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, August 19, 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/UC9Jtpte5dmilZl9kySBJbVQ?
A recording of the meeting will also be posted to that channel.

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

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

Corvallis
SCHOOL DISTRICT

Monday, August 19, 2013
6:30 PM

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

Meeting Details: Monday, August 19, 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. SUPERINTENDENT'S REPORT

V. ACTION ON MATTERS DISCUSSED DURING EXECUTIVE SESSION ON AUGUST 19, 2013

VI. SPECIAL REPORTS

- VI.A. 1:World Update
- VI.B. Updates from Director of Finance & Operations
  - VI.B.1. Update on Facility Assessment Project
  - VI.B.2. Update on Hewlett Packard Tax Appeal
  - VI.B.3. Update on Fairplay Sale

VII. PUBLIC TESTIMONY

VIII. STAFF TESTIMONY

IX. CONSOLIDATED ACTION

- IX.A. Minutes
  - IX.A.1. June 17, 2013

MINUTES
Regular Meeting of the
B O A R D O F D I R E C T O R S
Corvallis School District 509J

I. CALL TO ORDER AND ROLL CALL

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

BOARD MEMBERS PRESENT	EXECUTIVE STAFF PRESENT
Anne Schuster, Chair	Dr. Erin Prince, Superintendent
Tom Sauret, Vice Chair	Kevin Bogatin, Assistant Superintendent
Blake Rodman	Steve Nielsen, Business Services Director
Judy Ball	Jennifer Duvall, Human Resources Director
Lisa Corrigan	
Bill Kemper	
Chris Rochester	

A quorum was present and due notice had been published.

II. PLEDGE OF ALLEGIANCE

Chair Schuster led the group in the Pledge of Allegiance.

III. FAREWELL TO DEPARTING BOARD MEMBER

Those assembled paid tribute to Director Rodman with cards, speeches and cake for his eight years of service on the School Board.

IV. APPROVE CONTRACT WITH CEA (Corvallis Education Association)

(Filed as Supplemental Item #I-6 in the Official 2012-13 Board Minutes.) Deep appreciation was expressed for the sacrifices CEA members are making during these very difficult financial times.

MOTION #18:
It was moved by Director Corrigan and seconded by Director Rodman to approve the contract with CEA. The motion was voted on and passed unanimously.

Unadopted Minutes

V. APPROVE CONTRACT WITH OSEA (Oregon School Employees Association)

(Filed as Supplemental Item #I-7 in the Official 2012-13 Board Minutes.) Deep appreciation was expressed for the sacrifices OSEA members are making during these very difficult financial times.

MOTION #19:
It was moved by Vice Chair Sauret and seconded by Director Kemper to approve the contract with OSEA. The motion was voted on and passed unanimously.

VI. NON-REPRESENTED EMPLOYEE BENEFITS AND COMPENSATION

(Filed as Supplemental Item #I-8 in the Official 2012-13 Board Minutes.) Deep appreciation was expressed for the sacrifices non-represented employees are making during these very difficult financial times.

MOTION #20:
It was moved by Director Rodman and seconded by Director Corrigan to approve the Non-Represented Employee Salary and Benefit Agreement. The motion was voted on and passed unanimously.

VII. BUDGET ACTIONS - 2012-13 BUDGET

A. Resolution No. 13-0601 – Transfer of Appropriations in Designated Facilities Fund (208) (Filed as Supplemental Item #II-10 in the Official 2012-13 Board Minutes.)

MOTION #21:
It was moved by Vice Chair Sauret and seconded by Director Rodman to approve Resolution No. 13-0601 to authorize an appropriation transfer of $200,000 to 2540 Operation and Maintenance of Plant Services (Function 2000) from 4150 – Building Acquisition, Construction and Improvements (Function 4150) in accordance with ORS 294.450(1). The motion was voted on and passed unanimously.

VIII. PUBLIC HEARING FOR PUBLIC TESTIMONY ON THE 2013-14 BUDGET

No testimony was offered.

IX. BUDGET ACTIONS – 2013-14 BUDGET

A. Motions to Revise Approved 2013-14 Budget

No revisions were offered.

Unadopted Minutes

B. Resolution No. 13-0602 To Adopt the Budget and Make Appropriations (Filed as Supplemental Item #II-11 in the Official 2012-13 Board Minutes.)

MOTION #22:
It was moved by Director Kemper and seconded by Director Corrigan to approve Resolution No. 13-0602 to adopt the FY2013-14 budget and make appropriations. The motion was voted on and passed unanimously.

C. Resolution No. 13-0603 To Levy and Categorize Ad Valorem Taxes (Filed as Supplemental Item #II-12 in the Official 2012-13 Board Minutes.)

MOTION #23:
It was moved by Vice Chair Sauret and seconded by Director Corrigan to approve Resolution No. 13-0603 to levy and categorize FY2013-ad valorem taxes. The motion was voted on and passed unanimously.

X. COMMITTEE/BOARD MEMBER ITEMS

Board members shared highlights of their recent activities. Director Corrigan expressed appreciation to Chair Schuster for her four years in that role. Director Rodman offered thanks to the Superintendent and her Executive Team.

XI. ELECTION OF OFFICERS FOR 2013-14

Director Corrigan nominated Tom Sauret as Board Chair for 2013-14. **The Board voted unanimously in support of the nomination.**

Director Rodman nominated Chris Rochester as Board Vice Chair for 2013-14. **The Board voted unanimously in support of the nomination.**

XII. SUPERINTENDENT'S REPORT

Dr. Prince offered highlights from the past month, and information regarding current and future initiatives.

XIII. PUBLIC TESTIMONY

Kathy Pusztavari, 2913 NW Lincoln Avenue, Corvallis, distributed a document about field testing she did of the Parents of Autistic Children of Oregon (POAC) Math Fact App. (Filed in Section IV of the Official 2012-13 Board Minutes.) She opined that this app would be successful with high school students and would be helpful with RTI for 4th grade students.

Craig Allen, 3015 NE Lancaster Street, Corvallis, distributed a graph depicting the graduation rates for Corvallis and Albany high schools. (Filed in Section IV of the Official 2012-13 Board

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Minutes.) He asked the Board to set an acceptable graduation rate. He referred to the District's 1:World technology initiative and wondered aloud whether the commitment of resources would lead to increased graduation rates. He opined that District funds used for the technology initiative should have been used to implement all-day kindergarten at all District schools.

XIV. STAFF TESTIMONY

Cindy Taylor, first grade teacher at Adams, spoke on behalf of teachers who had signed a petition requesting that the District reconsider the current elementary standards based report card format. She said that teachers are frustrated by the overwhelming amount of time required for them to enter grades, the unnecessary minutiae required by the format, and the many hours teachers spend writing comments for each student to try to make the report card understandable for parents. The Board had been provided the petition under separate cover. (Filed in Section IV of the Official 2012-13 Board Minutes.)

XV. SPECIAL REPORTS

A. RTI Task Force

Assistant Superintendent Kevin Bogatin, and Student Services Coordinators Sally McAfee and Amy Lesan presented a PowerPoint. (Filed as Supplemental Item #V-24 in the Official 2012-13 Board Minutes.) Fellow staff members Chaundra Smith, Catherine Bullis, Georgeann Harty, and Chris Hawkins were recognized for their work on the RTI Task Force. The presenters responded to Board member questions.

The presenters' comments included:

- This was a big action item resulting from the work of the Special Education Task Force.
- All of the District's principals have committed to this.
- This idea of consistency across the District is not a new phenomenon but it isn't something we have been doing; the commitment by the principals really sparked this work.
- Part of our work is to look at the Common Core State Standards (CCSS) again; EdCaliber software will allow us to map the standards throughout the year.
- Through EdCaliber software, resources can be attached to each standard; teachers can attach the resources they've created, and the District can attach resources as well.
- The software developer at EdCaliber is very responsive to our requests.
- The summer work is about getting some written documents into the EdCaliber software so everyone K-12 can look and see what standards need to be covered and what resources can be used.
- The real power of EdCaliber is the support it will provide for our PLCs; it'll be the spark that will allow many of those teams to come alive and do their work more efficiently.
- PLCs are the core of this work.

Unadopted Minutes

B. Running Start

Corvallis High School Assistant Principal Eric Wright was unable to present as planned due to an emergency; however, he provided the following information to the Board under separate cover at a later date.

1. Currently 72 students have been accepted into the program.
    a. Twenty-six fifth-year advanced diploma students (seven from College Hill High School, six from Crescent Valley High School, and 13 from Corvallis High School).
    b. Four home school students (all from CVHS attendance area; one beginning in December because of birthdate).
    c. Thirty-two students registered before completion of their graduation requirements.
    d. Currently no out of district students have enrolled.
    e. Thirty-one students are currently enrolled in the free and reduced meals program.

    It is not expected that all of these students will follow through with their commitment. Similar programs experience as low as 60% of students actually registering for classes.

2. For the first year, students were recruited through emails to each of the home schooled high school age students in our community, and through counselors at each of the three District high school sites. Administrators looked for students who were strong academically but did not fit into the typical high school mold for our non-graduates, and for students interested in attending LBCC who would benefit from financial support or other assistance for their first year for our advanced diploma students. Starting next year, early communication will be done through list serves as well.

3. Students were eligible if they met certain academic standards on the LBCC placement tests. Advanced diploma students and homeschool students will be eligible for 12 credits per term plus books and some fees. Most other participants will take partial days at their home school and fewer than 12 credits per term at LBCC.

4. OSAA (Oregon School Activities Association) rules would not change. Students are only eligible for four years; they would be ineligible in their fifth year of school. Students need to have passed 2.5 high school credits the previous semester, be enrolled in 2.5 credits during the season, and be on track to graduate as defined by an OSAA chart. Three credits at LBCC is equivalent to 0.5 Corvallis School District credits; the District would use that equivalent.

5. The four year cohort graduation rate would be reduced by students who pursue their advanced diploma. But they would be included in the 5 year completer rate as well as the post-secondary numbers that are part of the achievement compact.

Unapproved Minutes

6. Approximate Per-Student Costs:
    a. Tuition – $3,600/year.
    b. Class fees – $150/year.
    c. Textbooks – $1,200/year.

C. Technology

Assistant Superintendent Kevin Bogatin, Technology Services Manager Rob Singleton, and Student Services Coordinator Amy Lesan presented. Information shared included the work of Technology Services staff, a project management tool used by Mr. Singleton, the purchase of a mobile device management (MDM) product, and conversations that are underway regarding classes in digital citizenship and etiquette for students prior to the roll-out.

Board member comments included:

- Include subject teachers to the greatest possible extent in the intensive training.
- We don't yet know the power of these tools; the students will be the ones to find that out.
- Do some marketing to convey the concepts of how these tools will revolutionize learning.
- This is an opportunity for our students to become critical thinkers by looking at the data that's available to them.
- Students need to be able to differentiate sound data from that which is baseless.

XVI. CONSOLIDATED ACTION

MOTION #24: It was moved by Director Ball and seconded by Director Rodman to approve the consolidated action items. The motion was voted on and passed unanimously.

The following items were approved:

A. Minutes – May 6, 2013, May 20, 2013, and May 28, 2013.

B. Licensed Personnel Recommendations

Recommendation to Hire

- David Abrams: Fifth Grade Teacher, 1.0 FTE, Adams Elementary School, effective August 28, 2013 (Probationary).
- Samantha Arnst: Third Grade Teacher, 1.0 FTE, Lincoln Elementary School, effective August 28, 2013 (Probationary).
- Raquel Arroyo: Kindergarten Teacher- Bilingual, 1.0 FTE, Garfield Elementary School, effective August 28, 2013 (Probationary).
- Trish Barker: Kindergarten Teacher, 1.0 FTE, Garfield Elementary School, effective August 28, 2013 (Probationary).
- Byron Bethards: Elementary School Principal, 1.0 FTE, Adams Elementary School, effective July 1, 2013 (Probationary).
- Nikita Brougher: Elementary Teacher- Bilingual, 1.0 FTE, Lincoln Elementary School, effective August 28, 2013 (Probationary).

Unadopted Minutes

- Catherine Bullis: Special Education Teacher, 1.0 FTE, District Office, effective June 1, 2013 to June 30, 2013. Hired back Special Education Teacher, 0.50 FTE, District Office, effective July 1, 2013 (Temporary).
- Jennifer Carpenter: Kindergarten Teacher, 1.0 FTE, Lincoln Elementary School, effective August 28, 2013 (Probationary).
- Alexandra Fell: Kindergarten Teacher, 0.50 FTE, Hoover Elementary School, effective August 28, 2013 (Probationary).
- Eduardo Gonzalez: Fifth Grade Teacher- Bilingual, 1.0 FTE, Lincoln Elementary School, effective August 28, 2013 (Probationary).
- Kyle Gordon: Special Education/Behavioral Intervention Teacher, 1.0 FTE, Lincoln Elementary School, effective August 28, 2013 (Temporary).
- Rynda Gregory: Student Services Coordinator, 1.0 FTE, District Office, effective July 1, 2013 (Probationary).
- Alison Green: Third Grade Teacher, 1.0 FTE, Jefferson Elementary School, effective August 28, 2013 (Probationary).
- Cody Hansen: Special Education Teacher, 1.0 FTE, Adams Elementary School, effective August 28, 2013 (Probationary).
- Stacy Henderson: Special Education Teacher, 1.0 FTE, Lincoln Elementary School, effective August 28, 2013 (Probationary).
- Celia Magistrale: Physical Education Teacher, 0.50 FTE, Crescent Valley High School, effective August 28, 2013 (Probationary).
- Elizabeth Martin: Literacy Coach/Intervention Teacher, 0.50 FTE, Jefferson Elementary School, effective August 28, 2013 (Probationary).
- Megan McQueen: Kindergarten Teacher, 0.50 FTE, Jefferson Elementary School, effective August 28, 2013 (Probationary).
- Miriam Meza: First Grade Teacher- Bilingual, 1.0 FTE, Lincoln Elementary School, effective August 28, 2013 (Probationary).
- David Milner: Chemistry Teacher, 0.83 FTE, Corvallis High School, effective August 28, 2013 (Probationary).
- Dana Monroe: Elementary Art Teacher, 0.51 FTE, Hoover and Adams Elementary Schools, effective August 28, 2013 (Temporary).
- Mayra Nunez: Second Grade Teacher- Bilingual, 1.0 FTE, Garfield Elementary School, effective August 28, 2013 (Probationary).
- Irene Osterman-Sussman: Kindergarten Teacher, 0.50 FTE, Adams Elementary School, effective August 28, 2013 (Probationary).
- Jefferson Peak: Alternative Education Teacher, 1.0 FTE, Harding Center, effective August 28, 2013 (Probationary).
- Penny Pobiecke: Counselor, 1.0 FTE, Corvallis High School, effective August 28, 2013 (Probationary).
- Marilyn Polo: Elementary Teacher- Bilingual, 1.0 FTE, Lincoln Elementary School, effective August 28, 2013 (Probationary).
- Stephanie Raleigh: Kindergarten Teacher, 0.50 FTE, Hoover Elementary School, effective August 28, 2013 (Probationary).
- Emma Robinson: Elementary Teacher, 1.0 FTE, Wilson Elementary School, effective August 28, 2013 (Probationary).
- Katherine Shear: ELL Teacher, 0.50 FTE, Lincoln Elementary School, effective August 28, 2013 (Probationary).
- Nancy Slade: Special Education Teacher, 1.0 FTE, Garfield Elementary School, effective August 28, 2013 (Regular).
- Jonathan Strowbridge: Adaptive Physical Education, 0.17 FTE, Corvallis High School, effective August 28, 2013 (Temporary).
- Christy Toliver: Math/Alternative Education Teacher, 1.0 FTE, Linus Pauling Middle School, effective August 28, 2013 (Temporary).
- Gayle Uriarte: First Grade Teacher, 1.0 FTE, Garfield Elementary School, effective August 28, 2013 (Probationary).

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- Anna Zachariah: College Algebra/Trigonometry Teacher, 0.5 FTE, Corvallis High School, effective August 28, 2013 (Probationary).
- Robyn Chapman: Music/Technology Teacher, 0.30 FTE, Franklin School, effective August 28, 2013 (Temporary).
- Mary Hill: Special Education Behavior Intervention Teacher, 1.0 FTE, Adams Elementary School, effective August 28, 2013 (Probationary).
- Gloria Kussalanant: Spanish Teacher, 0.33 FTE, Crescent Valley High School, effective August 28, 2013 (Temporary). Spanish Teacher, 0.17 FTE, Corvallis High School, effective August 28, 2013 (Temporary).
- Cindy Pedersen: Special Education Teacher, 0.50 FTE, District Office, effective June 1, 2013 to June 30, 2013 (Temporary).
- Racheal Sanders: Art Teacher, 0.40 FTE, Franklin Elementary School, effective August 28, 2013 (Probationary).
- Leslie Sheldon: Assistant Principal, 1.0 FTE, Linus Pauling Middle School, effective July 1, 2013 (Probationary).
- Caroline Sherry: Spanish Teacher, 0.33 FTE, Corvallis High School, effective August 28, 2013 (Temporary).
- Colleen Works: Assistant Principal, 1.0 FTE, Corvallis High School, effective July 1, 2013 (Temporary).

Termination/Resignation/Layoff/Retirement

- Byron Bethards: Third Grade Teacher, 1.0 FTE, Jefferson Elementary School, effective June 30, 2013 (Resignation).
- Janet Boley: Business Education Teacher, 0.17 FTE, Crescent Valley High School, effective June 30, 2013 (Layoff).
- Catherine Bullis: Special Education Teacher, 1.0 FTE, District Office, effective May 31, 2013 (Retirement).
- Patricia Pearson: Elementary Principal, 1.0 FTE, Adams Elementary School, effective June 30, 2013 (Retirement).
- Geoff Penrose: Middle School Principal, 1.0 FTE, Cheldelin Middle School, effective June 30, 2013 (Resignation).
- Joan Randall: High School Counselor, 0.50 FTE, Crescent Valley High School, effective June 30, 2013 (Resignation).
- Alejandro Ramirez Urias: Third Grade-Bilingual Teacher, 1.0 FTE, Lincoln Elementary School, effective June 30, 2013 (Resignation).
- Lural Ramirez: Second Grade-Bilingual Teacher, 1.0 FTE, Lincoln Elementary School, effective June 30, 2013 (Resignation).

Request for Leave:

- Angela Bell: Intervention Specialist, 1.0 FTE, Lincoln Elementary; requesting 1.0 FTE leave for the 2013-14 school year.
- Daniel Bowdoin: Math Teacher, 1.0 FTE, Linus Pauling Middle School; requesting 1.0 FTE leave for the 2013-14 school year.
- Jennifer Carlin: Special Education Teacher, 0.50 FTE, Lincoln Elementary School; requesting 0.50 FTE leave for the 2013-14 school year.
- Amanda Filloy-Sharp: Spanish/Language Arts Teacher, 0.83 FTE; Corvallis High School, requesting 0.50 FTE leave for the 2013-14 school year.
- Amy Ponder: Elementary Teacher, 1.0 FTE, Mountain View Elementary School; requesting 0.50 FTE leave for the 2013-14 school year.
- Lisa Harlan: Elementary Principal, 1.0 FTE, Lincoln Elementary School; requesting 1.0 FTE leave for the 2013-14 school year.
- Megan Hiesterman: Elementary Teacher, 1.0 FTE, Hoover Elementary School; requesting 0.50 FTE leave for the 2013-14 school year.
- Roxie Huffaker: Math Teacher, 1.0 FTE, Cheldelin Middle School; requesting 0.17 FTE leave for the 2013-14 school year.
- Heather Perrigan: Health Teacher, 1.0 FTE, Corvallis High School; requesting 0.25 FTE leave for the 2013-14

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school year.
- Michelle Snyder: Language Arts/Social Studies Teacher, 1.0 FTE, Linus Pauling Middle School; requesting 0.33 leave for the 2013-14 school year.
- Colleen Works: Social Studies Teacher, 1.0 FTE, Corvallis High School; requesting 1.0 FTE leave for the 2013-14 school year.

Voluntary Reduction:
- Craig Ellingson: Business Education Teacher/Athletic Director, 1.0 FTE, Crescent Valley High School School; voluntary reduction to 0.75 FTE.
- Marin Langner: Language Arts Teacher, 1.0 FTE, Crescent Valley High School; voluntary reduction to 0.67 FTE.
- Zachary Lauritzen: Social Studies Teacher, 0.75 FTE, Crescent Valley High School; voluntary reduction to 0.50 FTE.
- Tracy Velez: Language Arts Teacher, 0.67 FTE, Crescent Valley High School; voluntary reduction to 0.50 FTE.
- Karrie Woodruff: Spanish Teacher, 0.75 FTE, Crescent Valley High School; voluntary reduction to 0.50 FTE.
- Julia Lont: Art Teacher, 0.58 FTE, Corvallis High School; voluntary reduction to 0.50 FTE.

Changes on licensed-personnel
- Jeff Brew: Elementary School Principal, 1.0 FTE, Wilson Elementary School, appointed to Middle School Principal, 1.0 FTE, Cheldelin Middle School effective July 1, 2013 (Regular).
- Denise Gorthy: Elementary School Principal, 1.0 FTE, Jefferson Elementary School, appointed to Elementary School Principal, 1.0 FTE, Wilson Elementary School effective July 1, 2013 (Regular).
- Melissa Harder: High School Assistant Principal, 1.0 FTE, Crescent Valley High School, appointed to Elementary School Principal, 1.0 FTE, Jefferson Elementary School effective July 1, 2013 (Regular).
- Marcianne Koetje: Middle School Assistant Principal, 1.0 FTE, Linus Pauling Middle School, appointed to Elementary School Principal, 1.0 FTE, Lincoln Elementary School, effective July 1, 2013 (Probationary).
- Leigh Santy: Elementary School Principal, 1.0 FTE, appointed to Garfield Elementary School, effective July 1, 2013 (Probationary).
- Eric Wright: High School Assistant Principal, 1.0 FTE, Corvallis High School, appointed to Alternative Pathways Coordinator, 1.0 FTE, College Hill effective July 1, 2013 (Regular).

C. Board Policies. The Board approved the following policies. (All are filed as Supplemental Item #VII-7 in the Official 2012-13 Board Minutes.)
- Board Policy CCG—Licensed Administrator Evaluation Policy—Revised—Second Reading
- Board Policy GCN/GDN—Evaluation of Staff—Revised—Second Reading
- Board Policy GBDA—Mother Friendly Workplace—Revised—Second Reading
- Board Policy DA—Fiscal Policies—Revised—Second Reading; And Authorize Carryover of 25% of FY2012-13 General Fund Unused Discretionary Budget Appropriations to FY2013-14

D. Resolution No. 13-0604 - Designation of District Officers, Clerks, Agents, and Depositories of Funds (FY2013-14 Organizational Resolution) (Filed as Supplemental Item #II-13 in the Official 2012-13 Board Minutes.)

E. Renewal of Property/Liability Insurance for 2013-14 (Filed as Supplemental Item #VI-11 in the Official 2012-13 Board Minutes.)

F. Renewal of Workers Compensation Insurance for 2013-14 (Filed as Supplemental Item #VI-12 in the Official 2012-13 Board Minutes.)

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G. Achievement Compact (Filed as Supplemental Item #III-10 in the Official 2012-13 Board Minutes.)

H. Employment Contracts/Addendums – Superintendent, Assistant Superintendent, Human Resources Director, and Finance and Operations Director

I. YES House/Alternative Education Program Evaluation (Filed as Supplemental Item #III-11 in the Official 2012-13 Board Minutes.)

J. Acceptance of Election Results – May 2013 School Board Election (Filed as Supplemental Item #III-12 in the Official 2012-13 Board Minutes.)

XVII. CONSOLIDATED INFORMATION

A. Non-Licensed Personnel Information

Recommendation to Hire

- Darcy Anglemier: Educational Assistant 2, 7.0 hours, Linus Pauling Middle School, effective May 28, 2013 (Temporary).
- Scott Berdahl: Maintenance 1 - Seasonal, 8.0 hours, District Office, effective June 7, 2013 (Temporary).
- John Eaton: Campus Steward 2, 8.0 hours, Cheldelin Middle School, effective May 29, 2013 (Regular).
- Justin Eaton: Maintenance 1, 8.0 hours, Hoover and Lincoln Elementary Schools, effective May 28, 2013 (Probationary).
- Richard Epperly: Campus Steward 1, 8.0 hours, Lincoln Elementary School, effective May 30, 2013 (Regular).
- Kristen Gradwohl: Information Services Technology Support 1- Seasonal, District Office, effective June 13, 2013 (Temporary).
- Margaret Henderson: Educational Assistant 2, 6.0 hours, Lincoln Elementary School, effective August 28, 2013 (Regular).
- Erin Hyde: Administrative Assistant 2, 6.0 hours, Corvallis High School, effective August 28, 2013 (Regular).
- Deborah Johnson: Food Service Assistant, 3.25 hours, Philomath Elementary, effective May 13, 2013 (Probationary).
- Margaret Leinenweber: Educational Assistant 2, 7.0 hours, Corvallis High School, effective August 28, 2013 (Regular).
- Matthew McCullough: Maintenance 1, 8.0 hours, District Office, effective July 1, 2013 (Regular).
- Katie Neiert: Human Resources Technology Specialist, 1.0 FTE, District Office, effective May 28, 2013 (Probationary).
- Benjamin Pounder: Maintenance 1 - Seasonal, 8.0 hours, District Office, effective June 4, 2013 (Temporary).
- Rebecca Roach: Food Service Assistant, 3.0 hours, Philomath Elementary, effective May 13, 2013 (Probationary).
- Rueben Sandoval: Educational Assistant 2- Bilingual, 6.5 hours, Garfield Elementary School, effective August 28, 2013 (Regular).
- Jonathan Strowbridge: Educational Assistant 2, 5.75 hours, Corvallis High School, effective August 28, 2013 (Regular).
- Lezli Weeden: Administrative Assistant 1/ Educational Assistant 2, 4.0 hours, Hoover Elementary School, effective August 28, 2013 (Regular).
- Stephen Dawson: Educational Assistant 2, 6.5 hours, Adams Elementary School, effective August 28, 2013 (Regular).

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Termination/Resignation/Layoff/Retirement

- Ian Greer: Educational Assistant 2/Student Behavioral Assistant, 5.5 hours, Mt. View Elementary School, effective June 12, 2013 (Resignation).
- Mary Himes: Library Media Assistant 2/Instructional Media Center Assistant 2, 7.5 hours, Crescent Valley High School, effective June 26, 2013 (Retirement).
- Donna Keim: Administrative Assistant 2, 4.0 hours, Corvallis High School, effective June 12, 2013 (Retirement).
- Denise Knaebel: Educational Assistant- Bilingual/LRC, 6.5 hours, Linus Pauling Middle School, effective June 12, 2013 (Resignation).
- Jean Monaco: Educational Assistant 2/LRC, 5.0 hours, Adams Elementary School, effective June 12, 2013 (Retirement).
- Pamela Roose: Educational Assistant 2, 5.5 hours, Mt. View Elementary School, effective June 12, 2013 (Resignation).
- Janet Swensen: Educational Assistant 2, 7.0 hours, Crescent Valley High School, effective June 30, 2013 (Resignation).
- Christopher Zauner: Educational Assistant 2, 6.0 hours, Linus Pauling Middle School, effective June 30, 2013 (Resignation).

Request for Leave

- Dolcie Myrold: Administrative Assistant 1/Educational Assistant 2, 8.0 hours, Lincoln Elementary School; requesting 7.0 hours leave for the 2013-14 school year.

B. Unaudited Financial Statements - May 31, 2013 (Filed as Supplemental Item #VI-13 in the Official 2012-13 Board Minutes.)

C. Board Policy—IKF—High School Graduation Requirements—Revision—First Reading

D. Board Policy JEBA—Early Entrance—Revised—First Reading

E. Board Policy JGAB—Use of Restraint and Seclusion—Revised—First Reading

F. Administrative Regulation—JGAB-AR—Use of Restraint and Seclusion—Revised—For Information

XVIII. SWEAR IN ELECTED BOARD MEMBERS

Chair Schuster administered the Oath of Office to Bill Kemper, Tom Sauret, and Vincent Adams.

XIX. EXECUTIVE SESSION – The Board met in Executive Session at 5:45 p.m. under ORS 192.660(2)(e) – To consult with persons designated to negotiate real property transactions.

Unadopted Minutes

XX. ADJOURNMENT

There being no further business before the Board, Chair Schuster adjourned the meeting at 9:02 p.m.

_____ _____

Tom Sauret, Chair* Dr. Erin Prince, Superintendent

*Chair at the time the minutes were submitted for approval.

Prepared By: Julie Catala
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Unadopted Minutes

Corvallis
SCHOOL DISTRICT

IX.A.2. Budget Committee Minutes - 04-29-13

MINUTES
BUDGET COMMITTEE MEETING

Corvallis School District 509J
1555 SW 35th Street
Corvallis, OR 97333

Unadopted

I. CALL TO ORDER – BOARD CHAIR ANNE SCHUSTER

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

BOARD MEMBERS PRESENT
Anne Schuster, Board Chair
Tom Sauret, Vice Chair
Judy Ball
Lisa Corrigan
Bill Kemper
Chris Rochester
Blake Rodman

CITIZEN MEMBERS PRESENT
Rich Arnold
LeeAnn Baker
Beth Heaney
Jim McCullough
Rick Osborn
Mark Yeager

EXECUTIVE STAFF PRESENT
Erin Prince, Superintendent
Kevin Bogatin, Assistant Superintendent
Steve Nielsen, Business Director

ADDITIONAL STAFF PRESENT
Linda Martin, Budget Analyst
Dan Nelson, Staff Accountant
Debbie Bell, Accounting Manager

A quorum was present and due notice had been published.

II. NOMINATION AND ELECTION OF OFFICERS

Anne Schuster led all present in the Pledge of Allegiance; then Schuster took nominations for Budget Committee Chair.

Blake Rodman nominated Mark Yeager for Chair; Tom Sauret seconded. There were no other nominations. Mark Yeager was unanimously elected Chair of the Budget Committee.

Anne Schuster turned the meeting over to Chair Yeager.

Anne Schuster nominated Rick Osborn for Vice-Chair and this was seconded by Blake Rodman. There were no other nominations and Rick Osborn was unanimously elected Vice-Chair of the Budget Committee.

Chair Yeager provided framework regarding the charge of the committee.

III. SUPERINTENDENT'S BUDGET MESSAGE

Erin Prince presented a summary of the message as printed in the proposed document.

IV. BUDGET OFFICER HIGHLIGHTS OF FY2013-14 PROPOSED BUDGET

Information presented by Steve Nielsen and Kevin Bogatin is filed as Supplemental Item 1.

V. PUBLIC TESTIMONY

Chair Yeager opened the meeting to public testimony and seeing no parties interested in testifying, closed public testimony.

VI. DISCUSSION/ QUESTIONS/ REQUESTS FOR MORE INFORMATION

A summary of questions and discussion items from the group:

- What happened with the compression bills? (A. Schuster)
    - It sounded as if these bills were dead, but I will verify. (S. Nielsen)
- In the beginning of the year it looked like enrollment had increased. Did we end up having a flat year? (J. McCullough)
    - We started the year higher than we projected, but we tend to slip back. Our average daily membership will likely end up to be slightly above 11-12. (S. Nielsen)
    - Last year's budget projection that enrollment would be flat was pretty accurate, then. (J. McCullough)
- How many students are involved in interventions? Is it 20 percent? 30 percent? (J. McCullough)
    - Our goal is to get it down to 20 percent. Research indicates that the core program should allow 80 percent of students to be successful. Our ratio at our non-Title schools is about that, or better. At the Title schools, however, the ratio is about 60/40. Kindergarten is the highest – at some schools the number needing interventions is close to 80 percent. (K. Bogatin)
- Is there an estimate as to what early intervention saves in the long run? (B. Kemper)
    - It's a lot cheaper, but I don't have figures. (K. Bogatin)
    - Primarily research has been done at elementary level, but not a lot of research has been done at the secondary school level. (E. Prince)
- The $1.8 million PERS cost increase is embedded in this proposed budget. Are we going to see a revision to this budget that would show how the two components would be handled differently? (J. Ball)
    - Assuming that SB 822 is signed, we'll need to work on mechanics of how to account for this. The budget is adopted at the major function level, so if we decide to pull funds out into a separate fund we would need to come back to this committee (time permitting), or the board. (S. Nielsen)
- Middle school seems to be of least emphasis – are there other things at the middle school level that are happening? (J. Ball)
    - Intervention is new at the middle school level. We will continue to have needs at this level, even with major efforts at the elementary school level due to students moving in-between systems. Middle school principals are working to create schedules to address some concerns – students who need less assistance may be in larger classes while intervention classes are quite small. Research based intervention programs are coming, but they aren't here yet. (K. Bogatin)
    - Principals are working with staff and meeting needs with individual students. Scheduling has been the greatest point of conversation to allow for interventions to happen. Elementary schools interventions can happen very easily; this is harder at the middle school level with different classes. (E. Prince)

- Interventions have been in place for ten years at the elementary level – have you seen results? (J. McCullough)
    - Intervention started in reading. So, now we are seeing that the secondary level is saying that reading is not a problem. They're confident that they will have every student ready to meet the reading proficiency requirement for graduation this year. (K. Bogatin)
- Our TAG population is high, but there's no money budgeted to support them. We've put a lot of money into interventions and special education and have done a lot of talking about how 1:1 technology will assist those groups. However, 1:1 will also likely assist the TAG population and is a great option for middle school children. (A. Schuster)
- What is 1:1 technology? (M. Yeager)
    - 1:1 means some kind of electronic device in the hands of each child. We are exploring several options and product availability is rapidly changing. Pilot programs currently exist at all levels. (K. Bogatin)
- Does this budget have 1:1 money earmarked? This is something we're working toward? (T. Sauret)
    - There is nothing earmarked for full implementation in this budget. (S. Nielsen)
- The May 20, 2013 board work session will highlight this topic. (A. Schuster)
- Would you give us a sense of what is involved with the "equity reserve"? (T. Sauret)
    - We've held 3.0 FTE certified and 3.0 FTE classified in reserve so we can respond in pieces or in full FTE in whatever way we need to fill critical needs that arise in the fall. In addition to these funds for staff, we have also reserved $200,000 for materials and/or other needs. (E. Prince)
    - It doesn't go very far, but it does allow for some immediate response. (K. Bogatin)
- In the Appendix, Mt. View's 4th grade class size of 45 looks off. Can you explain? (L. Corrigan)
    - This will likely end up in a blend – we don't tell principals how to do this. (L. Martin)
- Within the last paragraph on page A-15, it is noted that the proposed FY2013-14 FTE is 7.0 less than FY2012-13. Are the six reserve positions included in the total FTE proposed for FY2013-14? (M. Yeager)
    - Yes, one certified and one classified FTE held in reserve are included in the appropriate functions within this proposed budget. (L. Martin)
- I find that I'm having to work too hard to tease out all of the aggregated technology expenditures. I'd like to better understand the total picture for technology expenditures – not for people, but for hardware and software. Is this something that can be more clearly presented? (C. Rochester)
    - The May 20, 2013 board meeting working on technology will focus on this topic. (E. Prince)
    - We can put some information together. (S. Nielsen)
- The full phase-in of the common core standards happens this year. Are there areas of curriculum or other material that will require investment to bring them up to standard? (J. Ball)
    - Yes. We have been working on this during this school year and will continue to work this summer to map out curriculum. Resources will need to be pulled together in a logical and coordinated way; teachers will need to be given time to put this together. Some of this work is represented in this budget, but there will likely be more need than what has been anticipated. (K. Bogatin)
    - Much of this work is embedded in our professional learning communities; the CLASS project is working on embedded professional development. Additional grant funding could help in this area. (E. Prince)

- What is YES House? (B. Heaney)
    - An alcohol/drug residential treatment facility operated by Milestones Family Recovery. We serve the academic needs of those children while they are in residential treatment. (K. Bogatin)
- Has anything been presented to the board as far as what the expected costs would be in regards to implementation of the 1:1 program? (R. Arnold)
    - This is a new conversation. The district is in the discovery, research, and planning phase, and a board presentation is planned for May 20. Funding for FY2013-14 phase requirements is mostly embedded in proposed budget appropriations. Possible sources include funds identified for textbooks and computer equipment replacement, for example. If necessary, staff may return to the board at a later date to request an adjustment to appropriations. (E. Prince, K. Bogatin, S. Nielsen)
- Great teachers make all the difference in a child's learning. I'm concerned that this budget does not include increases for teachers again this year. (L. Baker)
- Does this budget adequately cover needs in the area of facilities and maintenance, including deferred maintenance? (R. Osborn)
    - Day to day expenditures and smaller projects are represented in the general fund. The facilities grant, construction excise tax, and insurance funds also handle some items. This year, for example, the replacement of the roof at Crescent Valley High School was covered by the insurance fund. We are considering approaching the voters for a bond in 2016 and will be conducting a comprehensive facilities assessment to launch a Long Range Facilities Master Plan discussion. Tom and Lisa are working with staff on this project. It is anticipated that elementary schools will be our primary focus as the average age is 45 years. (S. Nielsen)
- Page C-64 may have a hold-over from last year in regards to projects at Crescent Valley. (J. Ball)
    - Yes, it's an old bullet. (S. Nielsen)
- I know we can't really get into it tonight, but how feasible are the budget numbers in light of negotiations? (R. Osborn)
    - You're observation is correct. (M. Yeager)
- It appears as though revenue from the Construction Excise Tax is going up. (J. McCullough)
    - Yes, that has increased. We will get back to you with the date this sunsets. (S. Nielsen)
    - Infrastructure related to technology can be paid for with this revenue source. (T. Sauret, B. Rodman)
- From the press, it sounds as though there will be substantial increases in the area of health care. How does this work at the district? (J. McCullough)
    - Our certified group has been outside OEBB (Oregon Educators Benefit Board). Both non-represented staff and classified are covered by OEBB. Preliminary indications from OEBB are showing an increase of about 4 percent. The plan year is October to September. We are currently negotiating a per employee cap with the unions. This budget represents a carry forward of our current cap. (S. Nielsen)
    - The fears of huge rate increases noted in the press are possibly focused on individual plans, not necessarily the plan types we have. (J. Ball)

VII. NEXT MEETINGS, OTHER BUSINESS, ADJOURNMENT

Seeing no further comments or questions from the group, Chair Yeager reminded everyone that the next meeting of the committee is scheduled for 6:30 p.m. on May 13, 2013 and will begin with public

testimony, followed by follow up from the budget officer regarding the requests for further information voiced tonight.

The meeting adjourned at 9:07 pm.

Tom Sauret, Board Chair

Steve Nielsen, Director of Finance & Operations

Prepared By: Jennifer Schroeder, Business Services

Corvallis School District 509J
2013-14 Proposed Budget

April 29, 2013

Overview

- Status Quo Budget:
  - Based on $6.55 billion K-12 biennial budget
  - No PERS Reform
  - Continue three cut days
  - No compensatory increases
  - No programs eliminated
  - Educational delivery shifts with focus on Equitable Student Funding, 40-40-20 & Closing the Achievement Gap
  - No use of existing Rainy Day Fund of $2 mil

2013-14 Budget Assumptions

- Based on Legislative Co-Chairs' Proposed Budget of $6.55 Billion for 2013-15
  - 49/51 SSF Allocation – 49 percent of the State School Fund (SSF) allocated to school districts in 2013-14 ; 51 percent in 2014-15
  - The State School Fund Represents 91% of CSD's General Fund Resources

Budget Assumptions (cont.)

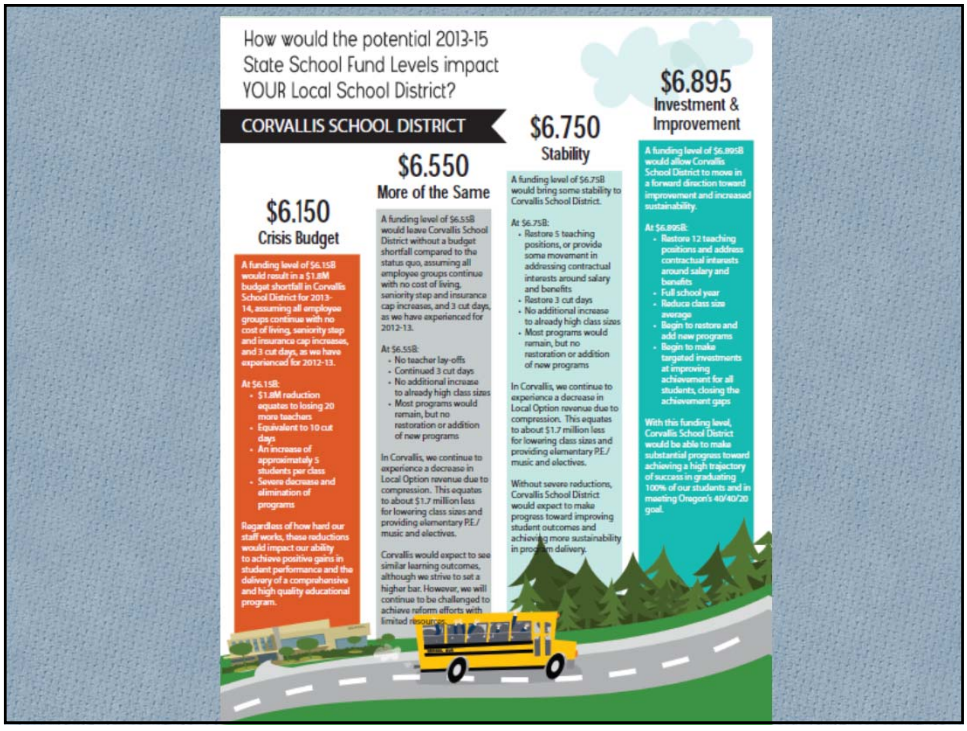
- -1.8% decrease in enrollment (115 students)
  - Reduction of eight teaching staff *(-7.83 FTE)*
  - Teacher/Student Ratios same as FY2012-13
- FY2013-14 state school funding based on FY2012-13 enrollment, which is flat relative to the end of FY2011-12

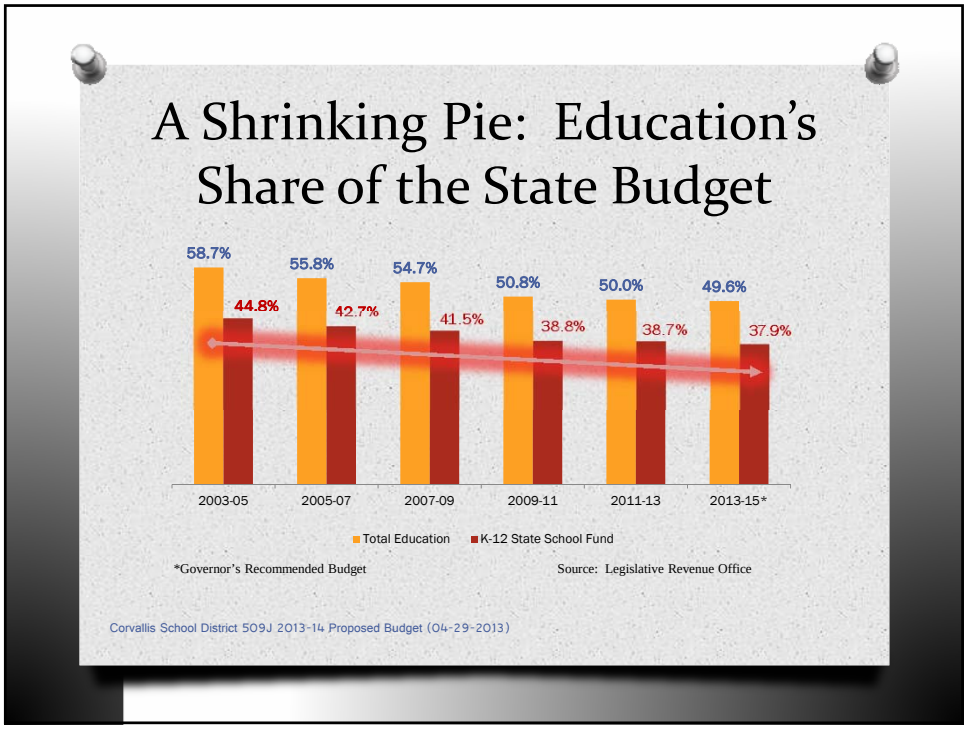
Budget Assumptions (cont.)

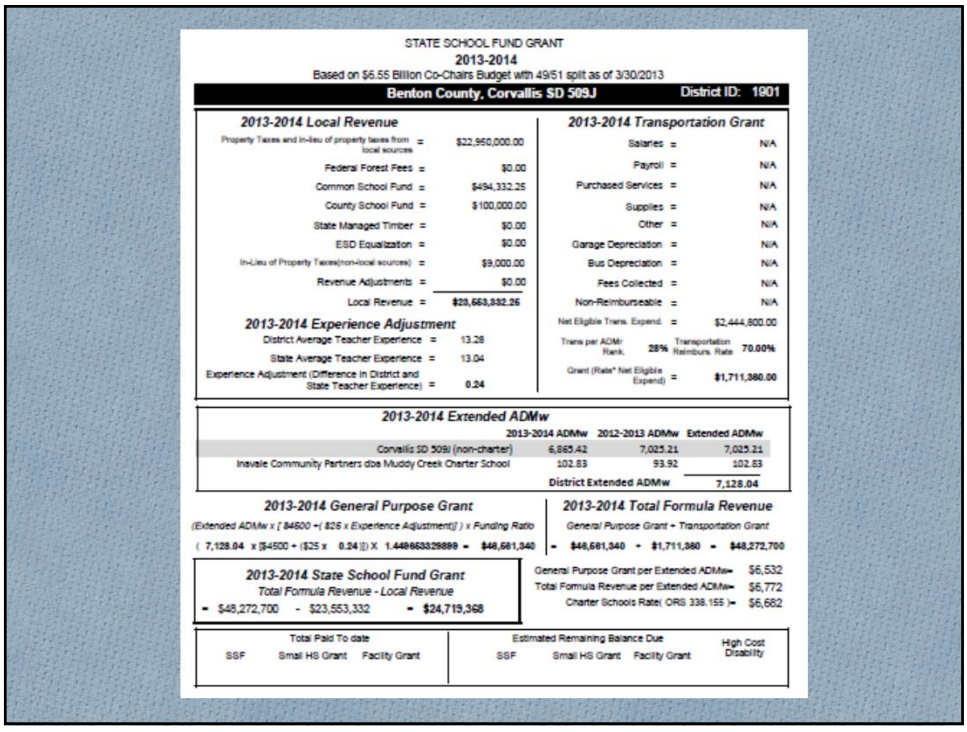
- No PERS Reform Savings
  - CSD PERS expenses increase by $1.8 million/year beginning in FY2013-14

  - Represents an increase of 7% of payroll, which equates to an:
    - 80% increase in PERS costs over FY2012-13
    - 3.4% of General Fund Budget
  - Reform (SB822) may change published rates

Corvallis School District 509J 2013-14 Proposed Budget (04-29-2013)







STATE SCHOOL FUND GRANT
2013-2014
Based on $6.55 Billion Co-Chairs Budget with 49/51 split as of 3/30/2013

Benton County, Corvallis SD 509J — District ID: 1901

2013-2014 Local Revenue

Property Taxes and in-lieu of property taxes from local sources =	$22,950,000.00
Federal Forest Fees =	$0.00
Common School Fund =	$494,332.25
County School Fund =	$100,000.00
State Managed Timber =	$0.00
ESD Equalization =	$0.00
In-Lieu of Property Taxes(non-local sources) =	$9,000.00
Revenue Adjustments =	$0.00
Local Revenue =	$23,553,332.25

2013-2014 Experience Adjustment

District Average Teacher Experience =	13.28
State Average Teacher Experience =	13.04
Experience Adjustment (Difference in District and State Teacher Experience) =	0.24

2013-2014 Transportation Grant

Salaries =	N/A
Payroll =	N/A
Purchased Services =	N/A
Supplies =	N/A
Other =	N/A
Garage Depreciation =	N/A
Bus Depreciation =	N/A
Fees Collected =	N/A
Non-Reimburseable =	N/A
Net Eligible Trans. Expend. =	$2,444,800.00
Trans per ADMr Rank 28% / Transportation Reimburs. Rate 70.00%	
Grant (Rate* Net Eligible Expend) =	$1,711,360.00

2013-2014 Extended ADMw

	2013-2014 ADMw	2012-2013 ADMw	Extended ADMw
Corvallis SD 509J (non-charter)	6,865.42	7,025.21	7,025.21
Inavale Community Partners dba Muddy Creek Charter School	102.83	93.92	102.83
		District Extended ADMw	7,128.04

2013-2014 General Purpose Grant

(Extended ADMw x [$4600 +($25 x Experience Adjustment)) x Funding Ratio

(7,128.04 x [$4500 + ($25 x 0.24)]) X 1.448863329889 = $48,681,340

2013-2014 Total Formula Revenue

General Purpose Grant + Transportation Grant

= $48,681,340 + $1,711,360 = $48,272,700

2013-2014 State School Fund Grant

Total Formula Revenue - Local Revenue

= $48,272,700 - $23,553,332 = $24,719,368

General Purpose Grant per Extended ADMw= $6,532
Total Formula Revenue per Extended ADMw= $6,772
Charter Schools Rate(ORS 338.155)= $6,682

Total Paid To date			Estimated Remaining Balance Due			
SSF	Small HS Grant	Facility Grant	SSF	Small HS Grant	Facility Grant	High Cost Disability

Local Option Levy

Five-Year History (Current Resources Only)

- Local Option Levy decreases to $3.9 million for 2013-14 due to Compression
  - 2009-10 = $5,574,900
  - 2010-11 = $4,980,700
  - 2011-12 = $4,519,800
  - 2012-13 = $4,136,600 *(budget = $4.5 mil)*
  - 2013-14 (Budgeted) = $3,890,200
- ***30% drop in four years***

Corvallis School District 509J 2013-14 Proposed Budget (04-29-2013)

General Fund Resources

Resource	2010-11 Actual	2011-12 Actual	2012-13 Budget	2013-14 Proposed
State School Fund	44,411,300	45,079,700	44,316,700	48,272,700
Local Option	4,980,700	4,519,800	4,541,500	3,890,200
Other	2,826,700*	2,250,500^	656,000	637,000
Totals	52,218,700	51,850,000	49,514,200	52,799,900

*Includes one-time federal stimulus funding (ARRA) of $1,992,800
^Includes one-time state School Year Sub-Account funds of $1,392,700

Corvallis School District 509J: 2013-14 Proposed Budget (4-29-2013)

More Resources – Where?

2013-14 vs. 2012-13 Budget

Budget Item	Difference	Cumulative
Resources:		
SSF Increase	+$3.9 mil	+$3.9 mil
Local Option Levy	- $ .6 mil	+$3.3 mil
Requirements/Other:		
PERS Increase	+$1.8 mil	+$1.5 mil
Other Expense Increases	+$ .5 mil	+$1.0 mil
ERI Fully Funded	- $ .6 mil	+$1.6 mil
Reserve adj per policy	+ $ .2 mil	+$1.4 mil
Rainy Day Fund (used in 2012-13)	+$1.4 mil	**$ 0**

Corvallis School District 509J 2013-14 Proposed Budget (04-29-2013)

General Fund Current Resources vs. Current Requirements

Current	2010-11	2011-12	2012-13	2013-14
Resources	52,218,700	51,850,000	49,514,200	52,799,900
Requirements	54,881,100	53,771,900	51,767,200	53,068,100
Difference	(2,662,400)	(1,921,900)	(2,253,000)	(268,200)

Corvallis School District 509J 2013-14 Proposed Budget (4-29-2013)

Moving Targets

- What do we know?
  - State Legislature:
    - *Revenue*: Current state K-12 proposed budget of $6.55 billion – NOT passed as of 4-29-13
      - Potential Impacts:
        - Tax Reform Measures
        - New Initiatives / Unfunded Mandates
        - "Carve-outs"
        - ESD Reform
        - May 15th Quarterly Economic Forecast

Moving Targets

- *PERS Reform* – SB822 has passed the House & Senate – expected to be signed into law by Governor Kitzhaber
  - Projected CSD Savings: $1.1 million/yr *(a rate reduction of 4.4% of payroll)*

Senate Bill 822

- Real Savings vs. 'Fake Savings'
  - Reform (Real Savings) – will be challenged in court = $629,300 *(2.5%)* in savings/yr for CSD
  - Deferred Rate increases known as the "budget note" aka "fake savings" = $478,300 *(1.9%)* per year for CSD
  - Neither are realized in CSD's proposed budget

Corvallis School District 509J 2013-14 Proposed Budget (04-29-2013)

Moving Targets

- <u>Other Impacts</u>:
  - Local Bargaining
  - Enrollment
  - Sequestration
  - Health Care Law Reform

Corvallis School District 509J 2013-14 Proposed Budget (04-29-2013)

Budget to the Plan Strategies

- K-12
  - A minimum of 1.0 FTE Special Education Teacher at each school
  - Intervention support at every school
  - Response to Intervention work groups to develop district-wide protocols
    - Reading, Math, Writing & Behavior
  - FTE Reserve positions & Equity Pool
  - Re-allocated ESD funds to support additional Special Education Services (OT/PT, Augmentative Communication & SLP)

Corvallis School District 509J 2013-14 Proposed Budget (04-29-2013)

Budget to the Plan Strategies

- Elementary
  - Full-Day K in all four Title schools
  - Extended-Day Kinder options – Non-Title
  - 1.0 FTE Special Education Teacher at each school
  - New 45-day Behavior Support Program
  - K-8 Universal Behavior Screening
  - Response to Intervention Work groups to develop district-wide protocols
    - Reading, Math, Writing, Behavior
  - Re-allocated ESD funds to support additional Special Education Services (OT/PT, Augmentative Communication & SLP)

Corvallis School District 509J 2013-14 Proposed Budget (04-29-2013)

Budget to the Plan Strategies

- Secondary
  - K-8 Universal Behavior Screening
  - Expanded Summer School Opportunities
  - AVID (Advancement Via Individual Determination)
  - Alternative Pathways Coordinator
  - Additional FTE at College Hill
  - Bridge Classes for MS to HS transition

Looking Forward

- Scaling up to full Dual Language Immersion
- Move to 1:1 Technology to increase student learning/achievement
- CLASS Project
- TeachOregon
- Facilities Projects & Long-Range Facilities Master Planning
- Expanded pathways to help achieve 40-40-20 goal

Corvallis
SCHOOL DISTRICT

IX.A.3. Budget Committee Minutes - 05-13-13

MINUTES
BUDGET COMMITTEE MEETING

Corvallis School District 509J
1555 SW 35th Street
Corvallis, OR 97333

Unadopted

I. CALL TO ORDER – COMMITTEE CHAIR MARK YEAGER

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

BOARD MEMBERS PRESENT
Anne Schuster, Board Chair
Tom Sauret, Vice Chair
Judy Ball
Lisa Corrigan
Bill Kemper
Chris Rochester
Blake Rodman

CITIZEN MEMBERS PRESENT
Rich Arnold
LeeAnn Baker
Beth Heaney
Jim McCullough
Rick Osborn
Mark Yeager

EXECUTIVE STAFF PRESENT
Erin Prince, Superintendent
Kevin Bogatin, Assistant Superintendent
Steve Nielsen, Business Director

ADDITIONAL STAFF PRESENT
Linda Martin, Budget Analyst
Dan Nelson, Staff Accountant
Debbie Bell, Accounting Manager

A quorum was present and due notice had been published.

II. ADOPTION OF MINUTES, FOLLOW UP FROM PREVIOUS MEETING/QUESTIONS

Chair Yeager noted that minutes from the April 29 meeting were not available at this time. He then asked the committee for follow up questions or any clarifications from the previous meeting. Seeing no questions or comments from the committee, Chair Yeager moved to the next agenda item. (Committee Questions and Answers available to date are filed as Supplemental Item 2 to the official 2012-13 Budget Committee Minutes for April 29, 2013.)

III. PUBLIC TESTIMONY

Chair Yeager opened public testimony with a description of the process and the role of the budget committee, noting that, in the interest of time, he would be calling individuals to testify in groups and reminding those present to restrict their comments to three minutes. He also acknowledged that copies of written correspondence received prior to the meeting had been copied and provided to the committee at their places. (Written correspondence and speaker's notes are filed as Supplemental Item 1 to these minutes.)

A summary of the spoken testimony:

Sara Gelser, 4030 NW Glen Eden Drive, Corvallis (State Representative, Parent)
Representative Gelser noted that budgets are built on the assumptions and acknowledged that this proposed budget was built before the passing of Senate Bill 822. She urged the committee to use estimated savings from this new legislation to bring back a full school year, retain theatre FTE, and enhance union contracts.

Denise Cardinali, 6017 SW Grand Oaks, Corvallis (Parent)
Ms. Cardinali encouraged the district to provide teachers with resources to look at our progress in mathematics. Additionally, Ms. Cardinali noted that the current 1.0 FTE of nursing services the district contracts for is not enough to assist the medically fragile students we have – an additional 1.0 FTE is needed.

Angie deMorgan, 162 SE Partridge Drive, Corvallis (Parent)
Ms. deMorgan expressed her support for the theatre program and her concern that a reduction to this program would be disastrous. She suggested making this position a district-level position much in the same way there is a district-level orchestra teacher. Additionally, she noted that children in interventions and remedial coursework are not able to sign up for theatre due to schedule conflicts.

Sravya Tadepalli, 2668 NW Legacy Pl, Corvallis (Student)
Ms. Tadepalli agreed, and added that students have developed a passion for theatre and that these are just as important as sports and other activities.

Galen Molk, 1315 SE Park Ave, Corvallis (Student)
Mr. Molk added that performing arts are indispensable to the overall educational system and forces students to ask big questions as well as celebrate humanity.

Monique Arnold, 3650 NW Witham Hill Drive, Corvallis (Parent)
Ms. Arnold also spoke in support of the drama program at Corvallis High School. She noted that the district has made a large investment in this facility and recommended that 1.7 instructional FTE be allocated to the CHS program to return to the FY2011-12 level. The program is strong and a full FTE allotment supports the district's ability to recruit and retain a high quality teacher. The current teacher has built an inclusive program that encourages student success in other academic areas.

Javan Davis, 162 SE Partridge Drive, Corvallis (Student)
As a student in the Advanced Drama class at CHS, an actor for five years, but participant in the program for only one year, Mr. Davis wished to share that he's learned more in the CHS program than anywhere else. He feels that there is a deeper connection between actors, directors, and technical personnel. Reductions to this program would be sad.

Aruna Kumar, 4160 NW Circle Blvd, Corvallis (Parent)
Ms. Kumar acknowledged that she feels that the board is supportive of the arts. She shared a story about her child's experience with the Oliver production, noting that it was a wonderful opportunity to connect her daughter with school. Interventions seem to be a negative approach to problems in the classroom; programs like theatre provide an environment to challenge a child using opportunities in a positive way. This is an opportunity to change district perspectives about the way educators intervene with children who may be struggling.

Mark Hoffman, 3356 NW Maxine Circle, Corvallis (Community Member)
Mr. Hoffman expressed support for Representative Gelser's comments. He encouraged the district to look for creative opportunities to maintain the current theatre FTE.

Heather Dody, 4878 NW Bruno Pl, Corvallis (Parent)
Ms. Doty also supported the comments others had made about the theatre program earlier. She shared that she is the parent of an eighth grade student who is looking forward to attending the Introduction to

Theatre class at Crescent Valley next year. As a dyslexic student, he's never really liked school, but drama provides him the opportunity to come alive.

Laura Beck-Ard, 402 S 31st St, Philomath (Staff)
Ms. Beck-Ard noted that she is the drama teacher in question and that she appreciated everyone's support. She clarified that 129 students have requested Intro to Theatre at CHS (including alternates). There were 320 district students in the extracurricular program. 246 of them were high school, 50 middle school, and 31 elementary. There were three sections of Introduction to Theatre serving almost 100 students this year, and two Advanced Theatre classes serving about 40 students.

Nolan Lunsford, 2515 Green Street, Philomath (Community Member)
Mr. Lunsford shared his experience with the theatre program. As a student athlete designated as TAG, dyslexic, and ADD, theatre afforded him the opportunity to shine and be a star. Theatre has opened a lot of doors for those students who don't shine academically or through athletics.

Mark McCullouch, 2575 NW Windsor Place, Corvallis (Parent)
Mr. McCullouch echoed the sentiments of those testifying before him and expressed his support for the idea of making this a district-level program. This is a wonderful opportunity to learn a lot of life skills in a great environment – very much in the same way we try to sneak veggies into something that tastes good.

Prior to inviting the next group of individuals to testify, Chair Yeager reminded the group that the Budget Committee is not part of the bargaining process and is not, therefore, able to address or discuss specifics related to ongoing labor negotiations.

Peg Cornell, 4643 NW Chenille Place, Corvallis (Staff)
Ms. Cornell introduced herself as a teacher at Crescent Valley and the bargaining chairperson for the CEA (Corvallis Education Association). She indicated that she would be providing written testimony. She expressed her desire to compensate teachers in such a way that they are able to live in Corvallis. It appears as though we have funds available to restore the three cut days as well as put some dollars towards increasing teacher compensation. She noted that the rainy day fund is already 12 percent.

Trinity Welch-Radabaugh, 4425 Altura St, Eugene (Staff)
Ms. Welch-Radabaugh has been teaching math at Crescent Valley and commuting daily from Eugene for the past seven years. She has recently lost her commuting buddy and shared that the hardship of increased fuel costs coupled with a lack of step and COLA increases has been difficult.

Katie Myers, 2655 NW Garryanna Drive, Corvallis (Staff)
Ms. Myers echoed the sentiments of those before her. As a French teacher at both schools, not getting a step increase has been financially difficult, especially with increased workloads and increased class sizes. A step increase validates the professionalism, time, and increased classroom experience. Not getting a step means she is paid less for her experience. She recommended that days be cut to balance the budget rather than skipping step increases, since step increases accumulate over a career. Declining enrollment is directly related to the fact that people – including teachers – can't afford to live here in Corvallis.

Jayce Giddens, 122 NE Powderhorn Drive, Corvallis (Staff)
Mr. Giddens supported the statements made by Ms. Myers. He is also split between two high schools and has not received a step increase since he was hired in February of 2011. He shared that this is a very difficult situation for a young teacher who is trying to start establishing a life here in Corvallis.

Amanda Filloy Sharp, 2300 NW Highland Drive, Corvallis (Staff)
Ms. Filloy Sharp also supported the statements made in previous testimony. She added that as a part time employee (0.67 FTE) in her third year in Corvallis, the lack of step increase has made it difficult for her to justify staying in Corvallis. With a master's degree in her content area as well as three different endorsements, Ms. Filloy Sharp indicated that she has invested heavily in her professionalism. She feels

that her story highlights the large number of teachers in the district who are young, highly qualified, extremely dedicated, and struggling to make ends meet. She fears that if compensation is not increased, the district will suffer because individuals like her will likely need to leave.

Josh Miller, 321 SW 9th St, Corvallis (Staff)
Mr. Miller shared that Corvallis represented the American Dream to his family. He relocated from Portland, brought his family here, took a significant pay cut, and thought that he would make it up. He noted that he stretched to pay for a house here and, due to the lack of increases in compensation has ended up taking a second job to make ends meet. He shared that he doesn't want to be rich, he just wants to be treated fairly.

Marc Rosegold, 4156 NW Tamarak, Corvallis (Staff)
Mr. Rosegold, a counselor at Crescent Valley High School, expressed his observation that the state has underfunded education, and that educators continue to lose professional and financial ground. He indicated that we must stop pretending that we can do more with less and send a message by lopping off the school year to make ends meet rather than sacrifice step and COLA increases. He expressed that Salem would likely take notice if every district reduced their school year by a month.

Seeing no further individuals wishing to testify, Chair Yeager closed public testimony.

IV. COMMITTEE DELIBERATION

A summary of questions and discussion items from the group:

- Thank you to Steve and his staff for prompt and thorough answers to the committee's questions. I found the information helpful and the technology issue that was raised earlier has been fully satisfied. (C. Rochester)
- I would like to hear from district staff regarding the drama teacher. (B. Rodman)
    - This is a building staffing issue. The theatre wasn't cut – the reduction in FTE was directly related to interest at Crescent Valley High School. In fact, this year the Theatre Manager position has been moved into the General Fund, which is actually a boost to the program. (E. Prince)
    - The proposed budget calls for a full 0.5 FTE – 0.33 at CHS and 0.17 at CVHS. Since the classes at CVHS didn't fill, funding related to staffing was reallocated at the school level. (S. Nielsen)
    - Are stipends paid on top of FTE for the theatre productions? And this doesn't count towards [medical] benefits? (J. McCullough)
        - Yes. (E. Prince)
    - It sounded like there were 129 students who were interested in taking Introduction to Theatre? Are we to assume that most of these were at CHS and not enough to support a half time teacher? (L. Corrigan)
        - Again, this is a school level, strategic puzzle. When administrators look at the overall elective opportunities, interventions, etc., there were not enough students at CVHS to fill classes.
    - When I was in the audience two years ago, discussion of the committee centered around the 6 million dollar investment the district had made into the infrastructure and highly technical equipment at CHS. It seems that the theatre program should be viewed as more than an individual building's project. Having the necessary staff to support this program is important. It's unfortunate that the building administrators aren't here tonight to hear the testimony presented. (J. Ball)
    - While the bulk of time is at CHS, theatre is still alive at CVHS. This is not a statement at all about the program or it's value. The move during staffing is more reflective of the enrollment

differences at the high schools. The drama instruction FTE reduction is one small piece of the overall reduction to FTE at CVHS this year and is representative of some very difficult decisions. Again, the change to remove the Theatre Manager's position into the general fund is a step in the right direction to support this program. (E. Prince)

- This situation highlights concerns about enrollment discrepancies between the two high schools and brings up concerns about the district's transfer policy. (M. Yeager)
- The original concept for the theatre at CHS was that it be a district wide program. Two years ago we were discussing the management of the facility. Now I think that we should look at the performing arts as a district program rather than an individual building. I'm fearful that a reduction in the level of compensation for an individual in this position may be detrimental to our ability to attract and retain the highly qualified staff that make this program work. (B. Kemper)
- I was intrigued by the comment about using George Thompson [orchestra director] as a model. How is this position funded? I would encourage the board to look at these types of positions. (B. Heaney)
  - The orchestra position is a district-level position. (L. Martin)
  - The same issue came about. I think that's why the orchestra position was moved into a district-level position. There are several positions that may fall into this same category. (K. Bogatin)
- I can't imagine being 0.5 and having to deal with two theatres. I don't know what's happening to the enrollment at CVHS, but it seems to make sense to move the program to CHS and have those kids come over. It seems that the principals should be able to work this out. (A. Schuster)
- I can understand Cherie Stroud's point of view, but I'm not convinced that this should be a decision that is that local and it sends an unintentionally bad message about the program. Theatre is different from the other arts. There is an unusual amount of technical expertise and either you run it properly or you don't. I second the suggestion that it be reconsidered at the district level. (C. Rochester)
- It sounds like the committee is recommending that the board look at this issue. (M. Yeager)
  - This is something that we could look at with the principals. (S. Nielsen)
- With students wait listed at CHS, perhaps something can be worked out to solve this. I'd like to echo Steve's comments – the FTE is there, it would be nice to confirm that there would be some positive action taken. (R. Arnold)
- I know this is a difficult position as this could snowball into other classes. I would like to reflect briefly on the imbalance in terms of facilities, programs, and other budgets we need to worry about. Why is there a difference in interest at the different schools? (T. Sauret)

- Are you making adjustments to media specialists in the libraries? It doesn't seem that the basic school staffing model has changed but I'm hearing about staffing changes. (C. Rochester)
  - Schools can make some individual decisions within that basic model. (J. Duvall)

- In regards to the process around PERS: there are two parts associated with the Senate Bill that passed and further details will be coming later. If there are significant savings, what happens? Is the district free to spend it or will further actions be necessary? (R. Arnold)
  - The proposed budget has been published on current, known rates. From a high-level appropriations point of view we could spend it. It may not reach the level that the board would need to act officially. However, we would likely involve the board in a discussion of how best to utilize any savings that are realized. (S. Nielsen)

- I've been reflecting about the stated goals in our achievement compact and the enhanced requirements for the graduation of high school. I am concerned about the ability of the district to better prepare our middle school students for high school. Kevin stated at the last meeting that we

aren't currently doing enough at the middle school level and while I appreciate the honesty and understand the terrible bind we're in, I must ask the question of "If not now, when?". (J. Ball)

- What is the district's policy on rebuilding reserves? If we're intending to have a bond in the next few years it would likely be good to have a policy if we don't already have one. (J. McCullough)
  - Page A-13 describes the district's expectations. (L. Martin)
  - This is a very good point and we'd like to do this as soon as possible. Our auditors have noted that this won't materially alter our bond-ability but it is important. (C. Rochester)
  - The rainy day fund has not been fully funded. We will need to address needs for future financial emergencies. (T. Sauret)

V. APPROVE TAX RATES, TAX AMOUNT, AND 2013-14 BUDGET

Seeing no further deliberation from the group regarding this year's budget, Chair Yeager asked if there was a desire from the group to make a motion.

It was moved by Lisa Corrigan to levy the tax rate of $1.50 per $1,000 of assessed value for the Local Option Levy for the General Fund. Rick Osborn seconded the motion. The motion passed without opposition.

It was moved by Tom Sauret to levy the permanent tax rate of $4.4614 per $1,000 of assessed value in support of the General Fund. Chris Rochester seconded the motion. The motion passed without opposition.

Beth Heaney made a motion that Corvallis School District proposed budget for FY2013-14 in the aggregate amount of $102,053,258 be approved as proposed. Lisa Corrigan and Bill Kemper simultaneously seconded the motion. The motion passed without opposition.

Rick Osborn made the motion that a tax levy of $8,906,000 be approved for the Debt Service Fund for the purpose of retiring bonded debt owed by the school district. The debt service levy is expected to raise $8,621,000. Blake Rodman seconded the motion which passed without opposition.

VI. NEXT MEETINGS, OTHER BUSINESS, ADJOURNMENT

Chair Yeager noted that due to the completion of its work, the committee will not be meeting on May 28.

Tom Sauret and Lisa Corrigan thanked the citizen members of the committee, noting that their contributions have been very valuable. Erin Prince also expressed appreciation to the group, noting that several items will be carried back to staff for further discussion and review.

Anne Schuster encouraged anyone who had suggestions for improvement of the process to contact staff about those ideas.

Chair Yeager adjourned the meeting at 8:51 pm.

Tom Sauret, Board Chair

Steve Nielsen, Director of Finance & Operations

Prepared By: Jennifer Schroeder, Business Services

Schroeder, Jennifer

From: Catala, Julie
Sent: Tuesday, May 14, 2013 09:28
To: Schroeder, Jennifer; Martin, Linda
Subject: FW: theater program - a different perspective

FYI. JC

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Julie Catala, Executive Assistant
Superintendent and School Board
Corvallis School District 509J
541.757.5841
~~~~~~~~~~~~~~~~

From: Kumars [mailto:aruna.kumar@comcast.net]
Sent: Monday, May 13, 2013 8:30 PM
To: #Board
Subject: theater program - a different perspective

Dear School Board,
Thank you for the opportunity to present to you. Thank you for serving on the board and for your service to the community. I was present at the meeting on 5/13/2013 to present our elementary school daughter's experience with her first CHS production.

I am writing to suggest that you witnessed a solution to a budgetary and policy issue during the testimony on the theater program this evening. We have 2 daughters – a 3rd grader and a 7th grader in the Corvallis School District. Both auditioned and performed in the Oliver production a few months ago. They are both TAG kids, talented, bright, capable in academics as in sports, articulate and generally successful and very well supported by educated parents and good backing. The stories of many of the kids they performed with do not synchronize – you heard those stories today as well. All of the kids in the main production for the entire program memorized significant vocal pieces, script lines, entry and exit sequences. The vocabulary of much of the play is middle school at least. The spectrum of kids participating included large number of what the district and society likes to attach labels and measure metrics by introducing expensive intervention programs. Intervention programs that are generally negative in image and not what kids "want" to do and hence rarely come out on the trend lines that staffers and policy makers seek. However, this intervention program – the Theater Program under Laura Beck – is desirable, positive and generates the chemistry between instructor and peers to perform to that stretch goal that teachers in classroom would plead to get. Laura Beck and the theater program just needs to stay on to continue that.

I do think you are sitting on a long term policy goldmine – an innovative approach to reduce the amount of resources dedicated to intervention programs. I strongly believe the natural ability of performing arts to bring together the so called high achiever kids with the multi-labeled kids requiring intervention will greatly enhance education in Corvallis schools. It will attract kids to our schools and will generate lower numbers of drop-outs, higher scores in proficiency tests. I have numerous examples from the script of Oliver of vocabulary and perceptual skills that went well beyond the ages of the young artists. I know our girls gained by the interaction without labels attached – they had no idea that several of the kids had grades they know their parents would not put up with or that they had issues they did not relate to or labels they did not recognize. In a school setting all of that would have mattered and interfered with the natural process of positive feedback my kids got and were able to provide. It was a clear win-win for all.

Be creative. If you have not been in the process of watching Laura Beck direct a play – from the audition to the end, you've missed something very precious that your efforts and taxes have paid for – you really should ensure that stays on. It will be a prudent decision financially that keeps children clearly in focus and gives the community that core that it values – a liberal arts and sciences community focused environment.

I will leave you with a memorable suggestive few lines from one of the many great pieces performed at Oliver:
"I'm reviewing the situation.
I'm a bad 'un and a bad 'un I shall stay!
You'll be seeing no transformation, But it's wrong to be a rogue in ev'ry way.
I don't want nobody hurt for me, Or made to do the dirt for me. This rotten life is not for me. It's getting far too hot for me. Don't want no one to rob for me. But who will find a job for me, There is no in between for me
But who will change the scene for me? "
"...I think I'd better think it out again! "

I respectfully suggest the school board and budget committee think it out again as well!
Cheers Respectfully for a great job and great listening.
Best Regards,
Aruna Kumar

Schroeder, Jennifer

From: Catala, Julie
Sent: Monday, May 13, 2013 14:17
To: Schroeder, Jennifer; Martin, Linda
Subject: FW: Theater Program

FYI. (Steve is in the #Board group, as are the rest of the Exec. Team.) ☺

Jules

~~~~~~~~~~~~~~~
Julie Catala, Executive Assistant
Superintendent and School Board
Corvallis School District 509J
541.757.5841
~~~~~~~~~~~~~~~

From: Chappell, Marisa [mailto:Marisa.Chappell@oregonstate.edu]
Sent: Monday, May 13, 2013 1:49 PM
To: #Board
Subject: Theater Program

Dear School Board,

am writing to ask that you do whatever you can to ensure that theater remains a vital part of our district programming. Laura Beck-Ard is a gifted teacher, and she produces incredibly professional productions which involve students of all ages and enrich our community. If the district is unable to retain her as a teacher (provide her with enough FTE) I fear we will lose her. Is there a way to hire Laura Beck-Ard as a district theater teacher, which would bring theater into the middle schools (which would also be of great benefit to students)?

My son is a freshman at CHS this year. He took theater last term (and has signed up for advanced theater next year). He had small roles in both Alice in Wonderland and Oliver. The experiences have been formative – they helped him feel integrated into the school (he has made friends from all grades) and "come out of his shell," as well as practice responsibility, teamwork, and performance skills. For creative students like him (particularly those who do not play sports), the theater program is a crucial piece of the educational experience.

I realize that you have to juggle many competing needs with limited resources. I urge you to explore any and all possibilities for retaining Laura and maintaining theater in the schools.

Sincerely,
Marisa Chappell

Marisa Chappell
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Marisa Chappell is the author of *The War on Welfare: Family, Poverty, and Politics in Modern America* (University of Pennsylvania Press, 2010): http://www.upenn.edu/pennpress/book/14654.html

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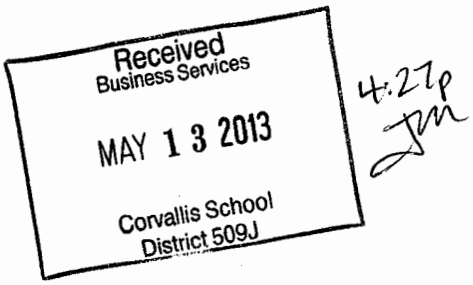

Corvallis, 5/13/2013

Dear members of the school board,

It has been brought to my attention that the school district is planning to make budget cuts toward the theater FTE for CHS and CVHS, currently filled by Laura Beck-Ard. I want to express my wish (as I know many other parents do) to reconsider this budget cut. The productions of CHS and CVHS are outstanding, not only because they are very professional, but also because all the children involved, including middle school and elementary school kids, get a lifetime learning opportunity. I know that at least two of this year's seniors under the tutelage of Mrs. Beck-Ard have been accepted to the Department of Theatre at Chapman University, one of the most renowned acting schools of the country to my knowledge. This would most certainly not have been possible if there were no acting classes at the 509J high schools. Also, many middle and elementary school kids have been involved in the plays put up through Corvallis and Crescent Valley High Schools, and at all age levels, kids have had the opportunity to build up confidence by acting on stage in front of a crowd. Overcoming nervousness and stage fright will help children in examinations of all kinds in life. Confidence build-up is a major benefit of performing arts, and even if you do not go on to be an actor, public statements and speeches will be part of many well-paying jobs, and acting helps to learn speaking in public.

Another important point to me is the impact on English language performance. The plays that Laura Beck-Ard and Elizabeth Wyatt tackled this year were, among others, "Alice in Wonderland", "The Lion, the Witch and the Wardrobe" and "Oliver!" which is based on Dickens' Oliver Twist, so they have been classics of English children's literature. My 6-year-old and my 4-year-old have been so excited about the plays that we actually read the books (or shortened versions of them), and I know that lots of my children's friends have been inspired likewise. This kind of impact on reading literature is certainly very positive for the children's later performance in English literature and writing classes.

When I first watched a theater production at CHS, I was utterly amazed by the quality and professionalism of the play. I am from Germany where we do not have theater classes at high school, but extracurricular drama clubs, usually run by a German teacher. It is not at all comparable to the job done by Laura Beck-Ard in the least. Here the kids don't just recite lines on stage, but they do drama. To put it in the words of Shakespeare:

> That what we have we prize not to the worth
> Whiles we enjoy it, but being lacked and lost,
> Why then we rack the value, then we find
> The virtue that possession would not show us
> Whiles it was ours. (Much Ado About Nothing)

I would be very obliged if you could read this letter at the meeting in case I cannot attend tonight.

Thank you very much,

Gesa Thomas

2655 NW Harrison Blvd.

My name is Katie Myers and I teach French at both high schools. I love being a French teacher and I love my students. As a relatively young teacher I have to tell you that not getting a step increase this year has been financially difficult. Those of us on the lower end of the pay scale feel pay cuts and pay freezes more than those on the higher end. Single teachers don't have a spouse's salary to buffer the hard times.

My paycheck didn't increase this year, but my workload did. Every day I drive between two schools, sometimes more than once if I need to go back and help students during Mentoring/AO or for staff meetings. I started the school year with three classes of 45 students. Luckily I only have one class left in the 40s (43 students) and the other classes are in the mid-to-high 30s. Cutting both high schools' French programs has really been a disservice to students and to their teacher. Their limited classes at each school mean that many must drive be bussed to another school for French. Or, it means they don't take French anymore. It takes longer for me to get student work back to them simply because there are more of them. I teach to a classroom full of 40ish 16-17 year olds every day. My classes in college weren't even that big.

My paycheck didn't increase this year, but my rent did. And, I received a notice two days ago via email that my rent will go up again next year. Next year I will pay $1500 more in housing than I did last year. My paycheck didn't go up $1500.

A step increase validates my professionalism, my time in the classroom and my work with students. It is given because I have more experience every year. Not getting a step means that I'm paid less for that experience and I'm a year (or two or three) behind every year with a compounding effect over my career. I'm taking that same cut every year for the rest of my teaching life. Cut days if you must. Yes, I am earning less money with cut days, but I'm not "behind" in the salary scale.

I don't have to tell you that Corvallis's decreasing enrollment is a problem. Enrollment decreases because people can't afford to live here. TEACHERS can't afford to live here. Many of my colleagues live in Albany, Lebanon or Philomath. Do their kids go to school here? No. They go to school in Albany, Lebanon and Philomath. That's where our federal money-per-student is going. Our cuts in FTE are exacerbated by the fact that teachers don't put their kids through the Corvallis Public Schools. Lower enrollment, less federal money. Less federal money, lower FTE. Lower FTE, larger class sizes, lower learning, lower impact, lower achievement, higher stress on teachers which does translate to the students. They're not dummies, they see us get more overworked each year. I simply can't get through the material with a class of 43 that I can with a class of 27 or 32.

My paycheck didn't increase this year, but my utilities, food and gasoline did.

I'm not asking for a handout. I've earned my step increase. Thank you.

Hello
My name is Peg Cornell and I am a science teacher at CV and the CEA bargaining chair. I am here ~~to share a few facts as I see them~~ regarding the current proposed budget and the compensation package the teachers have offered the district in negotiations.

We need to attract and maintain the best teachers for our students. This can be challenging, with workload increases due to diminishing resources and declining enrollment, state mandates such as proficiency based grading, new content standards, and increases in such populations as the number of students in poverty and the number of students with autism. Teaching continues to be one of the most demanding professions there is, and compensation must be commensurate with these demands.

We need our teachers to be compensated in a way that allows them to live in Corvallis.

Housing here is expensive. According to CNN, Fortune and Money, Corvallis has the 4th fastest rate of home price increase in the country. The median sale home price is $234,000 and that is projected to rise this year by 13%. In comparison, Eugene has the 5th fastest rate of home price increase, but the median home price there is just $166,000. In addition to expensive and increasing home prices, since July 2011, the CPI-U has risen about 3½ %. In that same time, teachers on the top step have taken pay cuts as a result of cutting days and no COLA. Our less veteran teachers took a pay cut this year with cut days and no step increase.

We agreed to these cuts to help fill large budget shortfalls. However, it is important to remember that as a result of these sacrifices, teachers are not only losing ground now when compared to the current cost of living, they will feel these cuts for the rest of their careers due to the compounding effect.

After analyzing the district budget, the team CEA is confident that our current proposal is affordable. Your budget shows a net gain for Corvallis next year of $1.4 million. You want to use some of this money to restore the three cut days, a plan we support. You want to add the rest to the rainy day fund. Your rainy day fund currently sits at about 12%, even without the additional money. The CEA proposal on the table would not use up all of the additional money, so you would still be able to grow the rainy day fund if you want. This would keep the fund at a very robust 12+%, which, compared to other school districts around the state, is high.

I understand you want to have a cushion in the budget. Consider, however, that many of our teachers don't have a cushion, and certainly not one of 12%.

If you accept our proposal, your goals of having a full school year with quality instructional programs would be met, teachers would begin making up lost economic ground, and you would still have a healthy rainy day fund at a time when the economy is clearly turning around. I urge you to consider accepting our proposal as you discuss the budget.

Thank you.

509J Budget Committee
FY2013-14 Proposed Budget

Committee Questions and Answers

Q1. What is the education cost per student? (R. Arnold)

A1. Each year the board adopts a tuition cost if we were to have an out-of-district student who did not have a tuition agreement. The tuition cost is essentially the General Fund current requirements (not including Reserves, and also not including textbook adoption expenditures), divided by the ADMr (kindergarten at 0.5). Using this formula, the 7-year history is as follows:

Year	Cost/Student
2013-14 Budget	$8,650
2012-13 Budget	$8,303
2011-12 Actual	$8,846
2010-11 Actual	$8,824
2009-10 Actual	$8,269
2008-09 Actual	$8,321
2007-08 Actual	$8,262

Q2. Licensed salaries across all fund types decreased by $373,882.00, but FTE decreased by only 1.23. Was the cost savings created due to early retirements, then replacing those positions by new individuals? (R. Arnold)

A2. Yes. We develop the budget based on each employee's placement on the salary schedule. The district experiences savings when a teacher who is on the top step (18) retires, and whose position is filled by one at a lower step. For vacancies, we budget at step 7. The salary and benefits savings for this scenario is over $30,000 for the year.

Q3. It appears there was a reallocation of FTE resources in the general fund where approximately 2.6 FTE were removed from K-12 instruction and reallocated to Alternative Education, English Language Learner Program, and the Students with Disabilities programs. Will this move have a negative impact on the learning process for those students not associated with the programs listed above, or were these changes necessitated by statute or government regulation? (R. Arnold)

A3. The district distributes Classroom FTE based on projected enrollment for next year and student/teacher ratios per grade (see Appendix C in the Proposed Budget document, revised as of April 29, 2013). Due to the projected fewer students next year, classroom FTE allocations were reduced by 7.83 FTE. Other FTE, such as ELL, Special Education, and Alternative Education, is determined by each department to meet the needs of the district. The departments are given a dollar allocation, and must budget their personnel and all other expenditures within their allocated budget. The district does not dictate how many FTE they must have.

Q4. The budget for substitutes across all fund types increased by $304,000 (an increase of 37 percent from the last budget period). While I read the explanation in the budget document, there also seems to be a large increase for support services that will be paid from grant funds this year, that

were not budgeted last year. Was there a grant received by the district that will be used to pay for the substitutes for those service areas? (R. Arnold)

A4. Except to the extent that we know of employees who will be paid by a grant, we budget at a broad level to provide appropriations for potential expenditures. Even as late as this fall, we will just be learning how much the grants to the district will be. Most of the change in Grants Funds for classified substitutes is in Function 2210 – Improvement of Instruction Services. Staffing is planned to decrease from FY2012-13 to FY2013-14; however, to maintain appropriations in Function 2210, we moved budget into the Classified Substitutes category. That budget may be spent in any Grant, and in any Function at the 2000 level, without requiring a budget transfer from the board during the year.

Q5. Please explain Additional Salary. The budget for additional salary across all fund types has been increased by $463,663 (approx. 37 percent). Please explain why it is necessary to increase the budget for this by such a large amount. (R. Arnold)

A5. Additional salary is the amount paid to employees that exceed the salary of their contracted positions. It could be for extra time spent on the job (particularly for Classified employees), or for stipends. Coaching stipends fall in this category, as well as job-related activities such as staff development. In the Grants Fund, Function 2240 – Instructional Staff Development, the budget was increased by $94,633, to provide appropriations for potentially high expenditures for staff development. In the General Fund, the new Equity Fund in the amount of $200,000 is budgeted in Additional Salaries. (It will probably be spent on personnel in some form, so it was coded as Additional Salary.) In addition, schools and departments budget additional salary along with the rest of their discretionary budgets, and must stay within their budget allocation. The district does not dictate how they split their discretionary budget.

Q6. If I did misunderstand from our meeting, then it can be expected the amount for PERS expenses that will be deferred to the next biennium are not included in the 2.6 million dollar unappropriated fund balance? (R. Arnold)

A6. Correct, no part of the SB822 PERS savings is included in the budget. We are still budgeting at the rate distributed in the fall by PERS for next year. Our Financial Policy (page A-12 in the Proposed Budget document) establishes an Unappropriated Fund Balance of 5 percent of current resources, which is what we have budgeted.

Q7. The budget for travel expenses increased by 28,000 for this proposed budget. Most of this increase was through donations, however, the travel budget within the general fund increased by $6350.00. Most of this increase ($5,500) was in the Executive Administration Services category where the budget was increased from 2,500.00 to 8,000.00. Is it possible to detail the need to more than triple the budget for this category for this fiscal year? (R. Arnold)

A7. The "Travel" object line includes funds to support leadership development for administrators including Confederation of School Administrators (COSA) conferences, the Oregon School Boards Association (OSBA) convention, site visits, Leadership Corvallis representatives, staff development activities such as Breakthrough Coaching for administrators, and the Leadership mentoring. The Superintendent's budget was submitted within its allocation, and the district does not direct how a department distributes its budget among the budget categories.

Q8. The General Fund Instruction budget for consumable supplies was reduced by $265,000. While K-5 budget looks reasonable, I am not quite sure what efficiencies were created for the Middle School and High School Programs which showed decreases of 37 percent and 36 percent respectively. What efficiencies were created that would allow that large of decrease in a supply budget, when student enrollment and FTE allocation remain virtually the same? (R. Arnold)

A8. At the middle school level, Cheldelin and Linus Pauling reduced their discretionary budget for supplies. Most of the difference at the high school level is attributable to a reduction in Crescent Valley's discretionary budget for supplies. Based on conversations with these principals, we believe they are maximizing the amount they have available to buy positions with their discretionary dollars by reducing the amount budgeted for items such as supplies and materials. Of the General Fund budget for supplies, 54 percent of it is budgeted by the schools out of their discretionary budgets, 1 percent is budgeted centrally, and 45 percent is budgeted by departments out of their department allocations. The district does not direct how schools and departments budget their discretionary budgets.

Q9. The amount of budgeted FTE is to remain fairly static for the proposed budget period. However, the district is budgeting a reduction of $133,000 for contractual employee benefits. One of the assumptions for this budget period was that the level of spending for employee benefits would remain unchanged for the proposed budget, therefore, I am curious as to how we will receive that level of cost savings for the upcoming budget period. Is it possible to explain how this figure was arrived at? (R. Arnold)

A9. The Contractual Employee benefits (object 240) is for medical, dental, vision and life insurance. In this budget, we did not change the level of benefit cap for any of the groups of employees. All employees are budgeted for medical/dental/vision/life based on a pro-ration of their FTE; however if a person is not at least 0.5 FTE, no benefit is budgeted. Most of the difference is in Food Service ($46,730) and Grants Fund ($109,974). For Food Service, it would appear that compared to last year, about 3.0 FTE do not qualify for medical due to working less than 0.5 FTE. In the Grants Fund, budgets for specific grants are moved during the year from a Grant Control sub-fund to the specific grant, and amounts by object codes are not necessarily moved object by object. In this case, the budgeted amount for FY2013-14 for medical is appropriate for the FTE budgeted in Title 1A (see Function 1272) and IDEA (see Function 1250). The revised budget for this year (FY2012-13) was not moved from the Grant Control to Title 1A and IDEA object by object, which left a larger budget in the medical account than will actually be used.

Q10. How much was budgeted for legal services? (A. Schuster)

A10. $68,000 was budgeted for legal services, the same amount as for FY2012-13. It is budgeted in Function 2190 as part of the Student Services' budget, and Function 2310 as part of the Board's budget.

Q11. What are the Oregon budget dollars and K-12 budgets for the chart that shows 6 biennium comparison of education's share of the state budget? (A. Schuster)

A11. The following information was compiled from Research Report #1-13, Legislative Revenue Office 2/21/13, and State School Fund historical documentation. The percentages are a little different from the chart, but give the same idea of decline of the State School Fund as a percentage of the state budget. For the 2013-15 biennium, this table uses the Co-Chair's budget, instead of the Governor's budget recommendation.

Budget Comparison (in millions)	2003-05	2005-07	2007-09	2009-11	2011-13	2013-15
Education (K-16)	$5,921.0	$6,417.5	$6,751.7	$6,433.2	$6,754.3	$7,648.8
K-12 SSF	$4,892.6	$5,261.9	$5,713.9	$5,753.3	$5,713.1	$6,550.0
State Budget	$10,223.2	$11,609.2	$12,779.5	$12,395.3	$13,702.1	$15,408.2
% of Education	57.9%	55.3%	52.8%	51.9%	49.3%	49.6%
% of K-12 SSF	47.9%	45.3%	44.7%	46.4%	41.7%	42.5%

Q12. How is Technology budgeted for next year? (Finance Committee)

A12. The district allocation for technology is spread between the three major instructional functions and generally budgeted to the 480 – Technology Equipment object code:

General Fund:		
100.1111.0480.511.261.000	Technology Equip $1,000 - $4,999	74,600
100.1121.0480.511.261.000	Technology Equip $1,000 - $4,999	74,575
100.1131.0480.511.261.000	Technology Equip $1,000 - $4,999	74,575
Total:		223,750
Facilities Fund (See "Grants Fund"):		
215.1111.0480.511.261.000	Technology Equip $1,000 - $4,999	75,000
215.1121.0480.511.261.000	Technology Equip $1,000 - $4,999	55,000
215.1131.0410.511.261.000	Consumable Supplies and Materials	75,000
Total:		205,000

In addition, the Technology Department has budgeted in Function 2660 – Technology Services for computer software and technology equipment as follows:

100.2660.0470.631.000.000	Computer Software	38,520
100.2660.0480.631.000.000	Technology Equip $1,000 - $4,999	19,399
100.2660.0550.631.000.000	Technology Equipment $5,000 and greater	21,000
Total:		78,919

Q13. What is the budget for Instructional Materials? (Finance Committee)

A13. The General Fund district allocation for Instructional Materials is broken out into elementary and high school Language Arts and Social Studies. When we receive a breakdown from the Student Services department of what they plan to purchase next year, we can adjust the budget accordingly. (Since the budget is appropriated at the high 1000 Function level, we will be able to move it to other subject areas and/or to middle school.)

General Fund:		
100.1111.0420.511.050.953	Textbooks	35,824
100.1131.0420.511.100.953	Textbooks	55,300
100.1131.0420.511.110.953	Textbooks	175,000
Total:		266,124

Facilities Fund (See "Grants Fund"):		
215.1111.0420.511.050.953	Textbooks	80,000
215.1121.0420.511.050.953	Textbooks	85,000
215.1131.0420.511.050.953	Textbooks	80,000
Total:		245,000

Q14. What is the bond rating for the district? (M. Yeager)

A14. The most recent Moody's bond rating for the 2007 Refunding bonds (as of August, 2007) is Aa2. The S&P rating for the PERS Series 2002 is A+ and for the Series 2005, it is AA (October, 2011).

Corvallis
SCHOOL DISTRICT

IX.B. Licensed Personnel Recommendations

Corvallis School District 509J
Board of Directors

BOARD MEETING DATE: August 19, 2013 **FOR ACTION**

SUBJECT: Licensed Personnel Action

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1. Issue: Information on licensed-personnel recommendations

   a. Recommendation to Hire:
   Caelen Bensen: Second Grade Teacher – Bilingual, 1.0 FTE, Lincoln Elementary School, effective August 28, 2013 (Probationary).

   Darren Bland: TOSA Technology, 1.0 FTE, District Office, effective August 28, 2013 (Probationary).

   Jim Bowey: Applied Technology Teacher, 0.33 FTE, Crescent Valley High School, effective August 28, 2013 (Temporary).

   Britten Clark-Huyck: Biology Teacher, 0.83 FTE, Corvallis High School, effective August 28, 2013 (Probationary).

   Adriana Espinosa: Elementary Teacher – Bilingual, 1.0 FTE, Lincoln Elementary School, effective August 28, 2013 (Probationary).

   Valerie Gollman: Music Teacher, 0.63 FTE, Hoover Elementary School and Cheldelin Middle School, effective August 28, 2013 (Temporary).

   Lynne Griffin: Speech Language Pathologist, 1.0 FTE, District Office, effective August 28, 2013 (Probationary).

   Kathi Holvey: RTI Intervention Teacher, 0.65 FTE, Mountain View Elementary School, effective August 28, 2013 (Probationary).

   Teri Janousek: Special Education Teacher, 1.0 FTE, Lincoln Elementary School, effective August 28, 2013 (Temporary).

   Savannah Laney de Battro: Elementary Teacher, 1.0 FTE, Garfield Elementary School, effective August 28, 2013 (Probationary).

   Shannon Loggins: Kindergarten Teacher, 1.0 FTE, Mountain View Elementary School, effective August 28, 2013 (Probationary).

Cynthia McMahan: Second Grade Teacher - Job Share, 0.50 FTE, Mountain View Elementary School, effective August 28, 2013 (Temporary).

Cindy Pedersen: Special Education Teacher, 0.50 FTE, District Office, effective July 1, 2013 to June 30, 2014 (Temporary).

Sara Thompson: ELL Teacher, 1.0 FTE, Lincoln Elementary School, effective August 28, 2013 (Probationary).

b. Termination/Resignation/Layoff/Retirement:
Marianne Clausing-Lee: Kindergarten Teacher, 1.0 FTE, Mountain View Elementary School, effective June 30, 2013 (Retirement).

Kyle Gordon: Special Education Teacher, 1.0 FTE, Lincoln Elementary School, effective June 30, 2013 (Resignation).

Mary MacLean: Third Grade Teacher, 1.0 FTE, Garfield Elementary School, effective June 30, 2013 (Resignation).

Celia Magistrale: Physical Education Teacher, 0.50 FTE, Crescent Valley High School, effective August 6, 2013 (Resignation).

Lauren Pangle: First Grade Teacher, 1.0 FTE, Jefferson Elementary School, effective August 9, 2013 (Resignation).

George Thomson: Orchestra Teacher, 1.0 FTE, Crescent Valley High School, effective June 30, 2013 (Resignation).

Brian Wake: Science Teacher, 1.0 FTE, Corvallis High School, effective June 30, 2013 (Retirement).

c. Request for Leave:
Michael Krasilovsky: Science Teacher, 1.0 FTE, Cheldelin Middle School, requesting 1.0 FTE leave for the 2013-14 school year.

ACTION REQUESTED: Approve recommendations.

CONTACT PERSON: Jennifer Duvall
Corvallis School District 509J
Board of Directors

Corvallis School District 509J
Board of Directors

BOARD MEETING DATE: August 19, 2013 **FOR ACTION - ADDENDUM**

SUBJECT: Licensed Personnel Action

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1. Issue: Information on licensed-personnel recommendations

   a. Recommendation to Hire:
   Charlene Ulrich: Fourth Grade Teacher, 1.0 FTE, Garfield Elementary School, effective August 28, 2013 (Temporary).

   b. Termination/Resignation/Layoff/Retirement:
   Kati Carter: Art Teacher, 0.25/0.50 FTE, Adams Elementary School/ Cheldelin Middle School, effective August 15, 2013 (Resignation).

   Jamie Rumage: Science Teacher, 1.0 FTE, Linus Pauling Middle School, effective August 16, 2013 (Resignation).

   c. Changes on licensed personnel:
   Laura Beck-Ard: Language Arts/Drama Teacher, Corvallis and Crescent Valley High Schools, recalled to 0.08 FTE Language Arts.

ACTION REQUESTED: Approve recommendations.

CONTACT PERSON: Jennifer Duvall

Corvallis
SCHOOL DISTRICT

IX.C. Ratify the 2013-14 Actions Taken by the Board on 06/17/13

Corvallis School District 509J
Board of Directors

BOARD MEETING DATE: **August 19, 2013** **FOR ACTION**

SUBJECT: Ratify the 2013-14 Actions Taken by the Board on June 17, 2013

The School Board held its annual organizational meeting on June 17, 2013, and took action on the 2013-14 annual organizational items outlined below. As a formality, district legal counsel advises ratifying the actions at the Board's first regular meeting of 2013-14.

Those items were:

1. Election of Officers

2. Organizational Motions for 2013-14:
   - Appointment of district officials, including: District Clerks, Custodian of Funds, and Budget Officer
   - Authorization for the Signing of Documents and Agreements for Funded Programs, Disposal of Surplus Property, Local Contract Review Board/Signing of Agreements, and Non-Resident Student Tuition
   - Designation of District Depositories, including Authorization to Invest Funds and the identification of Investment Depositories and the designation of signers for the Student Body Fund Account
   - Approval of professional services, including: Attendance Services, Auditors, Insurance Agents, Legal Counsel, and official newspaper

ACTION REQUESTED: Ratify the 2013-14 actions taken by the Board on June 17, 2013.

CONTACT PERSON: Julie Catala

Corvallis
SCHOOL DISTRICT

IX.D. Resolution No. 13-0801 - Sale of Fairplay School to Corvallis Waldorf School – Financing & Closing Arrangements

Corvallis School District 509J
Board of Directors

FOR ACTION

BOARD MEETING DATE: August 19, 2013

SUBJECT: Resolution No. 13-0801 - Sale of Fairplay School to Corvallis Waldorf School – Financing & Closing Arrangements

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The Corvallis School District (Seller) entered into a sales agreement with the Corvallis Waldorf School (Purchaser) on January 20, 2011, wherein Corvallis Waldorf School agreed to purchase the Fairplay School located at 3855 NE Hwy 20, Corvallis, Oregon, from Corvallis School District 509J for the sum of $450,000. The transaction was set to close on or before July 1, 2013 per the sales agreement and in the interim the lease agreement between the two parties would continue until said close.
This May, the Purchaser notified the Seller that financing to complete the purchase fell through. Subsequently, the Purchaser inquired about alternative options, which included Seller financing and/or extending the closing date of the sale and continuing with the lease until adequate funds were available. After ongoing discussions, a deal in principal has been reached, subject to Corvallis School District 509J Board of Directors' approval. The terms of the proposed agreement are as follows:

- Closing date extended from July 1, 2013 to August 30, 2013, which is reflected in Addendum B of the sales agreement.
- The sales price has been amended from $450,000 to $476,830, which accounts for any and all capital improvements (including the roof repair) made by the seller during the term of the agreement for which the purchaser is reimbursing as part of the sale. This has also been reflected in Addendum B of the sales agreement.
- Financing terms:
    - Down payment of $100,000 due from Purchaser by August 30, 2013 closing date
    - Monthly payments based on a 15-year amortization schedule, currently projected at $3,180 per month
    - Interest at 6% per annum
    - Balloon payment due on August 31, 2017
    - No pre-payment penalty
    - Clarifying notes:
        - The lease agreement between the Seller and Purchaser will terminate concurrent with the sale closing date of August 30, 2013
        - Corvallis Waldorf School will take ownership of Fairplay School on August 30, 2013 and will be solely responsible for the property moving forward. Corvallis School District 509J will become lien holders on the property.
        - CSD 509J attorney is currently completing financing paperwork to be executed at closing. The title company is First American Title Insurance Co.
        - Principal received will be credited to the district Land Fund. Interest will be credited as interest income in the district General Fund.

Motion Requested: I move that Resolution No. 13-0801 be adopted.

Presenter: Steve Nielsen, Director of Finance & Operations

Corvallis School District 509J
Approval of Financing to Waldorf School in Sale of Fairplay School
Resolution No. 13-0801

Fairplay sale to Corvallis Waldorf School financing & closing arrangements:

Be It Resolved, Corvallis School District 509J (Seller) agrees to finance the previously executed sale (per January 20, 2011 sales agreement and subsequent Ammendments) of Fairplay School located at 3855 NE Hwy 20, Corvallis, Oregon, to Corvallis Waldorf School (Purchaser) as prescribed below:

- Down payment of $100,000 due from Purchaser by August 30, 2013 closing date
- Monthly payments based on a 15-year amortization schedule, currently projected at $3,180 per month
- Interest at 6% per annum
- Balloon payment due on August 31, 2017
- No pre-payment penalty
- Corvallis Waldorf School will take ownership of Fairplay School on August 30, 2013 and will be solely responsible for the property moving forward. Corvallis School District 509J will become lien holders on the property.

Duly passed this 19th day of August, 2013 by the Board of Directors of Corvallis School District 509J.

_____
Tom Sauret, Board Chairperson

_____
Erin Prince, Clerk of the Board

Corvallis
SCHOOL DISTRICT

IX.E. Substitute Teacher Per Diem Rate

Corvallis School District 509J
Board of Directors

BOARD MEETING DATE: August 19, 2013 **FOR ACTION**

SUBJECT: Substitute Teacher Per Diem Rate

Issue: The Human Resources office maintains a list of persons qualified to act as substitute teachers. All substitutes will be paid at the rate fixed by the School Board at the beginning of each school year. The Department of Education has set this year's minimum substitute teacher pay rate for eight hours at $170.76 per day. Minimum salary after the tenth day is 1/190th of our district's base salary schedule, or $188.18 per day.

Recommendation: Follow the directive of the Department of Education.

Consequences: Not fixing our substitute teacher pay rate as directed by the Department of Education puts the district out of compliance.

ACTION REQUESTED: Setting the substitute teacher rate of pay as directed by the Department of Education.

CONTACT PERSON: Jennifer Duvall

Corvallis
SCHOOL DISTRICT

IX.F. Board Policy—IKF—High School Graduation Requirements—Revision—Second Reading

Corvallis School District 509J
Board of Directors

BOARD MEETING DATE: August 19, 2013 **FOR ACTION**

SUBJECT:
Board Policy—IKF—High School Graduation Requirements—Revision—Second Reading

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Issue: House Bills 2283 and 2285 addressed issues related to modified diplomas, extended diplomas, and alternative certificates issued by a school district. The changes included

- Modifying the definition of who can provide consent for awarding a student a modified diploma, extended diploma, or alternative certificate.
- Requiring a student who receives a modified diploma, extended diploma, or alternative certificate to have access to instructional hours, hours of transition, and hours of other services to meet their unique needs and which total the number of instructional hours required, unless reduced by the student's IEP team.
- Adding the requirement of "onsite" access for ensuring access to the appropriate resources to achieve a high school diploma, modified diploma, extended diploma, or alternative certificate.

Senate Bill 24 deletes the option of allowing students, who have not met the math or English credit requirements, to meet the credit requirement by meeting or exceeding the academic content standards for math or English.

In addition, after having met all of the standard diploma requirements, an expanded options diploma will be awarded to those students who meet the following requirements: 36 Linn Benton Community College credits earned in a planned educational program at Linn Benton Community College.

Options Considered: Not revising the policy.

Involvement: District office staff

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

Cost Impact: None

ACTION REQUESTED: Adopting the revised policy.

CONTACT PERSON(S): Kevin Bogatin, Kerry Richey

CORVALLIS SCHOOL DISTRICT 509J

Code: IKF
Adopted: 1/31/94
Revised/Readopted: 5/12/97, 3/8/99, 5/10/99 7/9/01, 2/7/05, 8/14/06 9/11/06, 5/7/07, 2/11/08 2/8/10, 1/10/11
Original Code: 7560

High School Graduation Requirements

1. High School Diploma

A high school diploma will be issued to students who complete all of the district graduation requirements. The State Board of Education has specified a requirement of 24 credits for high school graduation. ~~The district may award a diploma to a student who does not meet the credit requirements in English or mathematics if the student has exceeded the academic content standards for or displays proficiency in mathematics or English established by the State Board of Education[1].~~

A student may satisfy graduation requirements in less than four years. The district will award a diploma to a student fulfilling graduation requirements in less than four years if consent is received from the student's parent or guardian or from the student if they are 18 years of age or older or emancipated. ~~upon the students' request and, if required, if the student's parent or guardian consents.~~

Subject	**~~Class of 2010~~**	**~~Class of 2012 Class of 2013~~**	**Class of 2014 and Beyond**
English/Language Arts	~~4~~	~~4 (one unit in written composition)~~	4 (one unit in written composition)
Mathematics	~~3~~	~~3~~	3 Algebra Content and above
Science	~~2~~	~~3 Lab Experiences Scientific Inquiry~~	3
Social Sciences	~~3~~	~~3~~	3
~~Language Arts/Mathematics/ Science/Social Studies~~	~~0~~	~~0~~	~~0~~
Physical Education	~~1~~	~~1~~	1
Health	~~1~~	~~1~~	1
Second Language, Arts, Career/Technical Education	~~2~~	~~3 (any combination)~~	3 (any combination)
Career Education	~~½~~	~~½~~	½
Electives	~~7 ½~~	~~5 ½~~	5 ½
Total Credits Required to Graduate	~~24~~	~~24~~	24

[1] ~~These graduation requirements apply to students who receive a high school diploma on or after July 1, 2009.~~

The district shall offer students credit options provided the method for obtaining such credit is described in the student's personal education plan and the credit is earned by meeting requirements described in OAR 581-022-1131.

In addition to credit requirements, as outlined in OAR 581-022-1130, a student must:

a. Demonstrate proficiency in the essential learning skills[2]. These are the 21st century skills needed for success in college, the workplace, and civic life.

~~(1) For the graduating class of 2012 and beyond (students in 10th grade in 2009-10):~~

~~(a) Read and comprehend a variety of text.~~

~~(2) For the graduating class of 2013 and beyond (students in 9th grade in 2009-10):~~

~~(a) Read and comprehend a variety of text.~~
~~(b) Write clearly and accurately.~~

(1) ~~(3)~~ For the graduating class of 2014 and beyond (students in 8th grade in 2009-10):

(a) Read and comprehend a variety of text.
(b) Write clearly and accurately.
(c) Apply mathematics in a variety of settings.

(2) For the graduating class of 2015 and beyond (students in 8th grade in 2010-11):

(a) Read and comprehend a variety of text.
(b) Write clearly and accurately.
(c) Apply mathematics in a variety of settings.
(d) Any additional Essential Skills adopted by the State Board of Education.

b. Meet Personalized Learning Requirements

(1) **Develop an education plan and build an education profile.** This is a way for students to methodically identify personal, academic, and career interests and goals, to plan learning experiences that prepare students for steps after high school, and to track and document progress.

[2] ~~This graduation requirement applies to students who receive a high school diploma on or after September 1, 2011.~~ Each student shall demonstrate proficiency in essential skills adopted by the State Board of Education as provided in OAR 581-022-0615. Proficiency is required in reading in 2012, writing in 2013, and applied math in 2014.

(2) **Demonstrate extended application through a collection of evidence.** Students build a body of evidence that demonstrates the application and acquisition of skills and knowledge related to their interests and post-high school goals.

~~(3) **Demonstrate career-related learning knowledge and skills.** These include capabilities in personal management, problem solving, communications, and teamwork, along with knowledge about the workplace and career planning and advancement. (Applies only to students who graduate in 2010 and 2011.)~~

(3) ~~(4)~~ **Participate in career-related learning experiences.** This enables students to connect with classroom learning with experiences in the workplace, in the community, or in school relevant to their interests and post-high school goals.

2. Essential Skills

The district will allow English Language Learner (ELL) students to demonstrate proficiency in the Essential Skill of Applied Mathematics, in a variety of settings, in the student's language of origin for those students who by the end of their 11th grade year are:

a. On track to meet all other graduation requirements; and

b. Unable to demonstrate proficiency in the Essential Skills in English.

c. Have been enrolled in a U.S. school for five years or less; and

The district will allow ELL students to demonstrate proficiency in Essential Skills other than Applied Mathematics, in a variety of settings, in the student's language of origin for those students who by the end of their 11th grade year:

a. Are on track to meet all other graduation requirements;

b. Are unable to demonstrate proficiency in the Essential Skills in English;

c. Have been enrolled in a U.S. school for five years or less; and

d. Receives at least a level 3 (Intermediate) on the English Language Proficiency Assessment (ELPA).

The district will develop procedures to provide assessment options as described in the *Test Administration Manual*, in the ELL student's language of origin for those ELL students who meet the criteria above, and will develop procedures to ensure that locally scored assessment options administered in an ELL student's language of origin are scored by a qualified rater.

3. Essential Skills Appeal

The district will establish an appeal process in the event of an appeal for the denial of a diploma based on the Essential Skills graduation requirement. The district will retain student work samples and student performance data to ensure that sufficient evidence is available in the event of an appeal.

4. Expanded Options Diploma

After having met all of the standard diploma requirements listed above, an expanded options diploma will be awarded to a student who meets the following requirements: 36 Linn Benton Community College credits earned in a planned educational program at Linn Benton Community College.

5~~2~~. Modified Diplomas for Students Who Meet Individual Plans

A modified diploma will be awarded only to students who have met specific requirements established by the State Board of Education and OAR 581-022-1134 and have demonstrated an inability to meet the full set of academic standards even with reasonable ~~modifications and~~ accommodations. ~~On or after July 1, 2009, a~~ A modified diploma may be awarded only to a student who meets the eligibility criteria below.

a. Has a documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers; or

b. Has a documented history of a medical condition that creates a barrier to achievement.

~~For a student who entered grade nine before July 1, 2007, the student's team shall decide whether the student must meet the unit of credit requirements set by the State Board of Education or the credit requirements specified by the district for a modified diploma at the time the student entered grade nine.~~ Having met the above eligibility criteria, a modified diploma will be awarded to students, who while in grade nine through completion of high school, complete 24 credits which shall include:

Subject	Modified Diploma Requirements
English/Language Arts	3
Mathematics	2
Science	2
Social Sciences	2
Physical Education	1
Health	1
Second Language, Arts, Career/Technical Education	1
Career Education	½
Electives	11 ½
Total	24

Students receiving a modified diploma must earn required credits in courses that contain substantial academic content. Students earning a modified diploma must demonstrate proficiency in the Essential Learning Skills.

Students receiving a modified diploma must meet all Personalized Learning Requirements.

Districts may make modifications to the assessment for students who seek a modified diploma when the following conditions are met:

a. For a student on an IEP, any modifications to work samples must be consistent with the requirements established in the IEP. Modifications are changes to the achievement level, construct, or measured outcome of an assessment. This means that IEP or school teams responsible for approving modifications for a student's assessment may adjust the administration of the assessment and/or the assessment's achievement standard.

b. For a student not on an IEP, any modifications to work samples must have been provided to the student during their instruction in the content area to be assessed in the year in which the student is being assessed, and modifications must be approved by the school team that is responsible for monitoring the student's progress toward the modified diploma.

Students not on an IEP or a 504 Plan may not receive a modified OAKS assessment.

A student's school team shall decide that a student should work toward a modified diploma no earlier than the end of grade six and no later than two years before the student's anticipated exit from high school. A student's school team may decide to revise a modified diploma decision.

A student's school team may decide that a student who was not previously working towards a modified diploma should work towards one when the student is less than two years from the anticipated exit from high school if the documented history has changed.

6~~3~~. Extended Diploma for students who met individual plans.

An extended diploma will be awarded only to students who have met specific requirements established by the State Board of Education and have demonstrated an inability to meet the full set of academic standards even with reasonable modifications and accommodations. To be eligible for an extended diploma a student must have a documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers or a documented history of a medical condition that creates a barrier to achievement. A student must participate in an alternate assessment beginning no later than grade six and lasting for two or more assessment cycles, or have a serious illness or injury that occurs after grade eight that changes the student's ability to participate in grade-level activities and that results in the student participating in alternate

assessments. Of the 12 credits required for an extended diploma, no more than six credits may be earned in a self-contained special education classroom. Students earning an extended diploma are exempt from demonstrating proficiency in the Essential Learning Skills and from demonstrating Personalized Learning Requirements.

To be eligible for an extended diploma, while in grade nine through completion of high school, a student must complete 12 credits which may not include more than six credits in a self-contained special education classroom and will include:

Subject	Extended Diploma Requirements
English/Language Arts	2
Mathematics	2
Science	2
Social Sciences	3
Physical Education	1
Health	1
Second Language or Arts	1
Total	12

7~~4~~ Alternative Certificates

Alternative certificates will be awarded to students who do not satisfy the requirements for a diploma, modified diploma, or extended diploma if the students meet minimum credit requirements established by the district.

The alternative certificate is intended for students who have shown an inability to satisfy the requirements for a diploma, modified diploma or extended diploma and who have demonstrated an inability to meet the full set of academic standards for these diplomas even with reasonable accommodations and modifications. A decision to move to an alternative certificate will be made in consultation with the student's school team, which will include the parent/guardian. At a minimum, students granted an alternative certificate will have demonstrated to the team that they have worked to potential on an individual plan of achievement and attendance. Absent a serious illness or injury that occurs after the 11th year of attendance, a decision to move to an alternative certificate will be made at least one year prior to the graduation date. An alternative certificate may be awarded to a regular education student, a student on an IEP, or a student on a 504 plan who meets these requirements.

Students receiving an Alternative Certificate are exempt from the Essential Skills and Personalized Learning Requirements.

8~~5~~. Other District Responsibilities ~~Parent and Student Rights Regarding Diplomas~~

The district will ensure that students have onsite access to the appropriate resources to achieve a diploma, modified diploma, extended diploma, or alternative certificate at each high school. The district will provide age appropriate and developmentally appropriate literacy instruction to all students until graduation.

The district may not deny a student, who has the documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers, or of a medical condition that creates a barrier to achievements, the opportunity to pursue a diploma with more stringent requirements than a modified diploma or an extended diploma for the sole reason the student has the documented history.

The district may award a modified diploma or extended diploma to a student only upon the written consent of the student's parent or guardian. The district shall receive the written consent during the school year in which the modified diploma or extended diploma is awarded. ~~This requirement does not apply to a~~ A student who is emancipated or has reached the age of 18 at the time the modified or extended diploma is awarded may sign the consent.

A student shall have the opportunity to satisfy the requirements for a modified diploma, extended diploma, or alternative certificate after four years starting in the ninth grade, or until the student reaches the age of 21, if the student is entitled to a public education until the age of 21 under state or federal law.

A student may satisfy the requirements for a modified diploma, extended diploma, or alternative certificate in less than four years but not less than three years. In order to satisfy the requirements for a modified diploma, extended diploma, or alternative certificate in less than four years, the student's parent or guardian or a student who is emancipated or has reached the age of 18 must provide written consent which clearly states that the parent, guardian, or student is waiving the fourth year and/or years until the student reaches the age of 21. A copy of the consent will be forwarded to the district superintendent who will annually report to the Superintendent of Public Instruction the number of such consents.

Beginning in grade five, the district will annually provide information on the availability of a modified diploma, an extended diploma, and an alternative certificate and the requirement for the diplomas and certificate to the parents or guardians of a student taking an alternate assessment.

A student who meets the requirements for a modified diploma, extended diploma, or alternative certificate by the established deadline will have the option of participating in a high school graduation ceremony with the student's class.

A student who receives a modified diploma, extended diploma, or alternative certificate shall have access to individually designed instructional hours, hours of transition services, and hours of other services that equals at least the total number of instructional hours that is required to be provided to students who are attending a public high school, unless reduced by the IEP team.

The district will award to students with disabilities a document certifying successful completion of program requirements. No document issued to students with disabilities educated in full or in part in a special education program shall indicate that the document is issued by such a program. When a student who has an individualized education

program (IEP) completes high school, the district will give the student an individualized summary of performance.

Eligible students with disabilities are entitled to a Free Appropriate Public Education (FAPE) until the age of 21, even if they have earned a modified diploma, an extended diploma, an alternative certificate, or ~~completion of a~~ General Educational Development (GED) credential. The continuance of services for students with disabilities for a modified diploma, extended diploma, or alternative certificate is contingent on the IEP team determining the student's continued eligibility and special education services are needed.

Students and their parents will be notified of graduation and diploma requirements.

The district will issue a high school diploma, upon request, to a person who served in the Armed Forces[3], as specified in Oregon law, if the person was discharged or released under honorable conditions and has received either a General Educational Development credential, a post-secondary degree, or has received a minimum score on the Armed Services Vocational Aptitude Battery.

END OF POLICY

Legal Reference(s):

ORS 329.095	ORS 343.295	OAR 581-022-1134
ORS 329.451	OAR 581-021-0071	OAR 581-002-1135
ORS 332.107	OAR 581-022-0615	OAR 581-022-1210
ORS 332.114	OAR 581-022-0617	OAR 581-022-1215
ORS 338.115	OAR 581-022-1130	OAR 581-022-1350
ORS 339.115	OAR 581-022-1131	
ORS 339.505	OAR 581-022-1133	

TEST ADMINISTRATION MANUAL, APPENDIX L-REQUIREMENTS FOR ASSESSMENT OF ESSENTIAL SKILLS.

Cross Reference(s):

IKFA—Early Graduation

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[3]The policy applies to any person who:

1. Served in the Armed Forces of the U.S. at any time during:
   a. World War I;
   b. World War II;
   c. The Korean Conflict; or
   d. The Vietnam War;
2. Served in the Armed Forces of the U.S. and was physically present in:
   a. Operation Urgent Fury (Grenada);
   b. Operation Just Cause (Panama);
   c. Operation Desert Shield/Desert Storm (Persian Gulf War);
   d. Operation Restore Hope (Somalia);
   e. Operation Enduring Freedom (Afghanistan); or
   f. Operation Iraqi Freedom (Iraq);
3. Served in the Armed Forces of the U.S. in an area designated as a combat zone by the President of the U.S.

Corvallis
SCHOOL DISTRICT

IX.G. Board Policy JEBA—Early Entrance—Revised—Second Reading

Corvallis School District 509J
Board of Directors

BOARD MEETING DATE: August 19, 2013 **FOR ACTION**

SUBJECT: Board Policy JEBA—Early Entrance—Revised—Second Reading

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Issue: In compliance with state law, students registering for first grade must be six years of age on or before September 1. All students registering for kindergarten must be five years of age on or before September 1 of the school year for which they are registering.

In addition, Board Policy JEBA—Early Entrance provides for early admittance based on certain criteria. Changes have been made to this policy to provide clarification of those criteria.

Options Considered: Not revising the policy.

Involvement: District office staff and principals.

Consequences: Criteria for early admittance will remain unclear.

Cost Impact: None.

ACTION REQUESTED: Adopting the revised policy.

CONTACT PERSON(S): Kevin Bogatin, Kerry Richey

CORVALLIS SCHOOL DISTRICT 509J

Code: JEBA
Adopted: 6/28/99
Revised/Readopted: 12/10/01

EARLY ENTRANCE

In compliance with state law, all students registering for the first grade must be six years of age on or before September 1 of the school year for which they are registering. In addition, a student whose sixth birthday occurs after the date may be considered for admission in ~~admitted to the~~ first grade if he/she:

1. Is a first grade student transferring from a public school in another district or from an accredited private school;

2. Has completed a successful year in a public or accredited private kindergarten and the student's sixth birthday occurs after September 1, but not later than October 15. Parents will provide the school a copy of the kindergarten report card and contact information. ~~the previous year and would be continuing his/her formal education.~~

All students registering for kindergarten must be five years of age on or before September 1 of the school year for which they are registering. Kindergarten students moving to Corvallis from a public or accredited private school in another district and who were not five years of age on or before September 1 may be considered for admission in kindergarten.
~~, or be a kindergarten student transferring from a public school in another district or from a private school.~~
Students must show proof of age, as well as required immunizations, in order to be admitted to school.

END OF POLICY

ORS 327.006
ORS 336.095
ORS 339.115
ORS 343.395

Corvallis
SCHOOL DISTRICT

IX.H. Board Policy JGAB—Use of Restraint and Seclusion—Revised—Second Reading

Corvallis School District 509J
Board of Directors

BOARD MEETING DATE: August 19, 2013 **FOR ACTION**

SUBJECT: Board Policy JGAB—Use of Restraint and Seclusion—Revised—Second Reading

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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.

Involvement: District office staff

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

Cost Impact: Unknown.

ACTION REQUESTED: Adopting the revised policy.

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

CORVALLIS SCHOOL DISTRICT 509J

Code: JGAB
Adopted: 1/14/08
Revised/Readopted: 1/9/12

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 injury ~~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. Annually, the district will provide appropriate training as needed for administrators, special education teachers, behavior support, and any other identified staff.

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

The use of physical restraint/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~~ involving physical restraint;

2. The total number of incidents ~~of~~ involving seclusion;

3. The total number of seclusions in a locked room;

4. The total number of students placed in physical restraint;

5. The total number of students placed in seclusion;

6. The total number of incidents that resulted in injuries or death to students or personnel as a result of the use of physical restraint or seclusion.

7. The total number of students who were placed in physical restraint and/or seclusion more than ten times in the course of a school year and an explanation of what steps have been taken to decrease the use of physical restraint and/or seclusion for each student.

8~~6~~. The total number of restraint and seclusion incidents carried out by untrained individuals;

9~~7~~. The demographic characteristics of all students upon whom physical restraint and/or seclusion was imposed.

This report shall be delivered ~~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

X. CONSOLIDATED INFORMATION

X.A. Non-Licensed Personnel Information

BOARD MEETING DATE: August 19, 2013 **FOR INFORMATION ONLY**

SUBJECT: Non-licensed Personnel Information

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1. Issue: Information on non-licensed-personnel

    a. Recommendation to Hire:
    Isela Avevalo: Educational Assistant 2 – Bilingual, 6.5 hrs, Garfield Elementary School, effective August 28, 2013 (Probationary).

    Sonya Bacheller: Educational Assistant 2 – Bilingual, 5.5 hrs, Garfield Elementary School, effective August 28, 2013 (Regular).

    Claudia Betancourt: Educational Assistant 2 – Bilingual, 4 hrs, Garfield Elementary School, effective August 28, 2013 (Regular).

    Rebecca Brown: Administrative Assistant 1, 3.2 hrs, District Office, effective August 1, 2013 (Limited Term).

    Taylor Connor: Child Care Assistant, 1.8 hrs, Crescent Valley High School, effective August 28, 2013 (Probationary).

    Kelly Frisk: Educational Assistant 2, 3.5 hrs, Wilson Elementary School, effective August 28, 2013 (Probationary).

    Maria Gutoski: Educational Assistant 2, 6 hrs, Garfield Elementary School, effective August 28, 2013 (Probationary).

    Erin Hunter: Educational Assistant 2 – Bilingual, 6.5 hrs, Lincoln Elementary School, effective August 28, 2013 (Limited Term).

    Damdy Marriott: Administrative Assistant 1, 5 hrs, District Office, effective August 28, 2013 (Probationary).

    Joni Olsen: Administrative Assistant 3/Operations Assistant, 8 hrs, Facilities and Maintenance, effective July 22, 2013 (Regular).

    Rhiana Orr: Administrative Assistant 2/Operations Assistant, 8 hrs, Lincoln Elementary School, effective August 12, 2013 (Regular).

    Robyn Rice: Instructional Media Center Assistant 2, 3 hrs, Harding Center, effective August 12, 2013 (Probationary).

    Christopher Tasner: Educational Assistant 2, 6.5 hrs, Corvallis High School, effective August 28, 2013 (Probationary).

Michael Washington: Maintenance 1 Lead, 8 hrs, Corvallis High School, effective June 25, 2013 (Regular).

Laura Wilson: Educational Assistant 2, 4 hrs, Wilson Elementary School, effective August 28, 2013 (Probationary).

b. Termination/Resignation/Layoff/Retirement:
Molly Eckert: Administrative Assistant 1/LRC, 7 hrs, Linus Pauling Middle School, effective August 5, 2013 (Resignation).

Jessi Furlo: Educational Assistant 2- Bilingual, 5.5 hrs, Lincoln Elementary School, effective June 30, 2013 (Resignation).

Mary Himes: Library Media Assistant 2, 7.5 hrs, Corvallis High School, effective June 30, 2013 (Retirement).

Susan Martorello: Educational Assistant 2, 7 hrs, Hoover Elementary School, effective June 30, 2013 (Resignation).

Jaime Mendrinos: Library Media Assistant 2, 4 hrs, Jefferson Elementary School, effective June 30, 2013 (Resignation).

Andrew Morgan: Educational Assistant 2/LRC, 7 hrs, Corvallis High School, effective June 30, 2013 (Resignation).

Joni Olsen: Administrative Assistant 2/Operations Assistant, 8 hrs, Lincoln Elementary School, effective June 30, 2013 (Resignation).

Janice Stephens: Food Service Assistant, 6.75 hrs, Cheldelin Middle School and Cetnral Kitchen, effective June 30, 2013 (Retirement).

c. Request for Leave:
Jennifer Boatwright: Educational Assistant 2/LRC, 4 hrs, Crescent Valley High School; requesting 4 hrs leave for the 2013-14 school year.

CONTACT PERSON: Jennifer Duvall

Corvallis School District 509J
Board of Directors

BOARD MEETING DATE: August 19, 2013 **FOR INFORMATION ONLY-ADDENDUM**

SUBJECT: Non-licensed Personnel Information

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1. Issue: Information on non-licensed-personnel

    a. Recommendation to Hire:
    Maria Simmons: Library Media Assistant 2, 4 hrs, Jefferson Elementary School, effective August 28, 2013 (Probationary).

    Maria Simmons: Technology Computer Lab 2, 2 hrs, Jefferson Elementary School, effective August 28, 2013 (Probationary).

    Steven Torrence: Educational Assistant 2/LRC, 6.5 hrs, Crescent Valley High School, effective August 16, 2013 (Probatioanry).

    b. Termination/Resignation/Layoff/Retirement:
    Harriet Muir: Educational Assistant 2, 4.75 hrs, Adams Elementary School, effective August 16, 2013 (Resignation).

    c. Voluntary Reduction:
    Alison Latham-Ocampo: Educational Assistant 2, 7.5 hrs, Lincoln Elementary School, voluntary reduction to 5.0 hrs.

CONTACT PERSON: Jennifer Duvall

Corvallis
SCHOOL DISTRICT

X.B. Administrative Regulation—GCBDA/GDBDA-AR(1)—Federal Family and Medical Leave/ Oregon Family Leave

Corvallis School District 509J
Board of Directors

BOARD MEETING DATE: August 18, 2013 **FOR INFORMATION**

SUBJECT:
Administrative Regulation—GCBDA/GDBDA-AR(1)—Federal Family and Medical Leave/ Oregon Family Leave
Administrative Regulation—GCBDA/GDBDA-AR(2)—Request for Family and Medical Leave
Administrative Regulation—GCBDA/GDBDA-AR(3)(D)—Military Family Leave
Administrative Regulation—GCBDA/GDBDA-AR(4)—FMLA/OFLA Eligibility Notice to Employee

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Issue: In January 2013 the Department of Labor issued a Guidance Fact Sheet clarifying that the disability of a son or daughter does not have to have occurred, or been diagnosed, prior to the age of 18. The onset of a disability may occur at any age for purposes of definition of a "son or daughter" under the Family Medical Leave Act (FMLA). Based on those amendments, OSBA modified several of the FMLA administrative regulations, GCBDA/GDBDA-AR(1), GCBDA/GDBDA-AR(2), GCBDA/GDBDA-AR(4).

In the February 6, 2013 Federal Register, the Department of Labor issued rules pertaining to Military Leave as it relates to FMLA. Based on those amendments, and the recommendation from the Oregon School Boards Association, two of the FMLA administrative regulations, GCBDA/GDBDA-AR(1) and GCBDA/GDBDA-AR(3)(D) have been modified.

Options Considered: Not revising the administrative regulations.

Involvement: District staff.

Consequences: Administrative regulations would remain outdated.

Cost Impact: None

CONTACT PERSON(S): Jennifer Duvall, Kerry Richey

CORVALLIS SCHOOL DISTRICT 509J

Code: GCBDA/GDBDA-AR (1)
Adopted: 3/8/99, 12/8/08
Revised/Readopted: 7/28/05, 11/5/07, 4/5/10

Federal Family and Medical Leave/Oregon Family Leave

Coverage

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

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

Eligibility

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

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

Definitions

"Child"[1]—For the purpose of taking sick child leave under state law, means a biological, adopted, foster, or stepchild of the employee, for whom the employee has parental rights and duties as defined by law or a child with whom the employee is or was in a relationship of "in loco parentis." A legal or biological relationship is not required. The child must be under 18 years of age or may be 18 years of age or older if incapable of self-care due to mental or physical impairment as defined by ORS 659A100(2)(d). For purposes of sick child leave only, child also includes child of employee's domestic partner.

[1]For FMLA, the age of the son or daughter is not relevant in determining a parent's entitlement to FMLA leave.

"Contingency Operation" is a military operation that:

1. Is designated by the Secretary of Defense as an operation in which members of the Armed Forces are or may become involved in military actions, operations, or hostilities against an enemy of the United States or against an opposing military force; or

2. Results in the call or order to, or retention on, activity duty of members of the uniformed services under section 688, 12301(a), 12302, 12304, 12305, or 12406 of Title 10 of the United States Code, chapter 15 of Title 10 of the United States Code, or any other provision of law during a war or during a national emergency declared by the President or Congress.

"Covered active duty" means:

1. In the case of a member of a regular component of the Armed Forces, duty during the deployment of the member with the Armed Forces to a foreign country; and

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

"Covered servicemember" means:

1. A member of the Armed Forces, including a member of the National Guard or Reserves, who is undergoing medical treatment, recuperation, or therapy; is otherwise in outpatient status; or is otherwise on the temporary disability retired list, for a serious injury or illness; or

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

"Family Member" means the spouse, domestic partner, custodial parent, noncustodial parent, adoptive parent, foster parent, or biological parent when considering family definition under OFLA; the grandparent or grandchild of the employee, parent-in-law, parent of domestic partner; or a person with whom the employee is or was in a relationship of "in loco parentis." Eligibility under OFLA and FMLA also includes the biological, adopted, foster, or stepchild of employee's domestic partner or stepchild of an employee. For OFLA purposes of a serious health condition, child includes both minor and adult children.

"Next of kin" means the nearest blood relative of the eligible employee.

"Serious Health Condition"—Under federal law means an illness, injury, impairment, or physical or mental condition that involves:

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

2. Any period of incapacity requiring absence from work, school, or other regular daily activities, of more than three calendar days, that also involves continuing treatment by (or under the supervision of) a health care provider;

3. Continuing treatment by (or under the supervision of) a health care provider for a chronic or long-term health condition that is incurable or so serious that, if not treated, would likely result in a period of incapacity of more than three calendar days;

4. Illness, disease, or condition that is terminal, requires constant care, and poses an imminent danger of death; or

5. Disability due to pregnancy, childbirth, or prenatal care.

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

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

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

1. Requires inpatient care in a hospital, hospice, or residential medical care facility such as a nursing home. When a family member resides in a long-term residential care facility, leave shall apply only to:

    a. Transition periods spent moving the family member from one home or facility to another, including time to make arrangements for such transitions;
    b. Transportation or other assistance required for a family member to obtain care from a physician;
    c. Serious health conditions as described in this regulation.

2. The treating health-care provider judges to pose an imminent danger of death, or that is terminal in prognosis with a reasonable possibility of death in the near future;

3. Requires constant or continuing care such as home care administered by a health-care professional;

4. Involves a period of incapacity. Incapacity is the inability to perform at least one essential job function, or to attend school, or perform regular daily activities for more than three consecutive calendar days and any subsequent required treatment or recovery period relating to the same condition. This incapacity must involve:

   a. Two or more treatments by a health-care provider;
   b. One treatment plus a regimen of continuing care.

5. Results in a period of incapacity or treatment for a chronic serious health condition that requires periodic visits for treatment by a health-care provider, continues over an extended period of time, and may cause episodic rather than a continuing period of incapacity such as asthma, diabetes or epilepsy.

6. Involves permanent or long-term incapacity due to a condition for which treatment may not be effective, such as Alzheimer's disease, a severe stroke or terminal stages of a disease;

7. Involves multiple treatments for restorative surgery or for a condition such as chemotherapy for cancer, physical therapy for arthritis or dialysis for kidney disease that if not treated would likely result in incapacity of more than three days; or

8. Involves any period of disability of a female due to pregnancy or childbirth or period of absence for prenatal care.

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

1. In the case of a member of the Armed Forces, including a member of the National Guard or Reserves, an injury or illness incurred by the member in line of duty on active duty in the Armed Forces or existed before the beginning of the member's active duty and was aggravated by service in the line of duty on active duty in the Armed Forces, and that may render the member medically unfit to perform the duties of the member's office, grade, rank, or rating; and

2. In the case of a covered veteran, an injury or illness that was incurred by the member in the line of duty, on active duty in the Armed Forces (or existed before the beginning of the member's active duty and was aggravated by service in the line of duty, on active duty in the Armed Forces) and manifested itself before or after the member became a veteran, and is:

   a. A continuation of a serious injury or illness that was incurred or aggravated when the covered veteran was a member of the Armed Forces and rendered the servicemember unable to perform the duties of the servicemember's office, grade, rank, or rating; or

b. A physical or mental condition for which the covered veteran has received a U.S. Department of Veterans Affairs Service-Related Disability Rating (VASRD) of 50 percent or greater, and such VASRD rating is based, in whole or in part, on the condition precipitating the need for military caregiver leave; or

c. A physical or mental condition that substantially impairs the covered veteran's ability to secure or follow a substantially gainful occupation by reason of a disability or disabilities related to military service, or would do so absent treatment; or

d. An injury, including a psychological injury, on the basis of which the covered veteran has been enrolled in the Department of Veterans Affair Programs of Comprehensive Assistance for Family Caregivers.

~~In the case of a veteran who was a member of the Armed Forces, including a member of the National Guard or Reserves, at any time during the period of five years preceding the date of which the veteran undergoes that medical treatment, recuperation, or therapy, means a qualifying (as defined by the Secretary of Labor) injury or illness that was incurred by the member in the line of duty on active duty in the Armed Forces, or existed before the beginning of the member's activity duty and was aggravated by service in the line of duty on active duty in the Armed Forces, and that manifested itself before or after the member became a veteran.~~

Purpose of Leave

Federal and state laws allow eligible employees to take FMLA or OFLA leave for the following purposes commonly referred to as parental leave, serious health condition leave, pregnancy disability leave, and sick child leave (sick child leave is OFLA only):

1. Birth of the employee's child (eligibility expires 12 months after the birth);

2. Placement of a child for adoption or foster care when the child is under 18 or older than 18 years of age if incapable of self-care (eligibility expires 12 months after placement);

3. Care of a spouse, child, or parent with a serious health condition;

4. Employee's own serious health condition;

5. Eligible employees may take FMLA leave for a qualifying exigency while the employee's spouse, son, daughter, or parent is on covered active duty or called to covered active duty status during the deployment of the member with the Armed Forces to a foreign country. (CFR section 825.126(a)(1 and 2); Federal Register Vol. 78, No. 25, Page 8917);

~~Qualifying Exigency Leave: Allowing family members time to deal with any qualifying exigency arising out of the fact that the spouse, son, daughter, or parent of the employee is a covered military member on covered active duty, or has been notified of an impending call to covered active duty status in support of a contingency operation (FMLA);~~

6. Injured Servicemember Leave: Allowing an employee leave to care for a covered servicemember who is the employee's spouse, son, daughter, parent, or next of kin, who has been injured in the line of duty as a member of the Armed Forces;

7. Additionally, state law also allows employees to take leave for the care of a sick or injured child who requires home care but is not suffering from a serious health condition. The district is not required to grant leave for routine medical or dental appointments;

8. Military Family Leave: Allowing leave for a spouse or domestic partner of a military personnel per each deployment of the spouse or domestic partner when the spouse or domestic partner has either been notified of an impending call to activity duty, has been ordered to activity duty, or has been deployed or on leave from deployment (OFLA).

Length of Leave

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

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

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

An employee eligible for OFLA leave under state law is entitled to a total of 12 work weeks of leave during any 12-month period for the purposes specified above. The 14 days of leave provided by the OMFLA is part of the 12 weeks. Two family members who are eligible and who both work for the district may not take OFLA leave at the same time unless one employee needs to care for the other employee who is suffering from a serious health condition, or one employee needs to care for a child suffering from a serious health condition while the other employee also is suffering from a serious health condition, or both family members are suffering from a serious health condition, or if the concurrent leave in such instances is permitted by the district.

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

is available, except for the balance of the initial 12 weeks. The employee may also use this balance for any OFLA leave purpose.

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

1. The female employee takes 12 weeks of pregnancy disability leave; followed by

2. Twelve weeks of parental leave; followed by

3. Twelve weeks of sick child leave.

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

1. The male employee takes 12 weeks of parental leave; followed by

2. Twelve weeks of sick child leave.

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

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

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

For the purpose of intermittent leave, leave entitlement is calculated for an employee by multiplying the number of hours the employee normally works per week by 12. (For example, an employee normally employed to work 30 hours per week is entitled to 12 times 30 hours, or a total of 360 hours OFLA leave.) If an employee's schedule varies from week to week, a weekly average of the hours worked over the 12 weeks worked prior to the beginning of the leave period shall be used for calculating the employee's normal workweek. (For example, an employee working an average of 25 hours per week is entitled to 12 times 25 hours, or a total of 300 hours OFLA leave.) If an employee takes intermittent or reduced work schedule OFLA leave, only the actual number of hours of leave taken may be counted toward the 12 weeks of OFLA leave to which the employee is entitled.

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

1. A female employee who has taken 12 weeks of pregnancy-disability leave need not requalify for 12 weeks in the same leave year for any other purpose;

2. An employee who has taken 12 weeks of parental leave does not need to requalify to take an additional 12 weeks in the same leave year for sick child leave; and

3. An employee granted leave for a serious health condition for the employee or a family member need not requalify if additional leave is taken in this leave year for the same reason.

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

1. May allow an exempt employee with accrued paid leave to take OFLA leave in blocks of less than the employee's full day. For these purposes, an exempt employee is a salaried executive, administrative or professional employee under the federal Fair Labor Standards Act or the state minimum wage and overtime laws;

2. May not reduce the salary of an exempt employee who does not have or has run out of accrued paid leave and takes intermittent leave in blocks of less than the employee's full day. To do so would result in the loss of exemption under state law.

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

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

Intermittent Leave and Alternate Duty

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

1. The employee accepts the transfer position voluntarily and without coercion;

2. The transfer is temporary, lasts no longer than necessary to accommodate the leave and has equivalent pay and benefits;

3. The transfer is compliant with applicable collective bargaining agreements, as well as with state and federal law, providing all the employee protections found in FMLA regulations 29 CFR Part 825;

4. Transfer to an alternate position is used only when there is no other reasonable option available that would allow the employee to use intermittent leave or reduced work schedule; and

5. The transfer is not used to discourage the employee from taking intermittent or reduced work schedule leave, or to create a hardship for the employee.

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

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

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

1. The employee accepts the position voluntarily and without coercion;

2. The transfer is temporary, lasts no longer than necessary and has equivalent pay and benefits;

3. The transfer is compliant with applicable collective bargaining agreements, as well as with state and federal law, providing all the employee protections found in FMLA regulations 29 CFR Part 825; and

4. The transfer is not used to discourage the employee from taking OFLA leave for a serious health condition, or to create a hardship for the employee.

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

An alternate position accommodating an employee's serious health condition may result in the employee working fewer hours than the employee worked in the original position. The employee's FMLA/OFLA leave is the difference between the number of hours the employee

worked in the original position and the number of hours the employee actually works in the alternate position.

Intermittent leave for school teachers is subject to special rules.

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

Special Rules for Teachers

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

1. Under OFLA leave, if a teacher requests, in advance, leave for a serious health condition and the teacher will be absent more than 20 percent of the total number of working days during the period over which the leave would be taken then the employer may require the teacher to elect one of the following options:

    a. To take family leave for one uninterrupted period of time as necessary to complete medical treatment. (School holidays and school vacation days are not counted as family leave.);
    b. To transfer temporarily into an available alternative position that better accommodates periodic absences or recurring periods of leave.

2. Under FMLA leave, if a teacher begins leave more than five weeks before the end of the academic term because of the teacher's own serious health condition, the employer may require the teacher to remain on leave until the end of the term if:

    a. The family leave is at least three weeks long; and
    b. The teacher's return to work would occur within three weeks of the end of the term.

3. If a teacher begins FMLA or OFLA leave within five weeks of the end of the academic term because of parental leave, the serious health condition of a family member, or to care for a covered servicemember, the employer may require the teacher to remain on family leave through the end of the term if:

    a. The leave is at least two weeks long; and
    b. The teacher's return would occur within the last two weeks of the term.

4. If a teacher begins family leave within three weeks of the end of the academic term because of parental leave, to care for a family member with a serious health condition, or to care for a covered servicemember, and the leave is greater than five working days, the employer may require the teacher to remain on family leave until the end of the term.

5. If a teacher takes FMLA/OFLA leave to the end of the school year and continues the leave at the beginning of the next school term, the leave is consecutive rather than intermittent leave.

a. The period between the end of the school term and the beginning of the next school term, when a teacher would not have been required to report for duty, is not counted against the teacher's FMLA/OFLA leave entitlement.
b. A teacher on FMLA/OFLA leave at the end of the school term must be provided with the same benefits during the period between school terms that the teacher would normally receive if no FMLA/OFLA leave were taken.

6. If a teacher is required by the employer to remain on leave to the end of the academic term, only the period of leave the teacher requested shall be charged against the teacher's FMLA/OFLA leave entitlement.

7. Nothing in FMLA/OFLA rules prohibits the employer from allowing the teacher to work as a substitute or in some other paid capacity during the weeks prior to the end of term under 3. or 4. above.

8. Full-time employees covered by OFLA rules, and who have been maintained on the payroll by a school district during 180 consecutive calendar days, are thereafter deemed to have been employed by that school district for an average of at least 25 hours per week during the 180 days immediately preceding the date any OFLA leave begins.

Calculating the 12-Month Period for Leave

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

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

Paid/Unpaid Leave

Family leave under federal and state law is generally unpaid. The district requires the employee to use any accrued paid leave, including personal and sick leave or accrued vacation leave before taking FMLA and/or OFLA leave without pay for the leave period. The employee may select the order in which the paid leave is used.

The district will notify the employee that the requested leave has been designated as FMLA and/or OFLA leave and, if required by the district, that accrued paid leave shall be used during the leave period. Such notification will be given to the employee prior to the commencement of the leave or within two working days of the employee's notice of an unanticipated or emergency leave.

When the district does not have sufficient information to make a determination of whether the leave qualifies as FMLA or OFLA leave, the district will provide the required notice promptly

when the information is available but no later than two working days after the district has received the information. Oral notices will be confirmed in writing no later than the following payday. If the payday is less than one week after the oral notice is given, written notice will be provided no later than the subsequent payday.

Continuation of Health Insurance Benefits

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

Under state law, benefits are not required to continue or accrue unless required by Board policy(ies) and/or provisions of negotiated agreements related to paid and unpaid leaves.

An employer electing to continue health or other insurance coverage for an employee on OFLA leave may require that the employee pay only the same share of health or other insurance premium during the leave that the employee paid prior to the leave. If an employee cannot or will not pay such costs, the employer may elect to discontinue benefit coverage, unless to do so would render the employer unable to restore the employee to full benefit coverage as required by law. If an employer pays any portion of any employee's benefit coverage for employees on non-OFLA leave, the employer must pay that portion during OFLA leave.

If an employee gives unequivocal notice of intent not to return to work from OFLA leave, the employee is entitled to complete the approved OFLA leave, providing that the original need for OFLA leave still exists. The employer's obligations under OFLA—to restore benefits (subject to COBRA requirements) and to restore the employee to his/her position at the end of the leave—cease and the employer is not required to hold a position vacant or available for the employee giving unequivocal notice of intent not to return.

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

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

Return to Work

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

Fitness-for-Duty Certification

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

Application

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

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

If advance notice is not possible, for example due to a change in circumstances or medical emergency, an employee eligible for FMLA leave must provide notice as soon as practicable. "As soon as practicable," under federal law means the employee generally must comply with the employer's normal call-in procedures.

An employee eligible for OFLA leave is required, under state law, to provide oral or written notice within 24 hours in unanticipated or emergency leave situations. The employee may designate a family member or friend to notify the district during that period of time.

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

Failure of an employee to provide the required notice for FMLA leave may result in the district delaying the employee's leave for up to 30 days after the notice is ultimately given.

Failure of an employee to provide the required notice for leave covered by OFLA may result in the district deducting up to three weeks from the employee's unused OFLA leave in that one-year leave period. The employee may be subject to disciplinary action for not following the district's notice procedures.

Medical Certification

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

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

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

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

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

If the employee elects or the district requires substitution of accrued sick leave, vacation or other

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

If the leave is for the purpose of an employee's own serious health condition, he/she may be required to provide a fitness for duty medical release from the health care provider before returning to work.

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

Notification

Any notice required by federal and state laws explaining employee rights and responsibilities will be posted in all staff rooms and the district office. Additional information may be obtained by contacting the human resources office.

Record Keeping/Posted Notice

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

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

The district will post notice of Federal Family and Medical Leave Act and Oregon Family Leave Act requirements.

Federal vs. State Law

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

EMPLOYEE RIGHTS AND RESPONSIBILITIES
UNDER THE FAMILY AND MEDICAL LEAVE ACT

Basic Leave Entitlement
FMLA requires covered employers to provide up to 12 weeks of unpaid, job-protected leave to eligible employees for the following reasons:
- For incapacity due to pregnancy, prenatal medical care or child birth;
- To care for the employee's child after birth, or placement for adoption or foster care;
- To care for the employee's spouse, son or daughter, or parent, who has a serious health condition; or
- For a serious health condition that makes the employee unable to perform the employee's job.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Corvallis
SCHOOL DISTRICT

X.C. Administrative Regulation—GCBDA/GDBDA-AR(2)—Request for Family and Medical Leave

CORVALLIS SCHOOL DISTRICT 509J

Code: GCBDA/GDBDA-AR(2)
Adopted: 3/8/99, 12/8/08
Revised/Readopted: 7/28/05, 11/5/07
5/4/09, 4/5/10

Request for Family and Medical Leave

Employee Request for Family and Medical Leave (FMLA)
and/or Oregon Family Leave (OFLA)

Where the need for the leave may be anticipated, written request for family and medical leave must be made, if practical, at least 30 days prior to the date the requested leave is to begin. Failure to request leave in a timely manner could result in either the leave being postponed or the amount of leave available reduced up to three weeks.

Name_____ Effective Date of the Leave _____

Department _____ Title_____

Status: ☐ Full Time ☐ Part Time ☐ Temporary

Hire Date_____ Length of Service _____

Have you taken a family leave in the past 12 months? _____ Yes _____ No
If yes, how many work days? _____ Reason for leave _____

I request family or medical leave for one or more of the following reasons:[1]

_____1. Because of the birth of my child and in order to care for him or her.
Expected date of birth _____ Actual date of birth _____
Leave to start_____ Expected return date _____

_____2. Because of the placement of a child with me for adoption or foster care.
Age of child_____ Date of placement _____
Leave to start_____ Expected return date _____

_____3. In order to care for a family member[2] with a serious health condition.
Leave to start_____ Expected return date _____

[1]A physician's certification may be required to support a request for family and medical leave. In addition, a fitness for duty certification may be required before reinstatement following the leave.

[2]"Family member" means the spouse, domestic partner, custodial parent, noncustodial parent, adoptive parent, foster parent, biological parent, grandparent, parent-in-law, parent of employee's domestic partner or a person with whom the employee is or was in a relationship of "in loco parentis." It also includes the biological, adopted, grandchild, or foster child or stepchild of an employee, child of domestic partner or a child with whom the employee is or was in a relationship of "in loco parentis."

Please check one:

_____ Spouse _____ Domestic partner (OFLA leave only)

_____ Child[3] (including the biological, adopted, foster, or stepchild of domestic partner, or stepchild of an employee or child with whom the employee is or was in relationship of "in loco parentis")

_____ Parent (biological parent of an employee or an individual who stood "in loco parentis" to an employee when the employee was a child)

_____ Parent-in-law, parent of employee's domestic partner, custodial parent, noncustodial parent, adoptive parent, foster parent (OFLA leave only).

_____ Grandparent or grandchild (OFLA leave only).

Please state name and address of relation:
Name_____ Address _____

Describe serious health condition_____
_____

_____4. For a serious health condition which prevents me from performing my job functions. Describe _____
_____
_____
Leave to start_____ Expected return date _____

Regarding 3. or 4. above, request intermittent (reduced work day hours) or reduced leave (fewer work days each work week) schedule or alternate duty (if applicable, subject to employer's approval). Please describe schedule of when you anticipate you will be unavailable to work: ____
_____
_____

_____5. In order to care for a child with a condition requiring home care which does not meet the definition of serious health condition and is not life threatening or terminal (OFLA leave only)

_____6. A qualifying exigency arising from an employee's spouse, son, daughter, or a parent who is a covered servicemember as defined in GCBDA/GDBDA-AR(1); or leave for the spouse or domestic partner of a military personnel per each deployment of the spouse or domestic partner when the spouse or domestic partner has either been notified of an impending call to active duty, has been ordered to active duty, or has been deployed or on leave from deployment.

[3]For FMLA, the age of the son or daughter is not relevant in determining a parent's entitlement to FMLA leave.

_____7. To care for a spouse, son, daughter, parent, or next of kin[4] who is a covered servicemember with a serious illness or injury incurred in the line of duty or active duty in the armed forces.

Has leave been taken for the same servicemember and the same injury?
_____ Yes _____ No
If yes, when was the leave taken and for how many work days? _____

I understand that I am required to use any accrued paid leave, including personal and sick leave or accrued vacation leave before taking family and medical leave without pay. I may select the order in which the paid leave is used for the family and medical leave period.

If my request for a leave is approved, it is my understanding that without an authorized extension when the need for an extension could be anticipated, I must report to duty on the first work day following the date my leave is scheduled to end. I understand that failure to do so will constitute unequivocal notice of my intent not to return to work and the district may terminate my employment. A fitness-for-duty statement may be required.

I authorize the district to deduct from my paychecks any employee contributions for health insurance premiums, life insurance or long-term disability insurance which remain unpaid after my leave, consistent with state and/or federal law.

I have been provided a copy of the district's family and medical leave policy and a copy of my rights and responsibilities under the Family Medical Leave Act leave request form.

Signature of Employee_____ Date _____

[4]"Next of kin" means the nearest blood relative of the eligible employee.

Corvallis
SCHOOL DISTRICT

X.D. Administrative Regulation—GCBDA/GDBDA-AR(3)(D)—Military Family Leave

CORVALLIS SCHOOL DISTRICT 509J	Code:	GCBDA/GDBDA-AR(3)(D)
	Adopted:	5/4/09
	Revised/Readopted:	4/5/10

Military Family Leave

Certification for Serious Injury or Illness of Covered Servicemember for Military Family Leave

To be completed by the district

The Family Medical Leave Act (FMLA) provides that a district may require an employee seeking FMLA leave protections due to a serious injury or illness of a covered servicemember to submit a certification providing sufficient facts to support the request for leave. Employees may not be asked to provide more information than allowed under the FMLA regulations. The district will maintain records and documents relating to medical certification, recertifications, or medical history of employees or employee's family member, created for FMLA purposes, as confidential medical records in a separate file from personnel files and in accordance with 29 C.F.R. § 1630.14(c)(1), if the Americans with Disabilities Act applies.

District contact person _____

Employee's job title _____ Regular work schedule_____

To be completed by the employee

Complete the employee and covered servicemember information below before giving this form to your family member or his/her medical provider.

Name of employee requesting leave to care for covered servicemember

_____

First Middle Last

Name of covered servicemember for whom employee is requesting leave to care

_____

First Middle Last

Relationship of employee to covered servicemember requesting leave to care

❒ Spouse ❒ Parent ❒ Son ❒ Daughter ❒ Next of kin

Covered servicemember information

1. Is the covered servicemember a current member of the regular armed forces, the National Guard, Reserves, or a veteran? ❒ No ❒ Yes

If a current service member, provide the covered servicemember's military branch, rank, and until currently assigned

If a veteran, when was the date of discharge? _____

Is the covered servicemember assigned to a military medical treatment facility as an outpatient or to a unit established for the purpose of providing command and control of members of the Armed Forces receiving medical care as outpatients (such as medical hold or warrior transition unit)? ❒ No ❒ Yes

If yes, provide the name of the medical facility or unit _____

2. Is the covered servicemember on the Temporary Disability Retired List (TDRL)?
❒ No ❒ Yes

3. Describe the care to be provided to the covered servicemember and an estimate of the leave needed to provide the care_____
_____
_____

To be completed by a health care provider as defined by FMLA regulations.

~~**To be completed by United States Department of Defense (DOD) health care provider, or a health care provider who is either: 1) A United States Department of Veterans Affairs (VA) health care provider; 2) A DOD TRICARE network authorized private health care provider; or 3) A DOD non-network TRICARE authorized private health care provider.**~~

If you are unable to make certain of the military-related determinations contained below you are permitted to rely upon determinations from an authorized DOD representative (such as a DOD recovery care coordinator). Please ensure that all sections above have been completed before completing this section. Please be sure to sign the form on the last page.

Part A: Health care provider information

Health care provider's name and business address_____
_____

Type of practice/Medical specialty_____

Please state whether you are either: 1) DOD health care provider; 2) A VA health care provider; 3) A DOD TRICARE network authorized private health care provider; 4) A DOD non-network TRICARE authorized private care provider _____

Telephone _____ Fax_____

E-mail _____

Part B: Medical status

1. Covered servicemember's medical condition is classified as (check one of the appropriate boxes):

   □ (VSI) Very Seriously Ill/Injured—Illness/Injury is of such a severity that life is imminently endangered. Family members are requested at the bedside immediately. (Please note this is an internal DOD casualty assistance designation used by DOD healthcare providers.)

   □ (SI) Seriously Ill/Injured—Illness/Injury is of such severity that there is cause for immediate concern, but there is no imminent danger to life. Family members are requested at bedside. (Please note this is an internal DOD casualty assistance designation used by DOD healthcare providers.)

   □ Other Ill/Injured—A serious injury or illness that may render the servicemember medically unfit to perform the duties of the member's office, grade, rank or rating.

   □ None of the above. (Note to employee: If this box is checked, you still may be eligible to take leave to care for a covered family member with a "serious health condition". If such leave is requested, you may be required to complete the form *Certification of Health Care Provider for Family Member's Serious Health Condition.*)

2. Was the condition for which the covered servicemember is being treated incurred in line of duty on active duty in the armed force? ❒ No ❒ Yes

   If no, did the condition exist before the beginning of active duty and aggravated by service in the line of duty while on duty? ❒ No ❒ Yes

3. Appropriate date condition commenced _____

4. Probable duration of condition and/or need for care _____

5. Is the covered servicemember undergoing medical treatment, recuperation or therapy?
   ❒ No ❒ Yes
   If yes, please describe medical treatment, recuperation or therapy care _____
   _____
   _____

Part C: Covered servicemember's need for care by family member

1. Will the covered servicemember need care for a single continuous period of time, including any time for treatment and recovery? ❒ No ❒ Yes
   If yes, estimate the beginning and ending dates for this period of time _____
   _____

2. Will the covered servicemember require periodic follow-up treatment appointments?
   ❒ No ❒ Yes

   If yes, estimate the treatment schedule _____

3. Is there a medical necessity for the servicemember to have periodic care for these follow-up treatment appointments? ❒ No ❒ Yes

4. Is there a medical necessity for the covered servicemember to have periodic care for other than scheduled follow-up treatment appointments (e.g. episodic flare-ups of medical conditions)? ❒ No ❒ Yes
   If yes, estimate the frequency and duration of the periodic care _____
   _____

_____ Date _____
Signature of Health Care Provider

Corvallis
SCHOOL DISTRICT

X.E. Administrative Regulation—GCBDA/GDBDA-AR(4)—FMLA/OFLA Eligibility Notice to Employee

CORVALLIS SCHOOL DISTRICT 509J

Code: GCBDA/GDBDA-AR(4)
Adopted: 3/8/99, 12/8/08
Revised/Readopted: 7/28/05, 11/5/07
5/4/09, 4/5/10

FMLA/OFLA Eligibility Notice to Employee

Date: _____

To: _____
(Employee's name)
From: _____
(Name of appropriate employer representative)

Subject: Request for FMLA and/or OFLA Leave

On ___(date)_____ you notified us of your need to take family/medical leave due to:

1. _____The birth of your child, or the placement of a child with you for adoption or foster care;

2. _____A serious health condition that makes you unable to perform the essential functions of your job;

3. _____A serious health condition of your:

   _____ Spouse
   _____ Domestic partner (OFLA leave only)
   _____ Child[1] (including the biological, grandchild, adopted, foster, or stepchild of domestic partner, or stepchild of an employee or child with whom the employee is or was in relationship of "in loco parentis")
   _____ Parent (biological parent of an employee or an individual who stood "in loco parentis" to an employee when the employee was a child)
   _____ Grandparent
   _____ Parent-in-law, parent of employee's domestic partner, custodial parent, noncustodial parent, adoptive parent, foster parent (OFLA leave only) for which you are needed to provide care;

4. _____An illness or injury to your child which requires home care but is not a serious health condition (OFLA leave only).

[1]For FMLA, the age of the son or daughter is not relevant in determining a parent's entitlement to FMLA leave.

5. _____A qualifying exigency arising from a spouse, son, daughter, or parent in the Armed Forces on covered activity duty, or in the National Guard or Reserves on covered active duty.

6. _____ Your spouse or domestic partner has been notified of an impending call to active duty, has been ordered to active duty, or has been deployed or on leave from deployment;

7. _____A serious illness or injury, incurred in the line of duty, of a covered servicemember who is your spouse, son, daughter, parent, or next of kin.

You notified us that you need this leave beginning on ___(date)___ and that you expect leave to continue until on or about ___(date)___. The FMLA requires that you notify the district as soon as possible if dates of schedule leave change or are extended, or were initially unknown.

Except as explained below, you have a right under the FMLA and/or OFLA for up to 12 work weeks of unpaid leave in a 12-month period for the reasons listed above[2]. The district will use a "rolling" 12-month period measured backward from the date the employee uses any family medical leave. FMLA leave and OFLA leave generally run concurrently. In order to care for an injured servicemember, you are entitled to up to 26 weeks of leave in a single 12-month period to care for a qualifying servicemember.

Also, your health benefits under FMLA must be maintained during any period of unpaid leave under the same conditions as if you continued to work. You must be reinstated to the same or in some cases, under state or federal law, to an equivalent job with the same pay, benefits and terms and conditions of employment on your return from leave. The district is not required to maintain benefits during OFLA unless provided otherwise by Board policy or collective bargaining agreement. However, all such benefits will be restored in full upon your return to the district.

If you do not return to work following FMLA and/or OFLA leave for a reason other than: (1) the continuation, recurrence or onset of a serious health condition which would entitle you to FMLA and/or OFLA leave; or (2) other circumstances beyond your control, you may be required to reimburse the district for health insurance premiums paid on your behalf during your FMLA/OFLA leave.

This is to inform you that *(check appropriate boxes, explain where indicated)*:

1. You are ☐ eligible ☐ not eligible for leave under the ☐ FMLA, ☐ OFLA, or ☐ both.

2. The requested leave ☐ will ☐ will not be counted against your annual ☐ FMLA leave entitlement, ☐ OFLA, ☐ both.

3. You ☐ will ☐ will not be required to furnish medical certification of a serious health condition. If required, you must furnish certification within 15 days after you are notified of this requirement or we may delay the commencement of your leave until the

[2]Oregon Military Family Leave Act allows for 14 days of leave per deployment.

certification is submitted. If required medical certification is not provided, the absence may not qualify as FMLA/OFLA leave and may be treated as an unexcused absence.

4. If you have accumulated sick leave, you may be able to use this paid leave to cover all or part of the leave. You may also, if applicable, use any accrued vacation to cover all or part of the leave. (*Please refer to your collective bargaining contract and contact human resources to discuss your accumulated leaves.)*

5a. Your insurance premiums will be paid by the district on the same basis and in the same amount as in previous months for a total period of up to 12 weeks of leave. If you normally pay a portion of the premiums for your health insurance, these payments will continue during the period of FMLA leave. Arrangements for payment will need to be made with the insurance department (757-5738). Failure to make such payments to the district in a timely manner may result in your insurance coverage being terminated.

5b. The district is not required to maintain benefits while an employee is on OFLA leave unless otherwise provided for by Board policy and/or collective bargaining agreements; however, all benefits must be restored in full upon the employee's return to work.

5c. If the district pays any part of your share of health or other insurance benefits while on FMLA or OFLA leave the district may deduct up to 10 percent of your gross pay each pay period after your return to work until the amount is repaid (OFLA leave only).

5d. You have a minimum 30-day grace period in which to make premium payments. If payment is not timely made, your group health insurance may be cancelled. We will notify you in writing at least 15 days before the date that your health coverage will lapse. At our option, we may pay your share of the premiums during FMLA and/or OFLA leave as provided by Board policy and/or collective bargaining agreement, and recover these payments from you upon your return to work. We ☐ will ☐ will not pay your share of health insurance premiums while you are on FMLA and/or OFLA leave.

5e. We ☐ will ☐ will not do the same with other benefits (e.g., life insurance, disability insurance, etc.) while you are on FMLA and/or OFLA leave. If we do pay your premiums for other benefits, when you return from leave, you will be expected to reimburse us for the payments made on your behalf unless agreed through a negotiated agreement.

5f. Except as noted above, in the event you do not return to work for the district after your FMLA and/or OFLA leave and the district has paid your share of benefit premiums, you are responsible for reimbursing the district the amount paid on your behalf, with the exceptions noted in Section 104(c)(2)(B) of the Family and Medical Leave Act.

6. You will be required to present a fitness-for-duty certificate prior to being restored to employment following leave for your own serious health condition. If such certification is not timely received, your return to work may be delayed until the certification is provided. Your job description which includes a list of essential functions for your

position is attached. The fitness-for-duty certification must address your ability to perform these functions.

7a. You ☐ are ☐ are not a "key employee" as described in Section 825.218 of the FMLA regulations. If you are a "key employee," restoration to employment may be denied following FMLA leave on the grounds that such restoration will cause substantial and grievous economic injury to us. (FMLA leave only.)

7b. We ☐ have ☐ have not determined that restoring you to employment at the conclusion of FMLA leave will cause substantial and grievous economic harm to us. (FMLA leave only.)

8. While on FMLA and/or OFLA leave, you may be required to furnish us with periodic reports of your status and intent to return to work. If the circumstances of your leave change and you are able to return to work earlier than the date indicated on this form, you will be required to notify us at least two work days prior to the date you intend to report to work.

9. You may be required to furnish recertification relating to a serious health condition. (FMLA leave only)

Corvallis
SCHOOL DISTRICT

X.F. Board Policy—IGBAB/JO—Education Records/Records of Students with Disabilities—Revised—First Reading

Corvallis School District 509J
Board of Directors

BOARD MEETING DATE: August 19, 2013 **FOR INFORMATION**

SUBJECT:
Board Policy—IGBAB/JO—Education Records/Records of Students with Disabilities—Revised—First Reading
Administrative Regulation—IGBAB/JO-AR—Education Records/Records of Students with Disabilities—Revised—For Information
Board Policy—JO/IGBAB—Education Records/Records of Students with Disabilities—Revised—First Reading
Administrative Regulation—JO/IGBAB-AR—Education Records/Records of Students with Disabilities—Revised—For Information
JOA—Directory Information—Revised—First Reading
JOB—Personally Identifiable Information—Revised—First Reading

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Issue: The US Department of Education revised its regulations governing the Family Educational Rights and Privacy Act (FERPA). The major areas of change include directory information exception and changes to the audit/evaluation and studies exceptions.

The Uninterrupted Scholars Act (USA) 2013 amended FERPA to allow the disclosure of student records without parental consent: (1) to a case worker or other representative of a State or local child welfare agency or tribal organization, when the organization is legally responsible for the care and protection of a student; and (2) for a judicial order or subpoena when the parent is a party to a court proceeding involving child abuse and neglect or dependency issues.

Options Considered: Not revising the policies or administrative regulations.

Involvement: District staff.

Consequences: Policies and administrative regulations will remain outdated.

Cost Impact: None

CONTACT PERSON(S): Kevin Bogatin, Kerry Richey

CORVALLIS SCHOOL DISTRICT 509J

Code: IGBAB/JO
Adopted: 10/8/01
Revised/Readopted: 4/3/06, 6/23/08, 1/9/12

Education Records/Records of Students with Disabilities**

Education records are those records maintained by the district that are directly related to a student.

The primary reason for the keeping and maintaining of education records for students is to help the individual student in his/her educational development by providing pertinent information for the student, his/her teachers, and his/her parents. These records also serve as an important source of information to assist students in seeking productive employment and/or post-high school education.

The district shall maintain confidential education records of students in a manner that conforms to state and federal laws and regulations.

Information recorded on official education records should be carefully selected, accurate, and verifiable, and should have a direct and significant bearing upon the student's educational development.

The district annually notifies parents or adult students that it forwards educational records requested by an educational agency or institution in which the students seeks to enroll or receives services, including special education evaluation services.

The district may impose certain restrictions and/or penalties until fees, fines, or damages are paid. Records requested by another district to determine a student's appropriate placement may not be withheld. Students or parents will receive written notice at least 10 days in advance of any restrictions and/or penalties to be imposed until the debt is paid. The notice will include the reason the student owes money to the district, an itemization of the fees, fines, or damages owed and the right of parents to request a hearing.

The district may pursue fees, fines, or damages through a private collection agency or other method available to the district. The district may waive fees, fines, and charges if the student or parent cannot pay, the payment of the debt could impact the health and safety of the student, if the cost of collection would be more than the total collected, or there are mitigating circumstances, as determined by the superintendent.

The district shall comply with a request from parents or an adult student to inspect and review records without unnecessary delay. The district provides to parents of a student with a disability or to an adult student with a disability the opportunity at any reasonable time to examine all of the records of the district pertaining to the student's identification, evaluation, educational placement, and free appropriate public education. The district provides parents or an adult

student, on request, a list of the types and locations of education records collected, maintained and used by the district.

The district annually notifies parents of all students, including adult students, currently in attendance that they have to right to:

1. Inspect and review the student's records;
2. Request the amendment of the student's educational records to ensure that they are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights;
3. Consent to disclosures of personably identifiable information contained in the student's education records, except to the extent that the student educational record rules authorize disclosure without consent. (See Board policy JOB—Personally Identifiable Information);
4. File with the U.S. Department of Education a complaint concerning alleged failures by the district to comply with the requirements of the Family Educational Rights and Privacy Act; and
5. Obtain a copy of the district's education records policy.

Regarding records to be released to district officials within the agency, the district's notice includes criteria for determining legitimate educational interest and the criteria for determining which school officials have legitimate educational interests. School or district officials may also include a volunteer or contractor who performs an institutional service on behalf of the school or district. Any such volunteer or contractor will operate under the supervision of a school or district official and shall be advised of the requirement to protect confidential education records from unlawful or inappropriate use or disclosure prior to receiving access to the protected records.

The district annually notifies parents and adult students of what it considers to be directory information and the disclosure of such. (See Board policy JOA—Directory Information).

The district shall give full rights to education records to either parent, unless the district has been provided legal evidence that specifically revokes these rights. However, once the student reaches age 18 those rights transfer to the student.

A copy of this policy and administrative regulations shall be made available upon request by parents and students 18 years or older or emancipated.

END OF POLICY

Legal Reference(s):

ORS 30.864
ORS 107.154
ORS 326.565
ORS 326.575
~~ORS 339.260~~
ORS 339.270
ORS 343.177(3)
OAR 166-405-0010 to 166-415-0010
OAR 581-021-0220 to -0430
OAR 581-022-1660
OAR 581-022-1670

Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400 - 1427 (2006).
Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (~~2006~~ 2011); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (~~2006~~ 2011).
Assistance to States for the Education of Children with Disabilities, 34 C.F.R. § 300.501 (2006).
Uninterrupted Scholars Act (USA), 2013 (P.L. 112-278, Jan. 14, 2013), 20 U.S.C. § 1221.

Cross Reference(s):

Policy ECAB—Vandalism/Malicious Mischief/Theft
Policy JN—Student Fees, Fines, and Charges

Corvallis
SCHOOL DISTRICT

X.G. Administrative Regulation—IGBAB/JO-AR—Education Records/Records of Students with Disabilities—Revised—For Information

CORVALLIS SCHOOL DISTRICT 509J

Code: IGBAB-AR/JO-AR
Adopted: 9/10/01
Revised/Readopted: 10/6/03, 5/5/08, 4/6/09

EDUCATION RECORDS/ RECORDS OF STUDENTS WITH DISABILITIES MANAGEMENT

I. Student Education Record

Student education records are those records that are directly related to a student and maintained by the district, or by a party acting for the district. However, this does not include the following:

A. Records of instructional, supervisory, and administrative personnel and educational personnel ancillary to those persons that are kept in the sole possession of the maker of the record, used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record;

B. Records of the law enforcement unit of the district subject to the provisions of Oregon Administrative Rule (OAR) 581-021-0225;

C. Records relating to an individual who is employed by the district that are made and maintained in the normal course of business, that relate exclusively to the individual in that individual's capacity as an employee and that are not available for use for any other purpose. Records relating to an individual in attendance at the district who is employed as a result of his/her status as a student are education records and are not excepted under this section;

D. Records on a student who is 18 years of age or older, or is attending an institution of postsecondary education that are:

1. Made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his/her professional capacity or assisting in a paraprofessional capacity;
2. Made, maintained, or used only in connection with treatment of the student; and
3. Disclosed only to individuals providing the treatment. For purposes of this definition, "treatment" does not include remedial educational activities or activities that are part of the program of instruction at the district.

E. Records that only contain information relating to activities in which an individual engaged after he/she is no longer a student at the district;

F. Medical or nursing records which are made or maintained separately and solely by a licensed health care professional who is not employed by the district, and which are not used for education purposes or planning.

The district shall keep and maintain a permanent record on each student which includes the:

A. Name and address of educational agency or institution;

B. Full legal name of the student;

C. Student birth date and place of birth;

D. Name of parents;

E. Date of entry in school;

F. Name of school previously attended;

G. Courses of study and marks received;

H. Data documenting a student's progress toward achievement of state standards and must include a student's Oregon State Assessment results;

I. Credits earned;

J. Attendance;

K. Date of withdrawal from school; and

L. Such additional information as the district may prescribe.

The district may also request the social security number of the student and will include the social security number on the permanent record only if the eligible student or parent complies with the request. The request shall include notification to the eligible student or the student's parent(s) that the provision of the social security number is voluntary and notification of the purpose for which the social security number will be used.

The district shall retain permanent records in a minimum one-hour fire-safe place in the district, or keep a duplicate copy of the permanent records in a safe depository in another district location.

II. Confidentiality of Student Records

A. The district shall keep confidential any record maintained on a student in accordance with OAR 581-021-0220 through 581-021-0430.

B. Each district shall protect the confidentiality of personally identifiable information at collection, storage, disclosure and destruction stages.

C. Each district shall identify one official to assume responsibility for ensuring the confidentiality of any personally identifiable information.

D. All persons collecting or using personally identifiable information shall receive training or instruction on state policies and procedures.

III. Rights of Parents and Eligible Students

The district shall annually notify parents and eligible students through the district student/parent handbook or any other means that are reasonably likely to inform the parents or eligible students of their rights. This notification shall state that the parent(s) or eligible student has a right to:

A. Inspect and review the student's education records;

B. Request the amendment of the student's education records to ensure that they are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights;

C. Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that the applicable state or federal law authorizes disclosure without consent;

D. Pursuant to OAR 581-021-0410, file with the United States Department of Education a complaint under 34 CFR §99.64 concerning alleged failures by the district to comply with the requirements of federal law; and

E. Obtain a copy of the district policy with regard to student education records.

The notification shall also inform parents or eligible students that the district forwards education records requested under OAR 581-021-0250 (1)(m) and (P) within 10 days of receiving the request.

The notification shall also indicate where copies of the district policy are located and how copies may be obtained.

If the eligible student or the student's parent(s) has a primary or home language other than English, or has a disability, the district shall provide effective notice.

These rights shall be given to either parent unless the district has been provided with specific written-evidence that there is a court order, state statute or legally binding document relating to such matters as divorce, separation, or custody that specifically revokes these rights.

When a student becomes an eligible student, which is defined as a student who has reached 18 years of age or is attending only an institution of postsecondary education and is not enrolled in a secondary school, the rights accorded to, and the consent required of, the parents transfer from the parents to the student. Nothing prevents the district from giving students rights in addition to those given to parents.

IV. Parent's or Eligible Student's Right to Inspect and Review

The district shall permit an eligible student or student's parent(s) or a representative of a parent or eligible student, if authorized in writing by the eligible student or student's parent(s), to inspect and review the education records of the student, unless the education records of a student contain information on more than one student. In that case the eligible student or student's parent(s) may inspect, review, or be informed of only the specific information about the student.

The district shall comply with a request for access to records:

A. Within a reasonable period of time and without unnecessary delay;

B. For children with disabilities before any meeting regarding an IEP, or any due process hearing, or any resolution session related to a due process hearing;

C. In no case more than 45 days after it has received the request.

The parent(s) or eligible student shall comply with the following procedure to inspect and review a student's education record:

A. Provide a written, dated request to inspect a student's education record;

B. State the specific reason for requesting the inspection.

C. The written request will be permanently added to the student's education record.

The district shall not destroy any education record if there is an outstanding request to inspect and review the education record.

While the district is not required to give an eligible student's parent(s) access to treatment records under the definition of "education records" in OAR 581-021-0220 (6)(b)(D), the eligible student or student's parent(s) may, at his/her expense, have those records reviewed by a physician or other appropriate professional of his/her choice.

If an eligible student or student's parent(s) so requests, the district shall give the eligible student or student's parent(s) a copy of the student's education record. The district may recover a fee for providing a copy of the record, but only for the actual costs of reproducing the record unless the imposition of a fee effectively prevents a parent or eligible student from exercising the right to inspect and review the student’s educational

records. The district may not charge a fee to search for or to retrieve the educational records of a student.

The district shall not provide the eligible student or student's parent(s) with a copy of test protocols, test questions, and answers, and other documents described in Oregon Revised Statutes (ORS) 192.501 (4) unless authorized by federal law.

The district will maintain a list of the types and locations of education records maintained by the district and the titles and addresses of officials responsible for the records.

Student education records will be maintained at the school building at which the student is in attendance except for special education records which may be located at another designated location within the district. The principal or his/her designee shall be the person responsible for maintaining and releasing the education records.

V. Release of Personally Identifiable Information

Personally identifiable information shall not be released without prior written consent of the eligible student or student's parent(s) except in the following cases:

A. The disclosure is to other school officials, including teachers, within the district who have a legitimate educational interest.

As used in this section, "legitimate educational interest" means a district official employed by the district as an administrator, supervisor, instructor, or staff support member; or a person serving on a school board who needs to review an educational record in order to fulfill his or her professional responsibilities. Contractors, consultants, volunteers, or other parties to whom an agency or institution has outsourced institutional services or functions may be considered a school official provided that party performs an institutional service or function for which the district would otherwise use employees, is under the direct control of the district with respect to the use and maintenance of education records, and is subject to district policies concerning the redisclosure of personally identifiable information.

The district shall maintain, for public inspection, a listing of the names and positions of individuals within the district who have access to personally identifiable information with respect to students with disabilities.

B. The disclosure is to officials of another school within the district;

C. The disclosure is to authorized representatives of~~:~~ the U.S. Comptroller General, U.S. Attorney General, U.S. Secretary of Education, state and local education authorities, or the Oregon Secretary of State Audits Division in connection with an audit or evaluation of federal or state supported education programs, or the enforcement of or compliance with federal and state regulations.

~~1. The Comptroller General of the United States;~~
~~2. The Secretary of the United States Department of Education;~~
~~3. State and local educational authorities; or~~
~~4. The Oregon Secretary of State's Audit Division.~~

D. The disclosure is in connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to:

1. Determine eligibility for the aid;
2. Determine the amount of the aid;
3. Determine the conditions for the aid; or
4. Enforce the teams and condition of the aid.

As used in this section "financial aid" means any payment of funds provided to an individual that is conditioned on the individual's attendance at an educational agency or institution.

E. The disclosure is to organizations conducting studies for, or on behalf of, the district to:

1. Develop, validate, or administer predictive tests;
2. Administer student programs; or
3. Improve instruction.

The district may disclose information under this section only if disclosure is to an official listed in paragraph C. above and who enters into a written agreement with the district that:

1. Specifies the purpose, scope, and duration of the study and the information to be disclosed;
2. Limits the organization to using the personally identifiable information only for the purpose of the study;
3~~1.~~ The study is conducted in a manner that does not permit personal identification of parents or students by individuals other than representatives of the organization; and
4~~2.~~ The information is destroyed when no longer needed for the purposes for which the study was conducted.

For purposes of this section, the term "organization" includes, but is not limited to, federal, state, and local agencies, and independent organizations.

F. The district may disclose information under this section only if the disclosure is to an official listed in paragraph C. above who is conducting an audit related to the enforcement of or compliance with federal or state legal requirements and who enters into a written agreement with the district that:

1. Designates the individual or entity as an authorized representative;
2. Specifies the personally identifiable information being disclosed;
3. Specifies the personally identifiable information being disclosed in the furtherance of an audit, evaluation, enforcement, or compliance activity of the federal or state supported education programs;
4. Describes the activity with sufficient specificity to make clear it falls within the audit or evaluation exception; this must include a description of how the personally identifiable information will be used;
5. Requires information to be destroyed when no longer needed for the purpose for which the study was conducted;
6. Identifies the time period in which the personally identifiable information must be destroyed; and
7. Establishes policies and procedures which are consistent with FERPA and other federal and state confidentiality and privacy provisions to ensure the protection of the personally identifiable information from further disclosure and unauthorized use.

GF. The disclosure is to accrediting organizations to carry out their accrediting functions.

HG. The disclosure is to comply with a judicial order or lawfully issued subpoena. The district may disclose information under this section only if the district makes a reasonable effort to notify the eligible student or student's parent(s) of the order or subpoena in advance of compliance, unless an order or subpoena of a federal court or agency prohibits notification to the parents(s) or student.

I. The disclosure is to comply with a judicial order or lawfully issued subpoena when the parent is a party to a court proceeding involving child abuse and neglect or dependency matters.

JH. The disclosure is to the parent(s) of a dependent student, as defined in Section 152 of the Internal Revenue Code of 1986.

KI. The disclosure is in connection with a health or safety emergency. The district shall disclose personally identifiable information from an education record to law enforcement, child protective services, and health care professionals, and other appropriate parties in connection with a health and safety emergency if knowledge of the information is necessary to protect the health and safety of the student or other individuals. If the district determines that there is an articulable and significant threat, the district will document the information available at that time of determination and the rationale basis for the determination for the disclosure of the information from the educational records.

In making a determination whether a disclosure may be made under the health or safety emergency, the district may take into account the totality of the

circumstances pertaining to a threat to the health or safety of a student or other individuals. As used in this section a "health or safety emergency" includes, but is not limited to, law enforcement efforts to locate a child who may be a victim of kidnap, abduction, or custodial interference and law enforcement or child protective services efforts to respond to a report of child abuse or neglect pursuant to applicable state law, or other such reasons that the district may in good faith determine a health or safety emergency.

LJ. The disclosure is information the district has designated as "directory information" (see board policy JOA—Directory Information).

MK. The disclosure is to the parent(s) of a student who is not an eligible student or to an eligible student.

NL. The disclosure is to officials of another school, school system, institution of postsecondary education, an education service district (ESD), state regional program, or other educational agency that has requested the records and in which the student seeks or intends to enroll or is enrolled or in which the student receives services. The term "receives services' includes, but is not limited to, an evaluation or re-evaluation for purposes of determining whether a student has a disability.

OM. The disclosure is to the Board during an executive session pursuant to ORS 332.061.

PN. The district will use reasonable methods to identify and authenticate the identity of the parents, students, school officials, and any other parties to whom the district discloses personally identifiable information from educational records.

Q. The disclosure is to a case worker or other representative, who has the right to access the student's case plan, of a state or local child welfare agency or tribal organization that is legally responsible for the care and protection of the student, provided the personally identifiable information will not be disclosed unless allowed by law.

VI. Record Keeping Requirements

The district shall maintain a record of each request for access to and each disclosure of personally identifiable information from the education records of each student. Exceptions to the record keeping requirements shall include the parent, eligible student, school official, or his/her assistant responsible for custody of the records and parties authorized by state and federal law for auditing purposes. The district shall maintain the record with the education records of the student as long as the records are maintained. F or each request or disclosure the record must include:

A. The party or parties who have requested or received personally identifiable information from the education records; and

B. The legitimate interests the parties had in requesting or obtaining the information.

The following parties may inspect the record of request for access and disclosure to a student's personally identifiable information:

A. The parent(s) or eligible student;

B. The school official or his/her assistants who are responsible for the custody of the records;

C. Those parties authorized by state or federal law for purposes of auditing the record keeping procedures of the district.

VII. Request for Amendment of Student's Education Record

If an eligible student or student's parent(s) believes the education records relating to the student contain information that is inaccurate, misleading, or in violation of the student's rights of privacy or other rights, he/she may ask the building level principal where the record is maintained to amend the record.

The principal shall decide, after consulting with the necessary staff, whether to amend the record as requested within a reasonable time after the request to amend has been made.

The request to amend the student's education record shall become a permanent part of the student's education record.

If the principal decides not to amend the record as requested, the eligible student or the student's parent(s) shall be informed of the decision and of his/her right to appeal the decision by requesting a hearing.

VIII. Hearing Rights of Parents or Eligible Students

If the building level principal decides not to amend the education record of a student as requested by the eligible student or the student's parent(s), the eligible student or student's parent(s) may request a formal hearing for the purpose of challenging information in the education record as inaccurate, misleading, or in violation of the privacy or other rights of the student. The district shall appoint a hearings officer to conduct the formal hearing requested by the eligible student or student's parent. The hearing may be conducted by an individual, including an official of the district, who does not have a direct interest in the outcome of the hearing. The hearings officer will establish a date, time, and location for the hearing, and give the student's parents or eligible student notice of the date, time, and location reasonably in advance of the hearing. The hearing will be held within 10 working days of receiving the written or verbal request for the hearing.

The hearings officer will convene and preside over a hearing panel consisting of:

A. The principal or his/her designee;

B. A member chosen by the eligible student or student's parent(s); and

C. A disinterested, qualified third party appointed by the superintendent.

The parent or eligible student may, at his/her own expense, be assisted or represented by one or more individuals of his/her own choice, including an attorney. The hearing shall be private. Persons other than the student, parent, witnesses, and counsel shall not be admitted. The hearings officer shall preside over the panel. The panel will hear evidence from the school staff and the eligible student or student's parent(s) to determine the point(s) of disagreement concerning the records. Confidential conversations between a licensed employee or district counselor and a student shall not be a part of the records hearing procedure. The eligible student or student's parent(s) has the right to insert written comments or explanations into the record regarding the disputed material. Such inserts shall remain in the education record as long as the education record or contested portion is maintained and exists. The panel shall make a determination after hearing the evidence and make its recommendation in writing within 10 working days following the close of the hearing. The panel will make a determination based solely on the evidence presented at the hearing and will include a summary of the evidence and the reason for the decision. The findings of the panel shall be rendered in writing not more than 10 working days following the close of the hearing and submitted to all parties.

If, as a result of the hearing, the panel decides that the information in the education record is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, it shall inform the eligible student or the student's parent(s) of the right to place a statement in the record commenting on the contested information in the record or stating why he/she disagrees with the decision of the panel. If a statement is placed in an education record, the district will ensure that the statement:

A. Is maintained as part of the student’s records as long as the record or contested portion is maintained by the district; and

B. Is disclosed by the district to any party to whom the student’s records or the contested portion are disclosed.

If, as a result of the hearing, the panel decides that the information is inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, it shall:

A. Amend the record accordingly, and

B. Inform the eligible student or the student's parent(s) of the amendment in writing.

IX. Duties and Responsibilities When Requesting Education Records

The district shall, within 10 days of a student seeking initial enrollment in or services from the district, notify the public or private school, ESD, institution, agency, detention facility, or youth care center in which the student was formerly enrolled and shall request the student's education records.

X. Duties and Responsibilities When Transferring Education Records

The district shall, subject to ORS 339.260, transfer originals of all requested students education records, including any ESD records, relating to the particular student to the new educational agency when a request to transfer the education records is made to the district. The transfer shall be made no later than 10 days after receipt of the request. For students in substitute care programs, the transfer must take place within five days of a request. Readable copies of the following documents shall be retained:

A. The student's permanent records, for one year;

B. Such special education records as are necessary to document compliance with state and federal audits, for seven years after the end of the school year in which the original was created. In the case of records documenting speech pathology and physical therapy services, until the student reaches age 21 or five years after last seen, whichever is longer.

Note: Education records shall not be withheld for student fees, fines, and charges if requested in circumstances described in ORS 326.575 and applicable rules of the State Board of Education or such records are requested for use in the appropriate placement of a student.

DISCLOSURE STATEMENT

Required for use in collecting personally identifiable information related to social security numbers

On any form that requests the social security number (SSN), the following statement shall appear just above the space for the SSN:

> "Providing your social security number (SSN) is voluntary. If you provide it, the school district will use your SSN for record keeping, research, and reporting purposes only. The school district will not use your SSN to make any decision directly affecting you or any other person. Your SSN will not be given to the general public. If you choose not to provide your SSN, you will not be denied any rights as a student. Please read the statement on the back of this form that describes how your SSN will be used. Providing your SSN means that you consent to the use of your SSN in the manner described."

On the back of the same form, or attached to it, the following statement shall appear:

> "OAR 581-021-0250 (I)(G) authorizes school districts to ask you to provide your social security number (SSN). The SSN will be used by the district for reporting, research, and record keeping. Your SSN will also be provided to the Oregon Department of Education. The Oregon Department of Education gathers information about students and programs to meet state and federal statistical reporting requirements. It also helps school districts and the state research, plan, and develop educational programs. This information supports the evaluation of educational programs and student success in the workplace."

The school district and Oregon Department of Education may also match your SSN with records from other agencies as follows:

> The Oregon Department of Education uses information gathered from the Oregon Employment Division to learn about education, training, and job market trends. The information is also used for planning, research, and program improvement.
>
> State and private universities, colleges, community colleges, and vocational schools use the information to find out how many students go on with their education and their level of success.
>
> Other state agencies use the information to help state and local agencies plan educational and training services to help Oregon citizens get the best jobs available.

Your SSN will be used only for statistical purposes as listed above. State and federal law protects the privacy of your records.

Corvallis
SCHOOL DISTRICT

X.H. Board Policy—JO/IGBAB—Education Records/Records of Students with Disabilities—Revised—First Reading

CORVALLIS SCHOOL DISTRICT 509J

Code: JO/IGBAB
Adopted: 6/28/99
Revised/Readopted: 10/8/01, 11/7/05, 6/23/08
1/9/12

EDUCATION RECORDS/RECORDS OF STUDENTS WITH DISABILITIES**

Education records are those records maintained by the district that are directly related to a student.

The primary reason for the keeping and maintaining of education records for students is to help the individual student in his/her educational development by providing pertinent information for the student, his/her teachers, and his/her parents. These records also serve as an important source of information to assist students in seeking productive employment and/or post-high school education.

The district shall maintain confidential education records of students in a manner that conforms to state and federal laws and regulations.

Information recorded on official education records should be carefully selected, accurate, and verifiable, and should have a direct and significant bearing upon the student's educational development.

The district annually notifies parents or adult students that it forwards educational records requested by an educational agency or institution in which the students seeks to enroll or receives services, including special education evaluation services.

The district may impose certain restrictions and/or penalties until fees, fines, or damages are paid. Records requested by another district to determine a student's appropriate placement may not be withheld. Students or parents will receive written notice at least 10 days in advance of any restrictions and/or penalties to be imposed until the debt is paid. The notice will include the reason the student owes money to the district, an itemization of the fees, fines, or damages owed and the right of parents to request a hearing.

The district may pursue fees, fines, or damages through a private collection agency or other method available to the district. The district may waive fees, fines, and charges if the student or parent cannot pay, the payment of the debt could impact the health and safety of the student, if the cost of collection would be more than the total collected, or there are mitigating circumstances, as determined by the superintendent.

The district shall comply with a request from parents or an adult student to inspect and review records without unnecessary delay. The district provides to parents of a student with a disability or to an adult student with a disability the opportunity at any reasonable time to examine all of the records of the district pertaining to the student's identification, evaluation, educational

placement, and free appropriate public education. The district provides parents or an adult student, on request, a list of the types and locations of education records collected, maintained and used by the district.

The district annually notifies parents of all students, including adult students, currently in attendance that they have to right to:

1. Inspect and review the student's records;
2. Request the amendment of the student's educational records to ensure that they are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights;
3. Consent to disclosures of personably identifiable information contained in the student's education records, except to the extent that the student educational record rules authorize disclosure without consent. (See Board policy JOB—Personally Identifiable Information);
4. File with the U.S. Department of Education a complaint concerning alleged failures by the district to comply with the requirements of the Family Educational Rights and Privacy Act; and
5. Obtain a copy of the district's education records policy.

Regarding records to be released to district officials within the agency, the district's notice includes criteria for determining legitimate educational interest and the criteria for determining which school officials have legitimate educational interests. School or district officials may also include a volunteer or contractor who performs an institutional service on behalf of the school or district. Any such volunteer or contractor will operate under the supervision of a school or district official and shall be advised of the requirement to protect confidential education records from unlawful or inappropriate use or disclosure prior to receiving access to the protected records.

The district annually notifies parents and adult students of what it considers to be directory information and the disclosure of such. (See Board policy JOA—Directory Information).

The district shall give full rights to education records to either parent, unless the district has been provided legal evidence that specifically revokes these rights. However, once the student reaches age 18 those rights transfer to the student.

A copy of this policy and administrative regulations shall be made available upon request by parents and students 18 years or older or emancipated.

END OF POLICY

Legal References:

ORS 30.864
ORS 107.154
ORS 326.565
ORS 326.575
ORS 339.260
ORS 339.270
ORS 343.177(3)
OAR 166-405-0010 to 166-415-0010
OAR 581-021-0220 to -0430
OAR 581-022-1660
OAR 581-022-1670

Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400 - 1427 (2006).
Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (~~2006~~ 2011); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (~~2006~~ 2011).
Assistance to States for the Education of Children with Disabilities, 34 C.F.R. § 300.501 (2006).
Uninterrupted Scholars Act (USA), 2013 (P.L. 112-278, Jan. 14, 2013), 20 U.S.C. § 1221.

Cross Reference(s):

Policy ECAB—Vandalism/Malicious Mischief/Theft
Policy JN—Student Fees, Fines, and Charges

Corvallis
SCHOOL DISTRICT

X.I. Administrative Regulation—JO/IGBAB-AR—Education Records/Records of Students with Disabilities—Revised—For Information

CORVALLIS SCHOOL DISTRICT 509J

Code: **JO-AR/IGBAB-AR**
Adopted: **9/26/94**
Revised/Readopted: **6/29/99, 9/10/01, 7/15/02 10/10/05, 5/8/06, 5/5/08, 4/6/09**
Original Codes: **5510, 5515, 5520, 5525, 5530, 5535, 5540, 5545, 5550, 5555, 5560, 5570**

EDUCATION RECORDS/RECORDS OF STUDENTS WITH DISABILITIES MANAGEMENT**

I. Student Education Record

Student education records are those records that are directly related to a student and maintained by the district, or by a party acting for the district. However, this does not include the following:

A. Records of instructional, supervisory, and administrative personnel and educational personnel ancillary to those persons that are kept in the sole possession of the maker of the record, used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record;

B. Records of the law enforcement unit of the district subject to the provisions of Oregon Administrative Rule (OAR) 581-021-0225;

C. Records relating to an individual who is employed by the district that are made and maintained in the normal course of business, that relate exclusively to the individual in that individual's capacity as an employee and that are not available for use for any other purpose. Records relating to an individual in attendance at the district who is employed as a result of his/her status as a student are education records and are not excepted under this section;

D. Records on a student who is 18 years of age or older, or is attending an institution of postsecondary education that are:

1. Made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his/her professional capacity or assisting in a paraprofessional capacity;
2. Made, maintained, or used only in connection with treatment of the student; and
3. Disclosed only to individuals providing the treatment. For purposes of this definition, "treatment" does not include remedial educational activities or activities that are part of the program of instruction at the district.

E. Records that only contain information relating to activities in which an individual engaged after he/she is no longer a student at the district;

F. Medical or nursing records which are made or maintained separately and solely by a licensed health care professional who is not employed by the district, and which are not used for education purposes or planning.

The district shall keep and maintain a permanent record on each student which includes the:

A. Name and address of educational agency or institution;

B. Full legal name of the student;

C. Student birth date and place of birth;

D. Name of parents;

E. Date of entry in school;

F. Name of school previously attended;

G. Courses of study and marks received;

H. Data documenting a student's progress toward achievement of state standards and must include a student's Oregon State Assessment results;

I. Credits earned;

J. Attendance;

K. Date of withdrawal from school; and

L. Such additional information as the district may prescribe.

The district may also request the social security number of the student and will include the social security number on the permanent record only if the eligible student or parent complies with the request. The request shall include notification to the eligible student or the student's parent(s) that the provision of the social security number is voluntary and notification of the purpose for which the social security number will be used.

The district shall retain permanent records in a minimum one-hour fire-safe place in the district, or keep a duplicate copy of the permanent records in a safe depository in another district location.

II. Confidentiality of Student Records

A. The district shall keep confidential any record maintained on a student in accordance with OAR 581-021-0220 through 581-021-0430.

B. Each district shall protect the confidentiality of personally identifiable information at collection, storage, disclosure and destruction stages.

C. Each district shall identify one official to assume responsibility for ensuring the confidentiality of any personally identifiable information.

D. All persons collecting or using personally identifiable information shall receive training or instruction on state policies and procedures.

III. Rights of Parents and Eligible Students

The district shall annually notify parents and eligible students through the district student/parent handbook or any other means that are reasonably likely to inform the parents or eligible students of their rights. This notification shall state that the parent(s) or eligible student has a right to:

A. Inspect and review the student's education records;

B. Request the amendment of the student's education records to ensure that they are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights;

C. Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that the applicable state or federal law authorizes disclosure without consent;

D. Pursuant to OAR 581-021-0410, file with the United States Department of Education a complaint under 34 CFR §99.64 concerning alleged failures by the district to comply with the requirements of federal law; and

E. Obtain a copy of the district policy with regard to student education records.

The notification shall also inform parents or eligible students that the district forwards education records requested under OAR 581-021-0250 (1)(m) and (P) within 10 days of receiving the request.

The notification shall also indicate where copies of the district policy are located and how copies may be obtained.

If the eligible student or the student's parent(s) has a primary or home language other than English, or has a disability, the district shall provide effective notice.

These rights shall be given to either parent unless the district has been provided with specific written-evidence that there is a court order, state statute or legally binding document relating to such matters as divorce, separation, or custody that specifically revokes these rights.

When a student becomes an eligible student, which is defined as a student who has reached 18 years of age or is attending only an institution of postsecondary education and is not enrolled in a secondary school, the rights accorded to, and the consent required of, the parents transfer from the parents to the student. Nothing prevents the district from giving students rights in addition to those given to parents.

IV. Parent's or Eligible Student's Right to Inspect and Review

The district shall permit an eligible student or student's parent(s) or a representative of a parent or eligible student, if authorized in writing by the eligible student or student's parent(s), to inspect and review the education records of the student, unless the education records of a student contain information on more than one student. In that case the eligible student or student's parent(s) may inspect, review, or be informed of only the specific information about the student.

The district shall comply with a request for access to records:

A. Within a reasonable period of time and without unnecessary delay;

B. For children with disabilities before any meeting regarding an IEP, or any due process hearing, or any resolution session related to a due process hearing;

C. In no case more than 45 days after it has received the request.

The parent(s) or eligible student shall comply with the following procedure to inspect and review a student's education record:

A. Provide a written, dated request to inspect a student's education record;

B. State the specific reason for requesting the inspection.

C. The written request will be permanently added to the student's education record.

The district shall not destroy any education record if there is an outstanding request to inspect and review the education record.

While the district is not required to give an eligible student's parent(s) access to treatment records under the definition of "education records" in OAR 581-021-0220 (6)(b)(D), the eligible student or student's parent(s) may, at his/her expense, have those records reviewed by a physician or other appropriate professional of his/her choice.

If an eligible student or student's parent(s) so requests, the district shall give the eligible student or student's parent(s) a copy of the student's education record. The district may recover a fee for providing a copy of the record, but only for the actual costs of reproducing the record unless the imposition of a fee effectively prevents a parent or eligible student from exercising the right to inspect and review the student's educational records. The district may not charge a fee to search for or to retrieve the educational records of a student.

The district shall not provide the eligible student or student's parent(s) with a copy of test protocols, test questions, and answers, and other documents described in Oregon Revised Statutes (ORS) 192.501 (4) unless authorized by federal law.

The district will maintain a list of the types and locations of education records maintained by the district and the titles and addresses of officials responsible for the records.

Student education records will be maintained at the school building at which the student is in attendance except for special education records which may be located at another designated location within the district. The principal or his/her designee shall be the person responsible for maintaining and releasing the education records.

V. Release of Personally Identifiable Information

Personally identifiable information shall not be released without prior written consent of the eligible student or student's parent(s) except in the following cases:

A. The disclosure is to other school officials, including teachers, within the district who have a legitimate educational interest.

As used in this section, "legitimate educational interest" means a district official employed by the district as an administrator, supervisor, instructor, or staff support member; or a person serving on a school board-who needs to review an educational record in order to fulfill his or her professional responsibilities. Contractors, consultants, volunteers, or other parties to whom an agency or institution has outsourced institutional services or functions may be considered a school official provided that party performs an institutional service or function for which the district would otherwise use employees, is under the direct control of the district with respect to the use and maintenance of education records, and is subject to district policies concerning the redisclosure of personally identifiable information.

The district shall maintain, for public inspection, a listing of the names and positions of individuals within the district who have access to personally identifiable information with respect to students with disabilities.

B. The disclosure is to officials of another school within the district;

C. The disclosure is to authorized representatives of~~:~~ the U.S. Comptroller General, U.S. Attorney General, U.S. Secretary of Education, state and local education authorities, or the Oregon Secretary of State Audits Division in connection with an audit or evaluation of federal or state supported education programs, or the enforcement of or compliance with federal and state regulations.

~~1. The Comptroller General of the United States;~~
~~2. The Secretary of the United States Department of Education;~~
~~3. State and local educational authorities; or~~
~~4. The Oregon Secretary of State's Audit Division.~~

D. The disclosure is in connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to:

1. Determine eligibility for the aid;
2. Determine the amount of the aid;
3. Determine the conditions for the aid; or
4. Enforce the teams and condition of the aid.

As used in this section "financial aid" means any payment of funds provided to an individual that is conditioned on the individual's attendance at an educational agency or institution.

E. The disclosure is to organizations conducting studies for, or on behalf of, the district to:

1. Develop, validate, or administer predictive tests;
2. Administer student programs; or
3. Improve instruction.

The district may disclose information under this section only if disclosure is to an official listed in paragraph C. above and who enters into a written agreement with the district that:

1. Specifies the purpose, scope, and duration of the study and the information to be disclosed;
2. Limits the organization to using the personally identifiable information only for the purpose of the study;
3~~1.~~ The study is conducted in a manner that does not permit personal identification of parents or students by individuals other than representatives of the organization; and
4~~2.~~ The information is destroyed when no longer needed for the purposes for which the study was conducted.

For purposes of this section, the term "organization" includes, but is not limited to, federal, state, and local agencies, and independent organizations.

F. The district may disclose information under this section only if the disclosure is to an official listed in paragraph C. above who is conducting an audit related to the enforcement of or compliance with federal or state legal requirements and who enters into a written agreement with the district that:

1. Designates the individual or entity as an authorized representative;
2. Specifies the personally identifiable information being disclosed;
3. Specifies the personally identifiable information being disclosed in the furtherance of an audit, evaluation, enforcement, or compliance activity of the federal or state supported education programs;
4. Describes the activity with sufficient specificity to make clear it falls within the audit or evaluation exception; this must include a description of how the personally identifiable information will be used;
5. Requires information to be destroyed when no longer needed for the purpose for which the study was conducted;
6. Identifies the time period in which the personally identifiable information must be destroyed; and
7. Establishes policies and procedures which are consistent with FERPA and other federal and state confidentiality and privacy provisions to ensure the protection of the personally identifiable information from further disclosure and unauthorized use.

G~~F~~. The disclosure is to accrediting organizations to carry out their accrediting functions.

H~~G~~. The disclosure is to comply with a judicial order or lawfully issued subpoena. The district may disclose information under this section only if the district makes a reasonable effort to notify the eligible student or student's parent(s) of the order or subpoena in advance of compliance, unless an order or subpoena of a federal court or agency prohibits notification to the parents(s) or student.

I. The disclosure is to comply with a judicial order or lawfully issued subpoena when the parent is a party to a court proceeding involving child abuse and neglect or dependency matters.

J~~H~~. The disclosure is to the parent(s) of a dependent student, as defined in Section 152 of the Internal Revenue Code of 1986.

K~~I~~. The disclosure is in connection with a health or safety emergency. The district shall disclose personally identifiable information from an education record to law enforcement, child protective services, and health care professionals, and other appropriate parties in connection with a health and safety emergency if knowledge of the information is necessary to protect the health and safety of the student or other individuals. If the district determines that there is an articulable and significant threat, the district will document the information available at that time

of determination and the rationale basis for the determination for the disclosure of the information from the educational records.

In making a determination whether a disclosure may be made under the health or safety emergency, the district may take into account the totality of the circumstances pertaining to a threat to the health or safety of a student or other individuals. As used in this section a "health or safety emergency" includes, but is not limited to, law enforcement efforts to locate a child who may be a victim of kidnap, abduction, or custodial interference and law enforcement or child protective services efforts to respond to a report of child abuse or neglect pursuant to applicable state law, or other such reasons that the district may in good faith determine a health or safety emergency.

LJ. The disclosure is information the district has designated as "directory information" (see board policy JOA—Directory Information).

MK. The disclosure is to the parent(s) of a student who is not an eligible student or to an eligible student.

NL. The disclosure is to officials of another school, school system, institution of postsecondary education, an education service district (ESD), state regional program, or other educational agency that has requested the records and in which the student seeks or intends to enroll or is enrolled or in which the student receives services. The term "receives services' includes, but is not limited to, an evaluation or re-evaluation for purposes of determining whether a student has a disability.

OM. The disclosure is to the Board during an executive session pursuant to ORS 332.061.

PN. The district will use reasonable methods to identify and authenticate the identity of the parents, students, school officials, and any other parties to whom the district discloses personally identifiable information from educational records.

Q. The disclosure is to a case worker or other representative, who has the right to access the student's case plan, of a state or local child welfare agency or tribal organization that is legally responsible for the care and protection of the student, provided the personally identifiable information will not be disclosed unless allowed by law.

VI. Record Keeping Requirements

The district shall maintain a record of each request for access to and each disclosure of personally identifiable information from the education records of each student. Exceptions to the record keeping requirements shall include the parent, eligible student, school official, or his/her assistant responsible for custody of the records and parties

authorized by state and federal law for auditing purposes. The district shall maintain the record with the education records of the student as long as the records are maintained. For each request or disclosure the record must include:

A. The party or parties who have requested or received personally identifiable information from the education records; and

B. The legitimate interests the parties had in requesting or obtaining the information.

The following parties may inspect the record of request for access and disclosure to a student's personally identifiable information:

A. The parent(s) or eligible student;

B. The school official or his/her assistants who are responsible for the custody of the records;

C. Those parties authorized by state or federal law for purposes of auditing the record keeping procedures of the district.

VII. Request for Amendment of Student's Education Record

If an eligible student or student's parent(s) believes the education records relating to the student contain information that is inaccurate, misleading, or in violation of the student's rights of privacy or other rights, he/she may ask the building level principal where the record is maintained to amend the record.

The principal shall decide, after consulting with the necessary staff, whether to amend the record as requested within a reasonable time after the request to amend has been made.

The request to amend the student's education record shall become a permanent part of the student's education record.

If the principal decides not to amend the record as requested, the eligible student or the student's parent(s) shall be informed of the decision and of his/her right to appeal the decision by requesting a hearing.

VIII. Hearing Rights of Parents or Eligible Students

If the building level principal decides not to amend the education record of a student as requested by the eligible student or the student's parent(s), the eligible student or student's parent(s) may request a formal hearing for the purpose of challenging information in the education record as inaccurate, misleading, or in violation of the privacy or other rights of the student. The district shall appoint a hearings officer to conduct the formal hearing requested by the eligible student or student’s parent. The hearing may be conducted by an individual, including an official of the district, who does not have a direct interest in the

outcome of the hearing. The hearings officer will establish a date, time, and location for the hearing, and give the student's parents or eligible student notice of the date, time, and location reasonably in advance of the hearing. The hearing will be held within 10 working days of receiving the written or verbal request for the hearing.

The hearings officer will convene and preside over a hearing panel consisting of:

A. The principal or his/her designee;

B. A member chosen by the eligible student or student's parent(s); and

C. A disinterested, qualified third party appointed by the superintendent.

The parent or eligible student may, at his/her own expense, be assisted or represented by one or more individuals of his/her own choice, including an attorney. The hearing shall be private. Persons other than the student, parent, witnesses, and counsel shall not be admitted. The hearings officer shall preside over the panel. The panel will hear evidence from the school staff and the eligible student or student's parent(s) to determine the point(s) of disagreement concerning the records. Confidential conversations between a licensed employee or district counselor and a student shall not be a part of the records hearing procedure. The eligible student or student's parent(s) has the right to insert written comments or explanations into the record regarding the disputed material. Such inserts shall remain in the education record as long as the education record or contested portion is maintained and exists. The panel shall make a determination after hearing the evidence and make its recommendation in writing within 10 working days following the close of the hearing. The panel will make a determination based solely on the evidence presented at the hearing and will include a summary of the evidence and the reason for the decision. The findings of the panel shall be rendered in writing not more than 10 working days following the close of the hearing and submitted to all parties.

If, as a result of the hearing, the panel decides that the information in the education record is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, it shall inform the eligible student or the student's parent(s) of the right to place a statement in the record commenting on the contested information in the record or stating why he/she disagrees with the decision of the panel. If a statement is placed in an education record, the district will ensure that the statement:

A. Is maintained as part of the student's records as long as the record or contested portion is maintained by the district; and

B. Is disclosed by the district to any party to whom the student's records or the contested portion are disclosed.

If, as a result of the hearing, the panel decides that the information is inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, it shall:

A. Amend the record accordingly, and

B. Inform the eligible student or the student's parent(s) of the amendment in writing.

IX. Duties and Responsibilities When Requesting Education Records

The district shall, within 10 days of a student seeking initial enrollment in or services from the district, notify the public or private school, ESD, institution, agency, detention facility, or youth care center in which the student was formerly enrolled and shall request the student's education records.

X. Duties and Responsibilities When Transferring Education Records

The district shall, subject to ORS 339.260, transfer originals of all requested students education records, including any ESD records, relating to the particular student to the new educational agency when a request to transfer the education records is made to the district. The transfer shall be made no later than 10 days after receipt of the request. For students in substitute care programs, the transfer must take place within five days of a request. Readable copies of the following documents shall be retained:

A. The student's permanent records, for one year;

B. Such special education records as are necessary to document compliance with state and federal audits, for seven years after the end of the school year in which the original was created. In the case of records documenting speech pathology and physical therapy services, until the student reaches age 21 or five years after last seen, whichever is longer.

Note: Education records shall not be withheld for student fees, fines, and charges if requested in circumstances described in ORS 326.575 and applicable rules of the State Board of Education or such records are requested for use in the appropriate placement of a student.

DISCLOSURE STATEMENT

Required for use in collecting personally identifiable information related to social security numbers

On any form that requests the social security number (SSN), the following statement shall appear just above the space for the SSN:

> "Providing your social security number (SSN) is voluntary. If you provide it, the school district will use your SSN for record keeping, research, and reporting purposes only. The school district will not use your SSN to make any decision directly affecting you or any other person. Your SSN will not be given to the general public. If you choose not to provide your SSN, you will not be denied any rights as a student. Please read the statement on the back of this form that describes how your SSN will be used. Providing your SSN means that you consent to the use of your SSN in the manner described."

On the back of the same form, or attached to it, the following statement shall appear:

> "OAR 581-021-0250 (I)(G) authorizes school districts to ask you to provide your social security number (SSN). The SSN will be used by the district for reporting, research, and record keeping. Your SSN will also be provided to the Oregon Department of Education. The Oregon Department of Education gathers information about students and programs to meet state and federal statistical reporting requirements. It also helps school districts and the state research, plan, and develop educational programs. This information supports the evaluation of educational programs and student success in the workplace."

The school district and Oregon Department of Education may also match your SSN with records from other agencies as follows:

> The Oregon Department of Education uses information gathered from the Oregon Employment Division to learn about education, training, and job market trends. The information is also used for planning, research, and program improvement.
>
> State and private universities, colleges, community colleges, and vocational schools use the information to find out how many students go on with their education and their level of success.
>
> Other state agencies use the information to help state and local agencies plan educational and training services to help Oregon citizens get the best jobs available.

Your SSN will be used only for statistical purposes as listed above. State and federal law protects the privacy of your records.

Corvallis
SCHOOL DISTRICT

X.J.JOA—Directory Information—Revised—First Reading

CORVALLIS SCHOOL DISTRICT 509J

Code: JOA
Adopted: 6/28/99
Revised/Readopted: 10/8/01, 11/3/03
6/23/08, 5/4/09

Directory Information**

Directory information means those items of personally identifiable information contained in a student education record which is not generally considered harmful or an invasion of privacy if released. The following categories are designated as directory information. The following directory information may be released to the public through appropriate procedures:

1. Student's name;
2. Student's address;
3. Student's telephone listing;
4. Student's electronic address;
5. Student's photograph;
6. Date and place of birth;
7. Major field of study;
8. Participation in officially recognized sports and activities;
9. Weight and height of athletic team members;
10. Dates of attendance;
11. Degrees or rewards received;
12. Most recent previous school or program attended.

Public Notice

The district will give annual public notice to parents of students in attendance and students 18 years of age or emancipated. The notice shall identify the types of information considered to be directory information, the district's option to release such information, and the requirement that the district must, by law, release secondary students' names, addresses, and telephone numbers to military recruiters and/or institutions of higher education, unless parents or eligible students request the district withhold this information. Such notice will be given prior to release of directory information.

Exclusions

Exclusions from any or all directory categories named as directory information or release of information to military recruiters and/or institutions of higher education must be submitted in writing to the principal by the parent, student 18 years of age, or emancipated student within 15 days of annual public notice. A parent, student 18 years of age, or an emancipated student may not opt out of directory information to prevent the district from disclosing or requiring a student to disclose his or her name or from requiring a student to disclose a student ID card or badge that exhibits information that has been properly designated directory information by the district in this policy.

Directory information shall be released only with administrative direction.

Directory information considered by the district to be detrimental will not be released.

Information will not be given over to the telephone except in health and safety emergencies.

At no point will a student's social security number or student identification number be considered directory information.

END OF POLICY

Legal Reference(s):

ORS 30.864
ORS 107.154
ORS 326.565
ORS 326.575
ORS 336.187
~~ORS 339.260~~

OAR 581-021-0220 to-0430
OAR 581-022-1660

Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400 - 1427 (2006).
Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (~~2006~~ 2011).
Family Educational Rights and Privacy, 34 C.F.R. Part 99 (~~2008~~ 2011).
No Child Left Behind Act of 2001, 20 U.S.C. § 7908 (2006).
Uninterrupted Scholars Act (USA), 2013 (P.L. 112-278, Jan. 14, 2013), 20 U.S.C. § 1221.

Cross Reference:

Policy JO/IGBAB—Education Records/Records of Students with Disabilities**

Corvallis
SCHOOL DISTRICT

X.K. JOB—Personally Identifiable Information—Revised—First Reading

CORVALLIS SCHOOL DISTRICT 509J

Code: JOB
Adopted: 6/28/99
Revised/Readopted: 10/8/01, 11/3/03, 6/23/08

Personally Identifiable Information**

Personally identifiable information includes, but is not limited to:

1. Student's name, if excluded from directory information, as requested by the student/parent in writing;
2. Name of the student's parent(s) or other family member;
3. Address of the student or student's family, if excluded from directory information, as requested by the student/parent in writing;
4. Personal identifier such as the student's social security number, or student ID number, or biometric record;
5. A list of personal characteristics that would make the student's identity easily traceable, such as student's date of birth, place of birth, and mother's maiden name;
6. Other information alone or in combination that would make the student's identity easily traceable;
7. Other information requested by a person whom the district reasonably believes knows the identity of the student to whom the educational record relates.

Prior Consent to Release

Personally identifiable information will not be released without prior signed and dated consent of the parent, student 18 years or older or emancipated.

Notice of and/or request for release of personally identifiable information shall specify the records to be disclosed, the purpose of disclosure, and the identification of person(s) to whom the disclosure is to be made. Upon request of the parent or eligible student, the district will provide a copy of the disclosed record.

Exceptions to Prior Consent

The district may disclose personally identifiable information without prior consent under the following conditions:

1. To personnel within the district who have legitimate educational interests;
2. To personnel of an education service district or state regional program where the student is enrolled or is receiving services;
3. To personnel of another school, another district, state regional program, or institution of postsecondary education where the student seeks or intends to enroll;
4. To authorized representatives U.S. Comptroller General, U.S. Attorney General, U.S. Secretary of Education of state and local education authorities, or the Oregon Secretary of

State Audits Division in connection with an audit or evaluation of federal or state supported education programs, or the enforcement of or compliance with federal and state regulations;
~~personnel connected with an audit or evaluation of federal or state education programs or the enforcement of or compliance with federal or state requirements of the district;~~

5. To personnel determining a financial aid request for the student;
6. To personnel conducting studies for or on behalf of the district;
7. To personnel in accrediting organizations fulfilling accrediting functions;
8. To comply with a judicial order or lawfully issued subpoena;
9. For health or safety emergency;
10. By request of a parent of a student who is not 18 years of age;
11. By request of a student who is 18 years of age or older or emancipated;
12. Because information has been identified as "directory information;"
13. To the courts when legal action is initiated;
14. To a court and state and local juvenile justice agencies.
15. A judicial order or lawfully issued subpoena when the parent is a party to a court proceeding involving child abuse and neglect or dependency matters.
16. To a case worker or other representative of a state or local child welfare agency or tribal organization that are legally responsible for the care and protection of the student including educational stability of children in foster care.

END OF POLICY

Legal Reference(s):

ORS 30.864
ORS 107.154
ORS 326.565
ORS 326.575
ORS 336.187
~~ORS 339.260~~

OAR 581-015-2000
OAR 581-021-0220 to -0430
OAR 581-022-1660

Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400 - 1427 (2006).
Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (~~2006~~ 2011).
Family Educational Rights and Privacy, 34 C.F.R. Part 99 (~~2006~~ 2011).
Uninterrupted Scholars Act (USA), 2013 (P.L. 112-278, Jan. 14, 2013), 20 U.S.C. § 1221.

Cross Reference:

Policy JO/IGBAB—Education Records/Records of Students with Disabilities**

Corvallis
SCHOOL DISTRICT

XI. EXECUTIVE SESSION - The Board will meet in Executive Session at 5:00 p.m. under ORS 192.660(2)(h) - To consult with legal counsel; ORS 192.660(2)(f) - To consider records that are exempt by law from public inspection; and ORS 192.660)(2)(b) - To hear complaints against staff members.

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