



Corvallis
SCHOOL DISTRICT

NOTICE

NOTICE IS HEREBY GIVEN of a meeting of the Corvallis School District Board of Directors.

Date & Time	Meeting Type	Location	Agenda
Monday, February 25, 2013 6:30 PM	Regular	District Office Board Room, 1555 SW 35th Street, Corvallis, OR 97333	See attached.

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

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

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

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



Corvallis

SCHOOL DISTRICT

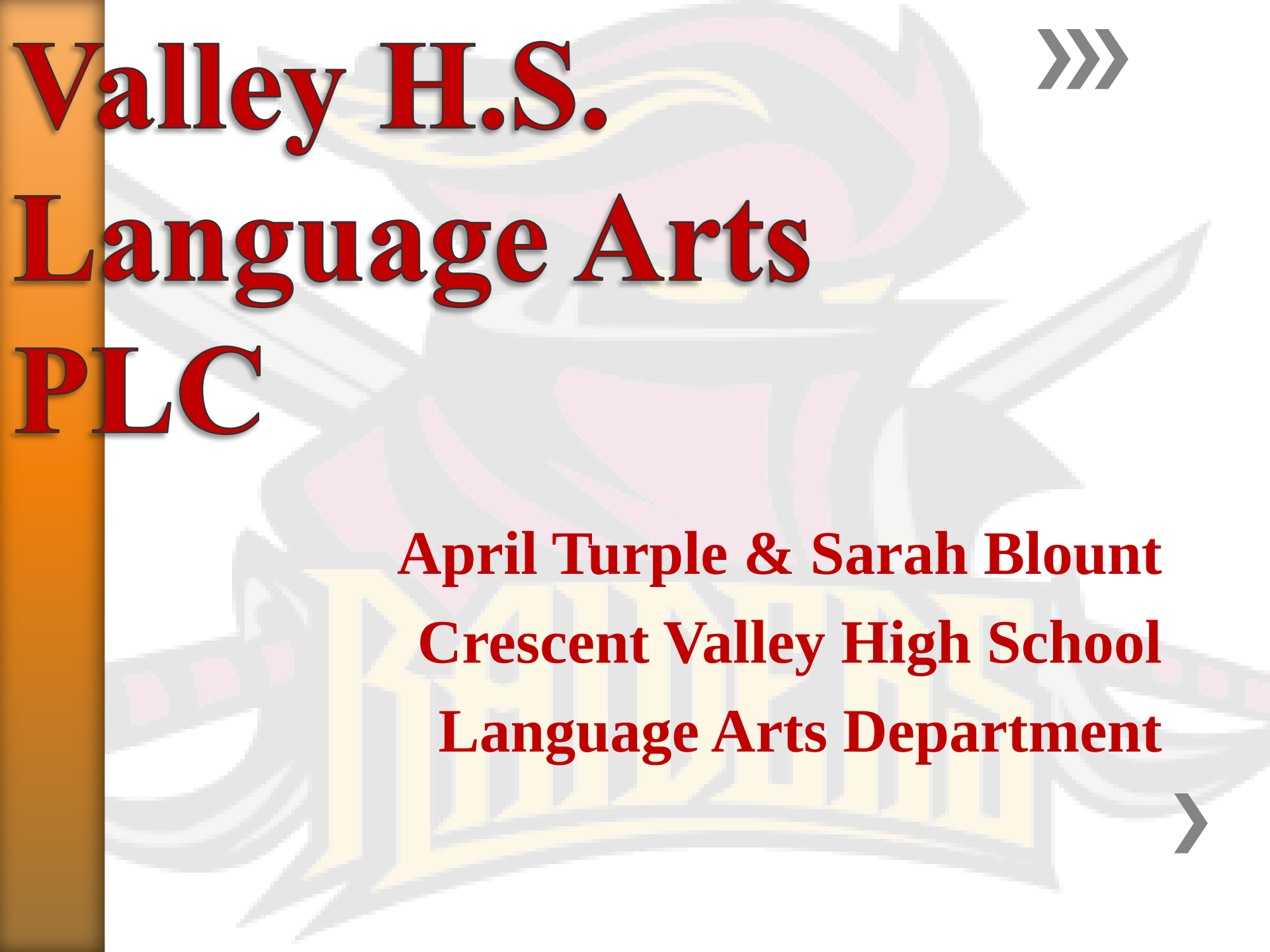
Monday, February 25, 2013
6:30 PM

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

Meeting Details: Monday, February 25, 2013, 6:30 PM in the District Office Board Room, 1555 SW 35th Street, Corvallis, OR 97333.

If you would like to watch live-streaming of the School Board meeting, please navigate to the District's YouTube channel: <https://www.youtube.com/channel/UC9Jtpte5dmilZI9kySBjbVQ?> A recording of the meeting will also be posted to that channel.

- I. CALL TO ORDER AND ROLL CALL
- II. PLEDGE OF ALLEGIANCE
- III. COMMITTEE/BOARD MEMBER ITEMS
- IV. STUDENT REPRESENTATIVE REPORTS
- V. SUPERINTENDENT'S REPORT
- VI. PUBLIC TESTIMONY
- VII. STAFF TESTIMONY
- VIII. SPECIAL REPORTS
 - VIII.A. PLC - CVHS Language Arts/English



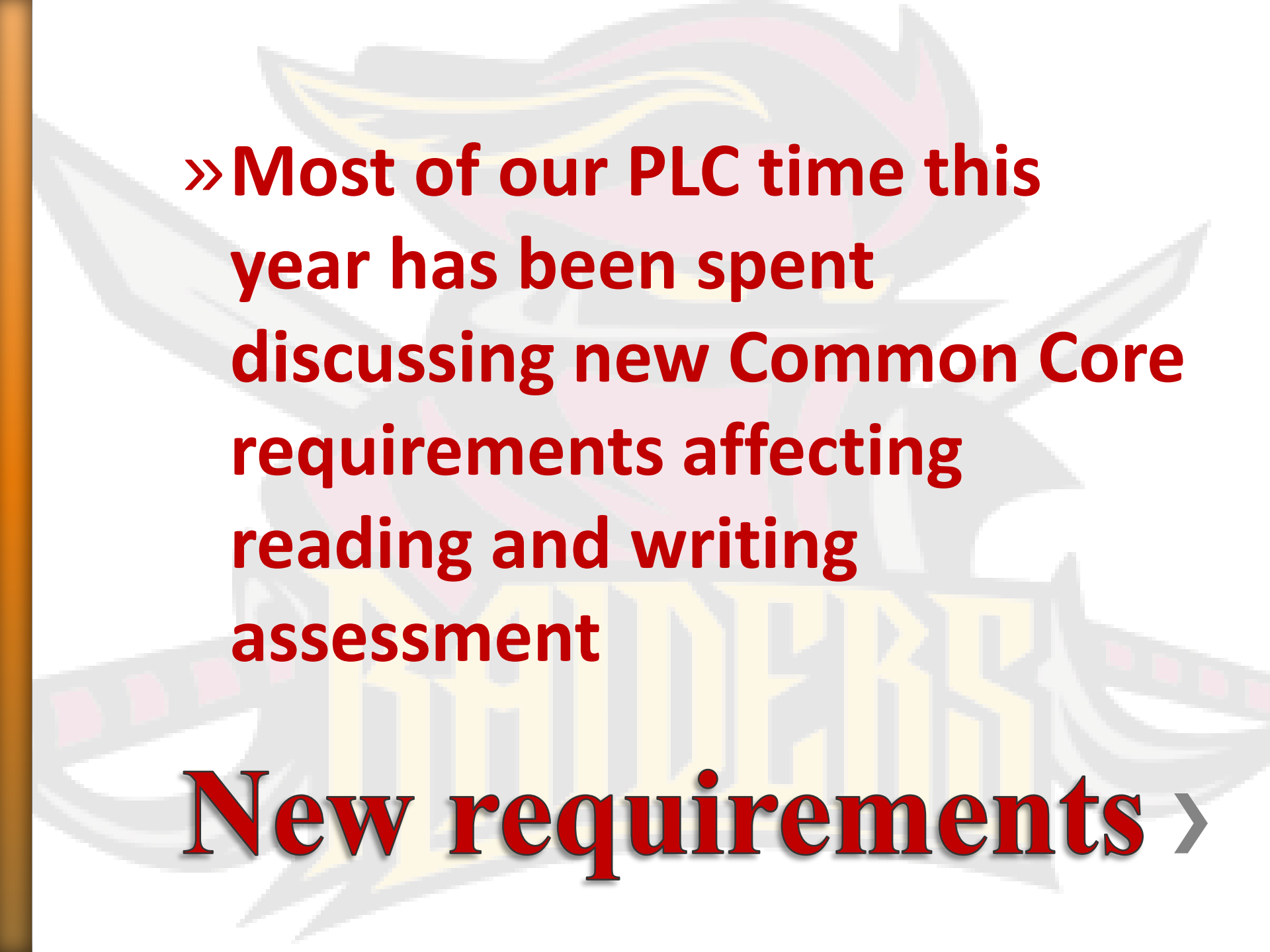
Valley H.S.



**Language Arts
PLC**

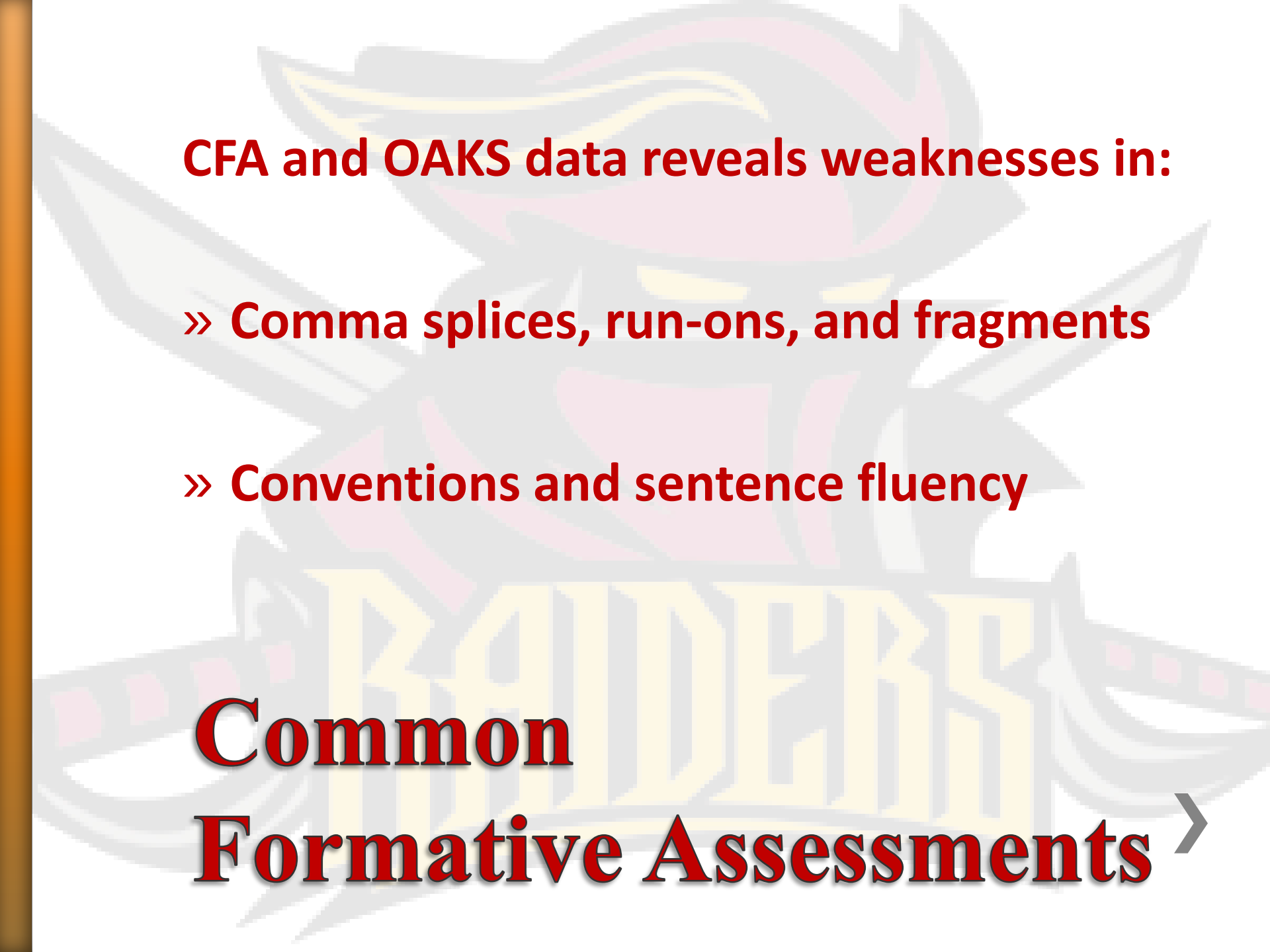
**April Turple & Sarah Blount
Crescent Valley High School
Language Arts Department**





» Most of our PLC time this year has been spent discussing new Common Core requirements affecting reading and writing assessment

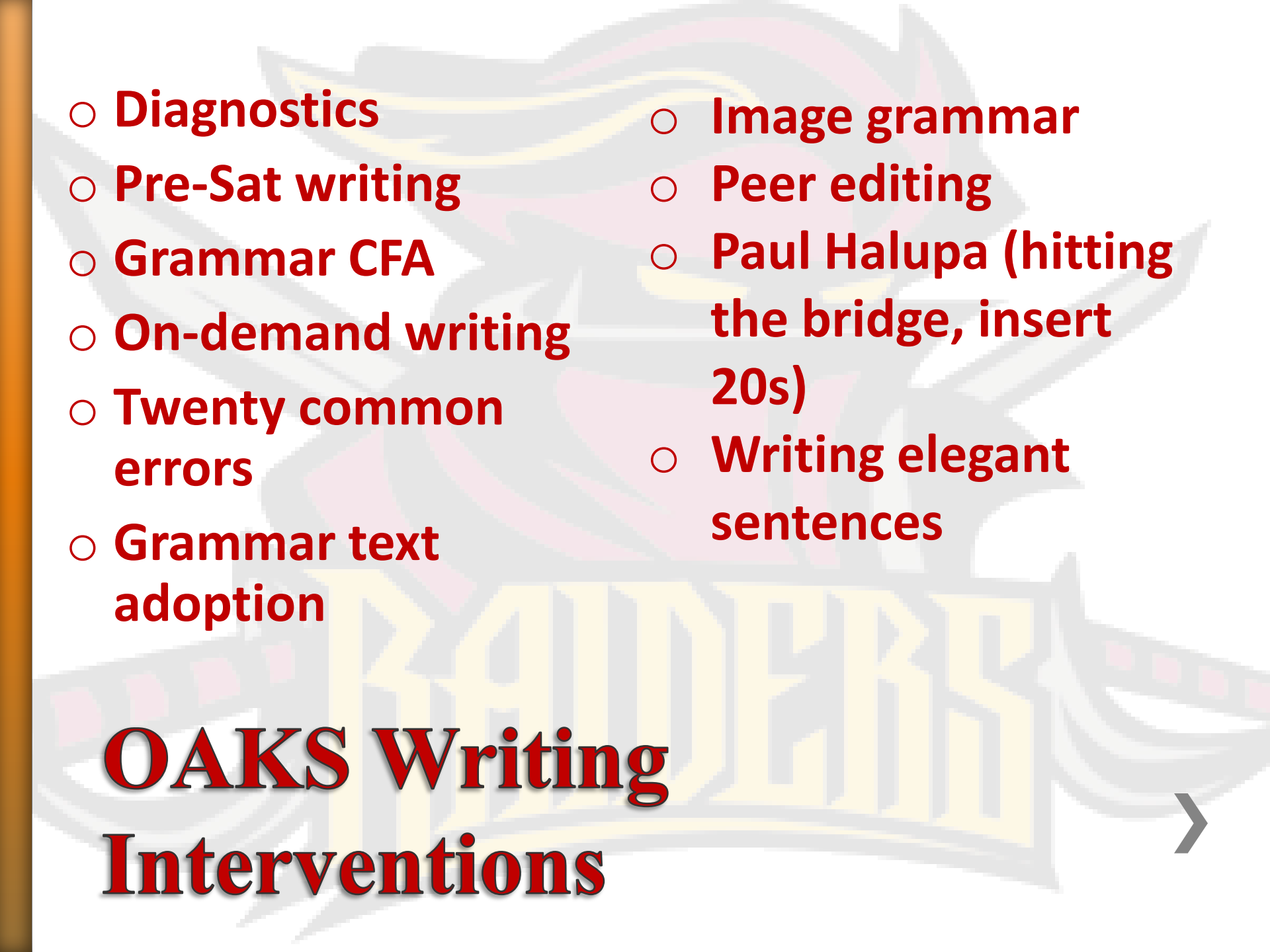
New requirements >



CFA and OAKS data reveals weaknesses in:

- » **Comma splices, run-ons, and fragments**
- » **Conventions and sentence fluency**

**Common
Formative Assessments** >

- 
- **Diagnostics**
 - **Pre-Sat writing**
 - **Grammar CFA**
 - **On-demand writing**
 - **Twenty common errors**
 - **Grammar text adoption**
 - **Image grammar**
 - **Peer editing**
 - **Paul Halupa (hitting the bridge, insert 20s)**
 - **Writing elegant sentences**

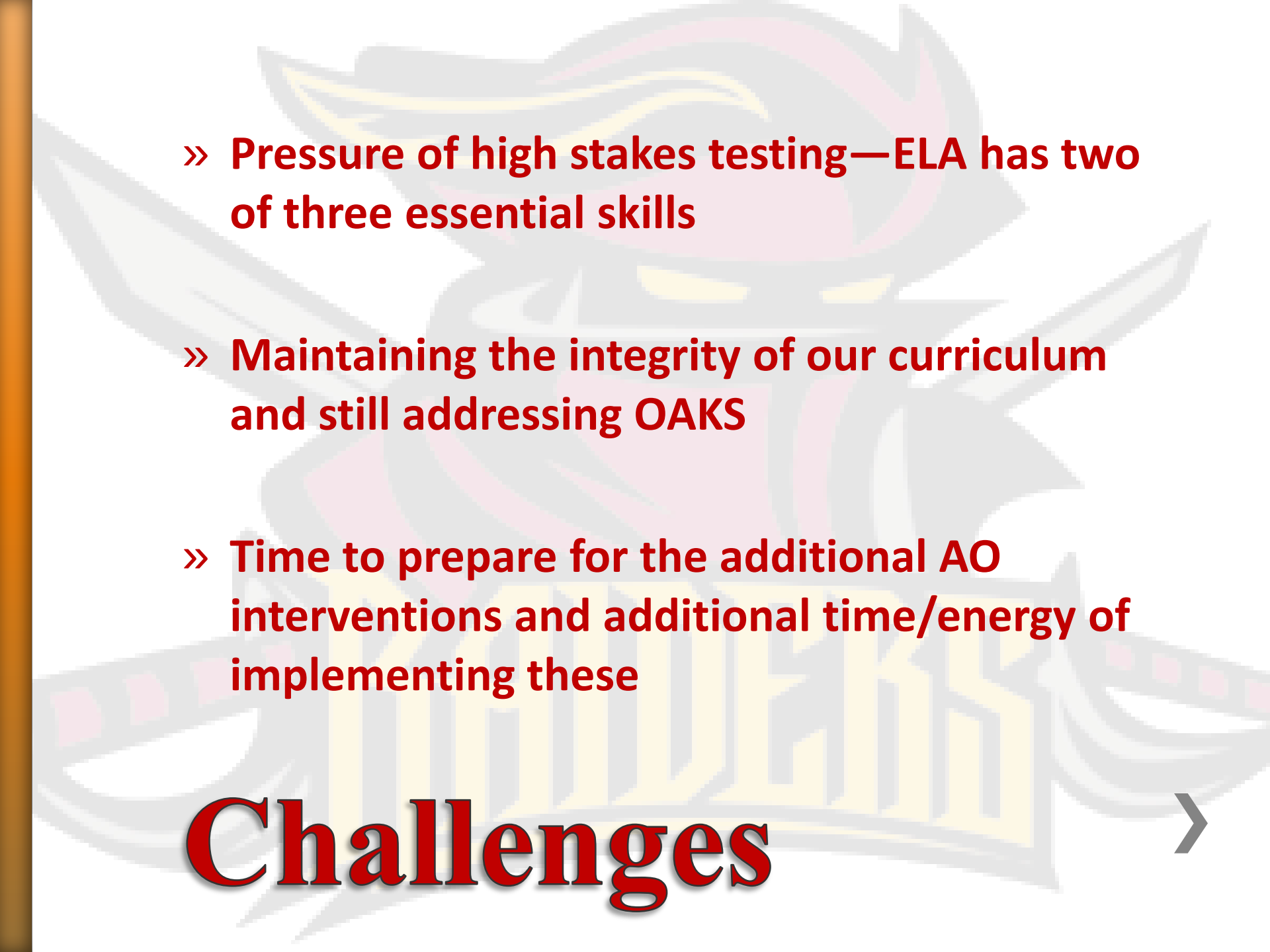
OAKS Writing Interventions



- » Goal has gone from just conventions to creating interventions that help students pass the OAKS writing test.
- » Immediate focus is on seniors - seniors who have NOT met the writing essential skill are enrolled in a 4-week writing intervention class.
- » Each week focuses on a different writing trait (ideas, organization, fluency, and conventions).
- » Target juniors when we receive OAKS scores after spring break

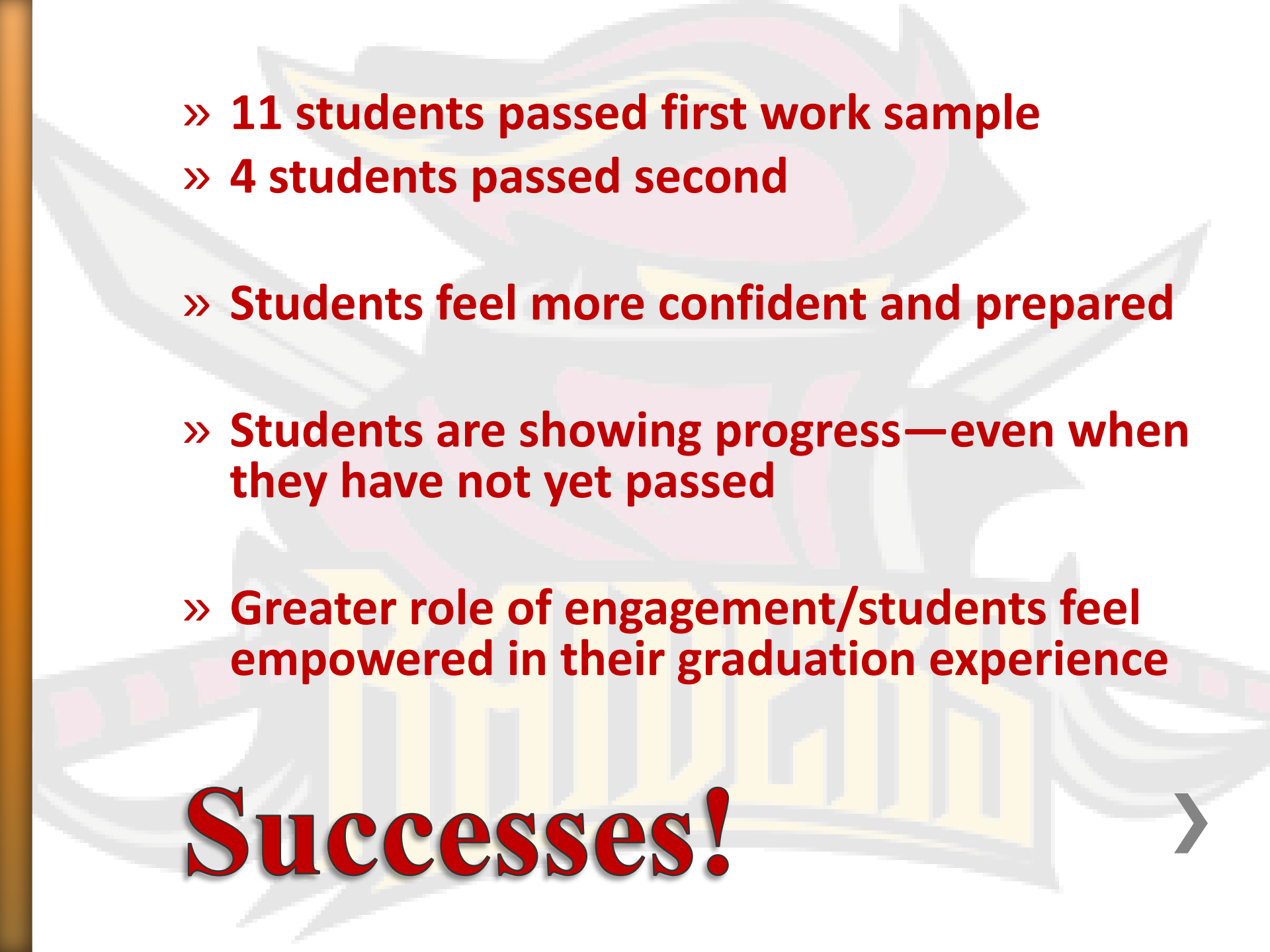
**Revisions based on
data**



- 
- » Pressure of high stakes testing—ELA has two of three essential skills
 - » Maintaining the integrity of our curriculum and still addressing OAKS
 - » Time to prepare for the additional AO interventions and additional time/energy of implementing these

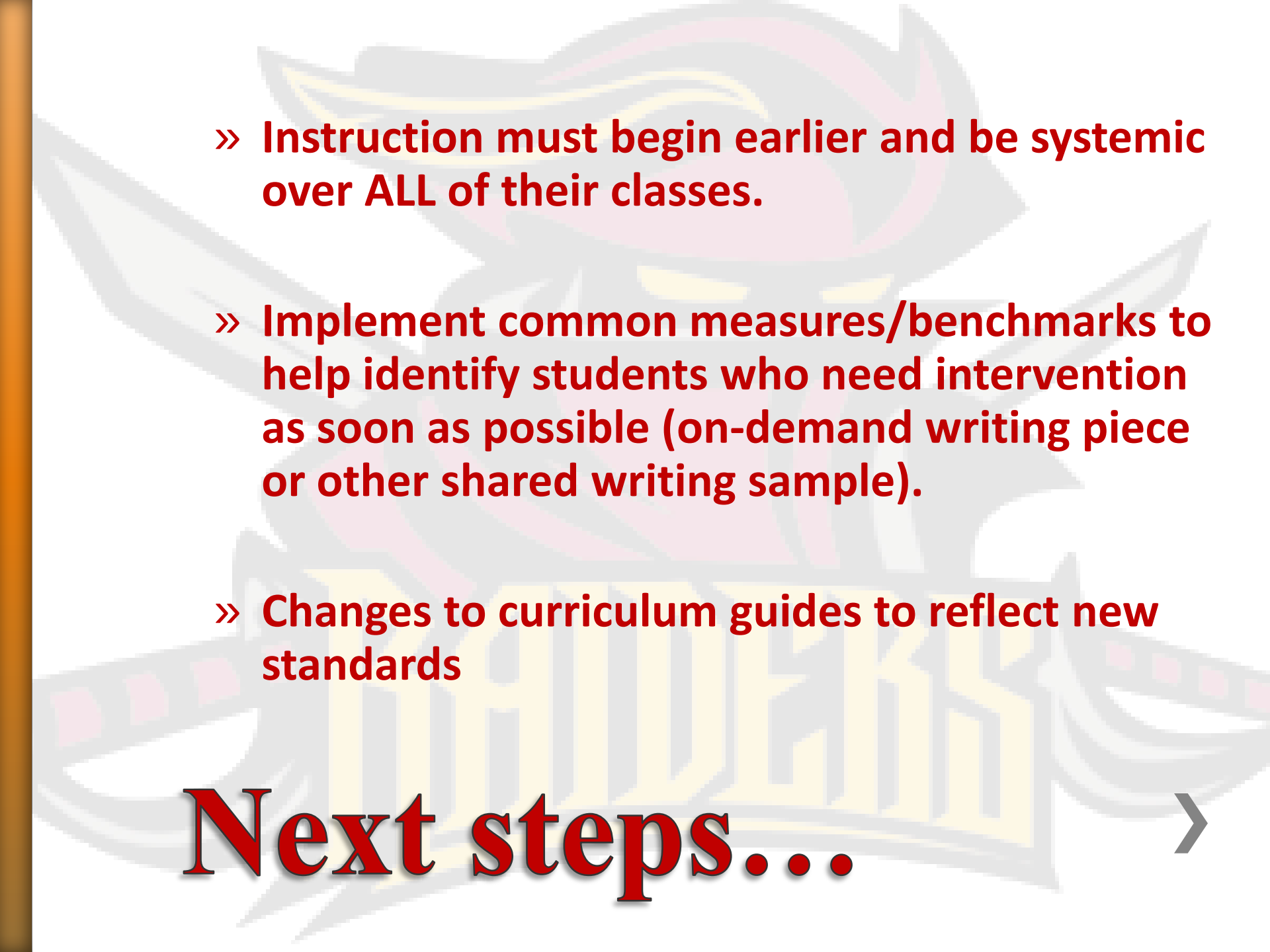
Challenges



- 
- » 11 students passed first work sample
 - » 4 students passed second
 - » Students feel more confident and prepared
 - » Students are showing progress—even when they have not yet passed
 - » Greater role of engagement/students feel empowered in their graduation experience

Successes!



- 
- » **Instruction must begin earlier and be systemic over ALL of their classes.**
 - » **Implement common measures/benchmarks to help identify students who need intervention as soon as possible (on-demand writing piece or other shared writing sample).**
 - » **Changes to curriculum guides to reflect new standards**

Next steps...





Corvallis
SCHOOL DISTRICT

VIII.B. Freshman Failure Rate And Graduation Rate

Graduation Rates

4-Year Cohort (0809) Graduation Rates (Target=67%)

Subgroup	State	District	CHS	CVHS
Total	68.44	67.5	70.72	70.11
White	71.2	70.51	73.75	73.56
Asian	80.7	57.14	37.50	65.00
Pacific Islander	66.2	*	*	*
Black	53.3	36.36	42.86	*
Hispanic	59.5	55.93	60.61	54.17
American Indian	50.8	*	*	*
Underserved Ethnicities	58.2	53.85	60.47	51.61
Special Education	38.2	31.48	46.15	22.73
English Language Learner	49.2	32.43	50.00	11.76
Economically Disadvantaged	61.1	45.74	55.36	36.92
Combined Disadvantaged	59.9	47.03	57.04	38.64
<i>TAG</i>	<i>90.9</i>	<i>87.65</i>	<i>86.84</i>	<i>88.30</i>
<i>Females</i>	<i>72.9</i>	<i>70.98</i>	<i>70.51</i>	<i>75.16</i>
<i>Males</i>	<i>64.3</i>	<i>63.60</i>	<i>70.95</i>	<i>63.56</i>

Failure Rate in Core Classes
Freshmen – S1 2012-13

	0 F	1+ F	2+ F
<i>All Freshmen</i>	82% (230)	18% (49)	8% (22)
<i>Hispanic Freshmen</i>	65% (30)	34% (16)	13% (6)
<i>White Freshmen</i>	82% (156)	18% (35)	7% (13)
<i>IEP Yes Freshmen*</i>	69% (25)	31% (11)	11% (4)

*27% of IEP Yes Freshmen are Hispanic; 16.5% of Freshmen are Hispanic

Failure Rate in Core Classes
Juniors – S1 2012-13

	0 F	1+ F	2+ F
All Juniors	80% (210)	20% (53)	8% (21)
Hispanic Juniors	61% (22)	39% (14)	25% (9)
White Juniors	81% (158)	19% (36)	6% (12)
IEP Yes Juniors*	61% (14)	39% (9)	22% (5)

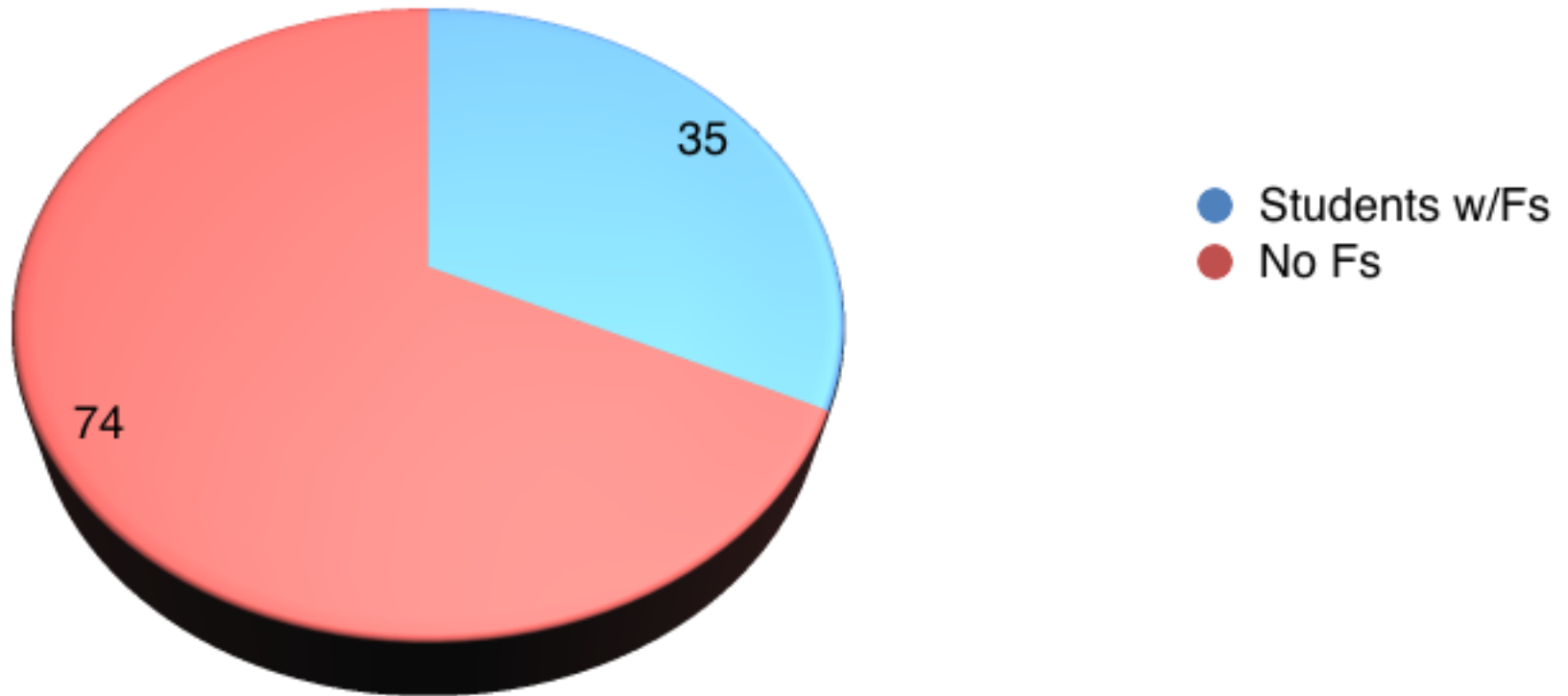
*35% of Junior IEP Yes are Hispanic; 14% of Junior class are Hispanic

Graduation Rates

4-Year Cohort (0809) Graduation Rates (Target=67%)

Subgroup	State	District	CHS	CVHS
Total	68.44	67.5	70.72	70.11
White	71.2	70.51	73.75	73.56
Asian	80.7	57.14	37.50	65.00
Pacific Islander	66.2	*	*	*
Black	53.3	36.36	42.86	*
<i>Hispanic</i>	59.5	55.93	60.61	54.17
American Indian	50.8	*	*	*
Underserved Ethnicities	58.2	53.85	60.47	51.61
Special Education	38.2	31.48	46.15	22.73
English Language Learner	49.2	32.43	50.00	11.76
Economically Disadvantaged	61.1	45.74	55.36	36.92
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<i>Males</i>	<i>64.3</i>	<i>63.60</i>	<i>70.95</i>	<i>63.56</i>

Students on IEPs Who Failed at Least 1 Class=32%

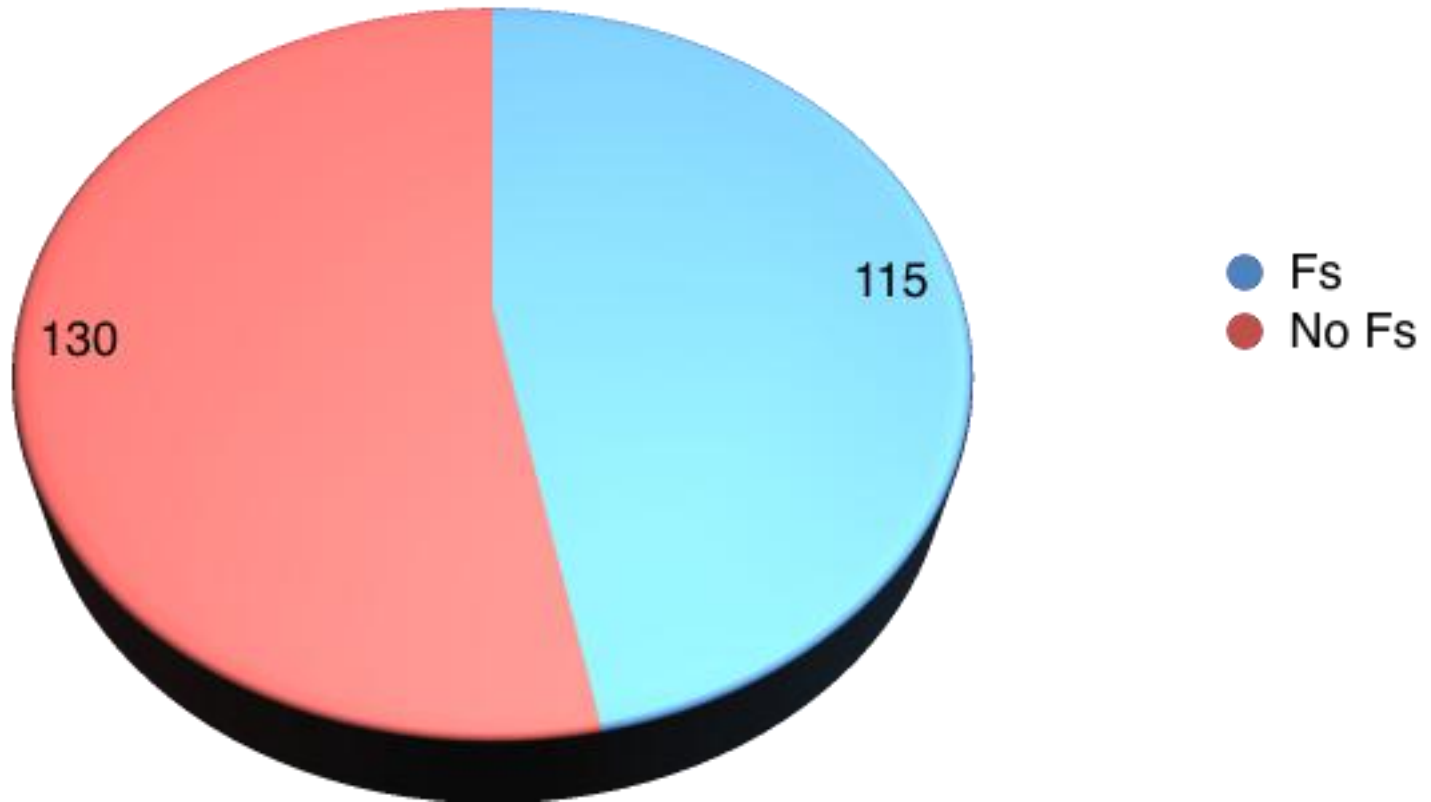


Graduation Rates

4-Year Cohort (0809) Graduation Rates (Target=67%)

Subgroup	State	District	CHS	CVHS
Total	68.44	67.5	70.72	70.11
White	71.2	70.51	73.75	73.56
Asian	80.7	57.14	37.50	65.00
Pacific Islander	66.2	*	*	*
Black	53.3	36.36	42.86	*
Hispanic	59.5	55.93	60.61	54.17
American Indian	50.8	*	*	*
Underserved Ethnicities	58.2	53.85	60.47	51.61
<i>Special Education</i>	38.2	31.48	<i>46.15</i>	22.73
English Language Learner	49.2	32.43	50.00	11.76
Economically Disadvantaged	61.1	45.74	55.36	36.92
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Students with 1 or more Fs on F/R Lunch=48.9%

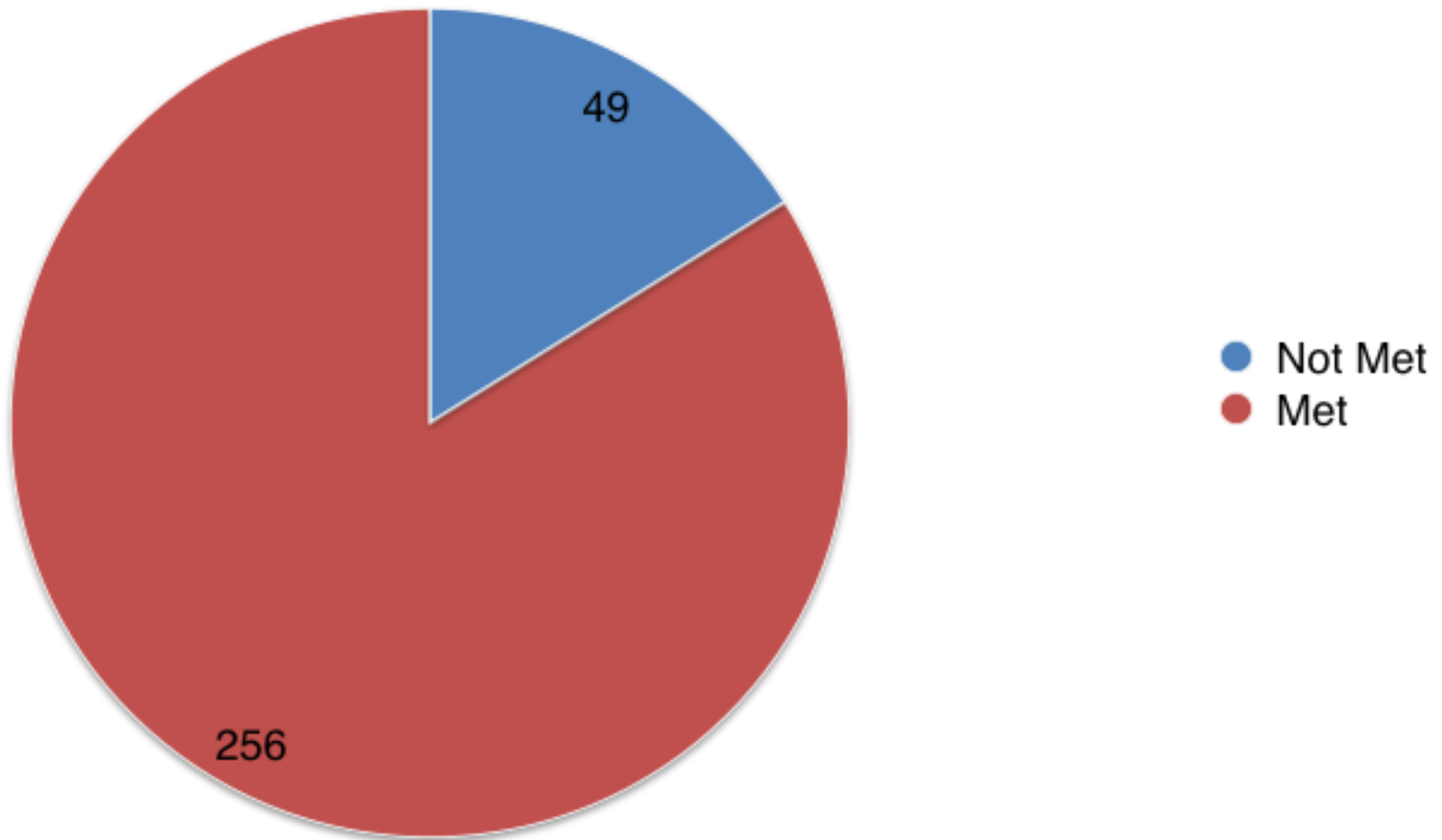


Graduation Rates

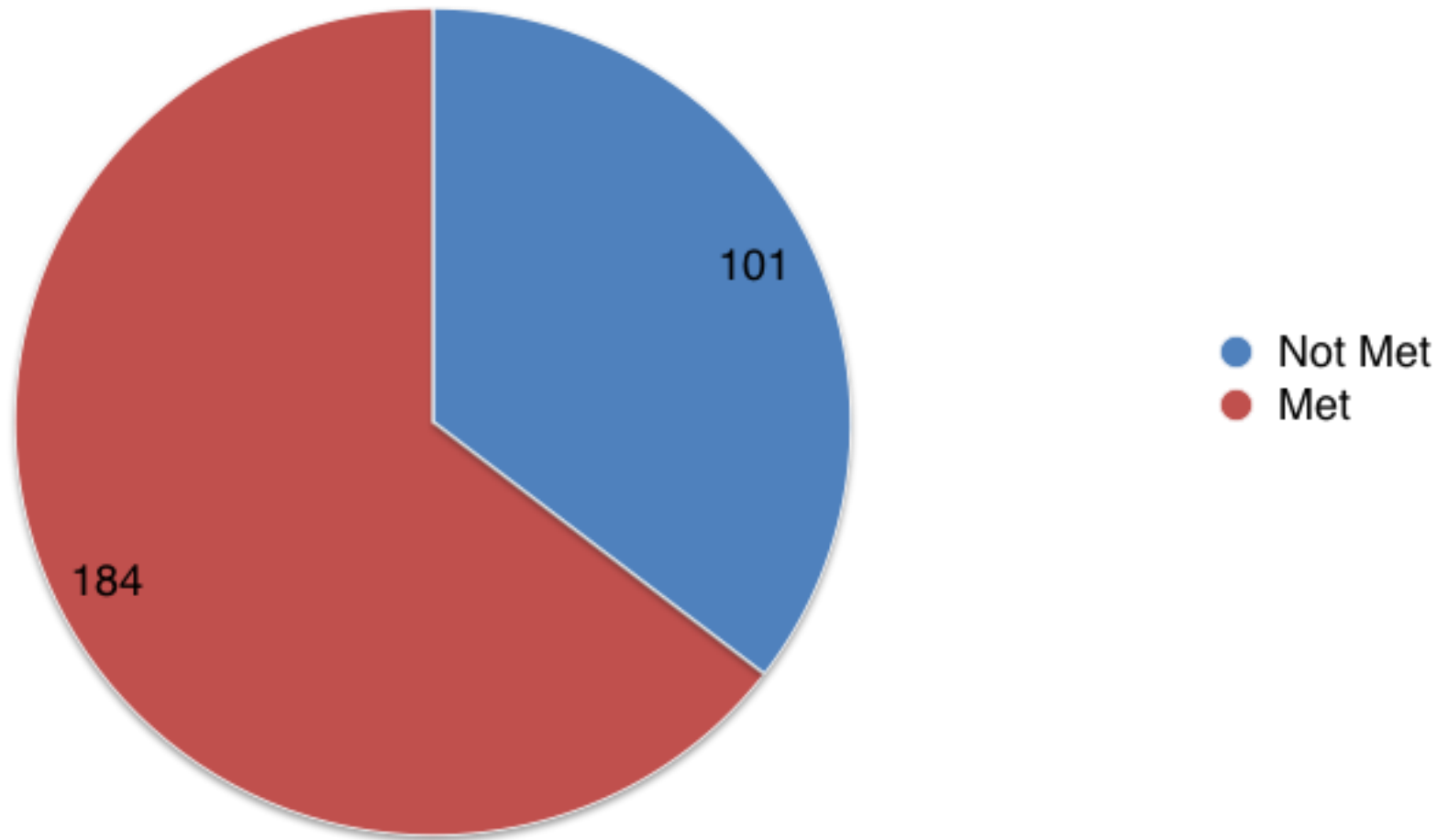
4-Year Cohort (0809) Graduation Rates (Target=67%)

Subgroup	State	District	CHS	CVHS
Total	68.44	67.5	70.72	70.11
White	71.2	70.51	73.75	73.56
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Seniors Not Met in Writing=16%



Juniors Not Met in Math=35.4%

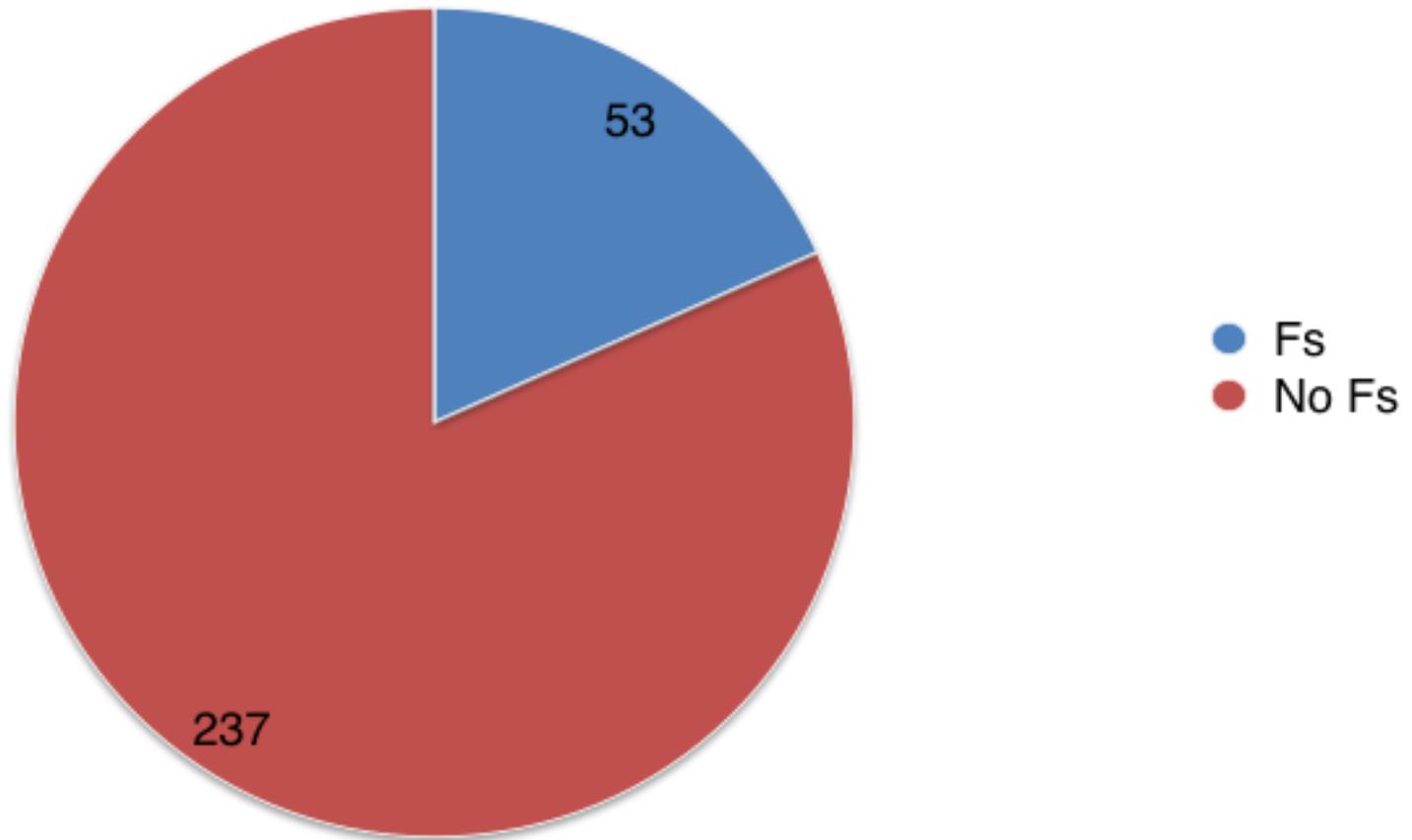


Graduation Rates

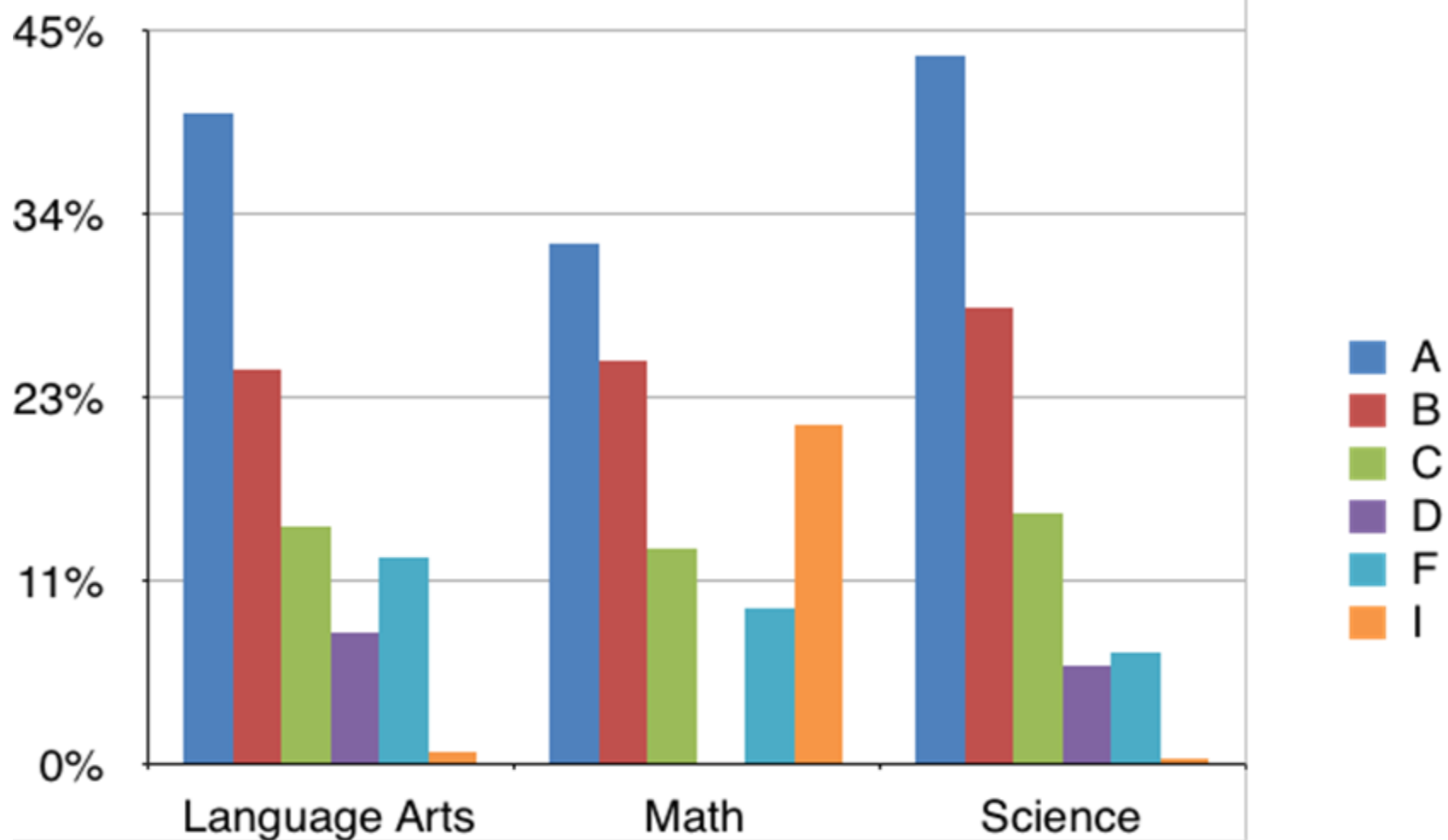
4-Year Cohort (0809) Graduation Rates (Target=67%)

Subgroup	State	District	CHS	CVHS
Total	68.44	67.5	70.72	70.11
White	71.2	70.51	73.75	73.56
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9th Graders with 1 or more Fs=18.2%

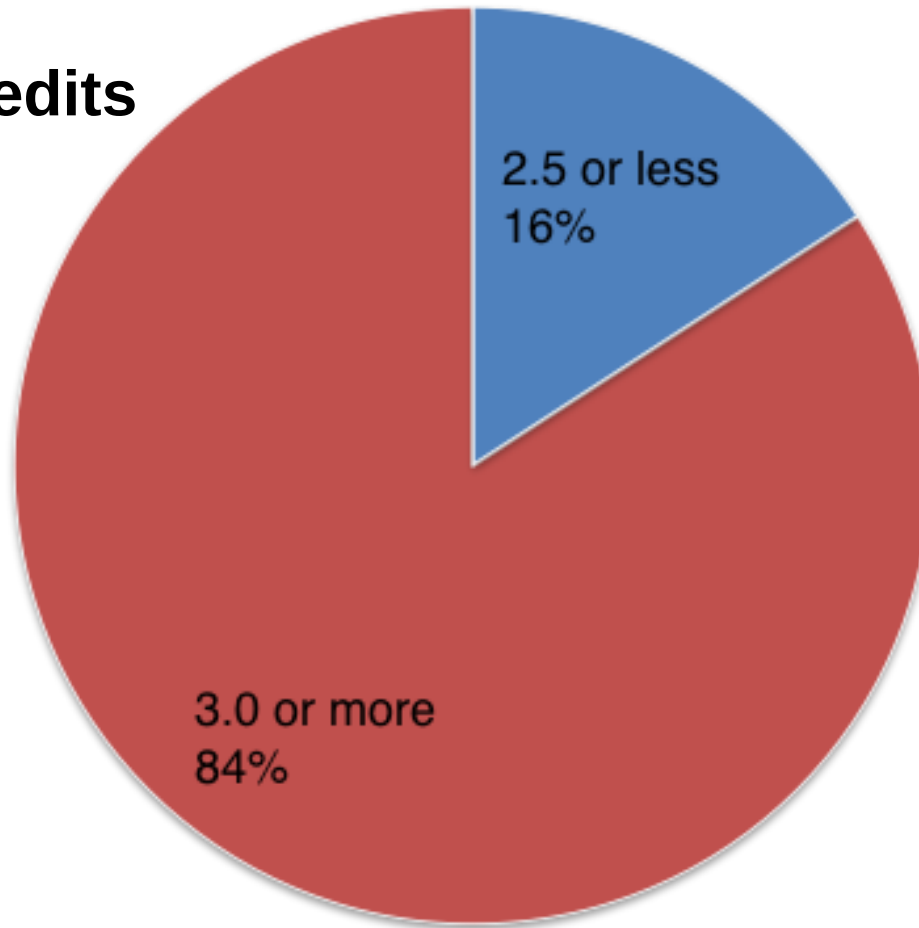


Freshmen Grade Distrib. S1F 2012-13

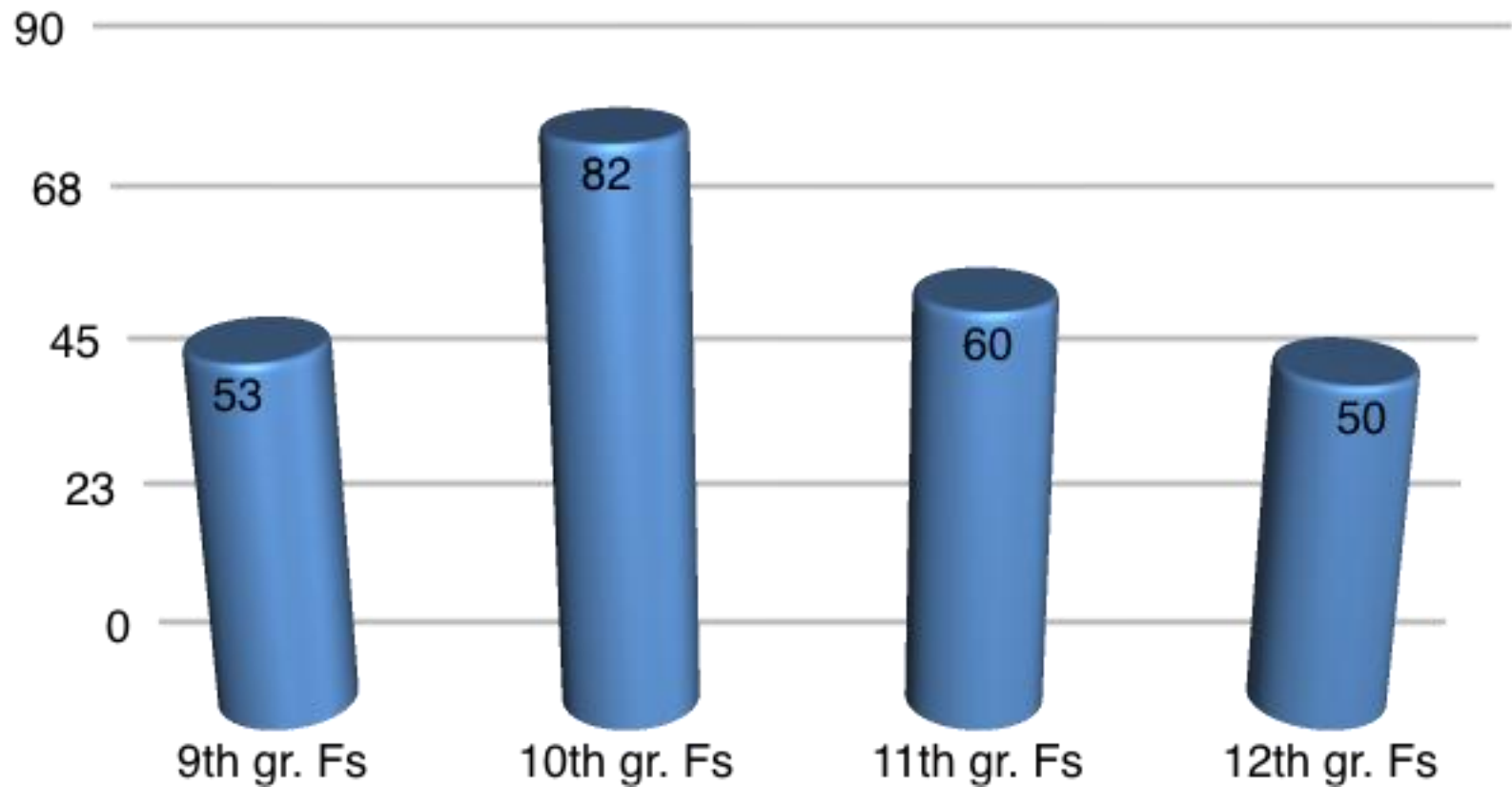


Achievement Compact Measure

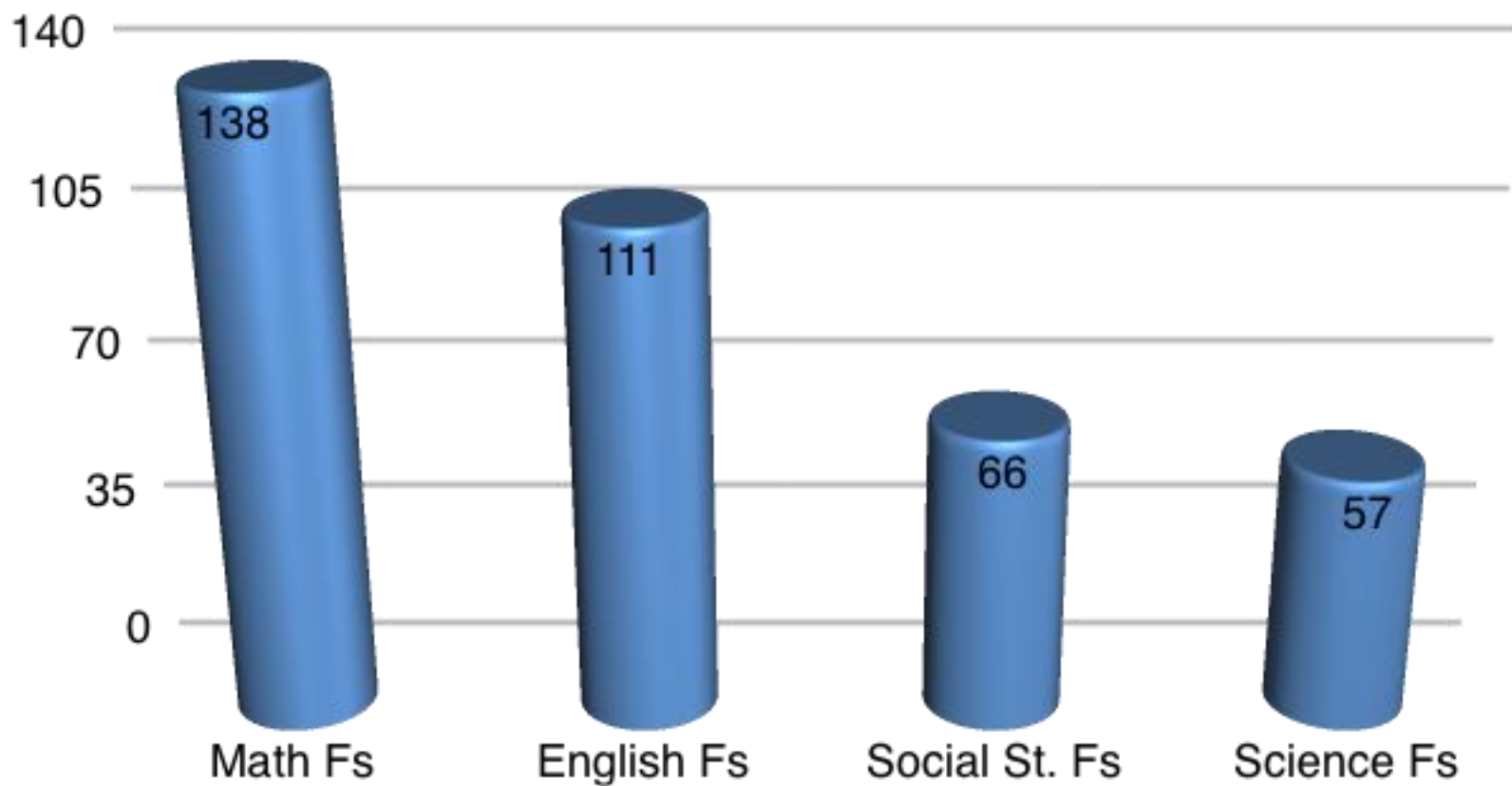
9th Grade Credits



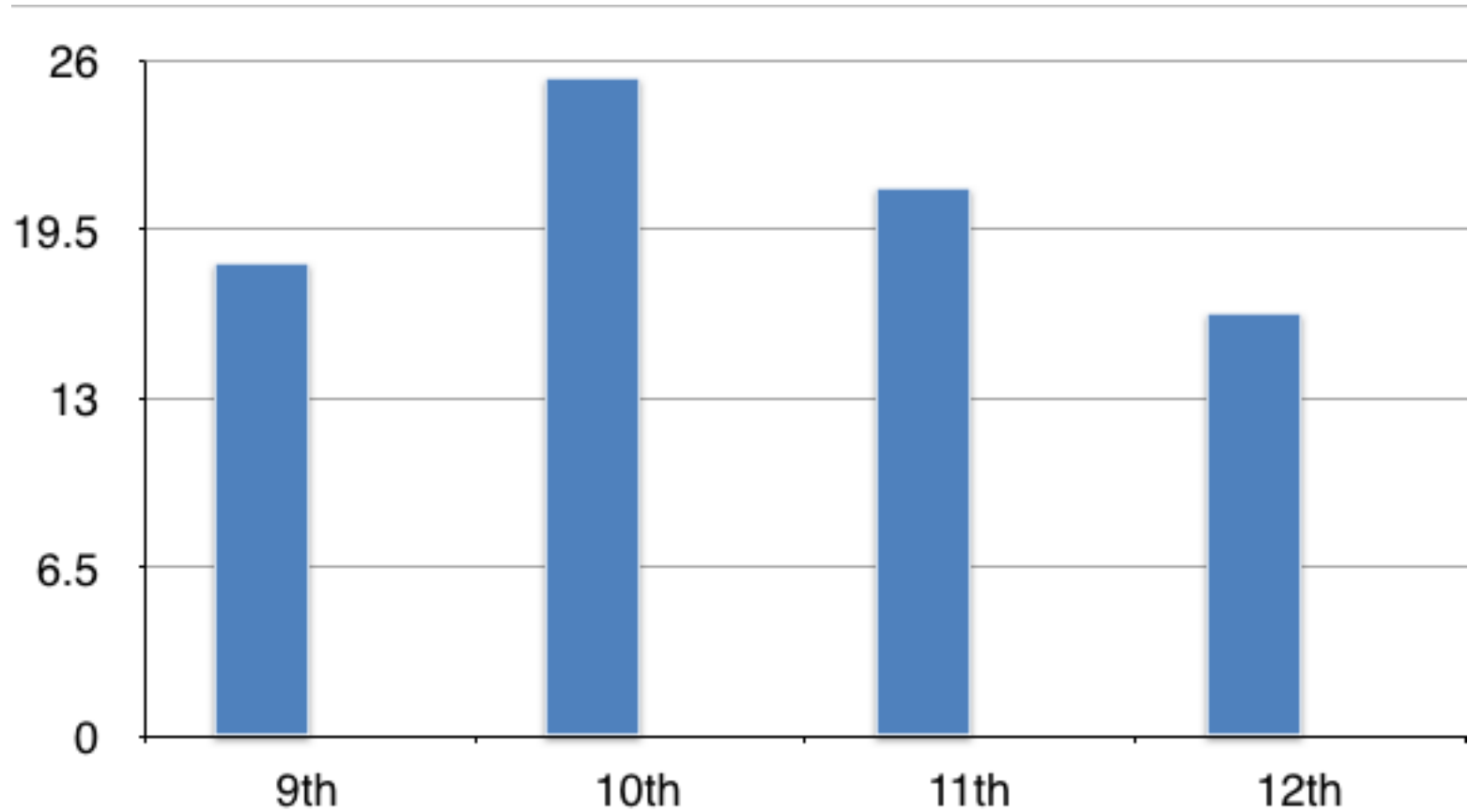
Fs by Class



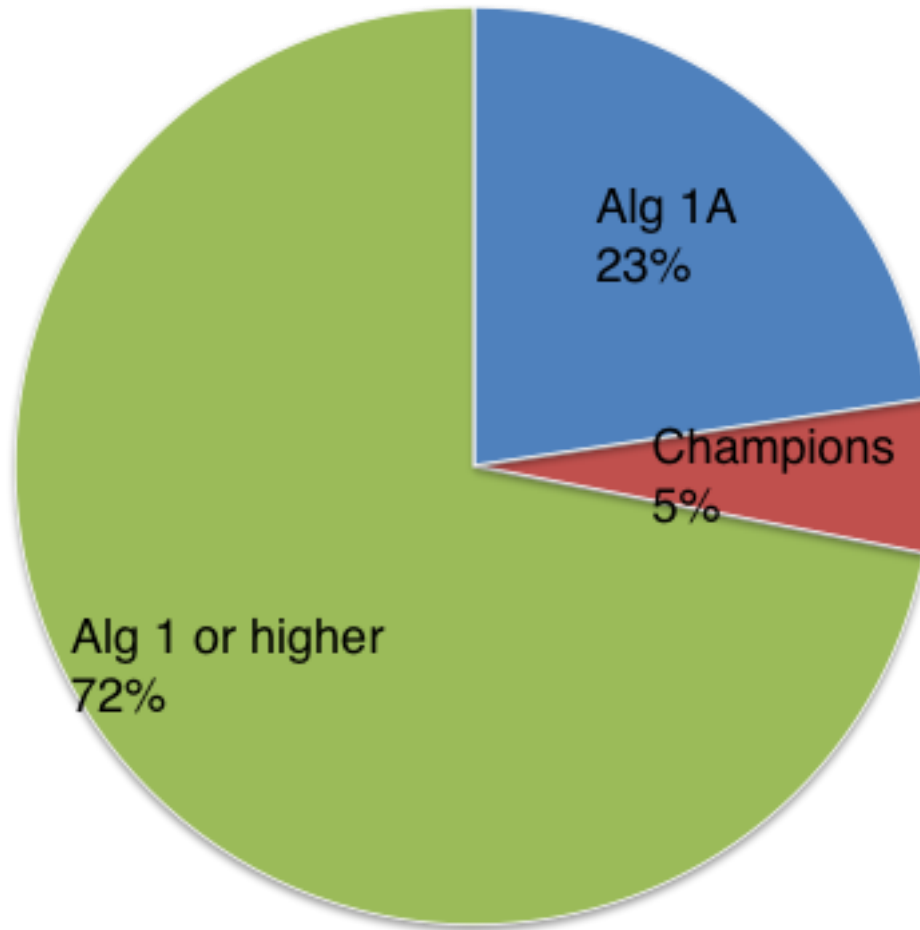
Fs in Core Classes 9-12=372
*136 (87 in math) incompletes



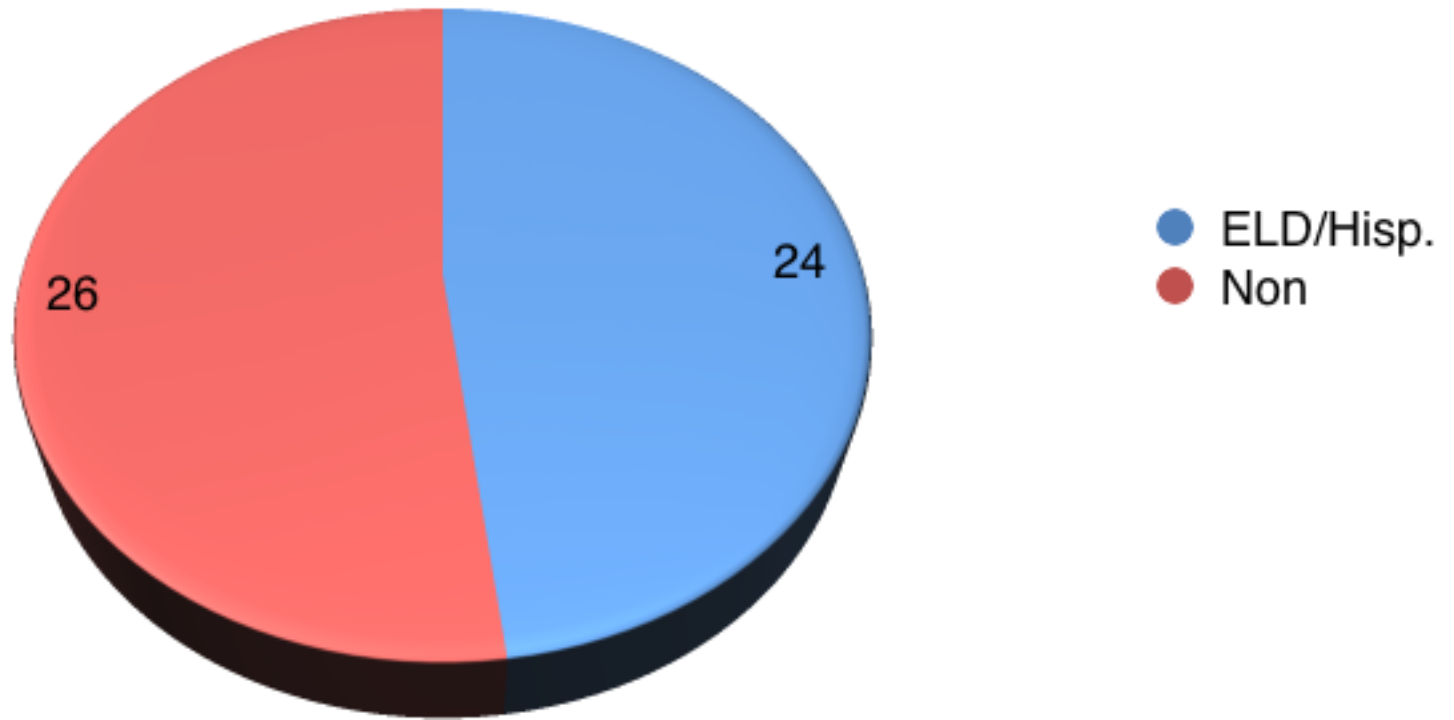
% of Class w/1+ Fs



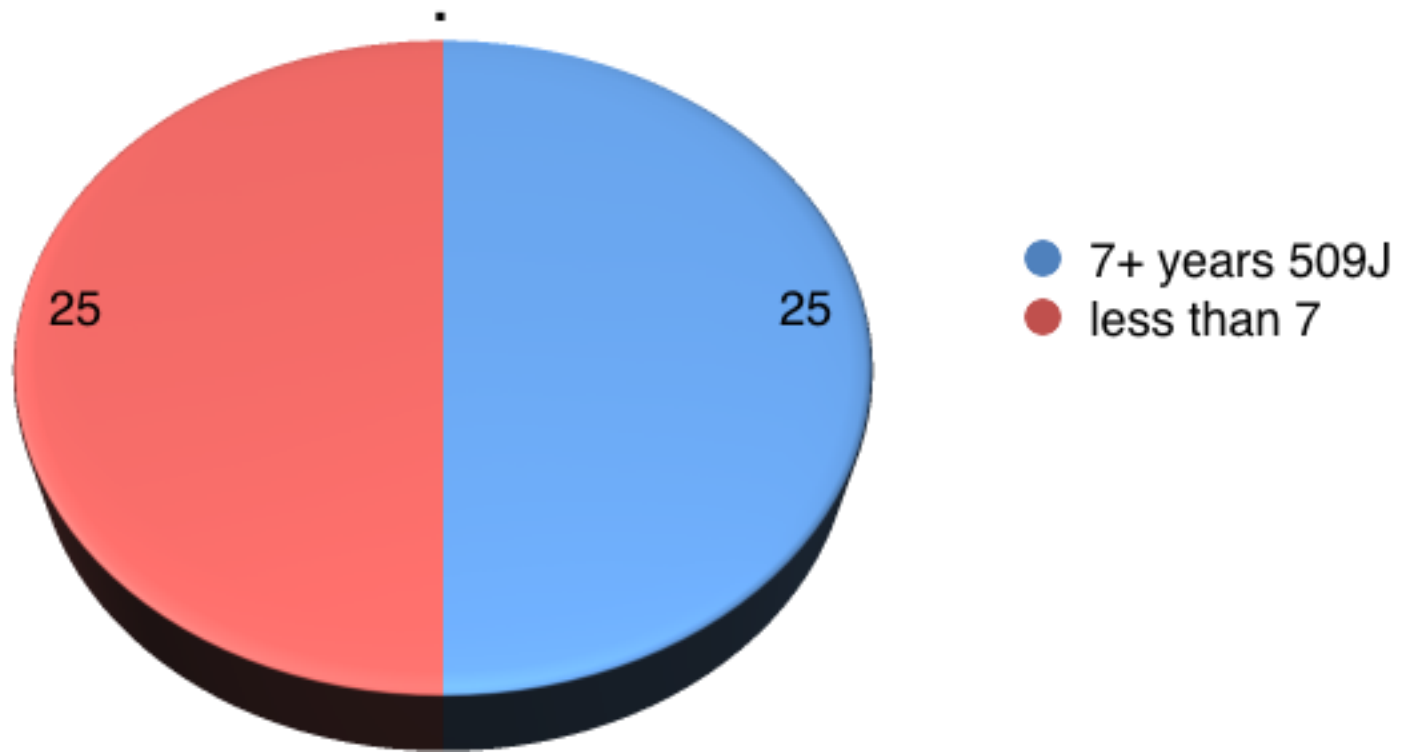
Algebra 1 Readiness



Sem. 2: Algebra 1A=50 Students



Sem. 2: Algebra IA=50 Students



Successful or Not?

“The Instructional Lottery”

“Students who experience difficulty in learning will be subject to very different responses based on the beliefs and practices of the individual teachers to whom they are assigned. Some will provide help to students before or after school, and some won’t. Some will accept late work, and some won’t. Some will allow students to retake tests, and some won’t. Some will demand students revise work until it meets standards, and some won’t. McLaughlin and Talbert characterize this phenomenon as an “instructional lottery” in which the experiences and opportunities for learning for students in the same school will “depend heavily on the teachers they draw, from class to class and from year to year” (38).



CRESCENT VALLEY HIGH SCHOOL



Raider! Raider! Raider...Oy! Oy! Oy!

GRADUATION REQUIREMENTS

The Oregon High School Diploma

Students will need to meet the following standards.

1. Successfully complete the credit requirements.
2. Demonstrate proficiency in essential skills.
3. Meet personalized learning requirements.



CREDIT REQUIREMENTS FOR CLASSES

- 4 - English
 - 3 - Mathematics (algebra or higher)
 - 3 - Science
 - 3 - Social Studies
 - 1 - Physical Education
 - 1 - Health
 - .5 - Career Development
 - 3 - Applied/Fine Arts/Second Language
 - 5.5 - Electives
-

24 - REQUIRED CREDITS



ESSENTIAL SKILLS PROFILE

Reading

September 2012 - 14 students had not met Reading Essential Skill

December 2012 - All 14 retested using online OAKS and six (6) passed

February 2013 - Eight (8) students have not met their Reading Essential Skill

- ▶ Three students will attempt Work Samples
- ▶ Five students will re-test in February using OAKS online.

4 of 8 are on track to graduate with credits, but will not earn a diploma nor will they walk in graduation without meeting this Essential Skill.



ESSENTIAL SKILLS PROFILE

Writing

September 2012 - 45 students had not met Writing Essential Skill (blocked into specific writing class to receive embedded instruction)

December 2012 - 34 students attempted 1st work sample

January 2013 - 45 students took the online OAKS Writing (scores not available until April)

February 2013 - Nine students completed 2nd work sample

Results:

- ▶ 36 students in three Writing Workshop Intervention classes
- ▶ Focused instruction twice a week for 45-minutes

36 of 45 are on track to graduate with credits, but will not earn a diploma nor will they walk in graduation without meeting this Essential Skill.



STUDENT PROFILE – ESSENTIAL SKILLS

Student “A”

- Senior, white Male, 1.88 GPA, on track to graduate with credits
- Reading and Writing Essential Skills “not met”
- Enrolled in CSD since 3rd grade – Mountain View, Cheldelin, CV
- Evaluated for Special Ed in 2001 (Kindergarten) – found not eligible
- Evaluated for Special Ed in 2011 – found not eligible, but just barely
- High School Academic Interventions: 9th and 10th Grades placed in leveled academic courses for core content – including Read 180
- 12th Grade – Writing Intervention and Alt. Ed for credit recovery

OAKS Testing

	Reading	Writing	Math
7 th Grade	218	30	221
8 th Grade	218		224
High School	223, 226, 233	33	224



4-YEAR VS. 5-YEAR GRADUATION RATES

2008 - 2009

4-Year Cohort Grad Rate

Subgroup	State	CVHS
Total	68.4%	70.1%
Hispanic	59.5%	54.1%
Special Education	38.2%	22.7%
Econ Disadv.	61.1%	36.9%
Combined Disadv.	59.9%	38.6%

5-year Cohort Grad Rate

Subgroup	State	CVHS
Total	72.4%	88.9%
Hispanic	64.9%	88.2%
Special Education	47.2%	80.9%
Econ Disadv.	67.0%	75.4%
Combined Disadv.	65.1%	79.3%



GRADUATION IS A K-12 JOURNEY

- At the high school level, success in the following areas in the ninth grade year is important.
 - Completion of six credits
 - Completion of Algebra by the end of the year



LAST YEAR AS A BASELINE

2011-12 Freshman Cohort Data

- 87% completed Algebra
- 5% completed half of the Algebra curriculum
- 85% earned six credits



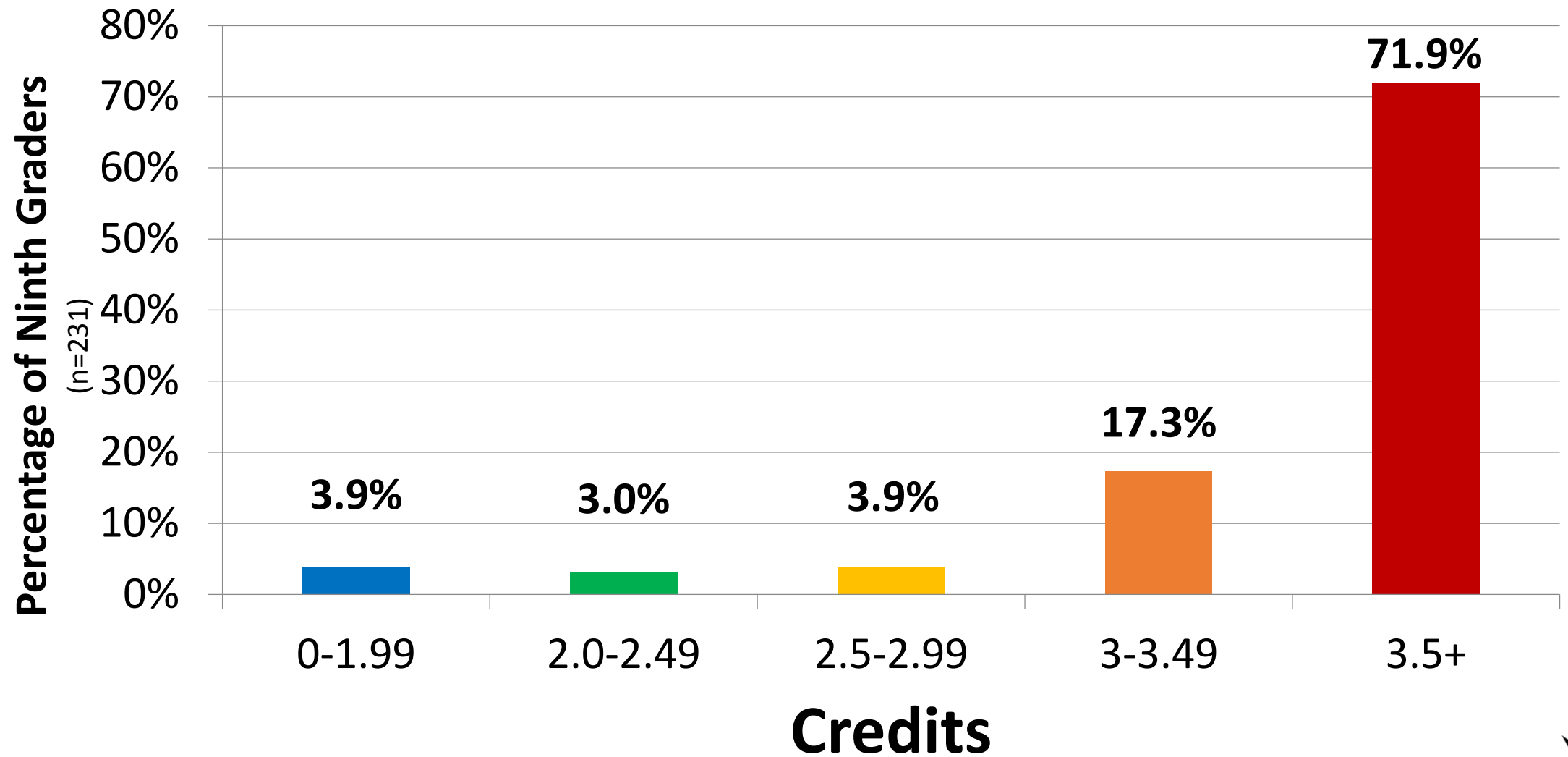
MATH READINESS OF 9TH GRADE STUDENTS

2012-13 school year

- 89% at or above Algebra 1
- 11% not yet ready for Algebra 1 (22 students)
 - 7 enrolled with CSD in Kindergarten
 - 7 enrolled with CSD in grades 2-5
 - 5 enrolled with CSD in grades 6-8
 - 3 enrolled with CSD in 9th grade



9TH GRADE CREDIT DISTRIBUTION



9TH GRADE 1ST SEMESTER FAILING GRADES

45 True 9th Graders

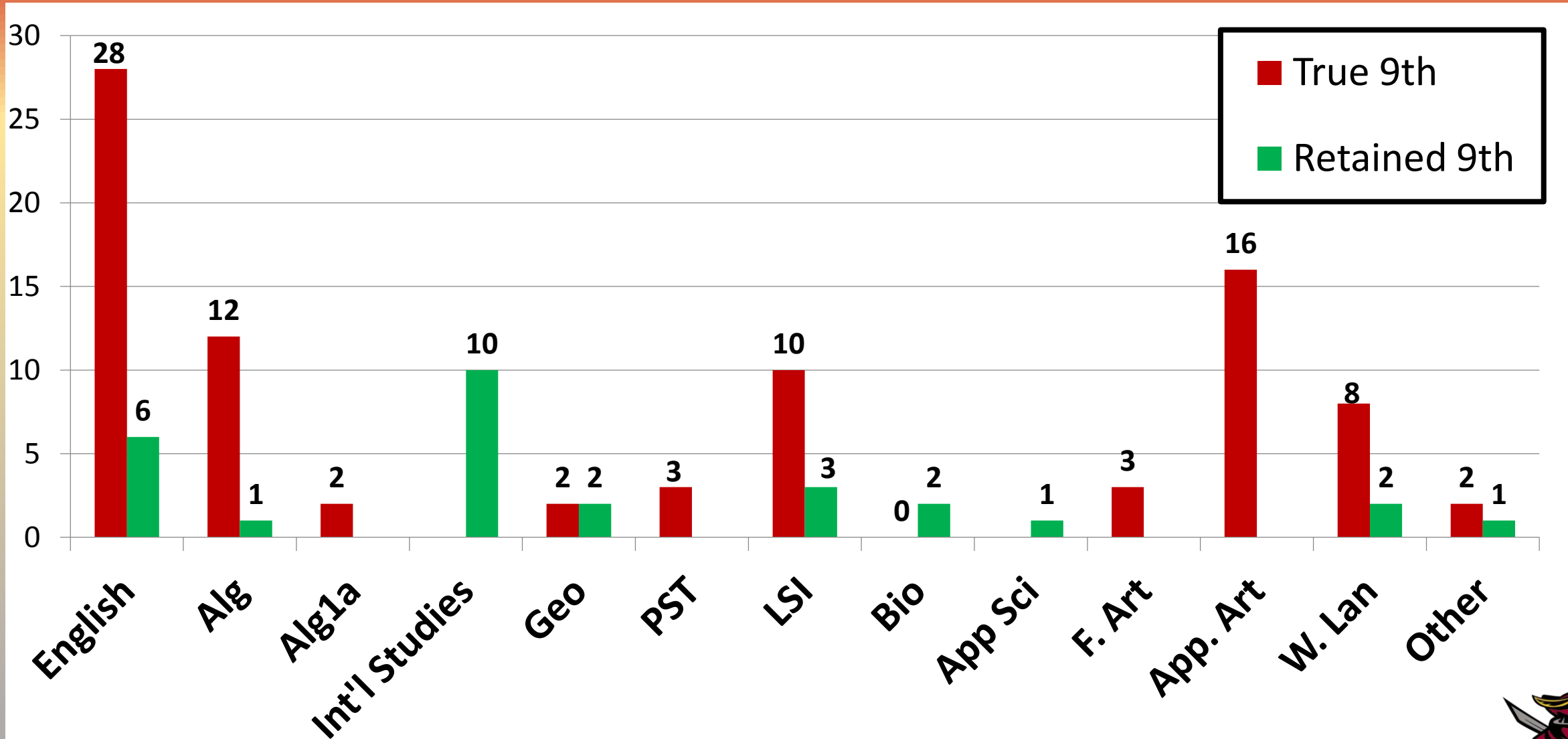
	# of Students	Total # of F's
1 F	21	21
2 F's	13	26
3 F's	6	18
4 F's	4	16
5 F's	1	5
Totals	45	86

13 Retained 9th Graders

	# of Students	Total # of F's
1 F	6	6
2 F's	2	4
3 F's	3	9
4 F's	1	4
5 F's	1	5
Totals	13	28



WHERE 9TH GRADERS FAILED



INTERVENTIONS

- Targeted AO
- Raider Academy
- Math & English Interventions
- Middle school alignment
- Academic planning meetings with individual students and in some cases their families
- Individual counseling with School Counselor
- Mental Health referral
- Truancy Referral
- Special Education Referrals



LOST INTERVENTIONS

- Guided Study Hall
- Full time access to math tutoring center
- Reduced periods of Alternative Education
- Fewer online credit recovery slots.
- Chrysalis
- 0.5 FTE Counselor position
- TEAM Center – behavior program
- Drug and Alcohol groups onsite



TIER 2 & TIER 3 STUDENTS

1ST SEMESTER 2012 - 2013

- Administration and Counseling targeted Tier 2 & 3 freshman students failing one or more courses at the end of Quarter 1.
 - 38 students, failing 57 courses
- Following semester 1:
 - 44 failing grades
 - 15 passing grades
 - 6 grades went from passing (D) to failing



STUDENT PROFILE – CREDIT DEFICIENT

Student “B”

- Freshman, white Female, 0.00 GPA, earned 0 credits 1st semester
- Intense current wrap-around support:
 - SPED – for OHI (ADD), did not qualify under any learning disability
 - Raider Academy
 - Counseling intervention at school through OMS
 - Regular counseling appts with counseling intern
 - Intervention math class (Algebra 1A)
 - Targeted AO
 - District provided counseling services to student and family
 - Two complete academic and behavioral evaluations
 - Long history of academic and behavioral interventions



Student “B” - continued

- Long history of family dysfunction including a history of:
 - Mental illness
 - Mental and physical abuse; numerous DHS reports
 - Drug abuse
 - Transient, but student has been in CSD for all but 1 year
 - Significant attendance issues
 - Foster placement and JSYS placement noted in record
 - Student was suspended 10 times for behavioral incidents in 6th grade
 - Expelled from school in 5th grade

OAKS Testing

Grade	Reading	Percentile	Math	Percentile
3rd Grade	228	89%	215	67%
5th Grade	210	10%	216	36%
7th Grade	213	2%	221	6%



SUMMARY

- Stories told by both data and student profiles
- Limitations of student deficits and resources
- Commitment to continue:
 - Monitor student progress
 - Reevaluate and improve interventions
 - Develop proficiency based labs for failed coursework
 - Provide hope to students and families





Corvallis
SCHOOL DISTRICT

VIII.C. State Representative Sara Gelser - New Bills



Representative Sara Gelser
House District 16 (Corvallis/Philomath)

HJR 7

In brief: HJR 7 would restore the voter approved Measure 5 property tax limit for schools to \$7.50/thousand. This is the cap that was in effect in 1993-94. HJR 7 would also allow school districts to ask their local voters to enact a permanent local levy. The proceeds of that levy would stay in the local school district (with passage of companion bill, HB 2424). **If HJR 7 is passed by voters, it is estimated that HJR 7 would immediately put about \$300 million into Oregon's public schools in the first biennium after passage.** It would also increase revenues for Community Colleges and Education Service Districts.

Relief from Compression

90% of school districts in Oregon are under compression. A few of these school districts (18 school districts, or 10% of Oregon school districts) are in compression because they have local option levies. This means they are not able to collect the full value of the levies their voters have approved. Districts with levies have seen significant reductions in their collections in recent years.

However, the vast majority of school districts in compression have no local option levy. When the compression loss is in the base school rate, all school districts share in that loss because it is effectively a loss to the state school fund. Every student in the state suffers because of this. **In 2012-13, Oregon schools will lose \$35.8 million to compression in the base property tax rate.** This is compression that is NOT due to a local option levy.

Currently, no community college or ESD has a local option levy. However, many are in compression. **In 2012-13, ESDs are losing \$2.5 million and Community Colleges are losing \$3.8 million to compression.**

Raising the property tax cap for schools to \$7.50 would immediately release all school districts, community colleges and ESDs from compression. This means that school districts with levies will collect the full value of their levies. It also means that all base rate compression will also be released. As a result, there will be an immediate boost to the State School Fund, benefitting every Oregon school district without the need for a subsequent election. Community Colleges and ESD programs will also find relief.

Improved Stability

Currently, the only mechanism school districts have to boost funding for local schools is a temporary, local operating levy. **HJR 7 would improve stability for districts by allowing them to ask their communities to make their levies permanent.** This would allow districts more local control, and the ability to rely on the funding they use to pay for core classroom functions. It would also allow communities to fund priorities unique to the needs of their students.

Under HJR 7, school districts would have a four year window during which they could ask their voters to impose a permanent levy for their schools.

Voters would have to approve the levy. By restricting the opportunity to four years, voters are protected from multiple increases in their property tax rates and school districts will have the incentive to be modest in their request to voters. In addition, the specific time frame will urge districts to take advantage of the opportunity more quickly.

Why is This Important?

Oregon public schools are starving for resources. *Today, Oregon spends just over \$1000 less per student than it did in 1990-91 in inflation adjusted dollars.* Our kids cannot afford this continued disinvestment. HJR 7 will provide an immediate boost to Oregon schools. **Passage of the constitutional referral will pump an estimated \$300 million into Oregon schools in the first biennium without requiring any future elections.** There is the potential to add hundreds of millions dollars more to local school districts if local voters choose to enact permanent levies for their schools.

In addition, HJR 7 is the only property tax reform proposal currently under consideration that will immediately help every school district in the state and will provide compression relief to Education Service Districts and Community Colleges.

Quick Facts:

2012-2013 Tax Year

Loss to compression for school district local option levies: \$61,415,445

Number of School Districts Impacted: 18

Loss to compression in base rate: \$35,870,195

Number of School Districts Impacted: 184

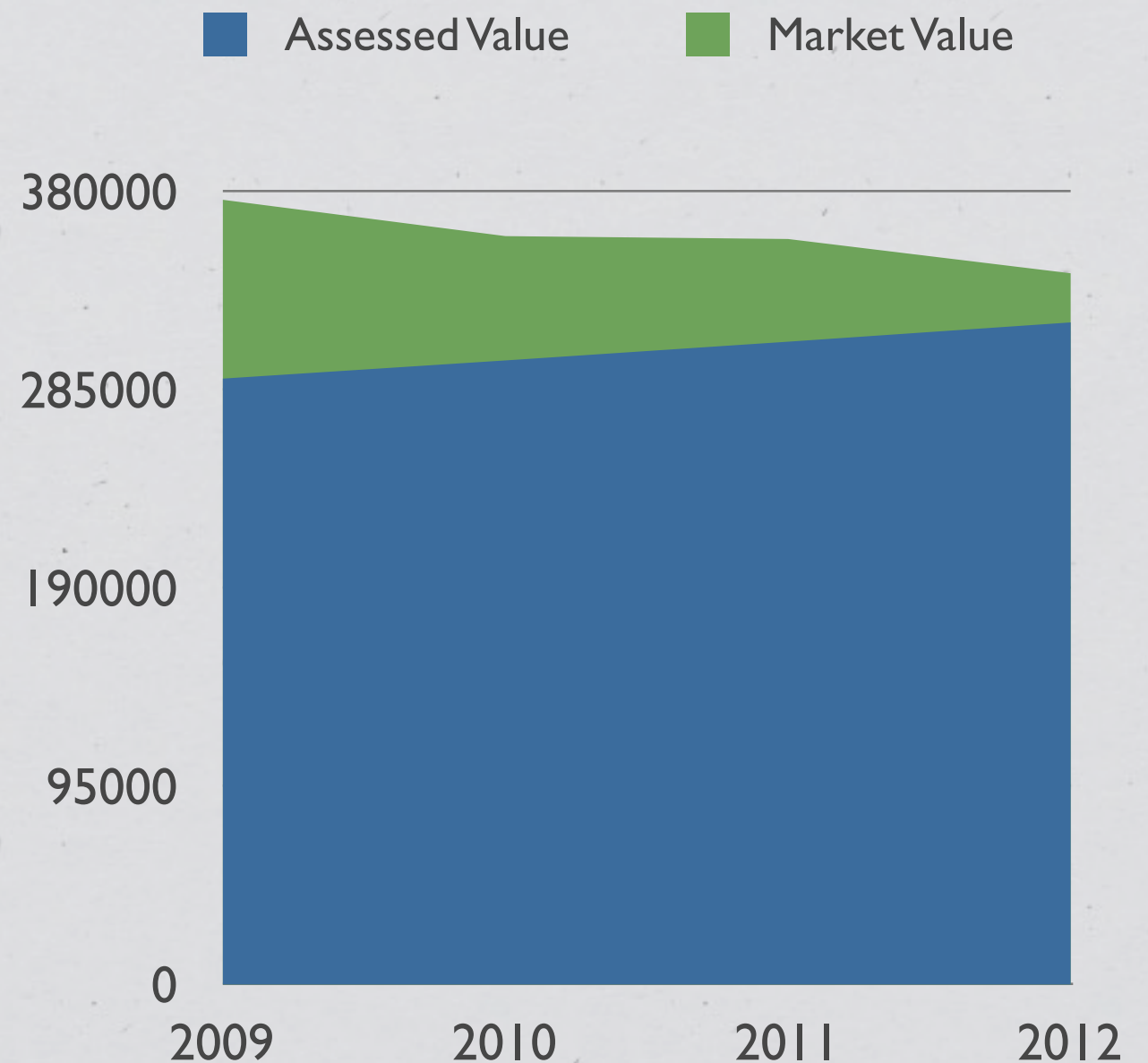
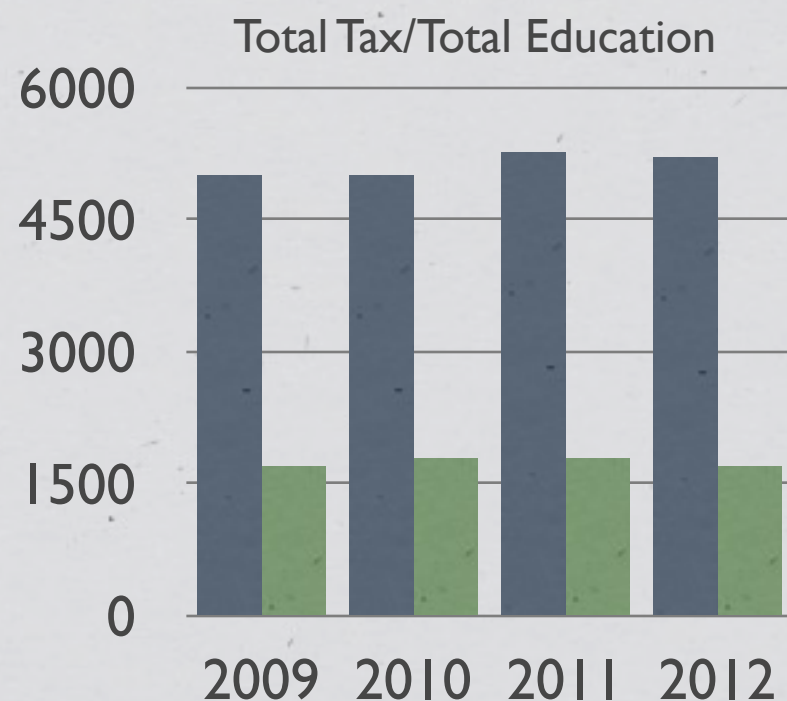
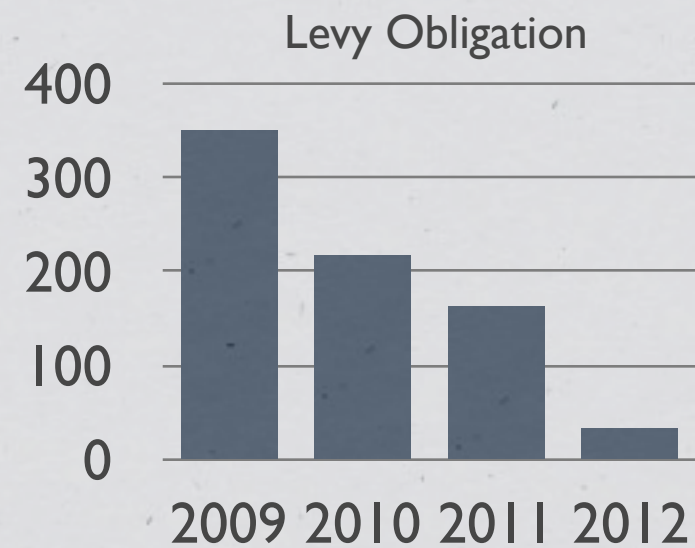
Loss to compression for ESDs: \$2.5 million

Loss to compression for Community Colleges: \$3.8 million

What does HJR 7 Do?

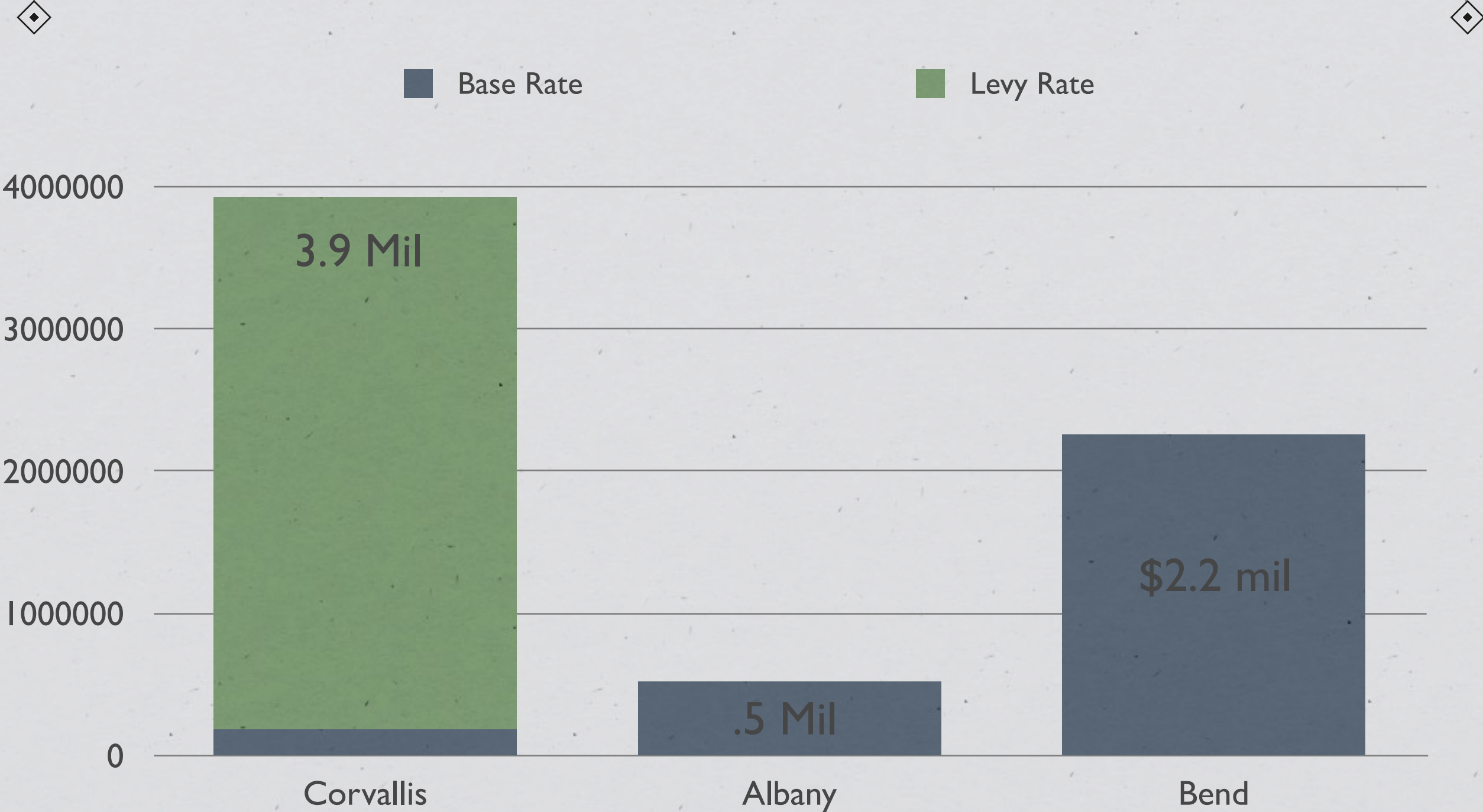
- * Restores the \$7.50 cap for education related property taxes. This was the rate in 1993-94. This releases all “compressed” revenues to school districts, ESDs and Community Colleges.
- * Allows school districts a four year window during which they can ask voters to approve a permanent levy for their local schools. With passage of HB 2424, all new revenues would stay in the district.

Local Option Taxes the Gap

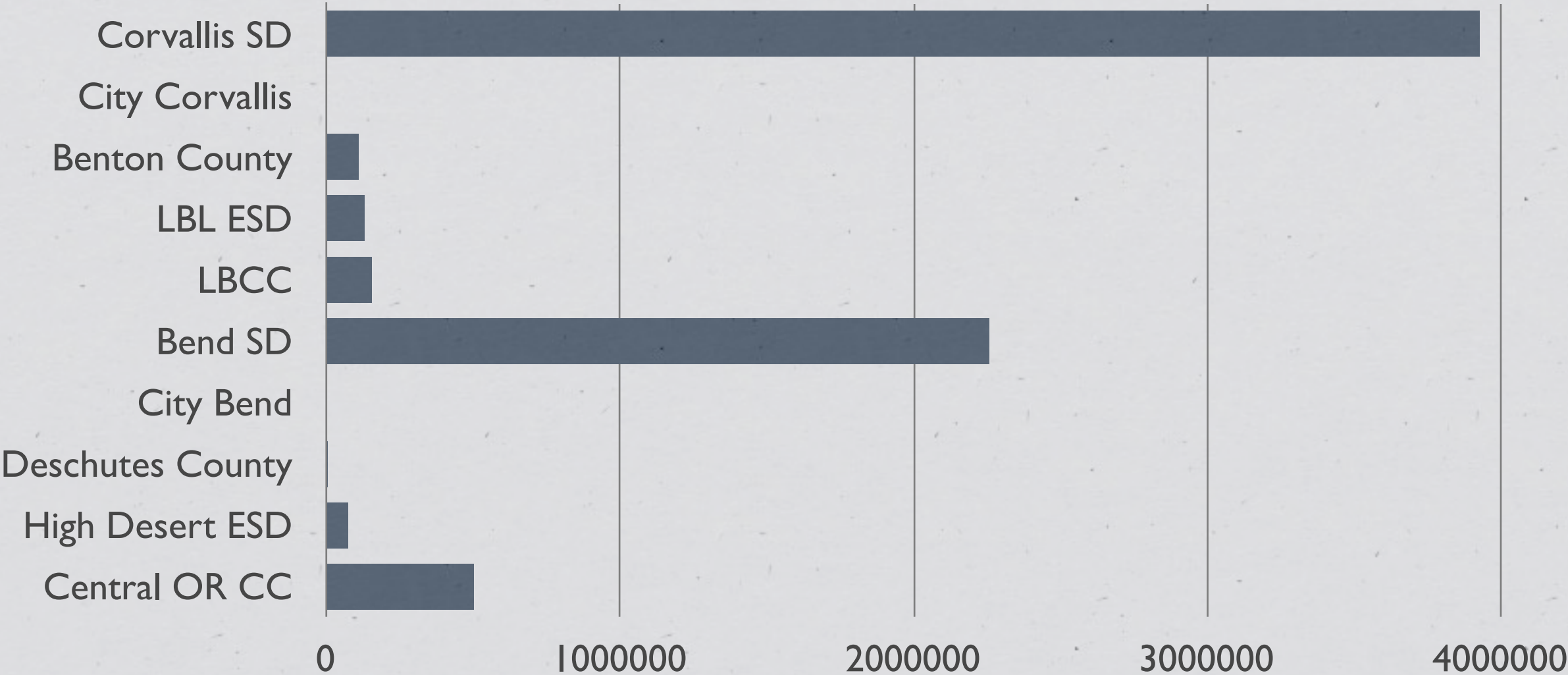


A local option levy essentially removes the “discount”
enjoyed by certain properties.

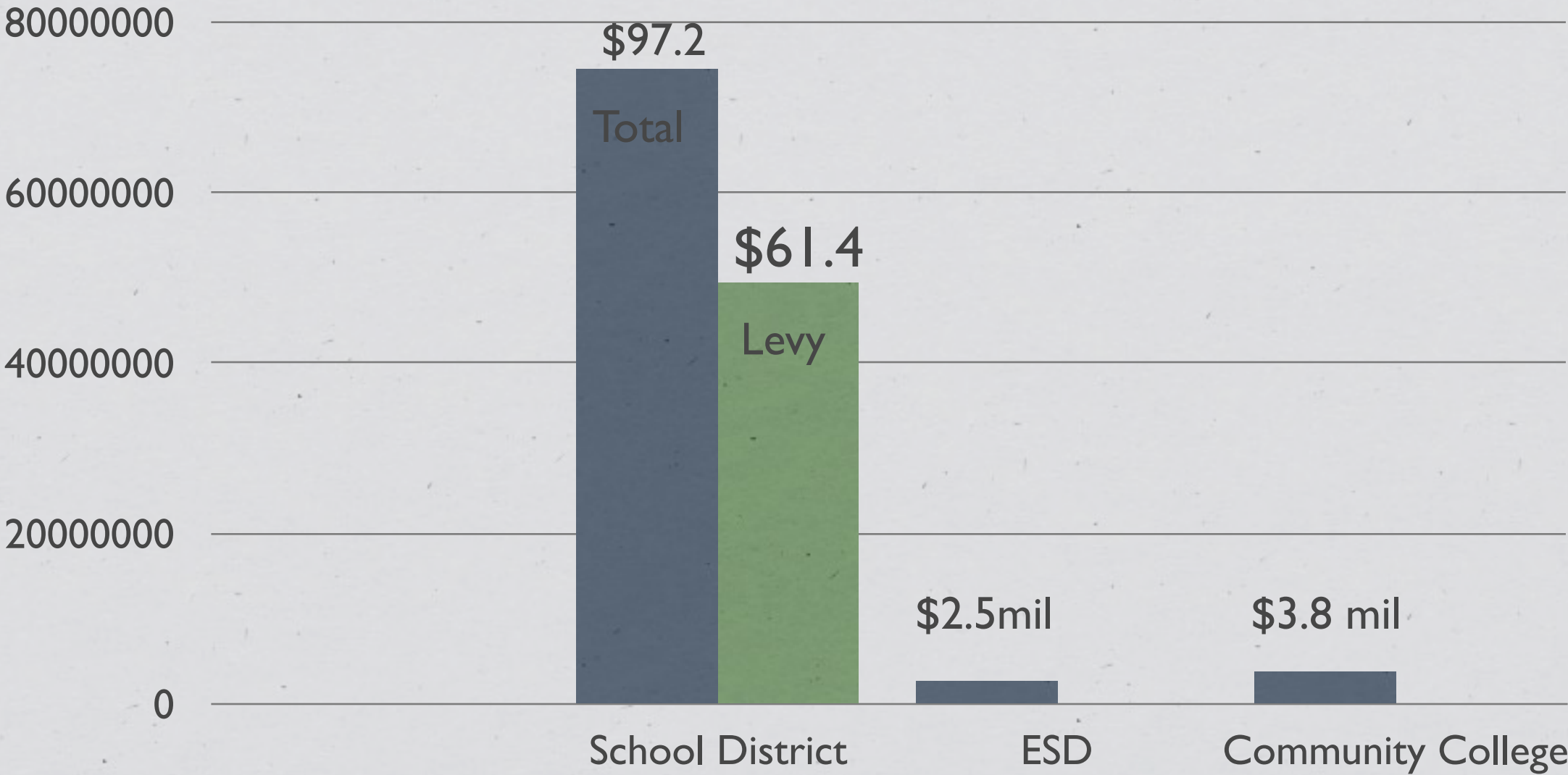
2012-13 Estimated Compression Losses (School District)



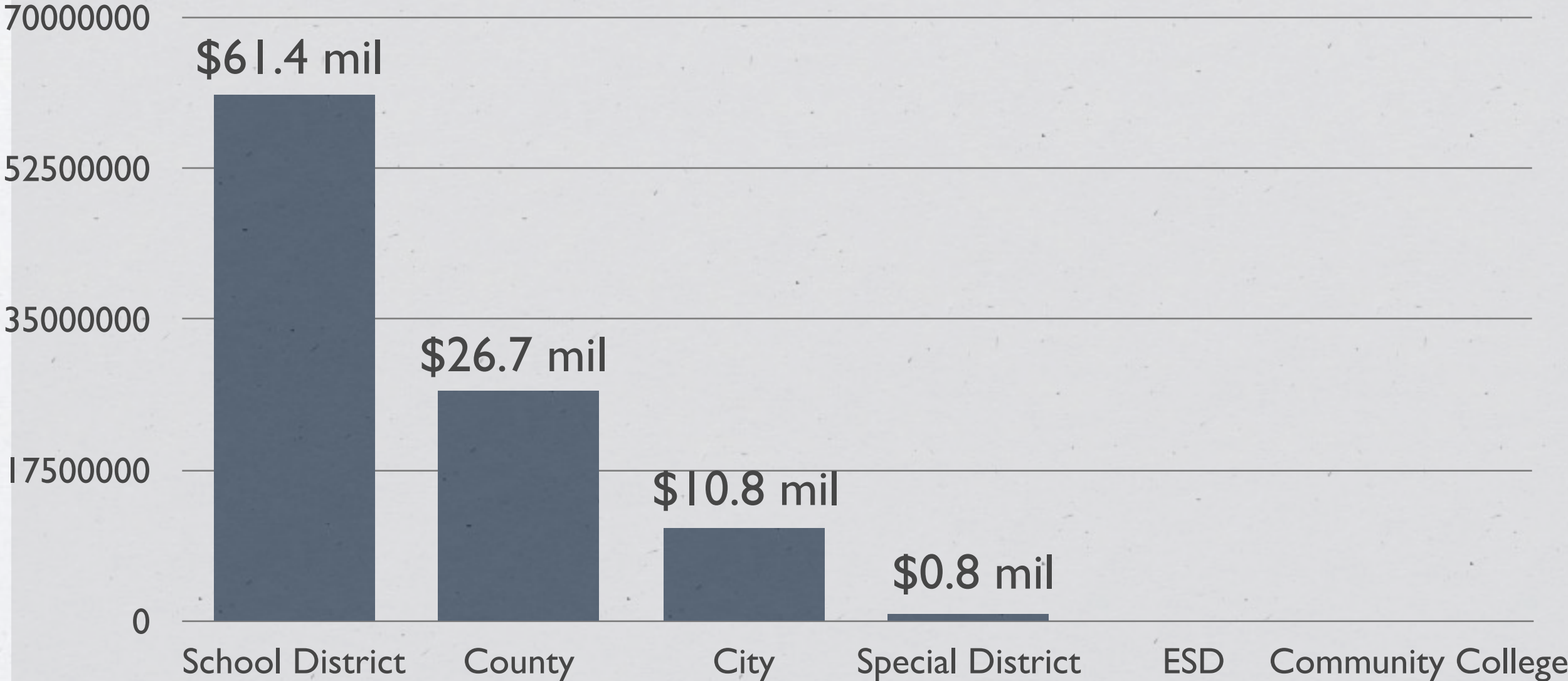
Compression Loss Comparison



HJR 7 Compression Revenue

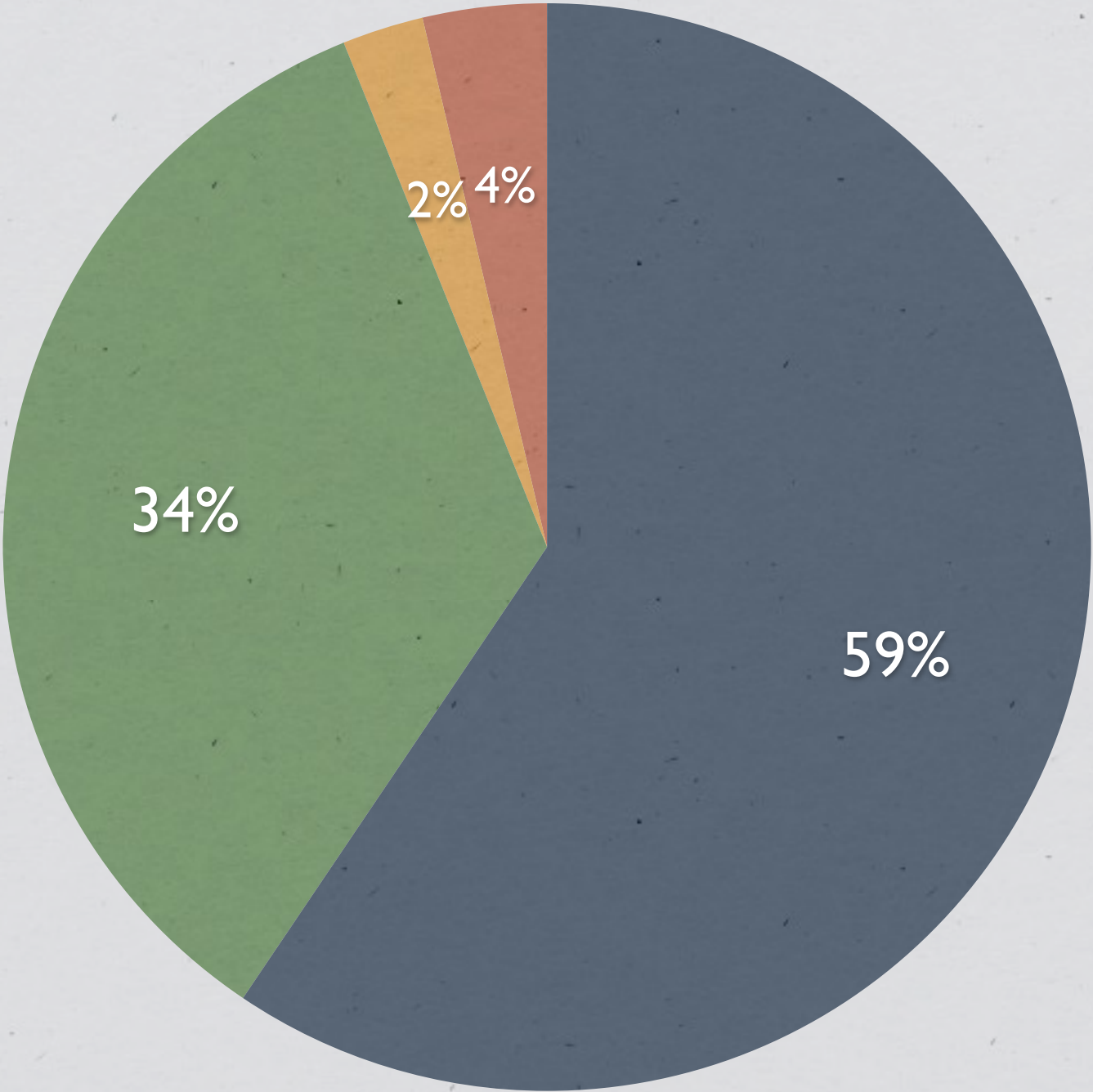


Potential Revenue from Levy Compression



Distribution of HJR 7 proceeds

● Districts with Levies ● All Districts ● ESDs ● Community Colleges



Total Levy Compression in Cities: \$10.8 million

Source: LRO Preliminary 12-13
Compression Loss Spreadsheet

Albany: \$900,000

Ashland: \$1.41

Bay City: \$0.20

Canby: \$15,239

Corvallis: \$102.21

Gladstone: \$48.27

Grants Pass: \$7.68

Happy Valley: \$41,816

Hillsboro: \$2.70

King City: \$0.42

Lexington: \$14.08

Milton Freewater: \$20.79

Portland: \$8,900,000

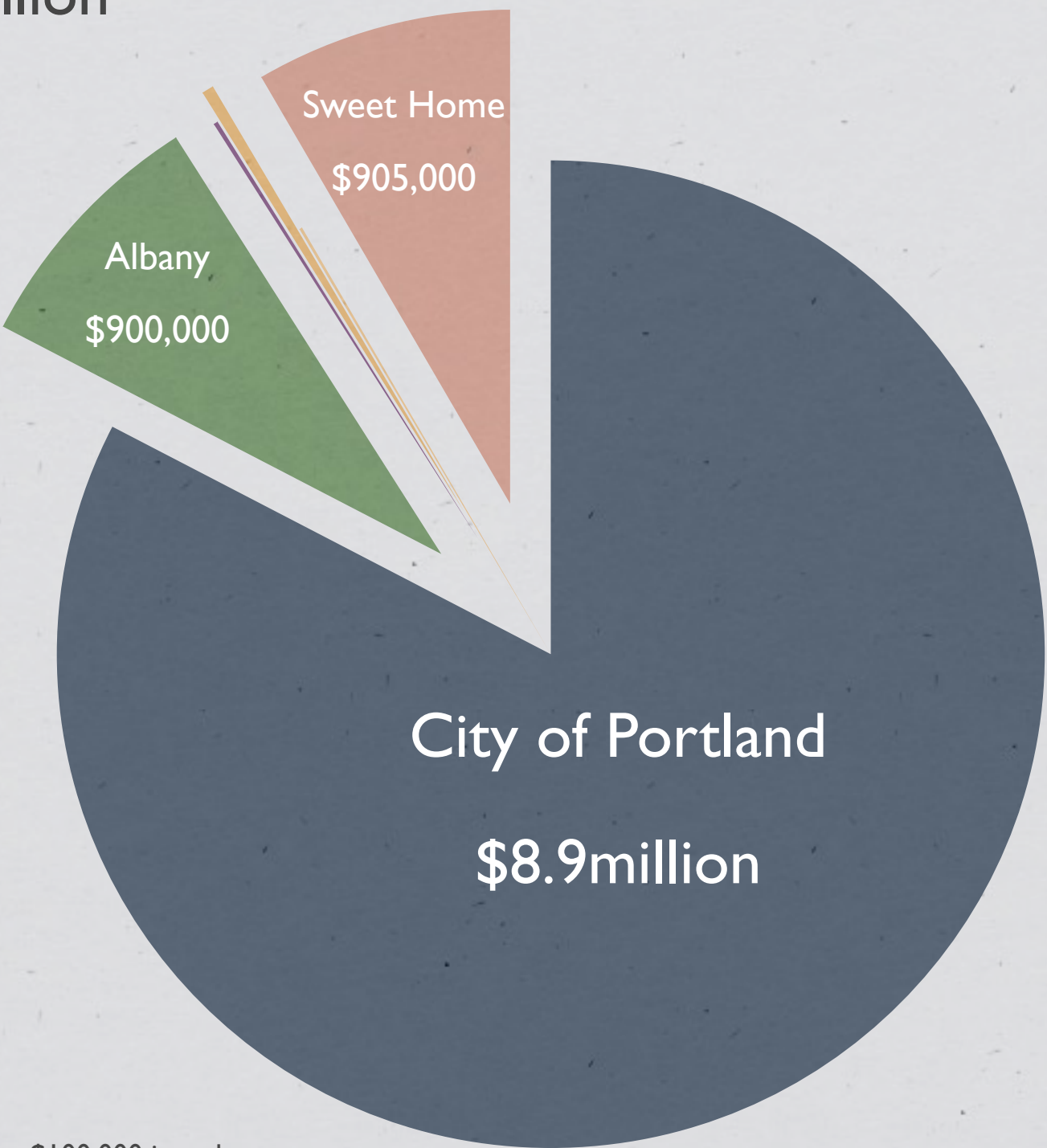
Seaside: \$32.51

Springfield: \$9,900

Sweet Home: \$905,000

Union City: \$0.45

Warrenton: \$0.81



Compression loss of greater than \$100,000 in red

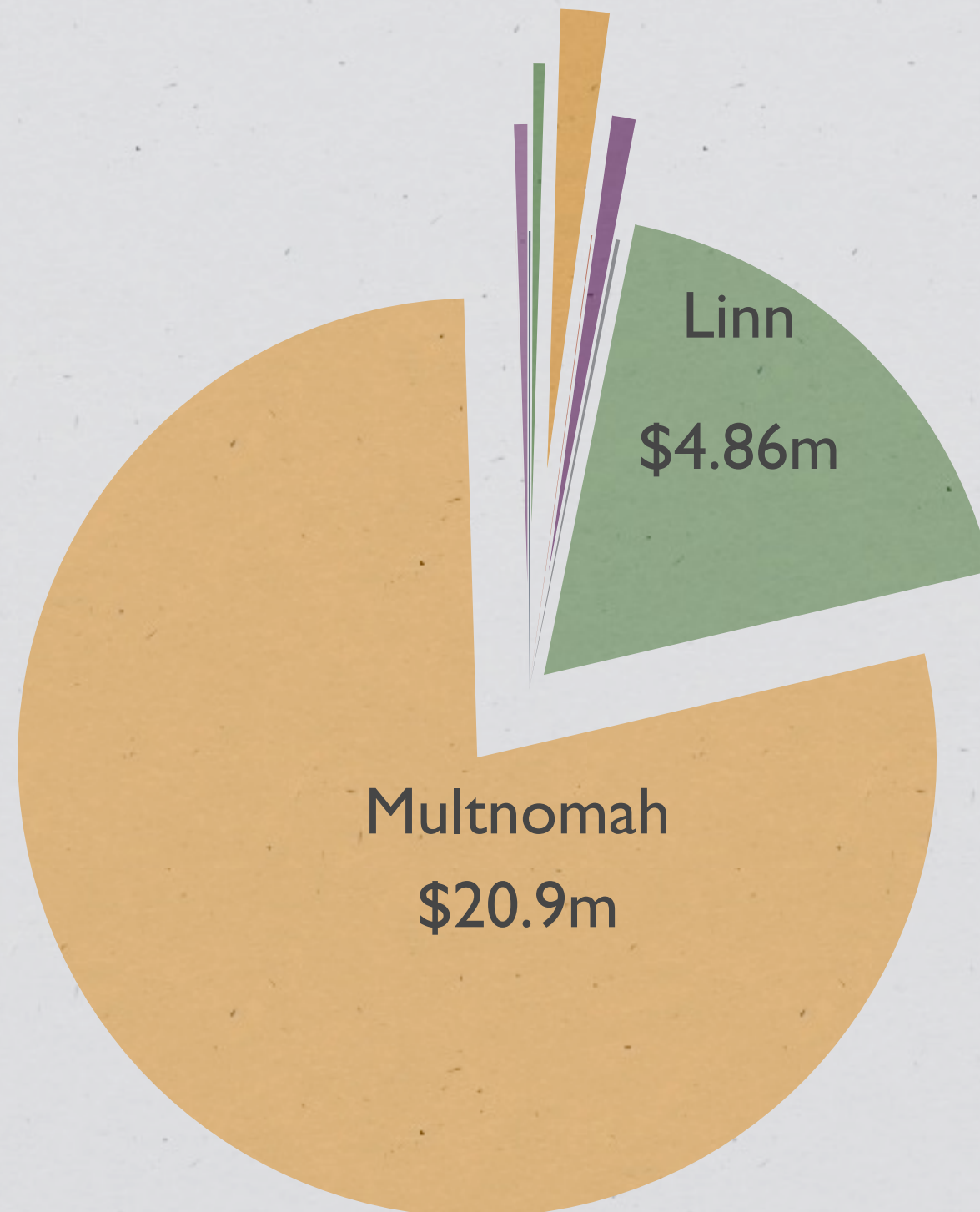
Compression loss of less than \$100 in green

Total Levy Compression Revenue in Counties: \$26.7m

Source: LRO Preliminary 12-13 Compression Loss Spreadsheet

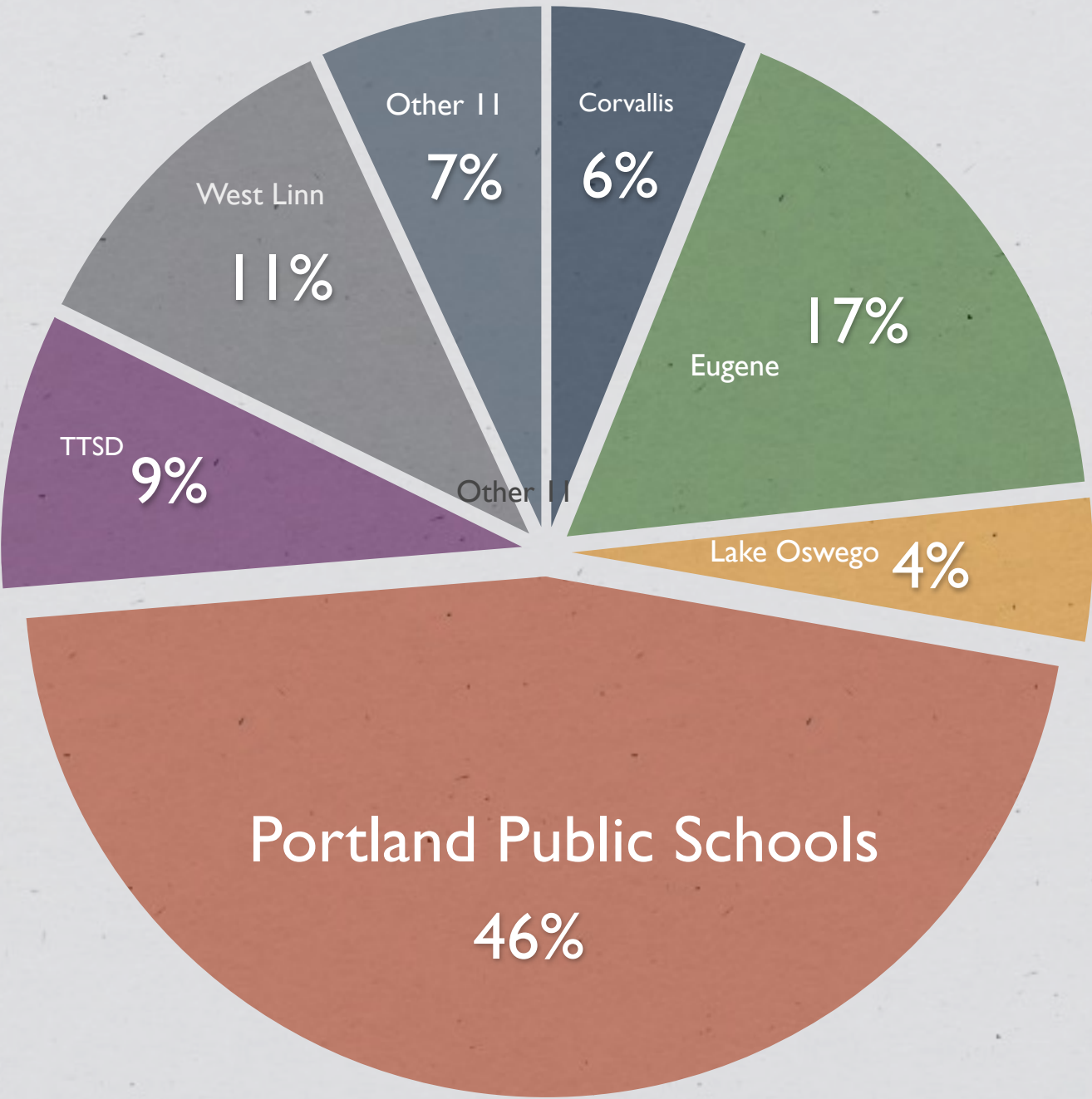
Baker: \$15,503
 Benton: \$107,404
 Clackamas: \$458,028
 Clatsop: \$8617
 Jefferson: \$222,080
 Klamath: \$3775.40
 Lincoln: \$241.02
 Linn: \$4,869,373
 Multnomah: \$20,930,611
 Tillamook: \$399.14
 Washington: \$123,454

Compression loss of greater than \$100,000 in red



Proceeds of School Levy-only Compression Release

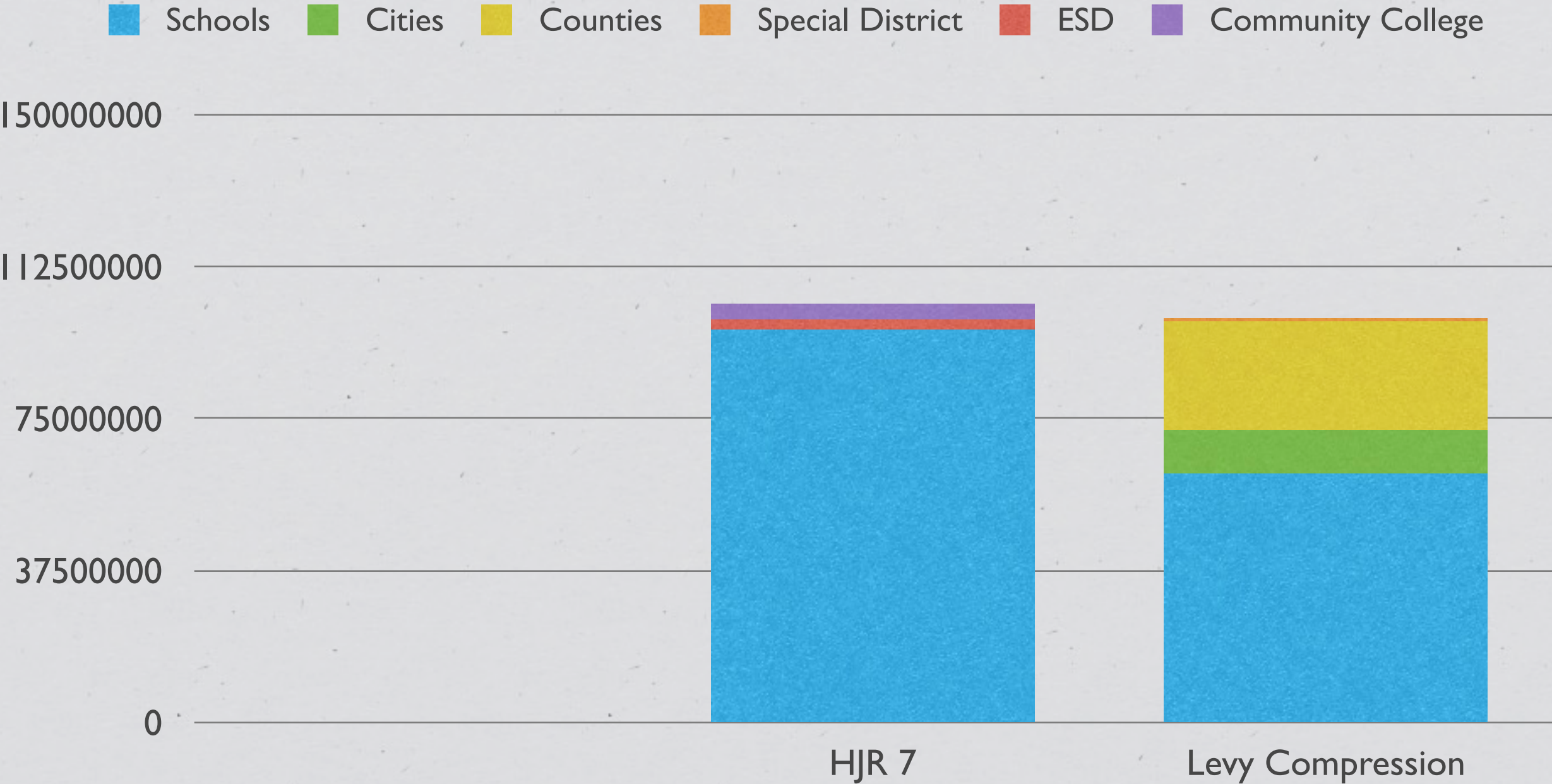
- Ashland: \$1,221,510
- Condon: \$38,822
- Corvallis: \$3,742,317
- Crow-Applegate-Lorraine: \$207,920
- Eugene: \$10,565,888
- Falls City: \$32,793
- Hood River: \$566,601
- Lake Oswego: \$2,758,221
- Morrow: \$1,020,361
- Pendleton: \$200,417
- Portland Public Schools: \$28,069,664
- Riverdale: \$163,452
- Seaside: \$268,113
- Sisters: \$278,861
- Siuslaw: \$282,436
- Sweet Home: \$147,093
- Tigard-Tualatin: \$5,234,720
- West Linn: \$6,616,246



Only 21% of Oregon students attend school
in a district with a Local Option Levy

Total Compression Release

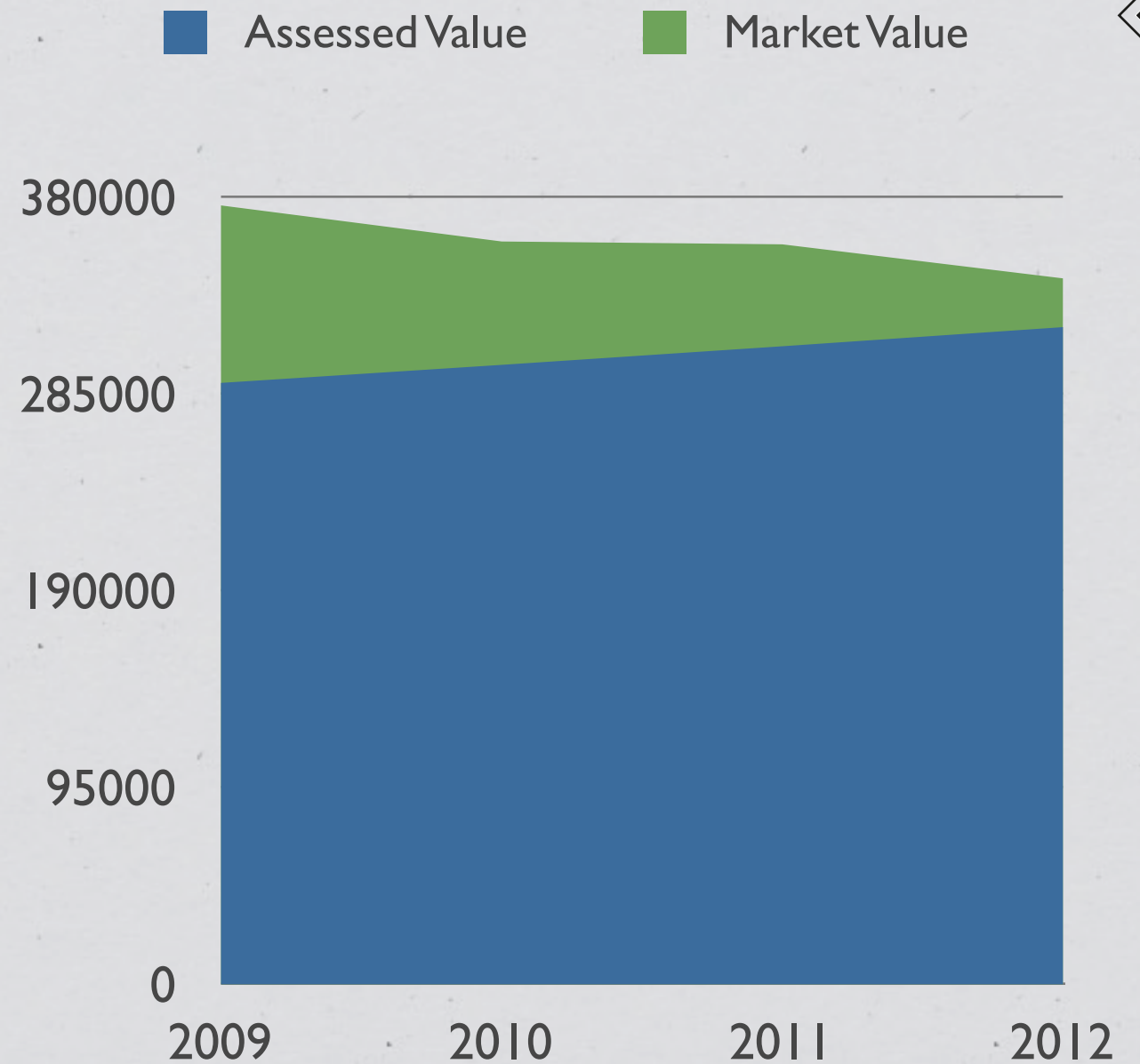
HJR 7 v Levy Compression



- * HJR 7 benefits all public schools and all students by increasing the size of the state school fund through the release of base compression
- * HJR 7 additionally benefits districts with local option levies because it releases levy revenue from compression
- * HJR 7 is the only current property tax proposal that provides relief for community colleges and ESDs
- * HJR 7 provides communities with the opportunity to vote for more stability for their schools. It allows voters to decide whether to increase the permanent rate for their local schools, with all proceeds staying within the local district.
- * HJR 7 is flexible. Voters can choose between a temporary local option, no local option or a permanent rate increase
- * HJR 7 provides immediate relief. Upon voter approval of the constitutional amendment, compression relief will occur immediately for existing levies and for compression of the base rate.

Considerations in Tax Policy

- Fairness
- Adequacy
- Stability
- Simplicity
- Political Feasibility





Corvallis

SCHOOL DISTRICT

- IX. BETSY MILLER-JONES - OREGON SCHOOL BOARDS ASSOCIATION
- X. CONSOLIDATED ACTION
 - X.A. Minutes
 - X.A.1. January 14, 2013

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

I. CALL TO ORDER AND ROLL CALL

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

<u>BOARD MEMBERS PRESENT</u> Anne Schuster, Chair Tom Sauret, Vice Chair Blake Rodman Judy Ball Lisa Corrigan Matt Donohue Chris Rochester	<u>EXECUTIVE STAFF PRESENT</u> Dr. Erin Prince, Superintendent Kevin Bogatin, Assistant Superintendent Steve Nielsen, Business Services Director Jennifer Duvall, Human Resources Director <u>STUDENT REPRESENTATIVES PRESENT</u> Kevin Takamori, CVHS
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A quorum was present and due notice had been published.

II. PLEDGE OF ALLEGIANCE

Chair Schuster led the group in the Pledge of Allegiance. She asked the members of the audience to introduce themselves.

III. SCHOOL BOARD RECOGNITION

On behalf of the entire District Dr. Prince expressed sincere gratitude for the dedication and long hours Board members work in pursuit of excellence for each and every Corvallis student and staff member.

The Board was treated to two songs performed by a quartet of sixth grade students, led by 509J Director of Orchestras George Thompson. The students were: Suzuran Takikawa, Cheldelin; Maya Greydanus, Franklin; Ava Kupperman, Cheldelin; Cole Robinson, Cheldelin.

Each school had purchased a book for its library that was dedicated to the School Board. Representatives from every school were on hand to share about the books and the reasons they

were chosen. Students who presented were: Alexa Foster, Jefferson; Karina Smith, Mt. View; Siclaly Vargas Garcia, Lincoln.

IV. COMMITTEE/BOARD MEMBER ITEMS

Director Rodman congratulated Chair Schuster on her nomination for First Citizen, offering accolades for the incredible work she has done in support of the District, the City and the County.

Director Ball shared information from the OEIB meeting she recently attended, including the phenomenal presentation by Principals Lisa Harlan and Rosemary O'Neil regarding their model schools.

Vice Chair Sauret and Director Corrigan spoke about their participation in OSBA's Leadership Oregon and on the District's long range facilities work group.

Vice Chair Sauret commended the CHS students who participated in the recent town hall with Senator Wyden, noting that their questions were thoughtful and very respectful.

Chair Schuster shared about her attendance at a recent town hall with Senator Merkley.

V. STUDENT REPRESENTATIVE REPORTS

Mr. Takamori spoke about: the bleachers that were condemned; the premier of the play Narnia; efforts of the student council to honor the school's custodians and increase student respect for them.

VI. SUPERINTENDENT'S REPORT

Dr. Prince shared about: CLASS Project; TeachOregon; safety and security procedures; OEIB presentations by Lincoln and Mt. View principals. She congratulated Chair Schuster for her nomination as Celebrate Corvallis' First Citizen, and the following students for their nominations as Future First Citizen: Michael Boggess and Erynne Van Zee of CVHS; Malika Waschmann and Keet Dailey of Corvallis High School.

VII. PUBLIC TESTIMONY

No one testified.

VIII. STAFF TESTIMONY

No one testified.

IX. SPECIAL REPORTS

A. Casa Latinos Unidos de Benton County Educational Assessment Results

Guadalupe Diaz, Dr. Erlinda Gonzales Berry, and Dr. Felisha Herrera of Casa Latinos Unidos de Benton County (CLUBC) presented a PowerPoint about the formative evaluation it conducted of educational expectations, experiences, and future directions among Latino parents, students, and educators in Corvallis. (Filed as Supplemental Item #V-7 in the Official 2012-13 Board Minutes.)

The presentation included the following points:

- CLUBC received a grant from the Northwest Health Foundation for this study.
- Goals were to engage in collaborative activities to enhance the education of Latino students to reduce the achievement gap, and to increase parent participation in their children's lives as well as in the schools.
- Prior to the start of the assessment, leaders from the District were asked what information they were seeking as a result of this assessment.
- Topic areas: Latino families' experiences living in Corvallis; parent & student experiences with Corvallis schools; basic needs interfering with academic success; existing resources; current needs.
- Key areas that need additional attention: teacher communication; bilingual/bicultural staff; unequal treatment of students and parents; quality of food and transportation.
- A written report will be available in hard copy in a few weeks.
- Would like to have a community-wide forum.
- Would like to meet with people in 509J.
- Will be meeting with the directors of the Albany Welcome Center to see if we can find out some information that will help us.

Responses to Board members' questions included:

- Cost and transportation are barriers to student participation in extra-curricular activities.
- Concerns regarding food were mostly general, although some were specific.
- Some students had specific issues around teachers or bus drivers; we are helping those parents learn how to organize and approach school leadership.
- We've presented literacy workshops for parents to give them strategies.
- We want to prepare parents to be in the schools/district working with you all.

B. Mt. View Elementary Second Grade PLC

Principal Rosemary O'Neil, and teachers Debbie Macbeth and Aileen Schrock presented a PowerPoint about the work of the second grade PLC. (Filed as Supplemental Item #V-8 in the Official 2012-13 Board Minutes.)

Responses to Board member's questions included:

- Our principal has graciously provided our staff with more PLC time.
- It certainly would be nice if there were a crew of second grade leaders who would create the proverbial "wheels" and share them with all other second grade teachers; however, without in-person explanations the documents/processes would be meaningless for other schools.
- We haven't had the time to converse with the first grade team to find out the end-of-the-year standards for first grade so we could determine what gaps exist.
- Some of the best things to do for elementary-age students to help them graduate: reading by 3rd grade; interventions; educating parents that video games are not the way for kids to learn to read; ensure that students like school and feel confident there.

Director Donohue referred to the fact that the Mt. View 2nd grade team has a very effective system. He asked what is preventing the other grade level teams from reaching the stage where the second grade PLC is at this point. Ms. O'Neil noted that even though the four PLC questions were presented in a linear fashion in the PowerPoint, they are not carried out in that way; some teams are focusing on certain things first. Ms. O'Neil added that she reviews the data; she meets weekly with a leadership team to review teachers' and students' work and develop plans of support.

X. CONSOLIDATED ACTION**MOTION #9:**

It was moved by Director Donohue and seconded by Vice Chair Sauret to approve the consolidated action items. The motion was voted on and passed unanimously.

A. Minutes – December 10, 2012

Vice Chair Sauret asked for a change in wording to indicate that the reserves to be used were Rainy Day Reserves, and that the Board reached consensus that no funds from the other two reserve funds would be used in this coming budget. When the consolidated action agenda is voted on, these changes will be incorporated into the minutes.

B. Licensed Personnel RecommendationsRecommendation to Hire:

- Christy Toliver: Math Intervention Teacher, 0.50 FTE, Garfield Elementary School, effective January 7, 2013 (Temporary).
- Mark Baldwin: Applied Technology Teacher, 1.0 FTE, Crescent Valley High School, effective January 1, 2013 (Temporary).
- Miriam Meza: ELL Teacher, 1.0 FTE, Lincoln Elementary School, effective January 8, 2013 (Temporary).
- Leigh Santy: Principal, 1.0 FTE, Garfield Elementary School, effective January 7, 2013 (Temporary).

Termination/Resignation/Layoff:

- Mark Baldwin: Applied Technology Teacher, 1.0 FTE, Crescent Valley High School, effective December 31, 2012 (Retirement).

C. Resolution No. 13-0101 - Updated Designation of District Officers, Clerks, Agents, and Depositories of funds (FY2012-13 Organizational Resolution) (Filed as Supplemental Item #II-5 in the Official 2012-13 Board Minutes.)**D. Resolution No. 13-0102 - FY2011-12 Audit Deficiencies Corrections** (Filed as Supplemental Item #II-6 in the Official 2012-13 Board Minutes.)

Pursuant to a request from Director Donohue, Mr. Nielsen provided further information about the deficiencies.

E. Board Policies. The Board approved the following policies. (Both are filed as Supplemental Item #VII-3 in the Official 2012-13 Board Minutes.)

- ING - Animals in District Facilities - Revised - Second Reading
- KG - Community Use of District Facilities - Revised - Second Reading

XI. CONSOLIDATED INFORMATION

The Board received the following information:

A. Non-Licensed Personnel InformationRecommendation to Hire:

- Sandy Moser: Payroll Specialist 2, 1.0 FTE; District Office; effective January 1, 2013 (Temporary).
- Andy Cadotte: Technology/Computer Lab Assistant 2, 6.0 hours; Cheldelin Middle School; effective January 7, 2013 (Limited Term).
- Glenda Gassner: Administrative Assistant 3, 8.0 hours; District Office; effective March 1, 2013 (Limited Term).
- Maggie Henderson: Educational Assistant 2, 6.0 hours; Lincoln Elementary School; effective January 10, 2013 (Limited Term).

Termination/Resignation/Layoff:

- Sandy Moser: Payroll Specialist 2, 1.0 FTE; District Office; effective December 31, 2012 (Retirement).
- Amoreena Treff: Food Service Assistant, 3.25 hours; Linus Pauling Middle School; effective January 18, 2013 (Resignation).
- Glenda Gassner: Administrative Assistant 3, 8.0 hours; District Office; effective February 28, 2013 (Retirement).

- B. Unaudited Financial Statements - November 30, 2012** (Filed as Supplemental Item #VI-5 in the Official 2012-13 Board Minutes.)
- C. Comprehensive Annual Financial Report (CAFR) - Fiscal Year Ended June 30, 2012** (Filed as Supplemental Item #VI-6 in the Official 2012-13 Board Minutes.)
- D. Administrative Regulation IICA-AR - Field Trips and Special Events - Revision - For Information**
- E. Board Policy IICC - Volunteers - Revised - First Reading**
- F. Administrative Regulation - IICC-AR - Volunteers - Revised - For Information**
- G. Achievement Compact Advisory Committee Minutes - January 7, 2013**

XII. EXECUTIVE SESSION

The Board met in Executive session at 5:15 p.m. under ORS 192.660(2)(d) – To consult with persons designated for labor negotiations.

XIII. ADJOURNMENT

There being no further business before the Board, Chair Schuster adjourned the meeting at 9:00 p.m.

Anne Schuster, Board Chair

Dr. Erin Prince, Superintendent

Prepared By: Julie Catala

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Corvallis

SCHOOL DISTRICT

X.A.2. January 28, 2013

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

<u>BOARD MEMBERS PRESENT</u> Anne Schuster, Chair Tom Sauret, Vice Chair Blake Rodman Judy Ball Lisa Corrigan Chris Rochester	<u>EXECUTIVE STAFF PRESENT</u> Dr. Erin Prince, Superintendent Kevin Bogatin, Assistant Superintendent Jennifer Duvall, Human Resources Director
<u>BOARD MEMBERS ABSENT</u> Matt Donohue	

A quorum was present and due notice had been published.

II. PLEDGE OF ALLEGIANCE

Chair Schuster led those present in the Pledge of Allegiance.

III. SPECIAL REPORTS

A. Mental Health Services For Youth

Dr. Caroline Fisher, Chief of Child Psychiatry for Samaritan Mental Health, and Dr. Tim Blumer, Clinical Director of Child & Family Services for Samaritan Mental Health, provided a PowerPoint presentation. (Filed as Supplemental Item #V-9 in the Official 2012-13 Board Minutes.)

Comments in the presentation included:

- Mental health disorders account for 40% of disabilities.
- Mental health is treatable but gets worse if ignored.
- Better mental health screening results in fewer physical health problems.
- People with mental illness tend to die 25 years sooner than those without mental illness.
- Corvallis School District participates in the Oregon Healthy Teens survey; the District's suicidality numbers are alarming.
- On a population basis, depression is probably the largest portion of mental health problems, followed by anxiety.
- ADHD is more pressing; it's most likely to be undiagnosed in a child's early years; whereas depression is very prevalent in adolescence.
- Money has to be spent on mental health at the national and state levels because mental illness is bankrupting the system.
- We want to help teachers be more comfortable in dealing with kids with mental illness.
- A pilot program is underway in Lebanon to screen all 7th graders for depression using a nationally standardized, evidence based screening tool.
- If a student is identified as having a problem, interventions would be available at school in the form of group therapy provided by professionals.
- School-based interventions can sound pretty expensive; however, doing good work in the beginning is expected to result in fewer expenses and personnel demands in the end.
- The cost for a 10-week group session is \$100/child whereas all other treatments are much more expensive.
- We can work together to come up with lower cost interventions if we can truly get together to understand what the kids need.
- Many insurance companies don't cover group therapy at all, despite the fact that it's effective, cheap, etc.
- Following the pilot program, the hope is to try the screening with other districts, including Corvallis.
- A grant was obtained that provides for parent education and an ADHD support program in collaboration with the District.
- If we can roll this out in the three counties, we have the chance to roll it out statewide and really affect change.
- We are working to create a child psychiatrist fellowship to attract more professionals.

Mr. Bogatin noted that the Student Services Department is aligning its approach to mental health services and making sure kids are being served better. Response to Intervention (RTI) has helped us see that although we currently spend a lot of resources on the high end kids, we can help a much larger group of kids if we intervene at the lower end.

B. School Resource Deputy Services From Benton County

Benton County Sheriff Diana Simpson referred to the successful renewal of the County's public safety and health levy, expressing appreciation for the Corvallis School Board's support, and noting that the renewal allowed Benton County to continue the School Resource Deputy (SRD) program.

Sheriff Simpson's comments included:

- Last year was first full school year for the program.
- The SRD consists of one FTE deputy.
- Last year the time was split between two deputies; each working 20 hours/week; now we have four deputies assigned throughout the schools.
- In an ideal world, one full time deputy would be assigned to every school.
- The deputies had split their time between rural schools in the county, including the two charter schools, but without schools in the Philomath School District.
- The SRD at Mt. View Elementary hasn't seen issues involving students; rather, the problems involve the parents.
- The deputies are actually spending a lot more time at schools than they are allotted.
- The SRD at Crescent Valley High School (CV) has developed great rapport with administration and students.
- The open campus at CV makes a challenging situation.
- The SRD at CV worked with counseling staff regarding their high needs students.
- The Benton County Juvenile Department meets regularly with schools; the CV SRD attended those meetings.
- SRDs try to attend any lockdown drills at the schools.
- On the Monday after the Sandy Hook incident, deputies went to the schools to check in and let staff know that they were there to help them.
- Oregon statute requires each county to create a Local Public Safety Coordinating Council (LPSCC). The LPSCC in Benton County is the Willamette Criminal Justice Council (WCJC), which was developed before the law went into effect.
- At last week's WCJC strategic planning meeting, one of the things discussed was the mental health crisis that affects law enforcement; many subjects have violent tendencies and end up in jail.
- School safety is the other WCJC project, in which a three-pronged approach would be outlined: 1) existing partnerships, SRDs, and other collaborations to help safety in schools; 2) prevention – best practices; 3) recommendations for response. The hope is that this would be used by all school districts, law enforcement, and county services.
- SRDs provide a variety of education and programs to students; everything from teaching students how to avoid becoming a victim of sex abuse, to doing 1:1 counseling with students.
- Some deputies develop their own programs for students, on topics such as being honest or taking responsibility for one's actions.

- Studies have shown that when you have a law enforcement officer in a school, even in uniform, it begins to build trust that the officer is looking out for the best interests of the students; the officers are not looking for all of the bad things that are happening in the school but seeking to create the comfort to talk with deputies.

Dr. Prince said the partnerships the District has with the Benton County Sheriff's Office and the Corvallis Police Department have been phenomenal, especially following the Sandy Hook incident. She said she has been in conversation with City Manager Jim Patterson and Police Chief Jon Sassaman about what can be implemented for the rest of the District's schools.

C. Achievement Compact Advisory Committee

Mr. Bogatin presented the recommendations. (Filed as Supplemental Item #V-10 in the Official 2012-13 Board Minutes.)

His comments included:

- Per state law, Achievement Compact Advisory Committee (ACAC) recommendations need to come to the board prior to February 1.
- We had submitted the Achievement Compact (AC) in June 2012, and then revised it following receipt of the State-verified data in September.
- After we submit our data, the State needs until September to calculate and verify the data and return it to us for use in our AC.
- We anticipate the same model this year, since the State is continuing to go with the same timeline as last year.
- We have done more work to recruit teacher representatives for ACAC; however, it wasn't high on their list for involvement. We are asking teachers to do a lot, such as TeachOregon and CLASS; we're hoping that more teachers will want to participate in the ACAC as they see the positives from it.
- Our Pinnacle system doesn't have the capability to provide simple data about how our students are performing on certain standards, which hampers our ability to predict student success on our targets.
- We have been doing some assessments locally but we don't provide that information to the State.
- The data is not based on a consistent group; for example, the 10th graders in one year are compared with the 10th graders in another year. All of the data in the AC is like that; it's very hard to set growth goals because the data is for different sets of kids.

Mr. Bogatin noted some of the revisions to the reporting categories made by the State. He noted the absence of a good data system regionally and state-wide, adding that the Linn Benton Lincoln ESD (ESD) is going to purchase a new data system. Dr. Prince pointed out that we are in a situation where we cannot wait for the State to get a data system – the State is 3-5 years out. She added that at this point, the changes proposed to ESDs won't derail this project.

In response to a comment by Director Ball that the principals, and the administrators who supervise them, are trying to improve achievement but are flying blind, Mr. Bogatin provided the example that restrictions of the National School Lunch Program prevent release of information to principals regarding which of their students are in the Free & Reduced Meals program. Dr. Prince and Mr. Bogatin noted that a change in policy will likely be brought to the Board that will allow us to legally release that information.

Dr. Prince said there are a lot of data points required by the State and the AC which are not very meaningful because they are “autopsy”: data is received after the school year is out; formative assessments are what are important and are where our schools are making great strides.

Wilson Elementary School Principal Jeff Brew was in the audience. He noted that this is a fast-moving process; there are more and more vendors providing assessment tools because many states have adopted CCSS. Corvallis is piloting several assessment tools that are all online and will give us sort of a diagnostic; it would be nice if all of that would be in one place.

Dr. Prince noted that a committee at the State level will dictate what our growth trajectory should be. Mr. Bogatin added that some of the projections aren’t really logical – we’re basing the growth percentage for next year’s 3rd graders on what we think 2nd graders’ performance will be this year.

Director Rodman opined that there’s a tendency to have our principals and teachers focus so much on the data that we lose sight of the quality of the experience our kids are having in the system; that quality is crucial to bolstering and improving our graduation rate. Chair Schuster commented that it was very telling from the presentation by Mt. View’s PLC group at the last Board meeting that the most important predictors of success for kids are that they can they read by 3rd grade and that they like school.

Vice Chair Sauret noted that the AC doesn’t take into consideration the fact that we don’t have a stable or sufficient budget, although we’ve been making good choices with the funds we have. If we continue reducing the budget, we’ll have to be very creative to overcome the economic reality to produce the results that we want to see. The AC is a useful tool, providing another way to look at the key elements and giving us something to focus on early, such as if students are not reading at 3rd grade. Mr. Bogatin added that we are finding value in the school data.

Vice Chair Sauret opined that what the AC has done to focus the School Improvement Plans (SIPs) has been great. Mr. Bogatin pointed out that our schools focus on many more things than just the two goals outlined in the SIP.

III. SCHOOL CALENDARS: 2013-14 AND 2014-15

Ms. Duvall and Mr. Bogatin provided highlights of the feedback that was received from parents and staff about sample calendars. Based on that feedback, more time is needed to look at research to come up with the best ideas, especially around conferences and busing, to help align PLC time.

Some points shared included:

- The draft calendars reflect just the key dates.
- We aligned winter break and spring break with our neighboring districts and OSU.
- We haven't mapped out the ending dates for the school year because that will depend on what happens with the other dates in the year.
- We also need to consider weather makeup days.
- We'll bring this to you in February for approval of these key dates.
- Feedback across the board from both parents and staff, was that Friday was the preferred early release day.
- Aligning of PLC days is designed to help parents.

Director Rochester asked that the distribution of the days when there's no school be addressed; it is quite asymmetrical, with approximately eight interruptions between Thanksgiving and the start of school, then a long arc with very few interruptions starting after the grading break. Ms. Duvall said that topic came up in comments from a few individuals. She said that one hope is to maximize full weeks; staff was trying to meet some requests to address that concern.

The topic of conferences was raised. Comments from staff and Board members included:

- We asked for feedback about the timing of conferences.
- A few times we heard requests to have conferences on October 30 and 31.
- A common theme heard was "I meet with my kid's teacher for 20 minutes but my kid is out of school for three days."
- No one can definitively answer the question of whether student achievement will decline if we don't have conferences.
- Middle and high conferences were on the same night, which caused me to have to choose which school to attend.
- All the kids see all their teachers all year now; conferences didn't really work this year.
- The calendar committee process isn't really the venue to address the conference issue; whether we have conferences or not shouldn't be a scheduling issue, it should be a teaching question.
- Conferences should be a discussion about what benefit we get out of them.
- The number of additional short weeks on the calendar depends on whether conferences or staff development days are changed to have more full weeks; one of the goals is to create as many full weeks as possible.
- The two-day week of Thanksgiving was put on the calendar based on the feedback that was received.

- Consider starting winter break mid-week instead of on a Monday.
- Hold to the operating principle of minimizing short weeks; I don't think much gets accomplished in a two-day week.

Mr. Bogatin said the value of instruction has to come from our administrators and teachers; he wants every single teacher to see the value of every single minute in every single day. The value of school changes for students after testing is completed – it's high stakes for high school students before testing, especially because they have to pass the tests to graduate; once they've passed the tests, they don't try as hard. There had been a question about the finals schedule; teachers didn't want to give finals on Monday and Tuesday. Also, there were questions about why end the school year early for seniors.

Ms. Duvall said that based on the feedback from parents and staff, we'll have more conversations with the Leadership Team and return with a proposal.

IV. EXECUTIVE SESSION

The Board met in Executive session at 5:15 p.m. under ORS 192.660(2)(d) - To consult with persons designated for labor negotiations.

VI. ADJOURNMENT

There being no further business before the Board, Chair Schuster adjourned the meeting at 8:55 p.m.

Anne Schuster, Board Chair

Dr. Erin Prince, Superintendent

Prepared By: Julie Catala

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Corvallis

SCHOOL DISTRICT

X.A.3. Revision to 09-24-12 Minutes

Corvallis School District 509J
Board of Directors

BOARD MEETING DATE: February 25, 2012

FOR ACTION

SUBJECT: Revision of the September 24, 2012 Board Meeting Minutes

The Achievement Compact Revisions from the September 24, 2012 meeting were inadvertently not given a Supplemental Item number. Supplemental Item numbers are noted in meeting minutes and link to the actual documents that are filed in the official Board record.

The Achievement Compact Revisions will be identified as Supplemental Item #III-1A in the September 24, 2012 Board minutes. A copy of the revised page of the minutes is attached; the addition is highlighted in yellow.

ACTION REQUESTED:

Approve the revision to the September 24, 2012 Board minutes.

CONTACT PERSON: Julie Catala, Board Secretary

VIII. ACHIEVEMENT COMPACT

A. Adopt Revisions to Achievement Compact

Dr. Prince reported that the State had approved the Achievement Compact the District had submitted in June; however, now that the District has the current achievement data from the State, updating the Achievement Compact is important.

MOTION #2:

It was moved by Director Corrigan and seconded by Director Donohue to approve the revised Achievement Compact as proposed by Dr. Prince. **The motion was voted on and passed unanimously.**

(Filed as Supplemental Item #III-1A in the Official 2012-13 Board Minutes.)

B. Appoint Members of the Achievement Compact Advisory Committee

(Filed as Supplemental Item #III-1 in the Official 2012-13 Board Minutes.)

MOTION #3:

It was moved by Vice Chair Sauret and seconded by Director Corrigan to appoint the members of the Achievement Compact Advisory Committee as proposed by Dr. Prince.

Dr. Prince provided the following in response to questions from Board members:

- People to fill the two vacant teacher positions on the committee will be determined by the end of the week; the time commitment is a factor in finding members for those positions.
- The committee will discuss the type of communication it will provide to the Board; however, it will likely be in the form of monthly updates.
- Committee members are appointed by the Board and report directly to the Board.
- Meeting minutes will be provided to the Board.
- Approximately three meetings will be needed.
- The law stipulates collaboration with teachers. Marsha Lincoln had asked to participate on the committee; she also happens to be CEA President.
- Dr. Prince will not be a voting member of the committee.

Motion #3 was voted on and passed unanimously.



Corvallis
SCHOOL DISTRICT

X.B. Licensed Personnel Recommendations

BOARD MEETING DATE: February 25, 2013

FOR ACTION

SUBJECT: Licensed Personnel Action

1. Issue: Information on licensed-personnel recommendations

a. Recommendation to Hire:

Daniel Corliss: Mathematics Teacher, 0.70 FTE, Corvallis High School/Franklin School, effective February 12, 2013 (Temporary).

Amelia Ingersoll: Sixth Grade Language Arts Teacher, 0.50 FTE, Linus Pauling Middle School, effective February 1, 2013 (Temporary).

b. Termination/Resignation/Layoff:

Laurel Driskill: Fourth Grade, 1.0 FTE, Wilson Elementary School, effective June 30, 2013 (Retirement).

Chuck Holst: Counselor, 1.0 FTE, College Hill, effective June 30, 2013 (Retirement).

Donald Jepsen Minyard: Applied Technology Teacher, 1.0 FTE, Crescent Valley High School, effective June 30, 2013 (Resignation). Don is currently on a 1.0 FTE leave of absence.

ACTION REQUESTED: Approve recommendations.

CONTACT PERSON: Jennifer Duvall

Corvallis School District 509J
Board of Directors

BOARD MEETING DATE: February 25, 2013

FOR ACTION-
ADDENDUM

SUBJECT: Licensed Personnel Action

-
1. Issue: Information on licensed-personnel recommendations
 - a. Termination/Resignation/Layoff:
Katherine Inman: Kindergarten, 0.50 FTE, Hoover Elementary School, effective June 30, 2013 (Retirement).

ACTION REQUESTED: Approve recommendations.

CONTACT PERSON: Jennifer Duvall



Corvallis
SCHOOL DISTRICT

X.C. Board Policy IICC - Volunteers - Revised - Second Reading

Corvallis School District 509J
Board of Directors

BOARD MEETING DATE: February 25, 2013

FOR ACTION

SUBJECT: Board Policy IICC—Volunteers—Revised—Second Reading

Issue: Our district welcomes volunteers from among students' parents and other community patrons. We have updated our processes to include a criminal history background check which is now completed online. Our turnaround time for "clearing" those background checks has gone from 4-6 weeks to less than one week. The volunteer application is now more school and user friendly.

Options Considered: Not revising the policy or administrative regulation

Involvement: Human Resources staff, school operations assistants

Consequences: Forms and process remain outdated.

Cost Impact: None

ACTION REQUESTED: Adopting the revised policy.

CONTACT PERSON(S): Jennifer Duvall, Kerry Richey

Volunteers

Citizens who voluntarily contribute their time and talents to the improvement and enrichment of the public schools instructional and other programs are valuable assets. The Board encourages constructive participation of groups and individuals in the school to perform appropriate tasks during and after school hours under the direction and supervision of district personnel.

Each school is responsible for the recruitment, use, coordination and training of volunteers. These assignments will be carried out as directed or delegated by the principal and/or designee. Every effort should be made to use volunteer resources in a manner which will ensure maximum contribution to the safety, welfare and educational growth of students.

Nonexempt employees¹ may be permitted to volunteer to perform services for the district provided the volunteer activities do not involve the same or similar type of services² as the employee's regularly assigned duties. In the event a nonexempt employee volunteers to perform services for the district that are the same or similar as the employee's regularly assigned duties, the Board recognizes that under the Fair Labor Standards Act (FLSA), overtime or compensatory time must be provided.³

Each volunteer will complete a Volunteer Application form and a criminal history background check. ~~Criminal History Verification of Applicants form.~~

Violation of confidentiality or privacy rights of another individual is strictly prohibited.

END OF POLICY

Legal References:

ORS Chapter 243
ORS 326.607

ORS 332.107
OAR 839-020-0005

¹ There are three types of FLSA exemptions: those for executive, administrative, and professional employees. Generally employees who are exempt under the executive, administrative, or professional exceptions must primarily perform executive, administrative, or professional duties at least 50 percent of the employee's time.

² Instructional assistant duties are generally viewed to be the same type of service, supervising and instructing students, as coaching.

³ Districts should review with legal counsel the use of non-exempt employees in extracurricular activity positions such as coaching and advisors for cheerleading and other district-sponsored activities for FLSA district impacts.

Legal References continued:

Equal Access Act, P.L. 98-377, Title III, U.S.C. Title 20, Sections 4071-4074, 98 Stat. 1302.
Westside Community Board of Education v. Mergens, 496 U.S. 226, 110 S. Ct. 2356 (1990).
Fair Labor Standards Act of 1938, as amended, 29 U.S.C. Sections 206 and 207

Cross References:

Policy GCDA/GDDA - Criminal Records Checks/Fingerprinting
Policy GBJ—Weapons in the Schools—Employees



Corvallis

SCHOOL DISTRICT

X.D. Designate Number of Nonresident Students to Accept Under HB
3681/ORS 339.133(5)(b) for 2013-14

BOARD MEETING DATE: February 25, 2013

FOR ACTION

SUBJECT: Designate Number of Nonresident Students to Accept Under HB 3681/
ORS 339.133(5)(b) for the 2013-14 School Year

Issue:

HB 3681 was enacted by the 2011 legislature and provides an additional method of school choice for Oregon students. The bill did not remove the district's traditional methods of inter-district transfer or mutual district agreements. Local school districts have control over the decision of whether to accept students using any of the methods of inter-district transfer.

By March 1st the district must determine and announce the number of students we will accept via HB 3681 (ORS 339.133) transfers. The district has the right to determine the number of persons to whom consent will be given for the school year. The district board may limit the number based on school, grade, or a combination of school and grade.

Implication of allowing HB 3681 nonresident transfers:

- Once enrolled all students are considered resident students and the district has the responsibility to place in any appropriate program, including ELL and SpEd programs.
- The bill prohibits discrimination on the basis of race, religion, sex, sexual orientation, ethnicity, national origin, disability, terms of an individualized education program, income level, proficiency in the English language, or athletic ability.
- Does not alter the status of current inter-district transfer students. These students must apply for enrollment renewal each year.
- Does not impact our relationship with Muddy Creek Charter School and would not be included in any HB 3681 decision.
- The district would not be responsible for transportation in most cases. For special education students with transportation listed as a related service, the district would be responsible for transportation costs.

Last year the board voted not to allow HB 3681 nonresident transfers. The district currently works cooperatively with all neighboring school districts regarding inter-district transfers. (See attached chart of 2012-13 transfers into and out of the district). The Lebanon School District is allowing students into its newly created online school via HB 3681 due to metro districts failure to release students this past year.

MOTION REQUESTED:

"I move that zero nonresident students shall receive written consent for admission under ORS 339.133 for the 2013-14 school year."

CONTACT PERSON: Kevin Bogatin, Assistant Superintendent

Transfers **into** Corvallis as of 2/15/13 by district of origin and grade level.

	K	1	2	3	4	5	6	7	8	9	10	11	12	Grand Total
Alsea School District					1		1							2
Central Linn School District	1	1	1		1	2	1					3	2	12
CENTRAL SD 13J				1	1		2	2	1	1	3	1	1	13
DALLAS SD 2									1			1	1	3
GREATER ALBANY PUBLIC SD 8J	8	4	10	2	4	9	5	12	9	14	9	17	5	108
Jefferson School District 14J				1										1
LEBANON COMMUNITY SCHOOL DIST.				1						1				2
LINCOLN COUNTY SCHOOL DISTRICT									1				2	3
Monroe School District										2	1			3
PHILOMATH DISTRICT	3	3	3	3	4	4	7	2	6	5	10	7	3	60
Sweet Home School District		1				1		1			1	1		5
Grand Total	12	9	14	8	11	16	16	17	18	23	24	30	14	212

Known to have **left** the district as of 2/15/13, by grade level and destination of choice. Note that this list does not include charters (virtual or otherwise) or current HB3681 transfers.

	K	1	2	3	4	5	6	7	8	9	10	11	12	Grand Total
Corvallis School District 509J														
Central School District					1						1			2
Greater Albany School District	2	1	3	3		1			1	1	3	2		17
Lebanon School District										1	3	3	9	16
Monroe School District		1												1
Philomath School District	5	7	5	9	6	5	9	12	6	14	15	12	14	119
Grand Total	7	9	8	12	7	6	9	12	7	16	22	17	23	155

Six students exited effective FY2012-13 under HB3681. Of those six: one was already on a transfer to Monroe, three moved out of our boundary after the transfer was granted, one was attending Kings Valley Charter (and never a 509j school), and one re-enrolled at CHS.



Corvallis

SCHOOL DISTRICT

X.E. Resolution No. 13-0201 For The First Year of the LBL ESD 2013-15
Local Service Plan

Corvallis School District 509J
Board of Directors

FOR ACTION

BOARD MEETING DATE: February 25, 2013

SUBJECT: Resolution No. 13-0201 for the First Year of the LBL ESD 2013-15
Local Service Plan

BACKGROUND INFORMATION:

The proposed Linn Benton Lincoln Education Service District (LBL ESD) Local Service Plan (LSP) 2013-15 was adopted by the LBL ESD Board of Directors on January 9, 2013. The Corvallis School District Board of Directors received the plan under separate cover earlier this month.

Under Oregon Law, a resolution for the Local Service Plan must be adopted by LBL ESD component school district boards by March 1 *annually*. At the February 25, 2013 meeting, the Board will be asked to approve a resolution for 2013-14; another resolution will be submitted in February 2014 for the second year of the LSP (2014-15).

ACTION REQUESTED:

Adopt Resolution No. 13-0201 for the first year of the LBL ESD 2013-15 LSP.

CONTACT PERSON: Superintendent Erin Prince

CORVALLIS SCHOOL DISTRICT 509J
Resolution No. 13-0201 For The First Year of the
2013-15 LBL ESD Local Service Plan
Valley Coast Superintendent Association (VCSA)

Resolution Service Allocation

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

Tier 1 Resolution Services

Tier 1 contains services that are available to all 12 districts and are determined as being essential to all districts. Approval will be a unanimous vote to sustain or add to Tier 1 services. The emphasis in Tier 1 is on achieving the greatest economies of scale and assuring equity of access. Tier 1 services are fully funded out of the 90% of the SSF allocation. Service decisions are made for a two year period. However, if a service is provided through a contract that LBL holds with a third party vendor, the term of that contract will take precedence.

- Business Information System
- Student Information System Suite
- TIENet Special Education Records System
- Data Warehouse
- Help Desk
- Network Support Services Including Wide Area Network Operation
- Network Systems Analysts
- Education Evaluation and Consultation Center (School Psychologists, Speech Language and other special education assessment personnel) includes EI/ECSE Evaluations
- Severely Disabled Support and Consultation
- Interpreter/Translation Services for Special Needs Families
- Home School Registration and Tracking

Tier 2 Resolution Services

Once Tier 1 funds are allocated, the remaining balance is used for Tier 2 services. 98% of Tier 2 funds are allocated based on the ADMw of the 12 component districts using the final estimate for the May 15, 2012 SSF. The amount is rounded to the nearest whole percentage, not less than 1%. The remaining 2% of Tier 2 funds will be distributed as a beginning fund balance each year. Once established, the Tier 2 ADMw calculation does not change over a two year period in order for districts and LBL to maintain a stable program. LBL and its component school districts will stay within the constraints of our agreements, yet provide flexibility in the use of funds. We further agree to:

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

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

While every attempt is made to achieve economies of scale in Tier 2, the emphasis is on customizing a service package for each district. Tier 2 services do not require participation by every school district in the region. The emphasis is on the development of consortia of districts utilizing a given service. These consortia may, and most likely will, utilize a variety of funding resources, including resolution service resources, to fund services. The cost of Tier 2 services will be based on the districts ADMr where applicable. Additionally, LBL Tier 2 resources may be used to acquire services with contractors other than LBL if the service is not provided by LBL.

Amendments to the Local Service Plan

If the component school districts approve an amendment to a local service plan, the board of an education service district may amend a local service plan that has been previously adopted by the board and approved by the component school districts.

Adopted February 25, 2013 by the Corvallis School District Board of Directors.

Anne Schuster, Corvallis School District Board Chair

Date

David Dowrie, LBL ESD Board Chair

Date

Proposed Local Service Plan 2013-2015



Real Solutions for Education

Linn Benton Lincoln Education Service District

905 4th Avenue SE

Albany, Oregon 97321-3199

www.lblesd.k12.or.us

541-812-2600

Proposed LBL Local Service Plan 2013-2015

Administrative Services

Superintendent: Susan Waddell

Deputy Superintendent: Mary McKay

Chief Financial Officer: Angie Peterman

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Introduction: Linn Benton Lincoln Education Service District

LBL comprises 12 component school districts and approximately 34,000 students in Linn, Benton and Lincoln counties. LBL also serves students and districts elsewhere in Oregon through grants and contracts. Its governance structure includes a seven-member Board. LBL has an annual budget of approximately \$48 million and work force of approximately 210 employees.

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

LBL Programs Include:

- Administrative Services – Providing a Full Range of Business Office Functions and Business Information Systems
- Cascade Regional Program - Services for Low Incidence High Needs Students in Vision, Hearing, Orthopedic Impairment and Autism
- Early Intervention/Early Childhood Special Education - Providing Early Intervention and Early Childhood Special Education Classrooms
- Information Systems - Student Information Systems Suite, Help Desk Support, Student Achievement and Instructional Technology
- Long Term Care and Treatment Education Program - Education Services for Students Placed in Residential and Day Treatment
- Network and Facility Services - Wide and Local Area Networks, Data Center Services and Facilities Management
- Special Education and Evaluation Services – TAG, Special Education, Education Evaluation and Consultation Services for Students
- Student and Family Support Services - Attendance and Behavior Support for Students and Families

LBL Vision

To be a responsive and transparent organization that supports districts in helping every child succeed.

LBL Values

- Success for all students;
- Relationships that are built on trust, responsiveness and honesty;
- The Four “E”s of Excellence, Equity, Efficiency and Effectiveness;
- Accountability!

LBL Agency Goals

Goal 1. Support success for all students by delivering excellent, equitable and efficient services.

Goal 2. Foster positive relationships by strengthening communication systems within the agency, with component school districts and with other organizations.

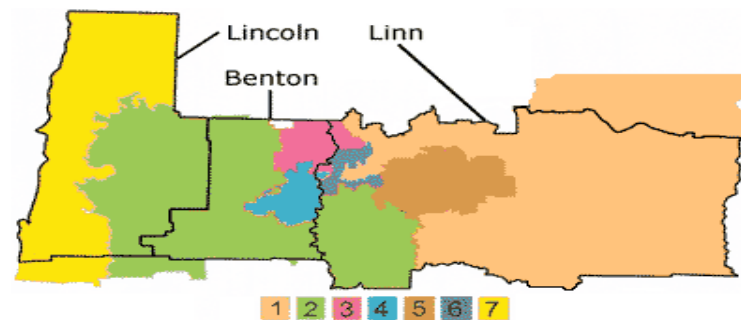
Goal 3. Pursue long term financial stability.

Governance

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

Board of Directors		
Zone	Member	Term Expires
1	Jean Wooten	6/30/2013
2	Mylrea Estell	6/30/2013
3	Frank Bricker	6/30/2013
4	David Dowrie	6/30/2013
5	Terry Deacon	6/30/2015
6	Jan Doerfler	6/30/2015
7	David Dunsdon	6/30/2015

Budget Committee			
Zone	District	Member	Term Expires
1	Sweet Home	Jason Redick	6/30/2014
2	Monroe	Rose Cook	6/30/2013
3	Albany	Lyle Utt	6/30/2013
4	Corvallis	Matt Donohue	6/30/2015
5	Lebanon	Russ McUne	6/30/2014
6	Albany	Vacant	6/30/2015
7	Lincoln County	Ron Beck	6/30/2014
	At Large	Dale Keene	6/30/2013



Board Zones

LBL'S COMPONENT SCHOOL DISTRICTS

Valley Coast Superintendent Association (VCSA)

Alsea School District 7J, Marc Thielman Superintendent

Central Linn School District 552C, Brian Gardner Superintendent

Corvallis School District 509J, Erin Prince Superintendent

Greater Albany School District 8J, Maria Delapoer Superintendent

Harrisburg School District #7, Brian Wolf Superintendent

Lebanon Community School District #9, Rob Hess Superintendent

Lincoln County School District, Tom Rinearson Superintendent

Monroe School District 1J, Randy Crowson Superintendent

Philomath School District 17J, Dan Forbess Superintendent

Santiam Canyon School District 129J, Brian Gander, Interim Superintendent

Scio School District 95, Gary Tempel Superintendent

Sweet Home School District 55, Don Schrader Superintendent

2013-2014 Resolution for the Local Service Plan

Valley Coast Superintendent Association (VCSA)

Resolution Service Allocation

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Tier 1 Resolution Services

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- Business Information System
- Student Information System Suite
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- Data Warehouse
- Help Desk
- Network Support Services Including Wide Area Network Operation
- Network Systems Analysts
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Changes in Tier 2 resolution services are negotiated by each district between the LBL superintendent and local superintendent based on individual need and within the following criteria:

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

While every attempt is made to achieve economies of scale in Tier 2, the emphasis is on customizing a service package for each district. Tier 2 services do not require participation by every school district in the region. The emphasis is on the development of consortia of districts utilizing a given service. These consortia may, and most likely will, utilize a variety of funding resources, including resolution service resources, to fund services. The cost of Tier 2 services will be based on the districts ADMr where applicable. Additionally, LBL Tier 2 resources, may be used to acquire services with contractors other than LBL if the service is not provided by LBL.

Amendments to the Local Service Plan

If the component school districts approve an amendment to a local service plan, the board of an education service district may amend a local service plan that has been previously adopted by the board and approved by the component school districts.

By _____ School District

LBL Board Chair

Date

School District Board Chair

Date

LBL Planning Calendar for Developing and Approving Resolution Services

* **September and October**

Visit and interview districts to discuss service level satisfaction, performance measures, and emerging needs. Survey electronically as needed.

* **November**

Present VCSA with draft resolution plans for the next biennium. Revise the local service plan as described under ORS 334.175(1) and with input from superintendents.

* **December**

VCSA Superintendents review each service provided in detail and the upcoming year's estimated costs included in a draft of the next Local Service Plan.

* **January**

VCSA finalizes services and agreements for local service plan under ORS 334.175(1) that will be taken to LBL Board of Directors for adoption for the biennium.

* **February**

After being adopted by the LBL Board of Directors the local service plan is approved on or before March 1 by resolution of two-thirds of the component school districts that are part of the education service district and that have at least a majority of the pupils included in the average daily membership of LBL. Adoption by component district boards shall occur during February or by March 1st.

* **March**

Notify LBL staff of changes in service requirements as established in the Local Service Plan.

* **April and May**

LBL acquires the necessary staffing, equipment, and technology to deliver the services required or services are brokered through other sources.

Assessment of Services: Regional Advantage and Infrastructure Capacity

- LBL can provide the service more **efficiently** due to regional presence
- LBL can provide the service more **effectively** due to regional presence
- ESD has existing capacity to add proposed service
- Proposal includes expansion of LBL capacity as needed in order to provide proposed service

Administrative Services Business Services

The LBL ESD Business Service Department provides services to assist schools, districts, and LBL in day-to-day business operations.

Service Description	Funding Source	Performance Measure	
Business Services Delivery and support of Infinite Visions business information system software (including help desk) and all business functions to LBL.	Non-Resolution Funds Generated from 10% of State School Fund and Indirect Fees on Services	Agency Goal #3 Pursue long term financial stability.	Program Goal Retain current and expand future BIS customer base to insure long term viability.
Courier Service Delivery of goods and equipment to component districts via a twice-weekly schedule.	Non-Resolution Funds and Tier 1 Resolution Funds		
Business Information System Delivery and support of Infinite Visions business information system software (including help desk) to component school districts.	Tier 1 Resolution Service Customer Service Representatives, Licenses and support staff.	Output Measure: Increase number of districts acquiring LBL BIS services from the current count of 31. Conduct an annual customer satisfaction survey. Satisfaction Measure: Customer satisfaction survey will reflect a 95% level of satisfaction with support services received and identify areas of future focus.	
Business Information System Delivery and support of Infinite Visions business information system software (including help desk) to the following non-component school districts: Athena Weston Morrow County North Central ESD Condon Woodburn Milton Freewater Mt. Angel Eddyville St. Paul Falls City Springfield Gervais Siletz Charter Jefferson Pleasant Hill Klamath Falls Pilot Rock	Non-Component District Contracts BIS Customer Service Representatives, travel, software licenses, supplies and fees.		
Business Administration Services Assist districts to prepare and maintain budgets, meet audit and ODE reporting requirements, and maintain general ledger, Process payroll, A/P, reconcile employee benefits, prepare tax payments, process PERS payments. <i>Component Districts Served:</i> Sweet Home and Lincoln County School Districts <i>Non-Component Districts Served:</i> Eddyville Falls City School District Siletz Charter	Contracts or through Tier 2 Resolution agreements Payroll and Accounts Payable Clerks, and travel.	Impact Measure: - BIS software and support services will be low cost, efficient and effective. - Increased long-term financial viability of regional services.	
Administration Services Tier 2 contracts for non-LBL Services	Contracts or through Tier 2 Resolution agreements		

Administrative Services Superintendent and Board

Service Description	Funding Source	Performance Measure	
Superintendent's Office Provide leadership for the LBL region and support local districts. Make conference space and training labs available.	Non-Resolution Funds Generated from 10% of State School Fund and Indirect Fees on Services	Agency Goal #1 Support Success for all students by delivering excellent, equitable, efficient and effective services.	Output Measure: Visit Component sites throughout the year. Develop/approve Local Service plan.
Board of Education Support the Board of Directors on legal and policy issues including bargaining contracts, litigation and issues related to Board action.	Non-Resolution Funds Generated from 10% of State School Fund and Indirect Fees on Services Travel, training and supplies	Agency Goal #2 Foster positive relationships by strengthening communication systems within the agency, with component school districts and with other organizations. Agency Goal #3 Pursue long term financial stability.	Satisfaction Measure: Conduct customer service satisfaction survey and attain an average rating of 4 or better on a 5 point scale. Impact Measure: All component school districts will maintain or increase current service levels.
Human Resources Services Deliver effective strategies in hiring practices, supervision of employees, bargaining contracts, and benefits management.	Non-Resolution Funds Generated from 10% of State School Fund and Indirect Fees on Services	Agency Goal #2 Foster positive relationships by strengthening communication systems within the agency, with component school districts and with other organizations.	Program Goal #1 90% of new employees will agree/strongly agree that the hiring process experience positive.
Web Design and Maintenance Specialized Web development services and district intranet content management	Non-Resolution Funds Web Master and Documents Technician		Program Goal #2 Three months after date of hire, 90% of new employees will report via survey that the new employee orientation process provided information that has been used successfully in the workplace.

Cascade Regional Program

Services for Low Incidence High Needs Students in Vision, Hearing, Orthopedic Impairment and Autism

Service Description	Funding Source	Performance Measure
Cascade Regional Program Provides support for children with vision impairment, hearing impairment, severe orthopedic impairment, and autism spectrum disorder. The program's staff consists of licensed teachers in special education and licensed occupational and physical therapists. Services include consultation, assessment, instruction, and adaptive materials. Includes transits to South Coast ESD	ODE Contract Program Administrator, Administrative Assistant, Educational Assistants, Licensed Staff, travel, training, consulting, and supplies	Agency Goal #1 Support Success for all students by delivering excellent, equitable, efficient and effective services.
		Program Goal #1 100 % of the student evaluations by Cascade Regional staff will completed within the required 60 school day timeline for special education. (Output data).
Support Services to Special Needs Students LBL provides services specific to individual district programs. Occupational and Physical Therapy and Augmentative Communication Program.	Contracts or through Tier 2 Resolution agreements Augmentative Comm. Speech Language Pathologist Assistants Occupational and Physical Therapists	Program Goal #2 95% of teachers surveyed will agree or strongly agree that evaluation reports are comprehensive and provide helpful information for student planning.
		Program Goal #3 80% of students in ASD social skills group will report an increase in their ability to initiate and participate.

Early Intervention/Early Childhood Education

Providing Early Intervention and Early Childhood Education Services

Service Description	Funding Source	Performance Measure
Early Intervention/Early Childhood Special Education (EI/ECSE) The EI/ECSE program provides assessment, evaluation, early intervention and early childhood special education services for eligible children from birth to five years in Benton, Linn and Lincoln counties. EI/ECSE specialists, speech language pathologists and related service staff provide a continuum of services, both consultative and direct and for children transitioning into kindergarten programs. Includes transits to South Coast ESD	ODE Contract Program Administrators, Administrative Assistant, Custodian, Educational Assistants, Registrar/secretary, SLP Assistants, Licensed Staff, travel, training, consulting and supplies	Agency Goal #1 Support Success for all students by delivering excellent, equitable, efficient and effective services.
		Program Goal #1 Children will demonstrate progress in: The Acquisition and Use of Knowledge and Skills The Use of Appropriate Behaviors to Meet Needs
		Program Goals #2 Staff will demonstrate improved skills in Positive Behavior Intervention and Supports (PBIS) in support of children's social-emotional development.

Information Systems
Supporting Instructional Improvement through Technology

Service Description	Funding Source	Performance Measure
Network Systems Analysts System analysts support all information systems, legacy systems, network, and state reporting requirements.	Tier 1 Resolution Service System Analysts, training, and supplies	Agency Goal #1 Support success for all students by delivering excellent, equitable, efficient and effective services.
Data Warehouse Services * Data Warehouse * Data analysis and programming support	Tier 1 Resolution Service Programmer, Licenses, Training	Agency Goal #3 Pursue long term financial stability.
Help Desk Service Support for all areas of technology including information systems and network services. These include: State reporting, Instructional Technology, SIS, and Legacy Systems	Tier 1 Resolution Service Customer Service Representatives (CSR), Travel, training, and supplies	Program Goal #1: Increase WebSIS development efficiency and related project completion rates by implementing new project management strategies and tools and more effectively monitoring productivity.
LBL Student Information System A suite of student information records management software applications specifically tailored for Oregon schools	Tier 1 Resolution Service Help Desk, Programmers, travel, training, software, supplies and equipment	Output Measure: Report on implementation of Project Management strategies and tools. Satisfaction Measure: Pre- and post- satisfaction surveys of district staff.
LBL Student Information System A suite of student information records management software applications specifically tailored for Oregon schools <i>Non-Component Districts on LBL SIS Suite:</i> * Athena Weston * Mt. Angel * Pilot Rock * Jefferson * Lake * Prospect * Falls City * Silver Falls * Pleasant Hill * Amity * Regis High School * Four Rivers Charter * Component Charters	Non-Component Contracts Help Desk, Programmers, travel, training, software, supplies and equipment	Program Goal #2: Reduce WebSIS reported errors and maintenance issues to less than 10% of total production. Output Measure: Measure quantity of reported maintenance issues via Response Tracking (RT) versus total programmer and CSR WebSIS-related workload. Satisfaction Measure: Surveys of district staff -- questions about improvements in product quality
Special Education Records Management TieNET Software license, help desk support, training and state reporting for Special Education Records. Cost is based on a per IEP amount.	Tier 1 Resolution Service Customer Service Representatives (CSR), travel, training, software and supplies	Program Goal #2: Reduce reported errors and maintenance issues to less than 5% of total production.

Service Description	Funding Source	Performance Measure
Special Education Records Software: TIENET <i>Non-Component Districts on TIENET Software:</i> Adel, Amity, Ashwood, Baker, Bethel, Blachley, Black Butte, Camas Valley, Crook County, Crow-Applegate, Culver, Dayscreek, Douglas ESD, Estacada, Elkton, Falls City, Gervais, Glendale, Glide, Harney ESD, Harney #1 (Crane HS), Harney #3 (Burns), Harney #4 (Crane Elementary), Jefferson, Jefferson County (509J), Jefferson ESD, Lake County, Lake ESD, Lowell, Mckenzie, Marcola, Mt Angel, North Douglas, North Lake, Oakland, Oakridge, Oregon Dept. of Corrections, Oregon Trail, Paisley, Pleasant Hill, Plush, Riddle, Roseburg, Sheridan, Silver Falls, Sisters, South Lane, South Umpqua, Sutherlin, Winston-Dillard, Yamhill-Carlton, and Yoncalla	Non-Component Contracts Customer Service Representatives, travel, training, licenses and supplies.	Output Measure: Measure quantity of reported maintenance issues via RT versus total programmer and CSR WebSIS-related workload. Satisfaction Measure: Surveys of district staff -- questions about improvements in product quality
School Improvement and Student Achievement Support Facilitate regular meetings of district curriculum staff and facilitate region-wide professional development. Support the use of technology in linking standards to student outcomes and providing tools to report student progress and achievement.	Non-Resolution Funds Generated from 10% of State School Fund and Indirect Fees on Services	Program Goal #3: Provide timely, relevant, research-based instructional support to districts. Output Measure: Document all related activities. Satisfaction Measure: Regular check-in during Curriculum and Federal Program Directors meetings.

Long Term Care and Treatment Education Program
Education Services for Students Placed in Residential and Day Treatment

Service Description	Funding Source	Performance Measure
Farm Home School Serves a rotational population of students in residence and day treatment at Children's Farm Home. These students have been referred from counties statewide for assessment, stabilization or treatment of mental health disorders.	ODE Contract Program Administrator, Educational Assistants, Registrar, Administrative Assistant, Custodian, Licensed Staff, training and supplies	Agency Goal #1 Support success for all students by delivering excellent, equitable, efficient and effective services.
Wake Robin School Supports children in day treatment.		Program Goal #1 Students enrolled at least 90 days will demonstrate academic progress.
		Program Goal #2 Students will make personal growth toward behavioral goals supporting their transition back to school and community.

Network and Facility Services
Wide and Local Area Networks, Data Center Services and Facilities Management

Service Description	Funding Source	Performance Measure
Wide Area Network (WAN) Through skilled technical support staff, provide data circuits and bandwidth services. Provide proactive client data protection services. Maintain circuit uptime, provide notification of district bandwidth needs, filter network traffic.	Tier 1 Resolution Service Program Administrator, Network Analysts, Network Engineers, training, and supplies	Agency Goal #1: Support success for all students by delivering excellent, equitable, efficient and effective services. Program Goal: Data circuit uptime of 99% or higher/year.
Support Local Area Networks and Desktop Technicians Hire and support staff as needed by local districts.	Contracts or through Tier 2 Resolution agreements Desktop Tech and Network Analysts	Agency Goal #2: Foster positive relationships by strengthening communication systems Program Goal: Provide network support services tailored for each district.
Facility Management Maintain the LBL Facility and Conference Center for use by educators throughout the region.	Non-Resolution Generated from 10% of State School Fund and Indirect Fees on Services	Agency Goal #3: Pursue long term financial stability. Program Goal: Proactive management for all aspects of the agency's maintenance needs

Special Education and Evaluation Services
Evaluation of Students with Special Needs and Direct Service and Consultation

Service Description	Funding Source	Performance Measure
Evaluation Services Education Evaluation and Consultation Center (EECC) provides a variety of evaluation and consultation.	Tier 1 Resolution Service Program Administrator, Staff, Travel, and Training	Agency Goal #1 Support success for all students by delivering excellent, equitable, efficient and effective services.
Services to Students with Severe Disabilities Transits to districts and regional consultation for students with disabilities.	Tier 1 Resolution Service Licensed Staff and travel. Transits to districts	Program Goal #1 Provide evaluation reports to assist districts with determining eligibility.
Support Services to Students LBL provides services specific to individual district programs. Includes SLP, OT/PT, School Psych	Contracts through Tier 2 Resolution Agreements	Program Goal #2 Meet the evaluation demands of the districts and assist in timeline compliance. Program Goal #3 The Response to Intervention team will provide helpful, clear guidance to districts on building capacity for RtI

Student and Family Support Services
Serving Children with Behavior, Social Service, and Academic Achievement Needs

Service Description	Funding Source	Performance Measure
Home School Support LBL registers and provides support for home school students and their parents residing in the LBL region.	Tier 1 Resolution Service Registrar and Test Score Database	Agency Goal #1 Support success for all students by delivering excellent, equitable, efficient and effective services. Program Goal #1 Attendance Services: 80% of students referred to LBL Attendance Officers will be enrolled and participating in an education program at the end of the school year. Data Collection Tool: End of the year review of data in student database. Program Goal #2 Behavior consultation Services: 90% of school staff surveyed report the consultation and intervention provided by their LBL behavior consultant results in improved student behavior. Data Collection Tool: Survey responses from each of the primary district/building contacts for the behavior consultants.
Attendance Services LBL assists schools, students, parents, and guardians by supporting regular school attendance. Intervention with students who have excessive absences or who are not enrolled in an education program. Provide schools feedback about student attendance practices.	Contracts or through Tier 2 Resolution Agreements Program Administrator, Administrative Assistant, Attendance Officers, Fees to Sheriff	
Behavior Consultants Behavior support services that provide positive youth development and management of students with social, emotional, and behavioral challenges.	Contracts or through Tier 2 Resolution Agreements Behavior consultants, travel, training and supplies.	
Family Support Liaisons Assist youth and their families in acquiring the resources, support, agency services, skills, and positive opportunities they need to achieve success at school.	Contracts or through Tier 2 Resolution Agreements Family Support Liaisons, travel, training and supplies	
Family Support Liaison/Behavior Consultant This is a grant from the Linn County Commission on Children and Families to provide services to targeted Linn County School Districts.	County Grant Family Support Liaisons, Behavior Consultants, travel, training and supplies	
Title X Homeless Education Grant LBL Regional Homeless Liaison implements the grant and facilitates training. The goal is to improve attendance and academic performance of homeless students.	State Grant Licensed staff, travel, training and supplies	
DHS/Administrative Medicaid LBL oversees a survey process to determine administrative Medicaid fundable activity. Funds generated through this process transit back to districts.	Contracts or through Tier 2 Resolution agreements Program Administration, Administrative Assistant, and contract services	



Corvallis
SCHOOL DISTRICT

X.F. Key Dates For The 2013-14 And 2014-15 School Calendars

Corvallis School District 509J
Board of Directors

BOARD MEETING DATE: February 25, 2013

FOR ACTION

SUBJECT: Key Dates For The 2013-14 And 2014-15 School Calendars

Issue:

The District needs to prepare a school calendar for the 2013-14 school year. To allow parents, staff and the community to be able to plan ahead with key calendar dates district staff propose a two year calendar, 2013-14 and 2014-15.

Based on the feedback received, the district wants to spend some time researching different ways to offer conferences and better ways to offer staff development so it occurs on a more regular basis. We also received feedback requesting that the district align all levels for PLC time, with the preferred day being Friday. District staff needs to research if we can make this happen with the schools' schedules and busing. Contractual obligations and required instructional time will also be taken into account when planning dates for conferences, staff development and PLC time.

However, even though district staff needs time to work on the some of the calendar dates, we proposed key dates so family, staff and the community can plan ahead. The key dates are the first day of school, and Thanksgiving, winter and spring breaks.

	2013-14 School Calendar	2014-15 School Calendar
First day of school	September 4, 2013	September 3, 2014
Thanksgiving break	November 27-29, 2013	At minimum November 27-28, 2014
Winter break	December 23, 2013 – January 3, 2014	December 22, 2014 – January 2, 2015
Spring break	March 24-28, 2014	March 23-27, 2015

Involvement:

Assistant Superintendent Kevin Bogatin and Human Resources Director Jennifer Duvall have gathered feedback from principals, staff and parents. Information will be gathered from the transportation company and from other agency partners about after school opportunities for elementary and middle school students for early release.

ACTION REQUESTED:

Adopt key dates for the 2013-14 and 2014-15 school calendars.

CONTACT PERSON: Jennifer Duvall

Corvallis School District School Calendar

2013-2014

Only Key Dates Noted

DRAFT

JULY 2013

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AUGUST 2013

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SEPTEMBER 2013

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OCTOBER 2013

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DECEMBER 2013

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KEY

H/N	No School: Non Contract or Holiday
D	No School: Professional Development
P	No School: Teacher Prep

First day of school - September 4

Corvallis School District School Calendar

2014-2015

Only Key Dates Noted

DRAFT

JULY 2014

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OCTOBER 2014

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JANUARY 2015

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FEBRUARY 2015

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MARCH 2015

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APRIL 2015

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MAY 2015

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JUNE 2015

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KEY

H/N	No School: Non Contract or Holiday
D	No School: Professional Development
P	No School: Teacher Prep

First day of school - September 3



Corvallis

SCHOOL DISTRICT

XI. CONSOLIDATED INFORMATION

XI.A. Non-Licensed Personnel Information

BOARD MEETING DATE: February 25, 2013

FOR INFORMATION ONLY

SUBJECT: Non-licensed Personnel Information

1. Issue: Information on non-licensed-personnel

a. Recommendation to Hire:

Ann Farley: Educational Assistant 2 – LRC, 6.5 hours; Garfield Elementary School; effective January 22, 2013 (Limited Term).

Kelly Frisk: Educational Assistant 2 – LRC, 3.5 hours; Hoover Elementary School; effective February 4, 2013 (Limited Term).

Maria Gutoski: Educational Assistant 2, 6.0 hours; Garfield Elementary School; effective February 11, 2013 (Limited Term).

Jennifer Hernandez: Educational Assistant 2 – Life Skills, 6.0 hours; Harding Center; effective January 24, 2013 (Limited Term).

Denise Knaebel: Educational Assistant 2 – Bilingual, 6.5 hours; Linus Pauling Middle School; effective February 11, 2013 (Limited Term).

Thomas Norton: Educational Assistant 2 – LRC, 6.5 hours; Cheldelin Middle School; effective January 22, 2013 (Regular).

Shalece Rains: Educational Assistant 2 – Bilingual, 4.0 hours; Garfield Elementary School; effective February 13, 2013 (Limited Term).

Shannon Robinson: Educational Assistant 2, 6.5 hours; Cheldelin Middle School; effective January 14, 2013 (Regular).

Allison Rooks Armstrong: Food Service Assistant, 3.25 hours; Linus Pauling Middle School; effective January 30, 2013 (Regular).

Justin Vaughn: Information Services Technical Support 2, 8.0 hours; District Office; effective March 18, 2013 (Regular).

Teresa Walters: Technology/Computer Lab Assistant 1, Educational Assistant 2, 3.5 hours; Adams Elementary School; effective January 23, 2013 (Regular/Limited Term).

b. Termination/Resignation/Layoff:

Suzanne Crichton: Food Service Specialist, 5.0 hours; Philomath Middle School / Central Kitchen; effective December 19, 2012 (Resignation).

Amelia Ingersoll: Educational Assistant 2, 6.5 hours; Linus Pauling Middle School; effective January 31, 2013 (Resignation).

Nancy Pliskin: Administrative Assistant 2, 6.0 hours; Crescent Valley High School; effective March 15, 2013 (Resignation).

CONTACT PERSON: Jennifer Duvall

BOARD MEETING DATE: February 25, 2013

**FOR INFORMATION ONLY-
ADDENDUM**

SUBJECT: Non-licensed Personnel Information

1. Issue: Information on non-licensed-personnel

a. Recommendation to Hire:

Katherine Blake: Educational Assistant 2 – Life Skills, 7.0 hours; Linus Pauling Middle School; effective February 25, 2013 (Regular).

b. Termination/Resignation/Layoff:

Kelli Boom: Educational Assistant 2, 6.0 hours; Linus Pauling Middle School; effective March 15, 2013 (Resignation).

Christine Edwards: Lead Baker, 8.0 hours; Central Kitchen; effective June 5, 2013 (Retirement).

Shana Haid: Educational Assistant 2 – Life Skills, 7.0 hours; Linus Pauling Middle School; effective February 8, 2013 (Resignation).

Mary Jo Wise: Lead Baker, 8.0 hours; Central Kitchen; effective June 5, 2013 (Retirement).

CONTACT PERSON: Jennifer Duvall



Corvallis

SCHOOL DISTRICT

XI.B. Unaudited Financial Statements - December 31, 2012 and January 31,
2013

FOR INFORMATION

BOARD MEETING DATE: February 25, 2013

SUBJECT: December 31, 2012, and January 31, 2013, Financial Statements (Unaudited)

December 31, 2012, represents a semi-annual reporting period, and all funds are included as of this date in the report. General Fund highlights are noted below, while other fund highlights are reported on the individual fund statement. In addition, timing permitted the inclusion of the January 31, 2013, General Fund statement with this report.

General Fund

The Statement of Revenues and Expenditures for the periods ending January 31, 2012 and 2013, reflect activity is tracking within budgeted parameters. FY2012-13 year-to-date revenues are \$38.2 million, 77.1 percent of budget as compared to FY2011-12 revenues of \$40.6 million, or 79.5 percent. FY2012-13 year-to-date expenditures are \$26.9 million, 52.0 percent of budget as compared to the prior year of \$25.4 million, 46.7 percent of budget.

Current Highlights

Revenues

Intermediate Sources in FY2012-13 reflect no activity to date as compared to the prior year with receipts of \$198,031. This variation is due to a timing difference of when funds are released for County School Funds and Federal Forest Fees. Receipt of \$133,000 occurred in February 2013.

Expenditures

Most Districts eliminated their centralized purchasing departments many years ago as did Corvallis. A cooperative spirit exists amongst Districts as they have evolved to make the best purchasing decisions and meet Oregon Revised Statutes. District expenditures are exercised through a variety of mechanisms including the following key components:

- Salaries and Benefits: Bargaining agreements by employee group
- Property, Liability and Employee Insurance Benefits: The market is routinely tested in collaboration with our insurance agents of records to seek the best combination of product, service and price
- Supplies and Services: Multiple avenues are utilized in accordance with Oregon Revised Statutes and Board Policy:
 - Formal bid processes resulting in contracts such as the First Student transportation and Coast-wide custodial supplies;
 - Formal request for proposals to provide services such as banking, audit and architectural;

- o Intergovernmental agreements include items such as printing with OSU or health services with Benton County;
- o State of Oregon – Department of Administrative Services, which provides access to local agencies that pay an annual membership dues, to a wide variety of contracts in which the state has already conducted the bid process. The District accesses office supplies via this route;
- o Contracts made with Qualified Nonprofit Agencies (QRF) providing employment opportunities for disabled individuals, the District uses Garten Services for outgoing mail processing;
- o Other purchasing cooperatives are accessed for items for food service, technology and maintenance;
- o Informal bids and quotes are done on a graduated cost level to ensure sound purchasing decisions for items such as computer, school supplies, and maintenance activities.

The District's purchasing internal control structure is established around these purchasing options along with a graduated levels of review and approval based upon the amount of the purchase.

Previously Reported Highlights

Revenues

Property tax turnovers by Benton and Linn counties follow the payments due dates in November, February and May. Most receipts, about 87 percent, typically are received in November. General property tax receipts as of January 31, 2013, note revenues at 88.0 percent and local option tax receipts at 80.4 percent of budget. The impact of compression on the local option tax is noted in previously reported highlights below.

The timing of the receipt of property taxes creates a temporary surplus of cash. Cash requirements are closely monitored to ensure there are adequate funds to draw on to cover payroll and accounts payable transactions. The best option for investing cash varies with economic times. Presently, the Local Government Investment Pool (LGIP) offers the best return while maintaining policy compliance yielding 0.60 percent. Investment benchmarks as of January 31, 2013, include a three-month U. S. Treasury bill at 0.07 percent and a three-month jumbo certificate of deposit at 0.05 percent.

September 2011 revenues included the receipt of \$1.39 million from the state for the FY2011-12 School Year Subaccount (SYS Fund). The SYS Fund was a one-time appropriation last year by the state legislature of \$100 million from the Education Stability Fund for the purpose of supporting smaller class sizes or for the enhancement of learning opportunities. The SYS Funds were distributed to school districts in a lump sum in September rather than spread over the school year and we will not receive any SYS funds this year.

State revenues for general support for FY2012-13 reflects the adjustment for decreased enrollment for the prior year incorporated into the state funding formula. The district planned the FY2012-13 budget accordingly and the revenue is on track with budgeted expectations.

The district has received the county assessors' Notification of Property Taxes Imposed for FY2012-13. The Local Option Levy continues to be impacted by compression due to decreases in the gap between real market values and assessed values. The district budgeted \$4,541,500 for Local Option Levy, and the

imposed amount is \$4,211,840. This is \$384,000 less than last year's imposed amount and \$330,000 less than budgeted. Updated projections forecast total collections at \$4.1 million. This will be watched closely throughout the year and into the future as it impacts the next fiscal year.

Interest earnings are \$28,491 higher than the prior year-to-date due to an increase in the Local Government Investment Pool rate from 0.5 percent to 0.6 percent along with the General Fund cash balance is a higher proportion of the District's total cash on hand. Reductions in other funds' cash balances over time include the \$6 million payment to PERS in June 2011 to aid in lowering PERS rates, \$1.6 million prepayment on Pension Obligation bonds in June 2011, and \$3.5 million for the Crescent Valley High School roof project this fiscal year. Pooled interest earnings are allocated proportionally by each fund's cash balances.

Other Local Revenues as of January 31, 2013, are ahead of the prior year by \$23,375 mainly due to the receipt of E-Rate funds. The receipt of these funds is on a variable basis and we expect to see continued timing fluctuations.

Expenditures

General Fund expenditures are higher than the prior year which would typically not be expected with a smaller budget. The significant portion of the increase is due to timing differences including the change of paycheck distribution from 12 checks per year to 10 as bargained for Certified and most Classified staff as well as the purchase of textbooks, technology and supplies.

Instruction expenditures include the charter school payments to Muddy Creek through January 31, 2013, which increased by \$70,723 due to increased enrollment and funding.

Supporting Services expenditures experienced an increase of \$93,725 over the prior January 31, 2012, year-to-date. The district worked on non-routine maintenance including CHS bleacher updates, modular classroom roof replacements, and removal of a large tree at CVHS. These projects led to maintenance costs being \$110,300 higher than this time last year. Projects such as these happen every year and are managed within budget appropriations.

Community Services expenditures in the current January 31, 2013, year-to-date are \$55,829 as compared to the prior year-to-date of \$29,719, an increase of \$26,110. In the prior year, the Foundation Director position was filled later in the year resulting in lower expenditures.

If you have any questions regarding the financial statements or would like additional information please contact me.

Presenter: Steve Nielsen, Business Services Director

Supplementary Materials:

1. Statement of Revenue and Expenditures, fiscal year to date as of December 31, 2011 and 2012 and January 31, 2012 and 2013
2. Schedule of Investments as of December 31, 2012 and January 31, 2103
3. Schedule of Cash Disbursements greater than or equal to \$1,000 for the period of December 1-31, 2012 and January 1 – 31, 2013

Corvallis School District 509J
Statement of Revenues and Expenditures
Fiscal Year to Date as of December 31, 2011 and 2012 Respectively (Unaudited)

General Fund

	FY 2011-12			FY 2012-13		
	Budget	Actual		Budget	Actual	
Revenues:						
Local Sources						
Property Taxes	\$ 22,500,000	\$ 19,718,244	87.6%	\$ 23,055,300	\$ 20,054,879	87.0%
Local Option Taxes	4,775,000	4,036,596	84.5%	4,541,500	3,606,140	79.4%
Earnings on Investments	50,000	17,343	34.7%	100,000	44,363	44.4%
Other	316,000	160,148	50.7%	316,000	177,706	56.2%
Intermediate Sources	240,000	448	0.2%	230,000	-	0.0%
State Sources						
General Support	22,460,965	12,509,571	55.7%	20,560,265	11,818,901	57.5%
State School Fund - Subaccount	-	1,392,731	-	-	-	-
Common School Fund	546,857	-	0.0%	603,120	-	0.0%
Other	100,000	-	-	100,000	-	0.0%
Federal Sources	74,299	-	0.0%	8,000	-	0.0%
Total Revenue	<u>\$ 51,063,121</u>	<u>\$ 37,835,081</u>	74.1%	<u>\$ 49,514,185</u>	<u>\$ 35,701,989</u>	72.1%
Expenditures:						
Instruction	\$ 32,621,179	\$ 11,444,895	35.1%	\$ 30,924,859	\$ 12,707,660	41.1%
Supporting Services	21,669,474	9,474,592	43.7%	20,718,041	9,496,395	45.8%
Community Services	92,800	23,358	25.2%	124,300	48,225	38.8%
Facilities Improvements	1	-	0.0%	1	-	0.0%
Transfers to Other Funds	5	-	0.0%	2	-	0.0%
Total Expenditures	<u>\$ 54,383,459</u>	<u>\$ 20,942,845</u>	38.5%	<u>\$ 51,767,203</u>	<u>\$ 22,252,280</u>	43.0%
Excess of Revenues over Expenditures	\$ (3,320,338)	\$ 16,892,236		\$ (2,253,018)	\$ 13,449,709	
Beginning Fund Balance	9,692,879	10,171,758	104.9%	7,971,475	8,249,911	103.5%
Budgeted Contingencies	3,820,341	-		3,242,747	-	
Unappropriated Ending Fund Balance	<u>2,552,200</u>	<u>-</u>		<u>2,475,710</u>	<u>-</u>	
Fund Balance, December 31	<u>\$ -</u>	<u>\$ 27,063,994</u>		<u>\$ -</u>	<u>\$ 21,699,620</u>	

Corvallis School District 509J
Statement of Revenues and Expenditures
Fiscal Year to Date as of December 31, 2011 and 2012 Respectively (Unaudited)

Food Service Fund

	FY 2011-12			FY 2012-13		
	Budget	Actual		Budget	Actual	
Revenues:						
Local Sources	\$ 1,087,300	\$ 396,607	36.5%	\$ 1,075,200	\$ 437,803	40.7%
State Sources	23,000	1,368	5.9%	17,000	-	0.0%
Federal Sources (incl. commodities)	1,711,100	484,249	28.3%	1,682,180	251,882	15.0%
Interest on Investments	6,499	1,733	26.7%	9,999	1,921	19.2%
Interfund Transfer	1	-	0.0%	1	-	0.0%
Total Revenue	<u>\$ 2,827,900</u>	<u>\$ 883,957</u>	31.3%	<u>\$ 2,784,380</u>	<u>\$ 691,606</u>	24.8%
Expenditures:						
Salaries & Benefits	\$ 1,632,595	\$ 649,221	39.8%	\$ 1,652,579	\$ 705,538	42.7%
Food	950,000	355,864	37.5%	920,500	416,461	45.2%
Supplies & Services	220,305	101,572	46.1%	206,301	85,814	41.6%
Capital Outlay	25,000	36,031	144.1%	5,000	-	0.0%
Total Expenditures	<u>\$ 2,827,900</u>	<u>\$ 1,142,688</u>	40.4%	<u>\$ 2,784,380</u>	<u>\$ 1,207,813</u>	43.4%
Excess of Revenues over Expenditures	\$ -	\$ (258,731)		\$ -	\$ (516,207)	
Beginning Fund Balance	645,100	1,064,721	165.0%	645,000	866,668	134.4%
Budgeted Contingency	645,100	-		645,000	-	
Fund Balance, December 31	<u>\$ -</u>	<u>\$ 805,990</u>		<u>-</u>	<u>\$ 350,461</u>	

Notes:

The Food Service Fund is a self-supporting fund.

Revenues to support the program are generated from student participation in food programs, federal and state programs and a catering operation.

Food Service manager, Sharon Gibson, reviews operations to evaluate where costs can be reduced to match revenues. Staff actively promote the federally subsidized free and reduced lunch program to increase participation and revenues received from the program.

The District also provides food service programs to other agencies and districts such as Philomath School District, Alsea School District, and several day cares.

Federal revenue is down \$232,367 as a result of the timing of reimbursement from the Federal government. Examination of billing documentation shows that through November 30 federal reimbursement is flat as compared to the previous year.

Corvallis School District 509J
Statement of Revenues and Expenditures
Fiscal Year to Date as of December 31, 2011 and 2012 Respectively (Unaudited)

District Donation Fund

	FY 2011-12			FY 2012-13		
	Budget	Actual		Budget	Actual	
Revenues:						
Contributions from Foundation	\$ 700,000	\$ 183,600	26.2%	\$ 600,000	\$ 180,000	30.0%
Total Revenue	<u>\$ 700,000</u>	<u>\$ 183,600</u>	26.2%	<u>\$ 600,000</u>	<u>\$ 180,000</u>	30.0%
Expenditures:						
Instruction	\$ 450,000	\$ 118,004	26.2%	\$ 440,000	\$ 108,592	24.7%
Support Services	150,000	13,164	8.8%	75,000	5,654	7.5%
Community Services	99,999	21,035	21.0%	84,999	41,535	48.9%
Facility Playground Improvements	<u>1</u>	<u>-</u>	0.0%	<u>1</u>	<u>-</u>	0.0%
Total Expenditures	<u>\$ 700,000</u>	<u>\$ 152,203</u>	21.7%	<u>\$ 600,000</u>	<u>\$ 155,781</u>	26.0%
Excess of Revenues over Expenditures	\$ -	\$ 31,397		\$ -	\$ 24,219	
Beginning Fund Balance	<u>-</u>	<u>-</u>		<u>-</u>	<u>-</u>	
Fund Balance, December 31	<u>\$ -</u>	<u>\$ 31,397</u>		<u>\$ -</u>	<u>\$ 24,219</u>	

Notes:

This District fund is used to account for donations received from the Corvallis Public Schools Foundation, a separate public 501(c)3 organization.

A monthly transfer is made from the Corvallis Public Schools Foundation to the District Donation Fund (204) to cover expenditures.

Community Services expenditures in the current year-to-date are \$41,535 as compared to the prior year-to-date of \$21,035. In the prior year, the Foundation Director position was filled later in the year resulting in lower expenditures.

Corvallis School District 509J
Statement of Revenues and Expenditures
Fiscal Year to Date as of December 31, 2011 and 2012 Respectively (Unaudited)

Designated Facilities Fund

	FY 2011-12			FY 2012-13		
	Budget	Actual		Budget	Actual	
Revenues:						
Construction Excise Tax	\$ 250,000	\$ 70,589	28.2%	\$ 125,000	\$ 138,381	110.7%
SB 1149	-	42,774	-	108,000	41,009	38.0%
Miscellaneous	475,000	-	-	-	-	-
Proceeds From Sale of Land	-	-	-	400,000	-	0.0%
Interest on Investments	502	504	100.4%	13,000	1,796	13.8%
Interfund Transfers	405,756	-	0.0%	-	-	0.0%
Total Revenue	<u>\$ 1,131,258</u>	<u>\$ 113,867</u>	10.1%	<u>\$ 646,000</u>	<u>\$ 181,186</u>	28.0%
Expenditures:						
Support Services	\$ 226,001	\$ -	0.0%	\$ 346,000	\$ -	0.0%
Facility Acquisition & Construction:	1,104,757	-	35.8%	1,073,500	-	34.3%
CVHS Boiler Upgrade	-	291,126	-	-	-	-
Mountain View Water Storage Tank	-	104,075	-	-	-	-
Cheldelin Boiler	-	-	-	-	332,072	-
Cheldelin Exterior Paint	-	-	-	-	34,719	-
Hoover Roof Repairs	-	-	-	-	1,400	-
Total Expenditures	<u>\$ 1,330,758</u>	<u>\$ 395,201</u>	29.7%	<u>\$ 1,419,500</u>	<u>\$ 368,191</u>	25.9%
Excess of Revenues over Expenditures	\$ (199,500)	\$ (281,334)		\$ (773,500)	\$ (187,005)	
Beginning Fund Balance	299,500	378,827	126.5%	773,500	773,470	100.0%
Budgeted Contingency	<u>(100,000)</u>	<u>-</u>		<u>-</u>	<u>-</u>	
Fund Balance, December 31	<u>\$ -</u>	<u>\$ 97,493</u>		<u>\$ -</u>	<u>\$ 586,465</u>	

Notes:

This fund accounts for the revenues and expenditures related to the construction excise tax, land sales and purchases, and as of FY 2012, includes other facilities projects undertaken with funds that are restricted or committed for the specific facilities related purpose.

Construction activity in the City of Corvallis and greater Benton County has increased causing a spike in the collection of construction excise taxes.

Corvallis School District 509J
Statement of Revenues and Expenditures
Fiscal Year to Date as of December 31, 2011 and 2012 Respectively (Unaudited)

Student Body Fund

	FY 2011-12			FY 2012-13		
	Budget	Actual		Budget	Actual	
Revenues:						
Local Revenues	\$ 1,150,000	\$ 529,878	46.1%	\$ 1,050,000	\$ 554,614	52.8%
Total Revenue	<u>\$ 1,150,000</u>	<u>\$ 529,878</u>	46.1%	<u>\$ 1,050,000</u>	<u>\$ 554,614</u>	52.8%
Expenditures:						
Instructional Services	\$ 1,300,000	\$ 314,155	24.2%	\$ 1,230,000	\$ 332,593	27.0%
Support Services	100,000	20,958	21.0%	70,000	26,102	37.3%
Total Expenditures	<u>\$ 1,400,000</u>	<u>\$ 335,113</u>	23.9%	<u>\$ 1,300,000</u>	<u>\$ 358,695</u>	27.6%
Excess of Revenues over Expenditures	\$ (250,000)	\$ 194,765		\$ (250,000)	\$ 195,919	
Beginning Fund Balance	<u>250,000</u>	<u>375,873</u>	150.3%	<u>250,000</u>	<u>496,181</u>	198.5%
Fund Balance, December 31	<u>\$ -</u>	<u>\$ 570,638</u>		<u>\$ -</u>	<u>\$ 692,100</u>	

Notes:

The District acts as an agent on behalf of student groups who have raised money for activities. 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 Revenues and Expenditures
Fiscal Year to Date as of December 31, 2011 and 2012 Respectively (Unaudited)

Designated Revenue Fund

	FY 2011-12			FY 2012-13		
	Budget	Actual		Budget	Actual	
Revenues:						
Local Sources	\$ 1,037,999	\$ 410,706	39.6%	\$ 1,000,000	\$ 410,284	41.0%
Interfund Transfer	\$ 1	\$ -	0.0%	\$ -	\$ -	0.0%
Total Revenue	<u>\$ 1,038,000</u>	<u>\$ 410,706</u>	39.6%	<u>\$ 1,000,000</u>	<u>\$ 410,284</u>	41.0%
Expenditures:						
Instruction	\$ 963,500	\$ 293,715	30.5%	\$ 1,000,000	\$ 293,385	29.3%
Support Services	240,800	73,186	30.4%	375,000	97,527	26.0%
Community Services	157,700	61,073	38.7%	99,999	52,804	52.8%
Facility Acquisition & Construction	1,000	-	0.0%	1	-	0.0%
Interfund Transfers	405,756	-	0.0%	-	-	0.0%
Total Expenditures	<u>\$ 1,768,756</u>	<u>\$ 427,974</u>	24.2%	<u>\$ 1,475,000</u>	<u>\$ 443,716</u>	30.1%
Excess of Revenues over Expenditures	\$ (730,756)	\$ (17,268)		\$ (475,000)	\$ (33,432)	
Beginning Fund Balance	\$ 730,756	\$ 1,056,603	144.6%	475,000	752,944	158.5%
Unappropriated Ending Fund Balance	<u>\$ -</u>	<u>\$ -</u>		<u>\$ -</u>	<u>\$ -</u>	
Fund Balance, December 31	<u><u>\$ -</u></u>	<u><u>\$ 1,039,335</u></u>		<u><u>\$ -</u></u>	<u><u>\$ 719,512</u></u>	

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.

FY 2012-13 beginning fund balance is comprised of numerous accounts designated for special purposes. Representative examples include DHS Medicaid Funds (147,390): Facilities sales of surplus and misc items (66,509): Technology online classes program (33,480): Franklin Wash DC trip (32,109): and the Coastwide piggyback agreement (34,071).

Corvallis School District 509J
Statement of Revenues and Expenditures
Fiscal Year to Date as of December 31, 2011 and 2012 Respectively (Unaudited)

Early Retirement Incentive Fund

	FY 2011-12			FY 2012-13		
	Budget	Actual		Budget	Actual	
Revenues:						
Early Retirement	\$ 540,650	\$ 540,650	100.0%	\$ 540,650	\$ 540,650	100.0%
Interest on Investments	5,000	2,635	52.7%	10,000	4,506	45.1%
Total Revenue	<u>\$ 545,650</u>	<u>\$ 543,285</u>	99.6%	<u>\$ 550,650</u>	<u>\$ 545,156</u>	99.0%
Expenditures:						
Retiree Stipends	<u>1,083,000</u>	<u>555,077</u>	51.3%	<u>765,665</u>	<u>299,169</u>	39.1%
Total Expenditures	<u>\$ 1,083,000</u>	<u>\$ 555,077</u>	51.3%	<u>\$ 765,665</u>	<u>\$ 299,169</u>	39.1%
Excess of Revenues over Expenditures	\$ (537,350)	\$ (11,792)		\$ (215,015)	\$ 245,987	
Beginning Fund Balance	1,350,000	1,882,429	139.4%	1,490,000	1,497,703	100.5%
Budgeted Contingency	200,000	-		634,985	-	
Unappropriated Ending Fund Balance	<u>612,650</u>	<u>-</u>		<u>640,000</u>	<u>-</u>	
Fund Balance, December 31	<u>\$ -</u>	<u>\$ 1,870,637</u>		<u>\$ -</u>	<u>\$ 1,743,690</u>	

Notes:

This fund pays for supplemental retirement benefits provided to retired teachers, both stipends and insurance.

The last payment for non-represented and classified staff was made June 30, 2008.

In February 2005, certified employees agreed to end the early retirement program effective June 30, 2017. Only employees hired before Sept 1, 1988 will have ERI benefits. A lump sum payout was made on April 30, 2005 to end the ERI rights of employees hired between Sept 1, 1988 and June 30, 1998. An additional lump sum payment was made to those hired before Sept 1, 1988 in recognition of reduced ERI benefits available after their retirement.

Teacher retirees after April 1, 2005 will not receive any medical insurance coverage. Benefits decreased from 7 years to 5 years and effective July 1, 2008 any new retirees will receive only 4 years of stipends. No teachers hired after August 31, 1988 are eligible for any post retirement benefits if they retired after April 1, 2005. As of July 1, 2009 there were 92 eligible retired teachers receiving benefits.

Retiree stipend expenditures account for monthly retirement stipends and lump sum retirement payouts as per the agreement. Comparison of expenditures between years will vary due to the variances in the time of retirement and eligibility for lump sum payouts.

Corvallis School District 509J
Statement of Revenues and Expenditures
Fiscal Year to Date as of December 31, 2011 and 2012 Respectively (Unaudited)

Grant Funds

	FY 2011-12			FY 2012-13		
	Budget	Actual		Budget	Actual	
Revenues:						
Local Revenues	\$ 50,000	\$ 5,291	10.6%	\$ 50,000	\$ 6,197	12.4%
Intermediate revenues	100,000	-	0.0%	100,000	45,206	45.2%
State Revenues	100,000	-	0.0%	100,000	-	0.0%
Federal Revenues	3,500,000	554,745	15.8%	2,750,000	627,121	22.8%
Total Revenue	<u>\$ 3,750,000</u>	<u>\$ 560,036</u>	14.9%	<u>\$ 3,000,000</u>	<u>\$ 678,524</u>	22.6%
Expenditures:						
Instruction	\$ 4,750,000	\$ 349,011	7.3%	\$ 2,925,000	\$ 404,307	13.8%
Support Services	1,150,000	214,679	18.7%	2,012,999	353,924	17.6%
Community Services	50,000	13,340	26.7%	62,000	32,453	52.3%
Facility Acquisition & Construction	50,000	-	0.0%	1	-	0.0%
Total Expenditures	<u>\$ 6,000,000</u>	<u>\$ 577,030</u>	9.6%	<u>\$ 5,000,000</u>	<u>\$ 790,684</u>	15.8%
Excess of Revenues over Expenditures	\$ (2,250,000)	\$ (16,994)		\$ (2,000,000)	\$ (112,160)	
Beginning Fund Balance	2,250,000	2,364,088	-	2,000,000	1,951,404	97.6%
Budgeted Contingency	-	-		-	-	
Fund Balance, December 31	<u>\$ -</u>	<u>\$ 2,347,094</u>		<u>\$ -</u>	<u>\$ 1,839,244</u>	

Notes:

In FY 2012-13, the District had approximately 30 grant awards from federal, state, and private sources estimated at \$3 million. The larger awards typically span a several year time period.

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 FY 2012-13 increased to 5.63% from 4.56% in the prior year.

Corvallis School District 509J
Statement of Revenues and Expenditures
Fiscal Year to Date as of December 31, 2011 and 2012 Respectively (Unaudited)

Insurance Fund

	FY 2011-12			FY 2012-13		
	Budget	Actual		Budget	Actual	
Revenues:						
Charges to Other Funds	\$ 11,190,000	\$ 4,760,420	42.5%	\$ 12,327,850	\$ 5,005,868	40.6%
Other Revenues	33,000	19,167	58.1%	7,000	9,257	132.2%
Interfund Transfer	<u>2</u>	<u>\$ -</u>	0.0%	<u>\$ -</u>	<u>\$ -</u>	
Total Revenue	<u>\$ 11,223,002</u>	<u>\$ 4,779,587</u>	42.6%	<u>\$ 12,334,850</u>	<u>\$ 5,015,125</u>	40.7%
Expenditures:						
Insurance Activities	\$ 432,002	\$ 155,060	35.9%	\$ 294,689	\$ 150,042	50.9%
CVHS Roof	\$ -	\$ -		\$ 3,800,000	\$ 3,487,630	91.8%
Insurance Premiums	<u>14,378,000</u>	<u>3,852,788</u>	26.8%	<u>14,364,011</u>	<u>3,943,013</u>	27.5%
Total Expenditures	<u>\$ 14,810,002</u>	<u>\$ 4,007,848</u>	27.1%	<u>\$ 18,458,700</u>	<u>\$ 7,580,685</u>	41.1%
Excess of Revenues over Expenditures	\$ (3,587,000)	\$ 771,739		\$ (6,123,850)	\$ (2,565,560)	
Beginning Fund Balance	<u>3,587,000</u>	<u>6,157,083</u>	171.6%	<u>6,123,850</u>	<u>6,908,603</u>	112.8%
Fund Balance, December 31	<u>\$ -</u>	<u>\$ 6,928,822</u>		<u>\$ -</u>	<u>\$ 4,343,043</u>	

Notes:

The Insurance Fund is used to account for health benefits, worker's compensation and property/liability activity. The fund also includes reserves for the dental/vision and property liability self insured programs.

The insurance expenditures increase reflects the cost of replacing the roof at Crescent Valley High School. This expenditure was planned for in the FY2012-13 adopted budget.

Corvallis School District 509J
Statement of Revenues and Expenditures
Fiscal Year to Date as of December 31, 2011 and 2012 Respectively (Unaudited)

PERS Debt Service Fund

	FY 2011-12			FY 2012-13		
	Budget	Actual		Budget	Actual	
Revenues:						
Charges to Other Funds	\$ 2,005,580	\$ 783,944	39.1%	\$ 2,004,200	\$ 822,682	41.0%
Interest on Investments	10,000	3,976	39.8%	15,000	6,708	44.7%
Total Revenue	<u>\$ 2,015,580</u>	<u>\$ 787,920</u>	39.1%	<u>\$ 2,019,200</u>	<u>\$ 829,390</u>	41.1%
Expenditures:						
Debt Service						
Principal	\$ 792,566	\$ -	0.0%	\$ 744,663	\$ -	0.0%
Interest	1,213,014	480,290	39.6%	1,259,564	472,118	37.5%
Total Expenditures	<u>\$ 2,005,580</u>	<u>\$ 480,290</u>	23.9%	<u>\$ 2,004,227</u>	<u>\$ 472,118</u>	23.6%
Excess of Revenues over Expenditures	\$ 10,000	\$ 307,630		\$ 14,973	\$ 357,272	
Beginning Fund Balance	<u>2,000,000</u>	<u>2,247,280</u>	112.4%	<u>2,290,000</u>	<u>2,347,142</u>	102.5%
Budgeted Contingency	<u>2,010,000</u>	<u>-</u>		<u>2,304,973</u>	<u>-</u>	
Fund Balance, December 31	<u>\$ -</u>	<u>\$ 2,554,910</u>		<u>-</u>	<u>\$ 2,704,414</u>	

Notes:

The District issued refinancing bonds for its PERS unfunded actuarial liability. Bonds were sold October 9, 2002, at a true interest cost of 5.897%. Additional bonds were sold on June 7, 2005, at a true interest cost of 4.44%.

Instead of having PERS carry the unfunded liability at an 8% interest rate, the District entered into a pool that issued taxable bonds and turned the proceeds over to PERS. This financing strategy aids in keeping rates lower than would have been issued by PERS.

The debt service repayment schedule for the 2002 bonds, adopted by the consortium of districts, unrealistically assumed 4% growth in personnel costs each year and has the annual debt service steadily increasing. Accordingly, the District is setting aside additional funds each year to pay future debt service costs and smooth the contribution rates on an ongoing basis.

Debt service payments are made according to a set payment schedule. Principal payments are made annually in June and interest payments are made semi-annually in December and June.

Corvallis School District 509J
Statement of Revenues and Expenditures
Fiscal Year to Date as of December 31, 2011 and 2012 Respectively (Unaudited)

Debt Service Fund

	FY 2011-12			FY 2012-13		
	Budget	Actual		Budget	Actual	
Revenues:						
Local Sources	\$ 8,386,412	\$ 7,382,534	88.0%	\$ 8,447,213	\$ 7,471,915	88.5%
Interest on Investments	5,999	1,794	29.9%	5,999	4,515	75.3%
Interfund Transfers	<u>1</u>	<u>-</u>	0.0%	<u>1</u>	<u>-</u>	0.0%
Total Revenue	<u>\$ 8,392,412</u>	<u>\$ 7,384,328</u>	88.0%	<u>\$ 8,453,213</u>	<u>\$ 7,476,430</u>	88.4%
Expenditures:						
Debt Service						
Principal	\$ 5,605,000	\$ -	0.0%	\$ 6,030,000	\$ -	0.0%
Interest	<u>2,847,412</u>	<u>1,423,706</u>	50.0%	<u>2,623,213</u>	<u>1,311,606</u>	50.0%
Total Expenditures	<u>\$ 8,452,412</u>	<u>\$ 1,423,706</u>	16.8%	<u>\$ 8,653,213</u>	<u>\$ 1,311,606</u>	15.2%
Excess of Revenues over Expenditures	\$ (60,000)	\$ 5,960,622		\$ (200,000)	\$ 6,164,824	
Beginning Fund Balance	<u>60,000</u>	<u>389,831</u>	649.7%	<u>200,000</u>	<u>602,429</u>	301.2%
Fund Balance, December 31	<u>\$ -</u>	<u>\$ 6,350,453</u>		<u>\$ -</u>	<u>\$ 6,767,253</u>	

Notes:

Voter-approved general obligation bonds are repaid with property taxes outside the constitutional-property-tax limitations. These taxes are restricted to payment of debt service and may not be used for any other purpose.

Debt service payments are made according to a set payment schedule. Principal payments are made annually in June and interest payments are made semi-annually in December and June. As budgets are developed each year a conservative beginning fund balance is estimated to ensure enough funds are on hand to meet debt service requirements.

As part of the budget process each year, a calculation is done to determine the amount to levy for property tax collections. Factors in the calculation include scheduled debt service, estimated interest earnings and an projected amount of taxes expected to not be collected that year. June 30, 2012, actual uncollected taxes as a percentage of the levy was 5.0%.

To prevent agencies from significantly over levying taxes, the State requires agencies demonstrate at least once each year that the Debt Service fund cash balance must reach a minimum balance of 1/12th of scheduled debt due. The District complied with this requirement in FY2012-13.

Corvallis School District 509J
Statement of Revenues and Expenditures
Fiscal Year to Date as of January 31, 2012 and 2013 Respectively (Unaudited)

General Fund

	FY2011-12			FY2012-13		
	Budget	Actual		Budget	Actual	
Revenues:						
Local Sources						
Property Taxes	\$ 22,500,000	\$ 19,978,640	88.8%	\$ 23,055,300	\$ 20,298,043	88.0%
Local Option Taxes	4,775,000	4,092,682	85.7%	4,541,500	3,651,093	80.4%
Earnings on Investments	50,000	30,277	60.6%	100,000	58,768	58.8%
Other	316,000	166,788	52.8%	316,000	190,163	60.2%
Intermediate Sources	240,000	198,031	82.5%	230,000	-	0.0%
State Sources						
General Support	22,460,965	14,299,149	63.7%	20,560,265	13,527,927	65.8%
State School Fund - Subaccount	-	1,392,731	-	-	-	-
Common School Fund	546,857	411,522	75.3%	603,120	453,393	75.2%
Other	100,000	-	-	100,000	-	0.0%
Federal Sources	74,299	19,073	25.7%	8,000	-	0.0%
Total Revenue	<u>\$ 51,063,121</u>	<u>\$ 40,588,893</u>	79.5%	<u>\$ 49,514,185</u>	<u>\$ 38,179,387</u>	77.1%
Expenditures:						
Instruction	\$ 32,621,179	\$ 14,244,855	43.7%	\$ 30,924,859	\$ 15,644,830	50.6%
Supporting Services	21,669,474	11,129,926	51.4%	20,718,041	11,223,651	54.2%
Community Services	92,800	29,719	32.0%	124,300	55,829	44.9%
Facilities Improvements	1	1,100	110000.0%	1	-	-
Transfers to Other Funds	5	-	0.0%	2	-	0.0%
Total Expenditures	<u>\$ 54,383,459</u>	<u>\$ 25,405,600</u>	46.7%	<u>\$ 51,767,203</u>	<u>\$ 26,924,310</u>	52.0%
Excess of Revenues over Expenditures	\$ (3,320,338)	\$ 15,183,293		\$ (2,253,018)	\$ 11,255,077	
Beginning Fund Balance	9,692,879	10,171,758	104.9%	7,971,475	8,249,911	103.5%
Budgeted Contingencies	3,820,341	-		3,242,747	-	
Unappropriated Ending Fund Balance	<u>2,552,200</u>	<u>-</u>		<u>2,475,710</u>	<u>-</u>	
Fund Balance, January 31	<u>\$ -</u>	<u>\$ 25,355,051</u>		<u>\$ -</u>	<u>\$ 19,504,988</u>	

Corvallis School District 509J
Schedule of Investments
December 31, 2012

Type of Investment	Investment Date	Maturity/ Call Date	No. of Days	Bond Equivalent Yield	Purchase Price	Par (Maturity) Value
<u>Commercial Paper</u>						
US Bancorp 2.125%	08/26/11	02/15/13	539	0.543%	\$ 2,762,149	\$ 2,700,000 ³
Subtotal Commercial Paper					\$ 2,762,149	\$ 2,700,000
				Average Annualized Rate		
<u>Local Government Investment Pool:</u>						
General Account				0.6000%		\$ 39,067,601
Debt Service Account				0.6000%		327
Subtotal LGIP ¹						\$ 39,067,928
<u>Local Government Investment Pool - Pension Bond Debt Service:</u>						
Pension Bond Debt Service Account: ⁴				0.6000%		\$ 801,921
Total Investments						\$ 42,569,849

1. The maximum amount (in any combination of accounts) that the Local Government Investment Pool (LGIP) allows in an account is \$44,999,213.
2. The PERS Bond Debt Service Account is outside of the LGIP limit, and collects the PERS intercept payments from the Basic School Fund for payment twice a year to the bond holders of the PERS bond debt.
3. This investment was purchased at a premium to (or in excess of) the par (maturity) value. The investment includes semi-annual coupon payments, that together with the par values exceed their purchase price and yield the Bond Equivalent Yield displayed.

Compliance with Investment Policy

Type of Investment	Maximum Percent of Portfolio per Policy	Current Percent
US Government-Sponsored Enterprises (Total):	90.0%	0.0%
US Treasury Obligations	100.0%	0.0%
Local Government Investment Pool	100.0%	93.7%
Bankers Acceptances	25.0%	0.0%
Repurchase Agreements	25.0%	0.0%
State and Local Government Securities	25.0%	0.0%
Time Certificates of Deposit & Collateralized Money Market	50.0%	0.0%
Commercial Paper (bonds and promissory notes issued by corporations)	10.0%	6.3%
US Bancorp 2.125% 2/15/13	6.3%	
TOTAL		100.00%

Benchmarks as of 12/31/12:

3-Month U. S. T-Bill bond equivalent yield:	0.04%
3-Mo. Jumbo CDs	0.05%

Corvallis School District 509J
Schedule of Investments
January 31, 2013

Type of Investment	Investment Date	Maturity/ Call Date	No. of Days	Bond Equivalent Yield	Purchase Price	Par (Maturity) Value
<u>Commercial Paper</u>						
US Bancorp 2.125%	08/26/11	02/15/13	539	0.543%	\$ 2,762,149	\$ 2,700,000 ³
Subtotal Commercial Paper					\$ 2,762,149	\$ 2,700,000
				Average Annualized Rate		
<u>Local Government Investment Pool:</u>						
General Account				0.6000%		\$ 37,200,264
Debt Service Account				0.6000%		317
Subtotal LGIP ¹						\$ 37,200,581
<u>Local Government Investment Pool - Pension Bond Debt Service:</u>						
Pension Bond Debt Service Account: ⁴				0.6000%		\$ 985,612
Total Investments						\$ 40,886,193

1. The maximum amount (in any combination of accounts) that the Local Government Investment Pool (LGIP) allows in an account is \$44,999,213.
2. The PERS Bond Debt Service Account is outside of the LGIP limit, and collects the PERS intercept payments from the Basic School Fund for payment twice a year to the bond holders of the PERS bond debt.
3. This investment was purchased at a premium to (or in excess of) the par (maturity) value. The investment includes semi-annual coupon payments, that together with the par values exceed their purchase price and yield the Bond Equivalent Yield displayed.

Compliance with Investment Policy

Type of Investment	Maximum Percent of Portfolio per Policy	Current Percent
US Government-Sponsored Enterprises (Total):	90.0%	0.0%
US Treasury Obligations	100.0%	0.0%
Local Government Investment Pool	100.0%	93.4%
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%	6.6%
US Bancorp 2.125% 2/15/13	6.6%	
TOTAL		100.00%

Benchmarks as of 1/31/13:

3-Month U. S. T-Bill bond equivalent yield:	0.07%
3-Mo. Jumbo CDs	0.05%

Corvallis School District 509J
Schedule of Cash Disbursements greater than or equal to \$1,000
For the period of December 1, 2012 - December 31, 2012

<u>Fund, Object, Vendor</u>	<u>Amount</u>
100 - General Fund	\$ 576,294.60
Away HS Playoffs and/or Tournaments	
FIRST STUDENT INC	\$ 2,037.58
Charter School Payments	
INAVALE COMMUNITY PARTNERS, INC	\$ 39,629.03
Computer Software	
UPTIME SCIENCES	\$ 16,861.31
Consumable Supplies and Materials	\$ 28,704.23
APPLE, INC	\$ 1,069.95
BENSON'S INTERIORS, INC	\$ 2,990.00
CDW GOVERNMENT INC	\$ 1,165.26
CHOWN HARDWARE	\$ 1,138.15
COASTWIDE LABORATORIES	\$ 1,194.16
HENDERSONS OFFICE SYSTEMS	\$ 1,529.20
HOME DEPOT CREDIT SERVICES	\$ 1,421.57
HOUGHTON MIFFLIN HARCOURT	\$ 4,627.16
OETC	\$ 2,499.99
OFFICE MAX	\$ 5,839.77
PLATT ELECTRIC SUPPLY CO	\$ 1,869.72
SCHOOL SPECIALTY	\$ 1,020.35
TIME FOR KIDS	\$ 1,305.44
WELLS FARGO REMITTANCE CENTER	\$ 1,033.51
Copier Charges	
OREGON STATE UNIVERSITY PRINTING	\$ 13,154.11
Electricity	
PACIFIC POWER AND LIGHT	\$ 43,292.31
Garbage	
ALLIED WASTE SERVICES	\$ 8,925.96
Instructional, Professional and Tech. Service	
YES HOUSE	\$ 22,740.00
Legal Services	
GRAHAM M HICKS, PC	\$ 1,122.00
Other Communication Services	
CENTURYLINK	\$ 1,348.25
Other Non-instructional Prof. and Tech.	\$ 18,401.05
MAXIM HEALTHCARE SERVICES	\$ 16,052.55
NORTHWEST REGIONAL EDU	\$ 2,348.50
Postage	\$ 3,460.85
GARTEN SERVICES, INC	\$ 2,335.85
POSTMASTER	\$ 1,125.00

<u>Fund, Object, Vendor</u>	<u>Amount</u>
100 - General Fund continued	
Printing and Binding	
HENDERSONS OFFICE SYSTEMS	\$ 1,669.56
Reimbursable Student Transportation	\$ 186,397.63
FIRST STUDENT INC	\$ 185,192.63
GO GET'EM TAXI AND TRANSPORT LLC	\$ 1,205.00
Rentals	
FORESS SIGN CO	\$ 1,680.00
Repairs and Maintenance Services	\$ 29,837.01
BENSON'S INTERIORS, INC	\$ 2,960.00
CHOWN HARDWARE	\$ 11,458.81
CHRISTENSON ELECTRIC, INC.	\$ 1,787.83
FORESS SIGN CO	\$ 1,260.00
GENERAL SHEET METAL WORKS, INC	\$ 5,030.00
REYNOLDS ELECTRIC, INC.	\$ 7,340.37
Technology Equip \$1,000 - \$4,999	\$ 124,591.39
HEWLETT-PACKARD CORPORATION	\$ 119,680.00
WELLS FARGO REMITTANCE CENTER	\$ 4,911.39
Telephone	
AT&T MOBILITY-ACCT#837370420 (TECH	\$ 1,645.98
Textbooks	
TCI	\$ 15,920.10
Travel, Out of District	
WELLS FARGO REMITTANCE CENTER	\$ 3,994.70
Water and Sewage	
CITY OF CORVALLIS	\$ 10,881.55
203 - Food Service Fund	\$ 59,417.10
Food - Food Service Only	\$ 30,783.76
DUCK DELIVERY PRODUCE INC	\$ 8,628.82
FRANZ FAMILY BAKERIES	\$ 4,346.79
LOCHMEAD DAIRY	\$ 16,116.85
SYSCO FOOD SERVICE	\$ 1,691.30
Inventories	\$ 28,633.34
COSTCO ALBANY	\$ 1,201.16
FOOD SERVICE OF AMERICA	\$ 7,497.43
MCDONALD WHOLESALE CO	\$ 19,934.75
204 - District Donation Fund	\$ 10,430.86
Consumable Supplies and Materials	
PEARSON EDUCATION INC	\$ 1,959.91
SEW ON	\$ 8,470.95

296 - Grants Fund	\$ 22,012.63
Computer Software	
IXL LEARNING	\$ 1,850.00
Consumable Supplies and Materials	
SCHOLASTIC INC	\$ 1,865.53
Other Non-instructional Professional and Technical	
YES HOUSE	\$ 9,321.00
Technology Equip \$1,000 - \$4,999	
HEWLETT-PACKARD CORPORATION	\$ 4,787.20
Travel, Out of District	\$ 4,188.90
ASSOCIATION OF MIDDLE LEVEL EDU.	\$ 1,590.00
LINDA NIMMO	\$ 1,349.88
ROBIN IPPOLITI	\$ 1,249.02
297 - Student Body Funds	\$ 63,891.30

Consumable Supplies and Materials	\$ 27,628.53
DEHEN CHEER & DANCE	\$ 2,035.63
DHR MARKETING, INC	\$ 1,826.00
HOLIDAY TREE FARM, INC	\$ 5,136.95
M & R SALES	\$ 15,062.00
SEW ON	\$ 1,697.50
SHIRT CIRCUIT	\$ 1,870.45
Non-reimbursable Student Transportation	
FIRST STUDENT INC	\$ 1,186.41
Other Curricular Activities	
OSAA	\$ 2,671.00
Other Non-instructional Prof. and Tech.	\$ 14,323.88
DAVE BROOKS	\$ 1,340.40
MID-VALLEY BASKETBALL OFFICIALS	\$ 12,983.48
Printing and Binding	
LIFETOUCH NATIONAL SCHOOL STUDIOS	\$ 4,299.48
Travel, Student Out of District	\$ 13,782.00
FIRST	\$ 5,000.00
Medley, Jamie L	\$ 1,042.00
Sather, Ronald B	\$ 1,280.00
SHILO INN - BEND	\$ 1,650.00
WASHINGTON MUSIC EDUCATORS ASSN	\$ 4,810.00

298 - Designated Revenue Fund	\$ 4,306.04
Consumable Supplies and Materials	\$ 3,220.04
ADORAMA CAMERA	\$ 1,093.20
FREESTYLE	\$ 1,063.03
MICRON CONSUMER PRODUCTS	\$ 1,063.81
Travel, Student Out of District	
LINN BENTON COMMUNITY COLLEGE - ART	\$ 1,086.00

601 - Insurance Fund	\$ 567,590.45
Buildings Acquisition	
PBS ENGINEERING	\$ 6,462.95
Construction Contracts Payable-Retainage	
2G, INC., DBA 2G CONSTRUCTION	\$ 171,501.41
Group Insurance	\$ 389,626.09
LIFEMAP ASSURANCE COMPANY	\$ 8,656.34
REGENCE BCBS OF OREGON	\$ 372,077.75
WILLAMETTE DENTAL GROUP	\$ 8,892.00
Grand Total	<u>\$ 1,303,942.98</u>

Corvallis School District 509J
Schedule of Cash Disbursements greater than or equal to \$1,000
For the period of January 1, 2013 - January 31, 2013

<u>Fund, Object, Vendor</u>	<u>Amount</u>
100 - General Fund	\$ 578,271.85
Architect/Engineer Services	
DEVCO ENGINEERING INC	\$ 2,935.00
Audit Services	
KOONTZ & PERDUE, BLASQUEZ & CO P.C.	\$ 9,500.00
Charter School Payments	
INAVALE COMMUNITY PARTNERS, INC	\$ 40,028.78
Consumable Supplies and Materials	\$ 48,707.78
AMERICAN TIME & SIGNAL COMPANY	\$ 1,108.04
CHOWN HARDWARE	\$ 2,151.45
COASTWIDE LABORATORIES	\$ 6,829.24
DAY WIRELESS SYSTEMS	\$ 2,131.29
GRAYBAR ELECTRIC COMPANY INC	\$ 1,235.64
HOME DEPOT CREDIT SERVICES	\$ 2,515.27
INGRAM LIBRARY SERVICES	\$ 1,433.48
OETC	\$ 11,228.00
OFFICE MAX	\$ 6,780.54
PARAMOUNT SUPPLY CO	\$ 1,413.01
PINKHAM SPECIALTY CO	\$ 1,073.00
PLATT ELECTRIC SUPPLY CO	\$ 2,471.33
SCHOOL SPECIALTY	\$ 4,164.80
THE PART WORKS INC	\$ 1,345.82
WELLS FARGO REMITTANCE CENTER	\$ 2,826.87
Copier Charges	
OREGON STATE UNIVERSITY PRINTING	\$ 15,163.11
Electricity	\$ 55,856.60
CONSUMERS POWER INC	\$ 10,292.53
PACIFIC POWER AND LIGHT	\$ 45,564.07
Equipment-like items \$1,000 - \$4,999	\$ 4,896.39
NORTHWEST COMPRESSOR	\$ 1,701.39
T-PLUS STEEL FABRICATORS, INC.	\$ 3,195.00
Fuel	\$ 42,180.02
BENTON COUNTY PUBLIC WORKS	\$ 3,868.63
NW NATURAL	\$ 38,311.39
Garbage	
ALLIED WASTE SERVICES	\$ 9,572.12
Legal Services	
THE HUNGERFORD LAW FIRM LLP	\$ 1,815.01
Non-reimbursable Student Transportation	
CITY OF CORVALLIS	\$ 13,440.00

<u>Fund, Object, Vendor</u>	<u>Amount</u>
100 - General Fund continued	
Other Communication Services	\$ 25,716.67
CENTURYLINK	\$ 1,329.79
COMCAST/INSTITUTIONAL NETWORKS	\$ 24,386.88
Other Employee Benefits	\$ 2,273.40
Boring, Matthew R	\$ 1,136.70
Wright, Eric A	\$ 1,136.70
Other Non-instructional Professional and Tech.	\$ 12,201.45
MAXIM HEALTHCARE SERVICES	\$ 4,206.45
PBS ENGINEERING & ENVIRONMENTAL INC	\$ 7,995.00
Postage	
GARTEN SERVICES, INC	\$ 3,105.31
Printing and Binding	\$ 7,447.95
CLACKAMAS ESD	\$ 3,082.00
HENDERSONS OFFICE SYSTEMS	\$ 3,111.56
OFFICE DEPOT, INC	\$ 1,254.39
Reimbursable Student Transportation	\$ 193,811.73
FIRST STUDENT INC	\$ 187,560.03
GO GET'EM TAXI AND TRANSPORT LLC	\$ 4,952.50
MINDY DYE	\$ 1,299.20
Repairs and Maintenance Services	\$ 54,363.34
ADVANCED WOODCRAFT	\$ 2,850.00
BENTON COUNTY PUBLIC WORKS	\$ 3,476.12
CHOWN HARDWARE	\$ 1,132.50
COASTWIDE LABORATORIES	\$ 1,184.57
GENERAL SHEET METAL WORKS, INC	\$ 30,685.00
KONE INC	\$ 2,781.55
MCCOOL INSTALLATIONS	\$ 1,260.00
ROBERT LLOYD SHEET METAL, INC	\$ 1,485.00
SYNERGY SECURITY SOLUTIONS	\$ 5,288.60
TIM BREWER TREE & STUMP SERVICE INC	\$ 4,220.00
Telephone	\$ 8,846.36
AT&T MOBILITY-ACCT#837370420 (TECH)	\$ 1,454.49
CENTURYLINK	\$ 7,391.87
Textbooks	
CENGAGE LEARNING	\$ 3,781.25
Travel, Out of District	\$ 6,003.00
ASSOCIATION OF MIDDLE LEVEL EDUCATION	\$ 3,490.00
OREGON SCHOOL BOARDS ASSOCIATION	\$ 2,513.00
Water and Sewage	
CITY OF CORVALLIS	\$ 16,626.58

<u>Fund, Object, Vendor</u>	<u>Amount</u>
203 - Food Service Fund	\$ 88,352.93
Computer Software	
CASCADE CONSULTING	\$ 12,542.50
Food - Food Service Only	\$ 31,790.05
DUCK DELIVERY PRODUCE INC	\$ 6,036.00
FRANZ FAMILY BAKERIES	\$ 3,620.25
LOCHMEAD DAIRY	\$ 22,133.80
Inventories	\$ 39,702.08
FOOD SERVICE OF AMERICA	\$ 20,579.23
MCDONALD WHOLESALE CO	\$ 19,122.85
Repairs and Maintenance Services	
ADVANCED ENVIRONMENTAL SYSTEMS	\$ 4,318.30
204 - District Donation Fund	\$ 10,721.38
Consumable Supplies and Materials	\$ 4,373.50
NEWS IN SLOW FRENCH - LINGUISTICA 360	\$ 1,107.50
OETC	\$ 1,256.00
RADIUS PIPE BENDING	\$ 2,010.00
Equipment-like items \$1,000 - \$4,999	
COMMERCIAL FITNESS EQUIPMENT	\$ 3,195.00
Travel, Student Out of District	\$ 3,152.88
BOYS & GIRLS CLUB OF CORVALLIS	\$ 1,815.00
SUPER 8 - REDMOND	\$ 1,337.88
296 - Grants Fund	\$ 53,785.37
Consumable Supplies and Materials	\$ 38,081.30
CA SUPPLY INC	\$ 18,492.00
CDW GOVERNMENT INC	\$ 11,820.00
EPS/SCHOOL SPECIALTY INTERVENTION	\$ 1,103.15
MF KELLEY CONSTRUCTION	\$ 3,500.00
SCHOLASTIC INC	\$ 3,166.15
Equipment-like items \$1,000 - \$4,999	
PRO MEDIA ULTRASOUND	\$ 1,133.66
Instructional, Professional and Technical Service	
EXCELLENCE IN WRITING	\$ 3,275.41
Periodicals	
LRP PUBLICATIONS, INC.	\$ 3,320.00
Technology Equip \$1,000 - \$4,999	
HEWLETT-PACKARD CORPORATION	\$ 1,349.00
Travel, Out of District	\$ 6,626.00
BUREAU OF EDUCATION AND RESEARCH	\$ 1,125.00
COSA	\$ 1,851.00
OREGON READING ASSOCIATION	\$ 2,300.00
OREGON STATE UNIVERSITY CONFERENCE SEI	\$ 1,350.00

<u>Fund, Object, Vendor</u>	<u>Amount</u>
297 - Student Body Funds	\$ 30,523.28
Consumable Supplies and Materials	\$ 16,747.96
COSTCO-ALBANY	\$ 1,810.87
HARROW SPORTS	\$ 1,494.66
JOOS ENTERPRISES LLC	\$ 1,000.00
NO DINX INC	\$ 1,000.00
PACIFICA COFFEE, LTD	\$ 1,081.50
PEPSI-COLA	\$ 1,048.68
SEW ON	\$ 3,359.90
SHIRT CIRCUIT	\$ 1,094.10
VARSITY FASHIONS	\$ 4,858.25
Non-reimbursable Student Transportation	\$ 12,445.32
FIRST STUDENT INC	\$ 7,457.82
MTR WESTERN	\$ 4,987.50
Other Non-instructional Professional and Technical	
BENTON COUNTY SHERIFF'S RESERVE	\$ 1,330.00
298 - Designated Revenue Fund	\$ 34,138.24
Consumable Supplies and Materials	\$ 17,959.96
ENCO MANUFACTURING CO	\$ 1,142.76
FRED MEYER CUSTOMER CHARGES	\$ 2,677.05
HOME DEPOT CREDIT SERVICES	\$ 1,042.60
Meitle, Nancy	\$ 1,113.62
OETC	\$ 1,422.00
PACIFIC COAST SIGN SUPPLY	\$ 2,001.32
WELLS FARGO REMITTANCE CENTER	\$ 8,560.61
Equipment-like items \$1,000 - \$4,999	\$ 3,071.28
B & H ELECTRONICS/PHOTO/VIDEO	\$ 1,022.28
JET TOOLS	\$ 2,049.00
Technology Equip \$1,000 - \$4,999	
APPLE, INC	\$ 6,948.00
Travel, Student Out of District	\$ 6,159.00
THE WASHINGTON BALLET	\$ 3,120.00
TRADE CENTER MANAGEMENT ASSOCIATES	\$ 1,239.00
WELLS FARGO REMITTANCE CENTER	\$ 1,800.00
601 - Insurance Fund	\$ 416,022.07
Buildings Acquisition	
ROWELL BROKAW ARCHITECTS, P.C.	\$ 1,622.00
Group Insurance	\$ 394,606.07
LIFEMAP ASSURANCE COMPANY	\$ 8,460.67
REGENCE BLUECROSS BLUESHIELD OF OR	\$ 372,516.25
SAIF CORPORATION	\$ 4,651.65
WILLAMETTE DENTAL GROUP (GROUP Z1329)	\$ 8,977.50
Other Insurance and Judgments	
Baez, Juan A	\$ 6,000.00
Other Non-instructional Professional and Techn	\$ 13,794.00
BARKER-UERLINGS INSURANCE, INC	\$ 12,474.00
CPR WORKS, LLC	\$ 1,320.00
Grand Total	\$ 1,211,815.12



Corvallis
SCHOOL DISTRICT

XI.C. Board Policy DGA/DGB - Authorized Signatures - Revised - First
Reading

Corvallis School District 509J
Board of Directors

BOARD MEETING DATE: February 25, 2013

FOR INFORMATION

SUBJECT: Board Policy DGA/DGB—Authorized Signatures—Revised—First Reading

Issue: Fiscal management policies and administrative regulations currently are under review by the business department for current practice and current district need.

Board Policy DBA/DGB—Authorized Signatures has been updated for best practice.

Options Considered: Not revising the policy.

Involvement: District office staff.

Consequences: Policy will remain outdated.

Cost Impact: None.

CONTACT PERSON(S): Steve Nielsen, Kerry Richey

CORVALLIS SCHOOL DISTRICT 509J

Code: DGA/DGB
Adopted: 6/1/88
Revised/Readopted: 2/10/97, 1/11/99
Orig. Code(s): 6120, 6130

Authorized Signatures

The Board will, at its annual organizational meeting, or at other times deemed necessary by the Board, authorize the district clerk and/or deputy clerk or other individuals designated by the superintendent to sign checks. The Board may authorize the use of facsimile signatures by those persons authorized to sign district checks.

~~At the organizational meeting of the Board, resolutions shall be adopted authorizing the clerk and deputy clerk to sign as officials of the district.~~

END OF POLICY

Legal Reference(s):

[ORS 294.120](#)

[ORS 328.441](#)

[ORS 328.445](#)



Corvallis
SCHOOL DISTRICT

XI.D. Board Policy GCDA/GDDA - Criminal Records Checks/Fingerprinting -
Revision - First Reading

Corvallis School District 509J
Board of Directors

BOARD MEETING DATE: February 25, 2013

FOR INFORMATION

SUBJECT:

Board Policy GCDA/GDDA—Criminal Records Checks/Fingerprinting—Revision—First Reading

Administrative Regulation GCDA/GDDA-AR—Criminal Records Checks/Fingerprinting—Revision—For Information

Issue: The Equal Employment Opportunity Commission (EEOC) has released new guidance related to an employer's use of applicant and employee arrests and/or convictions. How an employer uses an individual's criminal history in making employment decisions could violate the prohibition against discrimination under Title VII of the Civil Rights Act of 1965. The new guidance states that "the employer's use of criminal history must be job related and consistent with business necessity."

Options Considered: Not updating the administrative regulation.

Involvement: District office staff

Consequences: Current administrative regulation would remain outdated.

Cost Impact: None

CONTACT PERSON(S): Jennifer Duvall, Kerry Richey

Criminal Records Checks/Fingerprinting

All newly hired employees shall be required to submit to a nationwide criminal records check and fingerprinting. Individuals contracting with the district and their employees, who have direct, unsupervised contact with students, also shall be required to submit to a nationwide criminal records check and fingerprinting.

The Board may require an Oregon criminal history check for other individuals considered for use as volunteers for the district who have direct, unsupervised contact with students.

The district shall begin the employment of an individual, volunteer service, or terms of a district contractor on a probationary basis pending the return and disposition of such checks.

An individual who has failed to disclose the presence of criminal convictions that would not otherwise prevent his/her employment with the district as provided by law could be prevented from being employed or contract with by the district. The individual may be allowed to resubmit criminal history verification with the Oregon Department of Education (ODE). The district's use of criminal history must be relevant to the specific requirements of the position, services, or employment.

Criminal records checks and fingerprinting fees as required by the district, ODE and/or Teacher Standards and Practices Commission shall be paid by the individual. Fees as required for all other individuals subject to such checks and/or fingerprinting may be paid by the district under certain circumstances.

The superintendent is directed to develop administrative regulations to meet the requirements of applicable Oregon Revised Statutes and Oregon Administrative Rules.

END OF POLICY

Legal References:

ORS 181.525	ORS 326.607	OAR 414-061-0010
ORS 181.555	ORS 336.631	OAR 581-021-0500
ORS 183.413—183.470	ORS 338.115	OAR 581-022-1730
ORS 326.603	ORS 342.143	OAR 584-036-0062
	ORS 342.223—342.232	SB 46 (2009)

Title VII of the Civil Rights Act of 1964, as amended, 42 U.S.C. §2000e, et. Seq. (2012)



Corvallis
SCHOOL DISTRICT

XI.E. Administrative Regulation GCDA/GDDA-AR - Criminal Records
Checks/Fingerprinting - Revision - For Information

CRIMINAL RECORDS CHECKS/FINGERPRINTING

Subject Requirements

1. Any individual newly hired and not requiring licensure as a teacher, administrator, personnel specialist, or school nurse shall be required to undergo a nationwide criminal records check and fingerprinting and be responsible for applicable fees.
2. Individual applying for reinstatement of a license that has lapsed for more than three years shall be required to undergo such checks. Requirements, including applicable fees and the process for the collection and submission of fingerprints, etc., will generally be met by the individual as a part of the licensing process and in accordance with rules established by the Teacher Standards and Practices Commission (TSPC).
3. Any individual registering with TSPC for student teaching, practicum or internship as a teacher, administrator or personnel specialist shall be required to undergo a nationwide criminal records check and fingerprinting with TSPC.
4. Any district contractor, whether part-time or full-time, or an employee of a district contractor, whether part-time or full-time, hired into a position having direct, unsupervised contact with students shall be required to undergo a nationwide criminal records check and fingerprinting. The superintendent or designee will identify district contractors subject to such requirements.
5. Any contractor or an employee of the contractor who provides early childhood special education or early intervention services shall be required to undergo a nationwide criminal records check and fingerprinting with the Department of Education.
6. Any person authorized by the district for volunteer service into a position having direct, unsupervised contact with students will be required to undergo an Oregon criminal records check.
7. Any individual who is an employee of a public charter school shall be required to undergo a nationwide criminal records check and fingerprinting.

An exception may be made to criminal records checks and fingerprinting if the district has on file evidence from a previous employer documenting a successfully completed Oregon and FBI criminal records check. Evidence will be either a copy of the records check or a written statement of verification from a supervisor or officer of the previous employer. Furthermore:

1. The Oregon Department of Education (ODE) or TSPC verification of a previous check shall be acceptable only in the event the district can demonstrate records are not otherwise available;
2. Additional evidence that the employee has not resided outside the state between the two periods of time working in the district shall be maintained.

Notification

1. A list of those positions subject to criminal records checks and fingerprinting will be maintained in the district office and available to the public upon request.
2. The district will provide notification to individuals subject to criminal records checks and fingerprinting of the following:
 - a. Such checks are required by law and/or Board policy;
 - b. Any action resulting from those checks may be appealed as a contested case;
 - c. All employment or contract offers are contingent upon the results of such checks;
 - d. A refusal to consent to criminal records checks or fingerprinting or falsely stating on district employment application, contract or ODE fingerprint forms as to conviction of a crime shall result in immediate termination from employment or withdrawal of employment offer.
3. The district will provide notice through such means as employment applications and contract forms.

Processing/Reporting Procedures

1. Any individual subject to criminal records checks and/or fingerprinting shall, as part of the application process, complete the appropriate forms as provided by ODE.
- ~~2. Following acceptance of an offer of employment, the Criminal History Verification of Applicants form for those not subject to fingerprinting will be sent to the ODE for processing. A copy will be kept on file by the district in individual's personnel file.~~
23. If the individual is subject to fingerprinting, he/she will be required to report within seven working days to an authorized fingerprinter for fingerprinting. Fingerprints may be collected by one of the following:
 - a. Employing district staff;
 - b. Contracted agent of employing district;
 - c. Local or state law enforcement agency.

Individuals shall be subject to fingerprinting only after acceptance of an offer of employment or contract.

34. The individual is responsible for obtaining one fingerprint card from an Oregon school district, education service district, an Oregon Approved Teacher Education Institution, ODE, TSPC, or local Sheriff's Department.
45. The individual is responsible for submitting to the authorized fingerprinter one fingerprint card and an 8 1/2" x 11" or larger envelope with postage affixed and addressed to the district human resources office.
56. To ensure the integrity of the fingerprinting collection and prevent any compromise of the process, the district will provide the name of the individual to be fingerprinted to the authorized fingerprinter and require that the individual submit a photo ID (driver's license or other) containing the individual's name and picture in order to verify the identity of the individual intended to be fingerprinted.
67. The authorized fingerprinter will return the fingerprint cards to the district in the envelope provided. The Fingerprint Criminal History Verification form and fingerprint cards will be sent to the ODE. A copy of the form will be kept in the employee's human resources office file.

Fees

1. Fees associated with criminal records checks and/or fingerprinting for individuals selected for employment with the district ~~and not requiring licensure~~, shall be paid by the individual. ~~However, those fees may be reimbursed by the district following a minimum of 20 hours of work and the application for reimbursement by the individual.~~
2. Fees associated with criminal records checks and/or fingerprinting for contractors, their employees or volunteers, selected for employment with the district shall be paid by the contractor.
3. Fees are payable prior to beginning employment, substitute duties, or contract. Under certain circumstances payment may be made through their first paycheck.

Termination of Employment or Withdrawal of Employment Contract/Offer

1. Any individual required to submit to criminal records checks and/or fingerprinting in accordance with law and/or Board policy will be terminated from consideration as a district volunteer and/or employment, or withdrawal of offer of employment or contract by the superintendent or designee immediately upon the following:
 - a. Refusal to consent to a criminal records check and/or fingerprinting;
 - b. Falsification of any answer on the criminal history background check form; or
 - c. Notification by the Superintendent of Public Instruction or his/her designee or the State Board of Education that the employee has made a false statement as to conviction of a crime or conviction of crimes prohibiting employment with the district as specified in law.

2. Employment termination shall remove the individual from any district policies, collective bargaining provisions regarding dismissal procedures and appeals and the provisions of Accountability for Schools for the 21st Century Law.

Appeals

All appeals regarding a determination which prevents his/her employment or eligibility to contract with the district will be directed to the Oregon Superintendent of Public Instruction. Individuals eligible to appeal as a contested case will be so notified in writing by the ODE.



Corvallis

SCHOOL DISTRICT

XI.F. Board Policy JGAB - Use of Restraint and Seclusion - Revised - First Reading

Corvallis School District 509J
Board of Directors

BOARD MEETING DATE: February 25, 2013

FOR INFORMATION

SUBJECT:

Board Policy JGAB—Use of Restraint and Seclusion—Revised—First Reading
Administrative Regulation JGAB-AR—Use of Restraint and Seclusion—Revised—For
Information

Issue: The Oregon Administrative Rule (OAR) regulating the use of physical restraint and seclusion in Oregon Public Schools became effective July 1, 2012. House Bill 2939 amended the statute regarding physical restraint and seclusion, which required the repeal of the former OAR.

Schools districts are now required to train staff with programs approved by ODE on de-escalation and the safe and effective use of physical restraint and seclusion. Other changes include the required documentation and reporting when restraint and/or seclusion is used, clearer definitions of restraint and/or seclusion, and defining when using restraint and/or seclusion is allowed.

Options Considered: Not revising the policy and administrative regulation.

Involvement: District office staff

Consequences: Not revising the policy and administrative regulation puts the district out of compliance with Oregon law.

Cost Impact: Unknown.

CONTACT PERSON(S): Amy Lesan, Georgeann Harty, Kerry Richey

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 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 harm 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.

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/seclusion under these circumstances is only allowed so long as the student's behavior poses a threat of imminent, serious physical harm to themselves or to others. Any student being restrained or secluded within the district whether in an emergency or as a part of a plan shall be constantly monitored by staff for the duration of the intervention. Any room used for seclusion of a student must allow staff full view of the student in all areas of the room and be free of potentially hazardous conditions such as unprotected light fixtures and electrical outlets.

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 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, including a review of all district cases involving restraint and/or seclusion, shall be completed 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 of restraint;
2. The total number of incidents of 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 restraint and/or seclusion more than ten times in a school year.
6. The total number of restraint and seclusion incidents carried out by untrained individuals;
7. The demographic characteristics of all students upon whom physical restraint and/or seclusion was imposed.

This report shall be made available to the Board and 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 and KL-AR—Public Complaints.

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](#)

[OAR 581-021-0061](#)

[OAR 581-021-0062](#)



Corvallis
SCHOOL DISTRICT

XI.G. Administrative Regulation JGAB-AR - Use of Restraint and Seclusion -
Revised - For Information

Use of Restraint and Seclusion

General Guidelines

1. Parents will be provided verbal or electronic notification by the school staff following the use of physical restraint or seclusion by the end of the day on which the incident occurred.
2. Parents will be provided written documentation of the incident within 24 hours that provides:
 - a. A description of the physical restraint and/or seclusion;
 - b. The date of the physical restraint or seclusion;
 - c. The time the physical restraint or seclusion began and ended, and the location;
 - d. The efforts used to de-escalate the situation and the alternatives to physical restraint or seclusion that were attempted;
 - e. The names of the personnel of the public education program who administered the physical restraint or seclusion.
3. If the physical restraint or seclusion was administered by a person without training, the district will provide that information along with the reason why a person without training administered the restraint or seclusion.
4. A building administrator will be notified as soon as practicable whenever physical restraint and/or seclusion has been used.
5. If restraint or seclusion continues for more than 30 minutes, the student must be provided with adequate access to bathroom and water every 30 minutes. If physical restraint or seclusion continues for more than 30 minutes, every 15 minutes after the first 30 minutes an administrator for the public education program must provide written authorization for the continuation of the physical restraint or seclusion, including providing documentation for the reason the physical restraint or seclusion must be continued. Whenever physical restraint or seclusion extends beyond 30 minutes, personnel of the district will immediately attempt to verbally or electronically notify a parent.
6. A district Physical Restraint and/or Seclusion Incident Report must be completed and copies provided to those attending the debriefing meeting for review and comment.
7. A documented debriefing meeting must be held within two school days after the use of restraint and/or seclusion; staff members involved in the intervention must be included in the meeting. The debriefing team shall include a building administrator and a district representative if possible.

The completed Physical Restraint and/or Seclusion Incident Report Form shall include the following:

1. Name of the student;
2. Name of staff member(s) administering the physical restraint or seclusion;
3. Date of the restraint or seclusion, and the time the restraint or seclusion began and ended;
4. Location of the restraint or seclusion;
5. A description of the restraint or seclusion;
6. A description of the student's activity immediately preceding the behavior that prompted the use of restraint or seclusion;
7. A description of the behavior that prompted the use of restraint or seclusion;
8. Efforts to de-escalate the situation and alternatives to restraint or seclusion that were attempted;
9. Information documenting parent contact and notification; and
10. A summary of the debriefing meeting held.

Physical restraint/seclusion as a part of a behavioral support plan in the student's Individual Education Program (IEP) or section 504 plan.

1. Parent participation in the plan is required.
2. The IEP team that develops the behavioral support plan shall include knowledgeable and trained personnel, including the district representative who is familiar with the physical restraint training practices adopted by the district.
3. Prior to the implementation of any behavioral support plan that includes restraint and/or seclusion a functional behavioral assessment must be completed. The assessment plan must include an individual threshold for reviewing the plan. Best practice is to review the plan after two restraints/seclusion incidents and it is required to be reviewed after five incidents.

Use of restraint and/or seclusion in an emergency by school administrator or staff to maintain order or prevent a student from harming him/herself, other students, or school staff. ~~or property.~~

Use of restraint and or seclusion under these circumstances with a student who does not have restraint and/or seclusion as a part of their IEP or 504 plan is subject to all of the requirements established by this administrative regulation with the exception of those specific to plans developed in an IEP or a 504 plan.



Corvallis
SCHOOL DISTRICT

XII. ADJOURNMENT

*All times are approximate.

Note: The Chair of the Board may alter the order of business as they deem proper and necessary.



Corvallis

SCHOOL DISTRICT

Agendas – Agendas and supporting materials are available online at <https://v3.boardbook.org/Public/PublicHome.aspx?ak=1000829> a few days before each School Board meeting. For more information, please contact Kim Nelson at kimberly.nelson@corvallis.k12.or.us.

Communication With The School Board – Communication with the Board can be made by telephone, letter, e-mail and public testimony. Letters may be addressed to individual Board members or the Board as a whole and sent to 1555 SW 35th Street, Corvallis, OR 97333. E-mail may be sent to schoolboard@corvallis.k12.or.us and will be sent to all board members simultaneously as well as to key District Office staff. For more information, please contact Kim Nelson at kimberly.nelson@corvallis.k12.or.us.

Consolidated Action Agenda – The purpose of the consolidated action agenda is to expedite action on routine agenda items. All agenda items that are not held for discussion at the request of a Board member or staff member will be approved/accepted as written as part of the consolidated motion. Items designated or held for discussion will be acted upon individually.

Public Comment –

Guidelines are at: <https://www.csd509j.net/about-us/school-board/provide-input-and-be-informed/>

Executive Session – Permissible purposes of Executive Sessions include: ORS 192.660(2)(a) – Employment of Public Officers, Employees and Agents; ORS 192.660(2)(b) – Discipline of Public Officers and Employees; ORS 192.660(2)(d) – Labor Negotiator Consultations; ORS 192.660(2)(e) – Real Property Transactions; ORS 192.660(2)(f) – Exempt Public Records; ORS 192.660(2)(h) – Legal Counsel; ORS 192.660(2)(i) – Performance Evaluations of Public Officers and Employees; ORS 192.660(2)(j) – Public Investments.

Grievance Process - ORS 192.705

Grievances alleging a violation by a governing body of provisions in Public Meetings Law may be submitted in writing to Kim Nelson at kim.nelson@corvallis.k12.or.us or submitted between 8:00 am – 5:00 pm Monday through Friday at 1555 SW 35th Street, Corvallis, OR 97333. Additional information is available on the district website.

SCHOOL BOARD MEMBERS			
Judah Largent	541-231-8415	Terese Jones, Co-Vice Chair	541-230-1673
Sami Al-Abdrabbuh	541-283-6611	Shauna Tominey, Co-Vice Chair	541-829-8411
Chris Hawkins	541-602-2045	Luhui Whitebear, Chair	541-714.3305
Bernie Wang	541-704-7298		

EXECUTIVE STAFF MEMBERS	
Ryan Noss, Superintendent	541-757-5841
Melissa Harder, Assistant Superintendent / Human Resources Director	541-766-4857
Lauren Wolfe, Finance Director	541-757-5874
Byron Bethards, Student Growth & Experience Director	541-757-5470
Kim Patten, Operations Director	541-757-3849
Kim Nelson, Executive Assistant to the Superintendent; Board Secretary	541-757-5841