco products and now inhalant delivery systems. It also continues to prohibit smoking and now aerosolizing and vaporizing on any school property, including parking lots, by any student, staff member, or visiting public.

This policy is considered optional by OSBA.

Involvement

Staff members: District staff.

Cost Impact

None.

CORVALLIS SCHOOL DISTRICT 509J

Code: KGB
Adopted: 4/12/99
Revised/Readopted: 10/9/06

PUBLIC CONDUCT ON DISTRICT PROPERTY

No person on district property or any district grounds, including parking lots, shall:
~~school property will:~~

1. Injure or threaten to injure another.

2. Damage the property of another or of the district.

3. Initiate or circulate a report, known ~~one knows~~ to be false, concerning an alleged hazardous substance, impending fire, explosion, catastrophe, or other emergency that will take place in, ~~or~~ upon, or around a school.

4. Violate parking regulations.

5. Drive a vehicle in an unsafe manner.

6. Impede, delay or otherwise interfere with the orderly conduct of the district's educational program or any other activity taking place on school property that ~~which~~ has been authorized by the Board, superintendent, principal, or other authorized administrator.

7. Enter any portion of school premises at any time for purposes other than those which are lawful and authorized by school officials.

8. Possess an unauthorized loaded or unloaded firearm or any other instrument used as a dangerous or deadly weapon as defined in Policy JFCJ—Weapons in the Schools.

9. Possess, consume, sell, give, or deliver unlawful drugs, unlawful drug paraphernalia, and/or alcoholic beverages.
~~Consume, sell, give or deliver tobacco, drugs or alcoholic beverages.~~

10. Use, distribute, or sell tobacco products or non-medical inhalant delivery systems.

11~~0~~. Wear, possess, use, distribute, display, or sell any clothing, jewelry, emblem, badge, symbol, sign, or other item that is ~~things which are~~ evidence of membership or affiliation with ~~in~~ any gang. Use speech or commit any act or omission in furtherance of the interests of any gang or gang activity. A "gang" is defined as a group that identifies itself through the use of a name, unique appearance, or language including hand signs, claiming of geographical territory, or the espousing of a distinctive belief system that frequently results in criminal activity.

12~~1~~. Willfully violate other rules and regulations adopted by the Board designed to maintain public order on school property.

13~~2~~. Livestock, horses, dogs, or other animals are prohibited on district property. Exceptions for specific educational purposes may be approved by the building principal.

14. Fly, launch, or otherwise operate ~~Flying, launching, or otherwise operating~~ rockets, jet propelled or gas powered model airplanes, or other such devices, ~~is prohibited~~ except as a class project under the direct supervision of a teacher and with the permission of the principal.

Persons having no legitimate purpose or business on school property, or those violating or threatening to violate the above rules, may be issued a trespass warrant, ejected from the premises, and/or referred to law enforcement officials.

END OF POLICY

Legal References:

ORS 161.015
ORS 164.245
ORS 164.255
ORS 166.025
ORS 166.155 to -166.165
ORS 166.210 to -166.370
ORS 332.172
ORS 336.109
ORS 339.883
ORS 431.840
ORS 433.835 to -433.990
ORS 806.060 to -806.080

OAR 333-015-0025 to -0090
OAR 581-021-0110
OAR 584-020-0040(4)(e),(g)

Gun-Free Schools Act, 20 U.S.C. 7151 (2006).
Pro-Children Act of 1994, 20 U.S.C. §§ 6081-6084 (2006).
Gun-Free School Zones Act of 1990, 18 U.S.C. §§ 921(a)(25)-(26), 922(q) (2006).
~~"Gun-Free School Act of 1994"~~
~~"Pro-Children Act of 1994"~~

Cross References:

Policy ECAB—Vandalism/Malicious Mischief/Theft
Policy ECD—Traffic and Parking Controls
Policy KGC—Smoking on District Premises by Public

Corvallis
SCHOOL DISTRICT

X.K. Board Policy LBE—Public Charter Schools—Revised—First Reading

Corvallis
SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Erika Cook
Meeting Date: May 10, 2018

NO ACTION REQUIRED

Board Policy & Administrative Regulation

Board Policy LBE—Public Charter Schools—Revised—First Reading
Administrative Regulation LBE-AR—Public Charter Schools—Revised—For Information

Background

Oregon Revised Statute 338.125 was revised to allow public charter schools to select students through a weighted lottery that favors historically underserved students. Historically underserved students are at risk because of any combination of two or more factors including race, ethnicity, English language proficiency, socioeconomic status, gender, sexual orientation, disability, and geographic location.

Congress reauthorized the Elementary and Secondary Education Act of 1965 more commonly known now as the Every Student Succeeds Act of 2015 (ESSA). The Oregon School Boards Association and Oregon Department of Education have reviewed and updated policies to reflect this new Act.

Statutes and rules governing charter schools were updated throughout both the policy and the administrative regulation. This policy and administrative regulation are highly recommended by OSBA.

Involvement

Kevin Bogatin, Erika Cook

Cost Impact

None.

CORVALLIS SCHOOL DISTRICT 509J

Code: LBE
Adopted: 1/10/00
Revised/Readopted: 8/19/02, 11/7/05, 1/10/11
4/14/14

Public Charter Schools**

The district recognizes that public charter schools offer an opportunity to create new, innovative, and more flexible ways of educating students in an atmosphere of learning experiences based on current research and development. Public charter schools shall demonstrate a commitment to the mission and diversity of public education while adhering to one or more of the following goals:

1. Increase student learning and achievement;
2. Increase choices of learning opportunities for students;
3. Better meet individual student academic needs and interests;
4. Build stronger working relationships among educators, parents, and other community members;
5. Encourage the use of different and innovative learning methods;
6. Provide opportunities in small learning environments for flexibility and innovation;
7. Create new professional opportunities for teachers;
8. Establish additional forms of accountability for schools; and
9. Create innovative measurement tools.

Public charter schools may be established as a new public school, from an existing public school or a portion of the school, or from an existing alternative education program. A public charter school may not convert an existing tuition-based private school into a charter school, affiliate itself with a nonsectarian school or religious institution, or encompass all the schools in the district unless the district is composed of only one school.

The Board will not approve any public charter school proposal when it is deemed that its value is outweighed by any direct identifiable, significant, and adverse impact on the quality of the public education of students residing in the district. To meet the eligibility criteria for Board approval, a public charter school proposal must meet the requirements of Oregon Revised Statutes, Oregon Administrative Rules, Board policy, and regulation. Upon request of the Board, the public charter school applicant must furnish in a timely manner any other information the Board deems relevant and necessary to conduct a complete and good faith evaluation of the charter school proposal.

The district will determine if it has any unused or underutilized buildings. Buildings may be made available for public charter school use, subject to Board approval. Approved use may be limited to instructional purposes only. Appropriate-use fees will be determined by the Board. Public charter school use outside the district's instructional day will be subject to Board policy KG, Community Use of District Facilities and accompanying administrative regulation.

Public charter school students may, upon request, be allowed to participate in district programs such as physical education, instrumental and vocal music offerings, or other selected options if space and materials are available. Appropriate user fees for such options will be determined by the district. Students must adhere to state law, Board policies, regulations, and rules concerning conduct and discipline.

The district may provide instructional materials, lesson plans, or curriculum guides for use in a public charter school on a fee basis.

A public charter school or the sponsor of the public charter school is considered the employer of any employees of the public charter school. The public charter school employer will be determined with each proposal. If the Board is the employer, the terms of the current collective bargaining agreement will be examined to determine which parts of the agreement apply. If the Board is not the sponsor of the public charter school, it shall not be the employer and will not collectively bargain with public charter school employees.

The district will annually by December 1 calculate the number of students residing in the district who are enrolled in a virtual public charter school. When the percentage is three percent or above, the district may choose not to approve additional students for enrollment to a virtual public charter school, subject to the requirements in 581-026-0305(2).

The district is only required to use data that is reasonably available to the district including but not limited to the following for such calculation:

1. The number of students residing in the district enrolled in the schools within the district;

2. The number of students residing in the district enrolled in public charter schools located in the district;

3. The number of students residing in the district enrolled in virtual public charter schools;

4. The number of home-schooled students who reside in the district and who have registered with the educational service district; and

5. The number of students who reside in the district enrolled in private schools located within the school district.

A parent may appeal a decision of a school district not to approve a student for enrollment to a virtual public charter school to the State Board of Education.

The superintendent will develop administrative regulations for public charter schools to include the proposal process, review and appeal procedure and charter agreement provisions.

END OF POLICY

Legal Reference(s):

ORS 327.077
ORS 327.109
ORS 332.107
ORS Chapter 338
ORS 339.141
ORS 339.147
~~OAR 581-020 0301 to 0395~~
~~OAR 581-020 1342~~
OAR 581-026-0005 to -0515

~~HB 2030 (2011)~~
~~HB 2299 (2011)~~
~~HB 2301 (2011)~~
~~HB 3417 (2011)~~
~~SB 800 (2011)~~

~~No Child Left Behind Act of 2001~~ Every Student Succeeds Act of 2015, 20 U.S.C. §§ 6311-6322 (~~2006~~2015).

Corvallis
SCHOOL DISTRICT

X.L. Administrative Regulation LBE-AR—Public Charter Schools—Revised—For Information

CORVALLIS SCHOOL DISTRICT 509J

Code: LBE-AR
Adopted: 1/10/00
Revised/Readopted: 7/15/02, 10/10/05, 5/8/06 12/13/10, 4/2/12, 3/10/14

Public Charter Schools

I. Definition

A. **Applicant** means any person or group that develops and submits a written proposal for a public charter school to the district.

B. **Public charter school** means an elementary or secondary school offering a comprehensive instructional program operating under a written agreement entered into between the district and an applicant.

C. **Virtual Public Charter School** means a public charter school that provides online courses but does not primarily serve students in a physical location.

1. For the purposes of this definition, an **online course** is a course in which instruction and content are delivered on a computer using the Internet, other electronic network, or other technology such as CDs or DVDs; the student and teacher are in different physical locations for the majority of instructional time; the student is not required to be in a physical location of a school while participating in the course; and the online instruction is integral to the academic program of the charter school.

2. For the purpose of this definition, **primarily serving students in a physical location** means that more than 50 percent of the core courses offered are not online courses; more than 50 percent of the total number of students attending the school are not receiving instructional services in an online course; and more than 50 percent of the school's required instructional hours are not through an online course.

D. **Remote and necessary school district** means a school district that offers kindergarten through grade 12 and has:

1. An average daily membership (ADM), as defined in ORS 327.006, in the prior fiscal year of less than 110; and

2. A school that is located, by the nearest traveled road, more than 20 miles from the nearest school or from a city with a population of more than 5,000.

E. **Sponsor** means the district Board.

II. Proposal Process

A. The public charter school applicant shall submit the proposal to the district no later than October 1 for a September starting date.

B. To be considered complete, the proposal for a public charter school shall include, but not be limited to, the following:

1. The identification of the applicant.

2. The name of the proposed public charter school.

3. A description of the philosophy and mission of the public charter school and how it differs from the district's current program and philosophy.

4. A description of any distinctive learning or teaching techniques to be used.

5. A description of the curriculum of the public charter school.

6. A description of the expected results of the curriculum and the verified methods of measuring and reporting results that will allow comparisons with district schools.

7. The governance structure, to include public charter school board membership, selection, duties, and responsibilities.

8. The projected enrollment including the ages or grades to be served.

9. The target population of students the public charter school is designed to serve.

10. The legal address, facilities, and physical location of the public charter school and applicable occupancy permits and health and safety approvals.

11. A description of admission policies and application procedures.

12. The statutes and rules that shall apply to the public charter school.

13. The proposed budget and financial plan including evidence that the proposed budget and financial plan are financially sound.

14. A sound financial management system that includes:
    a. A description of a sound financial management system for the public charter school. The sound financial management plan must include a budget and accounting system that:

(1) Is compatible with the budget and accounting system of the sponsor of the school; and

(2) Complies with the requirements of the uniform budget and accounting system adopted by the State Board of Education under OAR 581-023-0035.

b. A plan for having the financial management system in place at the time the school begins operating.

15. The standards for behavior and the procedures for the discipline, suspension or expulsion of students.

16. The proposed school calendar, including the length of the school day and length of the school year.

17. A description of the proposed school staff and required qualifications of teachers including a breakdown of professional staff who hold a valid teaching license issued by Teacher Standards and Practices Commission (TSPC) and those who do not hold a license but are registered with TSPC (at least one-half of the full-time equivalent teaching and administrative staff of the public charter school shall be licensed).

18. The date upon which the public charter school would begin operating.

19. The arrangements for any necessary special education and related services for students with disabilities who qualify under IDEA and special education or regular education and related services for students who qualify under Section 504 of the Rehabilitation Act of 1973 who may attend the public charter school.

20. Information on the manner in which community groups may be involved in the planning and development process of the public charter school.

21. The term of the charter.

22. The plan for performance bonding or insuring the public charter school, including buildings and liabilities.

23. A proposed plan for the placement of public charter school teachers, other employees, and students upon termination or nonrenewal of a charter.

24. The manner in which the public charter school program review and fiscal audit will be conducted.

25. In the case of a district school's conversion to charter status, the following additional criteria must be addressed:

a. The alternate arrangements for students who choose not to attend the public charter school and for teachers and other school employees who choose not to participate in the public charter school;
b. The relationship that will exist between the public charter school and its employees including terms and conditions of employment.

26. The district will not complete the review required under ORS 338.055 of an application that does not contain the required components listed in ORS 338.045 (2)(a)-(y ~~x~~). A good faith determination of incompleteness is not a denial for purposes of requesting state board review under ORS 338.075.

III. Charter Requirements

In addition to the minimum requirements enumerated in ORS 338.045 (2)(a)-(y ~~x~~), the district, under ORS 338.045 (3), may require the applicant to submit any of the following information as necessary to add detail or clarity to the minimum requirements or that the Board considers relevant to the formation, operation, or renewal of the public charter school:

A. Curriculum, Instruction, and Assessment

1. Description of a curriculum for each grade of students, which demonstrates in detail alignment with Oregon's academic content standards.

2. Description of instructional goals in relationship to Oregon's academic content standards and benchmarks.

3. A planned course statement for courses taught in the program, including related content standards, course criteria, assessment practices, and state required work samples that will be collected.

4. Documentation that reflects consideration of credits for public charter school course work a student may perform at any other public school.

5. Explanation of grading practices for all classes and how student performance is documented.

6. Explanation of how the proposed academic program will be aligned with that of the district. (If an applicant is proposing an elementary level public charter school, ~~please~~ describe how the curriculum is aligned at each grade level with the district's curriculum, including an explanation of how a student in the public charter school adequately will be prepared to re-enter the district's public school system after completing the charter school's program.)

7. Description of the student assessment system, including how student academic progress will be measured at each grade level and any specific assessment instruments that will be used.

8. Description of the plan for reporting student progress to parents, students, and the community.

9. Description of policies and procedures regarding diplomas and graduation.

10. Description of policies and practices for meeting the needs of students who are not successful in the regular program.

11. Identification of primary instructional materials by publisher, copyright date, version, and edition for each academic content area in each grade.

12. Identification of major supplementary material in core academic content areas and the criteria for use with students.

13. Description of how the public charter school will meet the unique learning needs of students working above and below grade level, including but not limited to talented and gifted students.

14. Description of how the public charter school staff will identify and address students' rates and levels of learning.

15. Description of strategies the public charter school staff will use to create a climate conducive to learning and positive student engagement.

16. Documentation that demonstrates improvements in student academic performance over time (both individual and program/grade level) from any private alternative school operated by the public charter school applicant, if applicable.

17. Description of how teachers will utilize current student knowledge and skills to assist in the design of appropriate instruction.

18. Identification of how the public charter school will provide access to national assessments such as PSAT, SAT, and ACT, if applicable.

19. Description of parental involvement, content of planned meetings, and how the school will adjust any meeting to meet the needs of working parents.

20. Description of distance learning options available to students, including the grade levels and amount of instruction offered to students, if applicable.

B. State and Federal Mandates/Special Education

1. Description of how the public charter school will meet any and all requirements of the Every Student Succeeds Act of 2015 (ESSA) ~~No Child Left Behind~~, which also specifically addresses adequate yearly progress (AYP) and the safe schools aspects of the law.

2. Description of how the public charter school will collect AYP information on all subgroup populations in the school.

3. Description of specific program information regarding curriculum and how specially designed instruction is delivered for special education students. (Include methodologies, data collection systems and service delivery models used.)

4. Description of how the public charter school will serve the needs of talented and gifted students, including screening, identification, and services.

5. Description of how the public charter school will deliver services and instruction to Emergent Bilingual students ~~English Language Learners (ELL)~~, including descriptions of curriculum, methodology, and program accommodations.

6. Description of how the public charter school will work with the district to comply with Section 504 accessibility requirements and nondiscrimination requirements in admissions and staff hiring.

7. Explanation of how the public charter school will work with the district to implement Child Find requirements.

8. Explanation of how the public charter school will work with the district to manage IDEA 2004 mandates regarding eligibility, IEP, and placement meetings.

9. Explanation of how the public charter school will work with the district in which the public charter school is located to implement accommodations and modifications contained in the IEP or Section 504 plan.

10. Explanation of how the public charter school will work with the district to include parents in implementing IEPs.

11. Explanation of how the public charter school intends to work with the district in which the public charter school is located to provide special education services for eligible students.

C. Teacher Certification

1. Identification regarding the training and/or certification of staff, including areas of industry training, endorsements and Teacher Standards and Practices Commission (TSPC) licensure.

~~2. Explanation of how the public charter school will meet the federal mandate of "highly qualified" teachers contained in No Child Left Behind.~~

~~3. Identification of which teachers are Oregon Proficiency-based Admission Standards System (PASS) trained by content areas and year of training or re-training, if applicable.~~

2.~~4.~~ Explanation of how the public charter school will comply with TSPC requirements for all staff, including all TSPC Oregon Administrative Rules pertaining to its staff.

D. Professional Development

1. Provide the public charter school's plan for comprehensive professional development for all staff.

2. Identification of how the public charter school's licensed staff will obtain their required Continuing Professional Development units for licensure renewal.

E. Budget

1. Explanation of projected budget item for PERS contributions that would be required of the public charter school.

2. Description of planned computer and technology support.

3. Description of planned transportation costs, if applicable.

4. Explanation of projected budget items for teaching salaries and other personnel contracts.

5. Explanation of facilities costs, including utilities, repairs, and rent.

6. Copies of municipal audits for any other public charter school operated by the public charter school applicant, if applicable.

F. Policy

1. Copy of any policy that the public charter school intends to adopt that addresses expectations of academic standards for students and transcripting of credits.

2. Copies of any policy that the public charter school intends to adopt on student behavior, classroom management, suspensions and expulsions. ~~which~~ This must contain an explanation of how the charter school will handle a student expelled from another district for reasons other than a weapons violation.

3. Descriptions and copies of any policy that the public charter school intends to adopt regarding corporal punishment.

4. Copies of any policy that the public charter school intends to adopt regarding dispensing of medication to students who are in need of regular medication during school hours.

5. Copies of any policy that the public charter school intends to adopt regarding reviewing and selecting instructional materials.

6. Copies of any policy that the public charter school intends to adopt regarding solicitation/advertising/fundraising by non-school groups.

7. Copies of any policy that the public charter school intends to adopt regarding field trips.

8. Copies of any policy that the public charter school intends to adopt regarding student promotion and retention.

9. Copies of any policy that the public charter school intends to adopt regarding student publications.

10. Copies of any policy that the public charter school intends to adopt regarding staff/student vehicle parking and use.

11. Copies of any policy that the public charter school intends to adopt regarding diplomas and graduation, and also participation in graduation exercises.

12. Copies of any policy that the public charter school intends to adopt regarding student/parent/public complaints.

13. Copies of any policy that the public charter school intends to adopt regarding visitors.

14. Copies of any policy that the public charter school intends to adopt regarding staff discipline, suspension, or dismissal.

G. Other Information

1. Plans for use of any unique district facilities including, but not limited to, gymnasiums, auditoriums, athletic fields, libraries, cafeterias, computer labs, and music facilities.

2. Plans for child nutrition program(s).

3. Plans for student participation in extracurricular activities pursuant to Oregon School Activities Association and Board policy, regulations, and rules.

4. Plans for counseling services.

5. Explanation of contingency plans for the hiring of substitute professional and classified staff.

6. Description of how the public charter school will address the rights and responsibilities of students.

7. Description of how the public charter school will handle situations involving student possession, use or distribution of illegal drugs, weapons, flammable devices, and other items that may be used to injure the student or others.

8. Description of procedures on how the public charter school will handle disciplinary referrals and how they will impact student promotion and advancement.

9. Copies of program reviews conducted by other school districts that may have referred students to another public charter school operated by the public charter school applicant, if applicable.

10. Description of the typical school day for a student, including a master schedule, related activities, breaks, and extracurricular options.

11. Description of how student membership will be calculated, including a description of the type of instruction and location of instruction that contributes to Average Daily Membership (ADM).

12. Documentation and description of how long most students remain in the program, and documentation of student improvement in academic performance, disciplinary referrals, juvenile interventions, or any other disciplinary action while in the program.

13. Explanation of the legal relationship between the public charter school and any other public charter school, if applicable. (~~Please p~~Provide any contracts or legal documents that will create the basis of the relationship between the entities. ~~Please a~~Also provide all financial audits and auditor's reports.)

14. If a public charter school applicant is operating any other public charter school, documentation that the public charter school applicant has established a separate Oregon nonprofit corporation, legally independent of any other public charter school in operation.

15. If a public charter school applicant has not secured a facility at the time of submitting a public charter school proposal, a written and signed declaration of intent that states:

    If given any type of approval (conditional or unconditional), the public charter school applicant promises to provide to the school district liaison, at least **120** calendar days before the intended date to begin operation of the public charter school, proof that it will be able to secure, at least **60** calendar days before the intended date to begin operation of the public charter school, a suitable facility, occupancy and safety permits and insurance policies with minimum coverages required by the school district in school board policy and administrative regulation LBE that sets forth the requirements and process for the school board in reviewing, evaluating, and approving a public charter school.

    If the public charter school applicant fails to provide proof of an ability to secure a facility and all necessary occupancy and safety permits and insurance that is required by the school district as a condition of approval by the due date, it will withdraw its application to begin operation of a public charter school for the upcoming school year.

    By signing this document, I affirm that I am authorized to make the promises stated above on behalf of the public charter school applicant. I understand that failure to fulfill the conditions listed above will result in an approval becoming void, and will automatically revoke any type of approval that the school board previously granted to the public charter school applicant.

    _____

    Name Date
    On behalf of the (add applicant's name)

    The public charter school applicant will organize and label all information required in section III to correspond to the requested numbers.

16. Each member of the proposed public charter school's governing body must provide an acknowledgement of understanding of the standards of conduct and the liabilities of a director of a nonprofit organization in ORS 65.

IV. Proposal Review Process

A. The superintendent may appoint an advisory committee to review public charter school proposals and submit a recommendation to the Board. The committee will consist of district representatives, community members, and others as deemed appropriate.

B. Within 30 business days of receipt of a proposal, the district will notify the applicant as to the completeness of the proposal and identify the specific elements of the proposal that are not complete. Applicant will have 30 calendar days within which to complete the required components.
~~The district shall provide the applicant with a reasonable opportunity to complete the proposal. Proposals that minimally address or leave out any of the required components are not complete and will be returned to the applicant.~~

C. Within 60 calendar days after the receipt of a completed proposal that meets the requirements of law and the district, the Board shall hold a public hearing on the provisions of the public charter school proposal.

D. The Board shall evaluate a proposal in good faith using the following criteria:

1. The demonstrated sustainable support for the proposal by teachers, parents, students, and other community members, including comments received at the public hearing.

2. The demonstrated financial stability of the proposed public charter school including the demonstrated ability of the school to have a sound financial management system that:
   a. Is in place at the time the school begins operating;
   b. Is compatible with the budget and accounting system of the sponsor of the school; and
   c. Complies with the requirements of the uniform budget and accounting system adopted by rule of the State Board of Education under OAR 581-023-0035.

3. The capability of the applicant in terms of support and planning to provide comprehensive instructional programs.

4. The capability of the applicant in terms of support and planning to provide comprehensive instructional programs to students identified by the applicant as academically low achieving.

5. The adequacy of the information provided as provided in the proposal criteria.

6. Whether the value of the public charter school is outweighed by any directly identifiable, significant and adverse impact on the quality of the public education of students residing in the district. A "directly identifiable, significant and adverse impact" is defined as an adverse loss or reduction in staff, student, program, or funds that may reduce the quality of existing district educational programs. This may include, but not be limited to, the following current data as compared to similar data from preceding years:
   a. Student enrollment;
   b. Student teacher ratio;
   c. Staffing with appropriately licensed or endorsed personnel;
   d. Student learning and performance;
   e. Specialty programs or activities such as music, physical education, foreign language, talented and gifted, and English as a second language;
   f. Revenue; and
   g. Expenditures for maintenance and upkeep of district facilities.

7. Whether there are arrangements for any necessary special education and related services.

8. Whether there are alternative arrangements for students, teachers, and other school employees who choose not to attend or be employed by the public charter school if the public charter school is converting an existing district school.

9. The prior history, if any, of the applicant in operating a public charter school or in providing educational services.

E. The Board must either approve or deny the proposal within 30 calendar days of the public hearing.

F. Written notice of the Board's action shall be sent to the applicant. If denied, the notice must include the reasons for the denial with suggested remedial measures. The applicant may then resubmit the proposal within 14 calendar days. The Board must either approve or deny the resubmitted proposal within 30 ~~20~~ calendar days. The Board may, with good cause, request an extension in the approval process timelines from the State Board of Education.

V. Terms of the Charter Agreement

A. Upon Board approval of the proposal, the Board will become the sponsor of the public charter school. The district and the applicant must develop a written charter agreement, subject to Board approval, which shall act as the legal authorization for the establishment of the public charter school.

B. The charter agreement shall be legally binding and must be in effect for a period of not more than five years but may be renewed by the district.

C. The district and the public charter school may amend a charter agreement through joint agreement.

D. It is the intent of the Board that the charter agreement be detailed and specific to protect the mutual interests of the public charter school and the district. The agreement shall incorporate the elements of the approved proposal and will address additional matters, statutes, and rules not fully covered by law or the proposal that shall apply to the public charter school including, but not limited to, the following:

1. Sexual harassment (ORS 342.700, 342.704).

2. Pregnant and parenting students (ORS 336.640).

3. Special English classes for certain children (ORS 336.079).

4. Student conduct (ORS 339.250).

5. Alcohol and drug abuse program (ORS 336.222).

6. Student records (ORS 326.565).

7. Oregon Report Card (ORS 329.115).

8. Recovery of costs associated with property damage (ORS 339.270).

9. Use of school facilities (ORS 332.172).

10. Employment status of public charter school employees.
    a. Public charter school law requires the following:
        (1) Employee assignment to a public charter school shall be voluntary.
        (2) A public charter school or the sponsor of the public charter school may be considered the employer of any employees of the public charter school.
        (3) If the Board is not the sponsor of the public charter school, it shall not be the employer and shall not collectively bargain with the employees.
        (4) A public charter school employee may be a member of a labor organization or organize with other employees to bargain collectively. The bargaining unit may be separate from other bargaining units of the district.

(5) The public charter school governing body shall control the selection of employees at the public charter school.

(6) The Board shall grant a leave of absence to any employee who chooses to work in the public charter school. The length and terms of the leave of absence shall be set by collective bargaining agreement or by Board policy. However, the length of leave of absence may not be less than two years unless:

(a) The charter of the public school is terminated, or the public charter school is dissolved or closed during the leave of absence; or

(b) The employee and the Board have mutually agreed to a different length of time.

(7) An employee of a public charter school operating within the district who is granted a leave of absence and returns to employment with the district shall retain seniority and benefits as an employee, pursuant to the terms of the leave of absence.

b. The terms and conditions of employment addressed in the agreement may include, but need not be limited to, the following provisions:

(1) A proposed plan for the placement of teachers and other school employees upon termination or nonrenewal of the charter.

(2) Arrangements for employees who choose not to be employed or participate in the public charter school, if a district school has been converted to a public charter school.

(3) Salary for professional staff or wages for classified staff.

(4) Health benefits.

(5) Leaves, including timing, commencement, and duration of leave; voluntary and involuntary termination and return to work; whether the leave is paid or unpaid; and a description of benefits upon termination of leave (i.e., same, similar, or available position and salary schedule placement).

(6) Work year.

(7) Working hours.

(8) Discipline and dismissal procedures.

(9) Arrangements to secure substitutes.

(10) Arrangements to ensure that 50 percent of the total full-time equivalent teaching and administrative staff are licensed.

(11) Hiring practices.

(12) Evaluation procedures.

11. Student enrollment, application procedures, and whether the public charter school will admit nonresident students and on what basis. Public charter school law requires the following:

    a. Student enrollment shall be voluntary. If the number of applicants exceeds the capacity, students shall be selected through an equitable lottery process. An equitable lottery may incorporate a weighted lottery for historically underserved students. ~~However, i~~ If the public charter school has been in operation one or more years, priority enrollment will be given to those students who:

        (1) Were enrolled in the public charter school the prior year;

        (2) Have siblings who are presently enrolled in the public charter school and who were enrolled the prior year; and

        (3) Reside in the public charter school's sponsoring district or a district which is a party to a cooperative agreement with the sponsoring district.

    b. A public charter school may not limit student admission based on race, color, religion, sex, gender identity, gender expression, national origin, citizenship, sexual orientation, disability, parental or marital status, or age, income level, proficiency in the English language, or athletic ability but may limit admission within a given age group or grade level, and may implement a weighted lottery for historically underserved students. Historically underserved students are at risk because of any combination of two or more factors including their race, ethnicity, English language proficiency, socioeconomic status, gender, sexual orientation, disability, and geographic location.

12. Transportation of students. Public charter school law requires the following:

    a. The public charter school shall be responsible for providing transportation for its students and may negotiate with the district for the provision of transportation services.

    b. The district shall provide transportation for public charter school students pursuant to ORS 327.043. Resident public charter school students will be transported under the same conditions as students attending private or parochial schools located along or near established district bus routes. The district shall not be required to add or extend existing bus routes.

    c. Public charter school students who reside outside the district may use existing bus routes and transportation services of the district in which the public charter school is located.

    d. Any transportation costs incurred by the district shall be considered approved transportation costs.

13. The plan for performance bonding or insuring the public charter school sufficient to protect the district. Documentation shall be submitted prior to agreement approval.

a. Insurance:[1]

(1) Commercial General Liability Insurance in an amount of not less than $1,000,000 combined single limit per occurrence/$3,000,000 annual aggregate covering the public charter school, the governing board, employees, and volunteers against liability for damages because of personal injury, bodily injury, death, or damage to property including the loss of use thereof. Coverage to include, but not limited to, contractual liability, advertisers' liability, employee benefits liability, professional liability, and teachers' liability.

(2) Liability Insurance for Directors and Officers in an amount not less than $1,000,000 each loss/$3,000,000 annual aggregate covering the public charter school, the governing board, employees, and volunteers against liability arising out of wrongful acts and employment practices. Continuous "claims made" coverage will be acceptable, provided the retroactive date is on the effective date of the charter.

(3) Automobile Liability Insurance in an amount not less than $1,000,000 combined single limit covering the public charter school, the governing board, employees, and volunteers against liability for damages because of bodily injury, death, or damage to property, including the loss of use thereof arising out of the ownership, operation, maintenance, or use of any automobile. The policy will include underinsured and uninsured motorist vehicle coverage at the limits equal to bodily injury limits.

(4) Workers' Compensation Insurance shall also be maintained pursuant to Oregon laws (ORS Chapter 656). Employers' liability insurance with limits of $100,000 each accident, $100,000 disease each employee and $500,000 each policy limit.

(5) Honesty Bond to cover all employees and volunteers. Limits to be determined by the governing board, but no less than $25,000. Coverage shall include faithful performance and loss of moneys and securities.

(6) Property Insurance shall be required on all owned or leased buildings or equipment. The insurance shall be written to cover the full replacement cost of the building and/or equipment on an "all risk of direct physical loss basis," including earthquake and flood perils.

b. Additional requirements:

[1] Insurance requirements for individual public charter schools may vary and should be reviewed by legal counsel and an insurance representative.

(1) The district shall be an additional insured on commercial general and automobile liability insurance. The policies shall provide for a 90-day written notice of cancellation or material change. A certificate evidencing all of the above insurance shall be furnished to the district.

(2) The public charter school shall also hold harmless and defend the district from any and all liability, injury, damages, fees, or claims arising out of the operations of the public charter school operations or activities.

(3) The district shall be loss payee on the property insurance if the public charter school leases any real or personal district property.

(4) The coverage provided and the insurance carriers must be acceptable to the district.

E. If the district and the public charter school enter a cooperative agreement with other school districts for the purpose of forming a partnership to provide educational services, then the agreement must be incorporated into the charter of the public charter school.

F. In addition to any other terms required to be in the charter agreement, a virtual public charter school must have in the charter of the school, a requirement that the school:

1. Monitor and track student progress and attendance; and

2. Provide student assessments in a manner that ensures that an individual student is being assessed and that the assessment is valid.

VI. Public Charter School Operation

A. The public charter school shall operate at all times in accordance with the public charter school law, the terms of the approved proposal, and the charter agreement.

B. Statutes and rules that apply to the district shall not apply to the public charter school except the following, as required by law, shall apply:

1. Federal law, including applicable provisions of the ESSA ~~No Child Left Behind Act of 2001~~.

2. Public records law (ORS 192.410 to 192.505).

3. Public meetings law (ORS 192.610 to 192.690).

4. Public contracting code (ORS Chapters 279A, 279B, and 279C). ~~(Public Contracting Code);~~

5. Student records (ORS 326.565, 326.575, and 326.580). ~~(student records)~~

6. Municipal audit law (ORS 297.405 to 297.555 and 297.990).

7. Criminal records check (ORS 181.534, 326.603, 326.607, and 342.223). ~~and 342.232).~~

8. Textbooks (ORS 337.150).

9. Considerations for educational services (ORS 339.119). ~~(considerations for educational services)~~

10. Use of personal electronic devices (ORS 336.840).

11. Tuition and fees (ORS 339.141, 339.147, and 339.155).

12. Core teaching standards (ORS 342.856).

13. Discrimination (ORS 659.850, 659.855, and 659.860).

14. Tort claims (ORS 30.260 to 30.300).

15. Employment Department law (ORS Chapter 657). ~~(Employment Department law).~~

16. Health and safety statutes and rules.

17. Any statute or rule listed in the charter.

18. The statewide assessment system developed by the Oregon Department of Education for Mathematics, Science, and English under ORS 329.485 (2).

19. The academic content standards and instruction (ORS 329.045).

20. Any statute or rule that establishes requirements for instructional time.

21. Prohibition of infliction of corporal punishment (ORS 339.250 (12)).

22. Notice concerning students subject to juvenile court petitions (ORS 339.326).

23. Reporting of suspected abuse of a child and sexual conduct, and training on prevention and identification of abuse and sexual conduct (ORS 339.370, 339.372, 339.388, and 339.400).

24. Diploma, modified diploma, extended diploma, and alternative certificate standards (ORS 329.451).

25. Statutes and rules that expressly apply to public charter schools.

26. Statutes and rules that apply to special government body ORS 174.117 or public body as defined in ORS 174.109.

27. ORS Chapter 338.

C. The public charter school may employ as a teacher or administrator a person who is not licensed by the TSPC. However, at least one-half of the total full-time equivalent teaching and administrative staff at the public charter school shall be licensed by the commission, pursuant to ORS 342.135, 342.136, or 342.138. ~~or 342.140.~~

D. A board member of the school district in which the public charter school is located may not serve as a voting member of the public charter school's board, yet may serve in an advisory capacity.

E. The public charter school shall participate in the Public Employees Retirement System.

F. The public charter school shall not violate the Establishment Clause of the First Amendment to the United States Constitution or Section 5, Article I of the Oregon Constitution, or be religion based.

G. The public charter school shall maintain an active enrollment of at least 25 students, unless the public charter school is providing educational services under a cooperative agreement entered into for the purpose of forming a partnership to provide educational services.

H. The public charter school may sue or be sued as a separate legal entity.

I. The public charter school may enter into contracts and may lease facilities and services from the district, education service district, state institution of higher education, other governmental unit, or any person or legal entity.

J. The public charter school may not levy taxes or issue bonds under which the public incurs liability.

K. The public charter school may receive and accept gifts, grants and donations from any source for expenditure to carry out the lawful functions of the school.

L. The district shall offer a high school diploma, modified diploma, extended diploma, or alternative certificate to any public charter school student located in

the district who meets the district's and state's standards for a high school diploma, modified diploma, extended diploma, or alternative certificate.

M. A high school diploma, modified diploma, extended diploma, or alternative certificate issued by a public charter school shall grant to the holder the same rights and privileges as a high school diploma, modified diploma, extended diploma, or alternative certificate issued by a nonchartered public school.

N. Upon application by the public charter school, the State Board of Education may grant a waiver of certain public charter school law provisions if the waiver promotes the development of programs by providers, enhances the equitable access by underserved families to the public education of their choice, extends the equitable access to public support by all students, or permits high quality programs of unusual cost. This waiver request must specify the reasons the public charter school is seeking the waiver and further requires the public charter school to notify the sponsor if a waiver is being considered.

VII. Virtual Public Charter School Operations

A. In addition to the other requirements for a public charter school, a Virtual Public Charter School must have:

1. A plan for academic achievement that addresses how the school will improve student learning and meet academic content standards required by ORS 329.045.

2. Performance criteria the school will use to measure the progress of the school in meeting the academic performance goals set by the school for its first five years of operation.

3. A plan for implementing the proposed education program of the school by directly and significantly involving parents and guardians of students enrolled in the school and involving the professional employees of the school.

4. A budget, business plan, and governance plan for the operation of the school.

5. An agreement that the school will operate using an interactive, Internet-based technology platform that monitors and tracks student progress and attendance in conjunction with performing other student assessment functions.

~~6. An agreement to employ only licensed teachers who are highly qualified as described in the Federal No Child Left Behind Act of 2001.~~

7. A plan that ensures:
   a. All superintendents, assistant superintendents, and principals of the schools are licensed by the TSPC to administrate; and

b. Teachers who are licensed to teach by the TSPC ~~and who are highly qualified as described in the federal No Child Left Behind Act of 2001~~ teach at least 95 percent of the school's instructional hours.

8. A plan for maintaining student records and school records, including financial records, at a designated central office of operations.

9. A plan to provide equitable access to the education program of the school by ensuring that each student enrolled in the school:
   a. Has access to and use of a computer and printer equipment as needed;
   b. Is offered an Internet service cost reimbursement arrangement under which the school reimburses the parent or guardian of the student, at a rate set by the school, for the costs of obtaining Internet service at the minimum connection speed required to effectively access the education program provided by the school; or
   c. Has access to and use of computer and printer equipment and is offered Internet service cost reimbursement.

10. A plan to provide access to a computer and printer equipment and the Internet service cost reimbursement as described in 9. above by students enrolled in the school who are from families that qualify as low-income under Title I of the ESSA ~~federal Elementary and Secondary Education Act of 1965 (20 USC 6301 et seq)~~.

11. A plan to conduct school-sponsored optional educational events at least six times each school year at locations selected to provide convenient access to all students in the school who want to participate.

12. A plan to conduct biweekly meetings between teachers and students enrolled in the school, either in person or through the use of conference calls or other technology.

13. A plan to provide opportunities for face-to-face meetings between teachers and students enrolled in the school at least six times each school year.

14. A plan to provide written notice to both the sponsoring district and the district in which the student resides upon enrollment or withdrawal for a reason other than graduation from high school.
   a. If notice is provided due to enrollment, then the notice must include the student's name, age, address, and school at which the student was formerly enrolled.
   b. If notice is provided due to withdrawal for a reason other than graduation from high school, then notice must include the student's name, age, address, reason for withdrawal (if applicable), and the name of the school in which the student intends to enroll (if known).

15. An agreement to provide a student's education records to the student's resident school district or to the sponsor upon request of the resident school district or sponsor.

B. The sponsor of a Virtual Public Charter School or a member of the public may request access to any of the documents described in VII.A. above.

C. If a Virtual Public Charter School or the sponsor of a Virtual Public Charter School contracts with a for-profit entity to provide educational services through the Virtual Public Charter School, the for-profit entity may not be the employer of any employees of the Virtual Public Charter School.

D. The following limitations apply:

1. School board members of the virtual public charter school's sponsoring district may not be:
   a. An employee of the virtual public charter school.
   b. A member of the governing body of the virtual public charter school.
   c. An employee or other representative of any third-party entity with which the virtual public charter school has entered into a contract to provide educational services.

2. Members of the governing body of the virtual public charter school may not be an employee of a third-party entity with which the virtual public charter school intends to enter or has entered into a contract to provide educational services.

3. If a third-party entity contracts with a virtual public charter school to provide educational services to the school, then:
   a. No third-party entity's employee or governing board member may attend an executive session of the sponsoring district's school board.
   b. No virtual public charter school employee may promote the sale or benefits of private supplemental services or classes offered by the third-party entity.
   c. The educational services must be consistent with state standards and requirements.
   d. The virtual public charter school must have on file the third-party entity's budget for the provision of educational services, including itemization of:
      (1) The salaries of supervisory and management personnel and consultants who are providing educational or related services for a virtual public charter school in this state; and
      (2) The annual operating expenses and profit margin of the third-party entity for providing educational services to a virtual public charter school in this state.

VIII. Charter Agreement Review

A. The public charter school shall report at least twice annually the first year of operation and at least annually in subsequent years on the performance of the school and its students to the State Board of Education and the district.

B. The Board or designee shall visit the public charter school at least annually to assure compliance with the terms and provisions of the charter.

C. The public charter school shall be audited annually in accordance with the Municipal Audit Law. After the audit, the public charter school shall forward to the sponsoring district and the Oregon Department of Education:

1. A copy of the annual audit;

2. Any statements from the public charter school that show the results of operations and transactions affecting the financial status of the charter school during the preceding annual audit period for the school; and

3. Any balance sheet containing a summary of the assets and liabilities of the public charter school and related operating budget documents as of the closing date of the preceding annual audit period for the school.

D. The sponsoring district may request at any time an acknowledgement from each member of the public charter school governing body that the member understands the standards of conduct and liabilities of a director of a nonprofit organization.

E. The public charter school shall submit to the Board quarterly financial statements that reflect the school's financial operations. The report shall include, but not be limited to, revenues, expenditures, loans and investments.

IX. Charter School Renewal

A. The first renewal of a charter shall be for the same time period as the initial charter. Subsequent renewals of a charter shall be for a minimum of five years but may not exceed ten years.

B. The Board and the public charter school shall follow the following timeline unless a different timeline has been agreed upon by the Board and the public charter school:

1. The public charter school shall submit a written renewal request to the Board for consideration at least 180 calendar days prior to the expiration of the charter.

2. Within 45 calendar days after receiving a written renewal request from a public charter school, the Board shall hold a public hearing regarding the renewal request.

3. Within 30 calendar days after the public hearing, the Board shall approve the charter renewal or state in writing the reasons for denying charter renewal.

4. If the Board approves the charter renewal, the Board and the public charter school shall negotiate a new charter within 90 calendar days unless the Board and the public charter school agree to an extension of the time period. Notwithstanding the time period specified in the charter, an expiring charter shall remain in effect until a new charter is negotiated.

5. If the Board does not renew the charter, the public charter school may address the reasons stated for denial of the renewal and any remedial measures suggested by the Board and submit a revised request for renewal to the Board.

6. If the Board does not renew the charter based on the revised request for renewal or the parties do not negotiate a charter contract within the timelines established in this policy, the public charter school may appeal the Board's decision to the State Board of Education for a review of whether the Board used the process required by Oregon law in denying the charter renewal.
   a. If the State Board of Education finds that the Board used the appropriate process in denying the request for renewal, it shall affirm the decision of the Board. A public charter may seek judicial review of this order.
   b. If the State Board of Education finds that the Board did not use the appropriate process in denying the request for renewal, it shall order the Board to reconsider the request for renewal. If after reconsideration the Board does not renew the charter, the public charter school may seek judicial review of the Board's decision.

7. The Board shall base the charter renewal decision on a good faith evaluation of whether the public charter school:
   a. Is in compliance with all applicable state and federal laws;
   b. Is in compliance with the charter of the public charter school;
   c. Is meeting or working toward meeting the student performance goals and agreements specified in the charter or any other written agreements between the Board and the public charter school;

d. Is fiscally stable and used the sound financial management system described in the proposal submitted under ORS 338.045 and incorporated into the written charter agreement; and

e. Is in compliance with any renewal criteria specified in the charter of the public charter school.

8. The Board shall base the renewal evaluation described above primarily on a review of the public charter school's annual performance reports, annual audit of accounts and annual site visit and review, and any other information mutually agreed upon by the public charter school and the Board.

9. For purposes of this section, the phrase "good faith evaluation" means an evaluation of all criteria required by this section resulting in a conclusion that a reasonable person would come to who is informed of the law and the facts before that person.

X. Charter School Termination

A. The public charter school may be terminated by the Board for any of the following reasons:

1. Failure to meet the terms of an approved charter agreement or any requirement of ORS Chapter 338 unless waived by the State Board of Education.

2. Failure to meet the requirements for student performance as outlined in the charter agreement.

3. Failure to correct a violation of federal or state law.

4. Failure to maintain insurance.

5. Failure to maintain financial stability.

6. ~~On or after July 1, 2011: failed~~ Failure to maintain, for two or more consecutive years, a sound financial management system described in the proposal submitted under ORS 338.045 and incorporated into the written charter under ORS 338.065.

7. Failure to maintain the health and safety of the students.

B. If a charter school is terminated by the Board for any reason listed in Sections X.A.1 through X.A.6, the following shall occur:

1. The district shall give the public charter school a 60-day written notification of its decision.

2. If the grounds for termination include failure to maintain financial stability or failure to maintain a sound financial management system, the sponsor and the public charter school may agree to develop a plan to correct deficiencies. The plan to correct deficiencies will follow the process as per ORS 338.105.

3. The district shall state the grounds for termination and deliver notification to the business office of the public charter school.

4. The public charter school may request a hearing by the district. The request must be made in writing and delivered to the business address of the sponsor.

5. Within 30 calendar days of receiving the request for a hearing, the sponsor must provide the public charter school with the opportunity for a hearing on the proposed termination.

6. The public charter school may appeal the decision to terminate to the State Board of Education.

7. If the public charter school appeals the decision to terminate to the State board of Education, the public charter school will remain open until the State Board issues its final order.

8. If the State Board's final order upholds the decision to terminate and at least 60 calendar days have passed since the notice of intent to terminate was received by the public charter school, the district's sponsorship of the public charter school will terminate.

9. The final order of the State Board may be appealed under the provision of ORS 183.484.

10. Throughout the ORS 183.484 judicial appeals process the public charter school shall remain closed.

11. If terminated or dissolved, assets of the public charter school purchased by the public charter school with public funds, shall be given to the State Board of Education.

C. If the public charter school is terminated by the Board for any reason related to student health or safety as provided in section X.A.7, the following shall occur:

1. If the district reasonably believes that a public charter school is endangering the health or safety of the students enrolled in the public charter school, the district may act to immediately terminate the approved charter and close the public charter school without providing the notice required in section X.B.1.

2. A public charter school closed due to health or safety concerns may request a hearing by the sponsor. Such a request must be made in writing and delivered to the business address of the district.

3. Within 10 calendar days of receiving the request for a hearing, the district must provide the public charter school with the opportunity for a hearing on the termination.

4. If the district acts to terminate the charter following the hearing, the public charter school may appeal the decision to the State Board of Education.

5. The State Board will hold a hearing on the appeal within 10 calendar days of receiving the request.

6. The public charter school will remain closed during the appeal process unless the State Board orders the district not to terminate and to re-open the public charter school.

7. The final order of the State Board may be appealed under the provisions of ORS 183.484.

D. If the public charter school is terminated, closed, or dissolved by the governing body of the public charter school, it shall be done only at the end of a semester and with 180 calendar days' notice to the district, unless the health and safety of the students are in jeopardy. Such notice must be made in writing and be delivered to the business address of the sponsor.

Assets of a terminated, closed or dissolved public charter school that were obtained with grant funds will be dispersed according to the terms of the grant. If the grant is absent any reference to ownership or distribution of assets of a terminated, closed or dissolved public charter school, all assets will be given to the State Board of Education for disposal.

XI. District Immunity

The district, members of the Board and employees of the district are immune from civil liability with respect to the public charter school's activities.

Corvallis
SCHOOL DISTRICT

X.M. Administrative Regulation LGA-AR(1)—Public Appeals and Complaints about Alleged Violations of Standards—Rescinding

Corvallis
SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Erika Cook, Administrative Specialist
Meeting Date: May 10, 2018

NO ACTION REQUIRED

School Board Administrative Regulations
LGA-AR(1)—Public Appeals and Complaints about Alleged Violations of Standards—Rescinding
LGA-AR(2)—Appeal to the State Superintendent for Alleged Standards Violation—Rescinding

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.

Board Policy LGA along with its accompanying administrative regulations LGA-AR(1) and LGA-AR(2), are being rescinded since they are now covered under Board Policy KL and Administrative Regulation KL-AR—Public Complaints, respectively. Board action is required to rescind policies but not administrative regulations; therefore, the accompanying policies can be found under the Consolidated Action section of the agenda.

Involvement

District staff: Kevin Bogatin and Erika Cook

CORVALLIS SCHOOL DISTRICT 509J

Code: LGA-AR(1)
Adopted: 7/16/84
Revised/Readopted: 4/12/99, 12/5/16
Original Code: Appendix III

Public Appeals and Complaints about Alleged Violations of Standards

Rescinded

The Board recognizes a need to implement a procedure for the prompt resolution of complaints alleging violations of standards as outlined by the Oregon Department of Education (ODE). Standards include all those areas as outlined in the Standards for Public Schools provided by the ODE.

Any complainant who resides in the district or any parent of a student attending school in the district qualifies to participate in the procedure[1] described below:

1. All complaints received by school personnel shall be reported immediately to the principal.

2. Within five days of receipt of the complaint, the principal shall encourage the complainant to discuss the nature of the alleged standard violation and the complainant shall be given the opportunity to talk to the instructor involved.

3. After the conference with the instructor involved, if the complainant wishes to pursue the matter further, he/she may request and shall be supplied with a printed form, Request for Investigation of a Standard (Exhibit A), that must be filled out and submitted in writing (including all supporting statements and evidence) by the complainant within ten school days of the conference with the involved instructor to the district's administrator in charge of standards. The written complaint will be forwarded, within five school days of receipt, to the superintendent. The standard that is the subject of the complaint shall not be altered pending final action by the Board.

4. Upon receipt of the complaint by the superintendent, and within five days of receipt of the complaint, the superintendent or designee shall investigate the complaint and make a recommendation to the Board.

5. The Board shall review the superintendent's recommendation at the Board's next regularly scheduled board meeting. Following review of the superintendent's recommendation by the Board, the Board shall make a decision. The decision of the Board shall be transmitted to the superintendent and to the complainant within 20 working days of the final decision, in writing. The decision will clearly establish the legal basis for the decision, findings of fact, and conclusions of the law. The district's final decision may be appealed to the State Superintendent of Public Instruction.

[1]The total timeline for the procedures used to process the complaint, will not be longer than 90 days from receipt of the initial filing of the written complaint.

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 the investigation.

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

Rescinded

Request for Investigation of a Standard

Exhibit A

Request Initiated by _____ (Print Name)

Mailing Address _____

Email Address_____ Phone_____

Resident of _____(Print name of school district)

To: Corvallis School District, 1555 SW 35th Street, Corvallis, Oregon

Person Making Request Represents

❒ Self

❒ Group; Name of Group_____

1. What is the standard? _____

2. What is the alleged violation?_____

3. What is the recommendation(s) to rectify the alleged violation? _____

Signature _____ Date _____

Received by superintendent on (date)_____

Corvallis
SCHOOL DISTRICT

X.N. Administrative Regulation LGA-AR(2)—Appeal to the State Superintendent for Alleged Standards Violation—Rescinding

CORVALLIS SCHOOL DISTRICT 509J

Code: LGA-AR(2)
Adopted: 4/12/99
Revised/Readopted: 12/5/16

Appeal to the State Superintendent for Alleged Standards Violation

After exhausting local procedures, as described in the policy and administrative regulation "Public Appeals and Complaints About Alleged Violations of Standards" or 90 or more days after filing a written complaint alleging violation of standards with the district (whichever occurs first), any complainant who resides in the district or any parent of a student attending school in the district may make a direct appeal to the State Superintendent of Public Instruction.

1. The appeal shall be in writing and contain:

   a. The name and address of the person bringing the appeal and the district in which that person resides;
   b. The name and address of the district which is alleged to have violated standards; and
   c. A brief statement indicating how the district is alleged to have violated standards.

2. Upon receipt of the appeal, the State Superintendent will review the appeal and determine whether a violation of standards has been properly alleged, and the requirements contained in section 2. of Oregon Administrative Rule (OAR) 581-022-1940 have been satisfied. After these determinations, the State Superintendent will either not accept the appeal and will notify the complainant and the district, or will accept the appeal and notify the complainant and the district that the appeal has been accepted.

3. Upon receipt and acceptance of the appeal, the State Superintendent will give notice of acceptance of the appeal to the district. Within 30 days of receipt of notice from the State Superintendent, the district shall submit a written report with the State Superintendent which shall include:

   a. A statement of facts;
   b. A statement of 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 party concerning the subject of the appeal.

4. The state superintendent may for good cause extend the time for the filing of a report by the district.

Rescinded

5. Upon receipt of the district's report, the State Superintendent will take such action as is deemed appropriate, including, but not limited to:

   a. Authorizing an onsite investigation; and
   b. Conducting interviews, meetings, and surveys; and reviewing documents, data, and district procedures.

6. The State Superintendent will issue a written decision within 60 days of receiving the district's report or may extend the time period for issuing a written decision pursuant to OAR 581-022-1940.

7. The provisions of ORS 327.103 will apply if a deficiency is found and deemed by the State Superintendent to not be corrected.

Request for Investigation of a Standard

Exhibit A

Request Initiated by _____ (Print Name)

Mailing Address _____

Email Address_____ Phone_____

Resident of _____(Print name of school district)

To: Corvallis School District, 1555 SW 35th Street, Corvallis, Oregon

Person Making Request Represents

❒ Self

❒ Group; Name of Group_____

1. What is the standard? _____

2. What is the alleged violation?_____

3. What is the recommendation(s) to rectify the alleged violation? _____

Signature _____ Date _____

Received by superintendent on (date)_____

Rescinded

Corvallis
SCHOOL DISTRICT

XI. ADJOURNMENT (9:00 p.m. approx.)

*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