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, March 10, 2014 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, March 10, 2014
6:30 PM

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

Meeting Details: Monday, March 10, 2014, 6:30 PM in the District Office Board Room, 1555 SW 35th Street, Corvallis, OR 97333.

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

I. CALL TO ORDER AND ROLL CALL

II. PLEDGE OF ALLEGIANCE

III. COMMITTEE/BOARD MEMBER ITEMS

IV. STUDENT REPRESENTATIVE REPORTS

V. SUPERINTENDENT'S REPORT

VI. PUBLIC AND STAFF TESTIMONY - GENERAL TOPICS (20 minutes)
NOTE: In order to testify about topics other than 1:World, complete the request card for general topics (orange color) at the meeting and turn it in to the Board Secretary **before** the meeting begins. See attached guidelines for providing input to the School Board. (Attendees may sign up to testify for both the 1:World and general topics testimony periods.)

Corvallis School District 509J
How to Provide Input to the School Board

Effective 02-19-14

The Corvallis School Board values the opinions and input of community patrons. As such, the purpose of this document is to provide general guidelines about how to make the most of your time when communicating with the School Board. The public may offer public testimony during certain School Board meetings or correspond in writing via email or U.S. mail, as outlined below.

I. Public Testimony

Members of the public have the opportunity to share their ideas and opinions with the Board during the agenda item labeled *Public Testimony*. These opportunities are offered only at certain School Board meetings.

To request the opportunity to offer public testimony

A. Complete a *Request to Address the Board* card, which can be found on a table at or outside the entrance of the meeting room.
B. Complete all requested information. The Board Secretary will notify you if any information has been omitted or is unclear.
C. Be specific regarding the topic about which you wish to speak. The Board Secretary will contact you if the topic is unclear or too general.
D. Give the completed Request to Address the Board card to the Board Secretary at the head table **before** the meeting begins.
E. Failing to fully and clearly complete the card and/or to submit it to the Board Secretary before the meeting begins may affect your opportunity to testify at the meeting.

Rules for Public Testimony

1. If you're called to testify:
    - Proceed to the podium in front of the Board.
    - Only one person at a time will be allowed at the podium, with exceptions at the board chair's discretion.
    - State your name and address, and the topic you will address before you begin.
        - These are a matter of public record and will not count against your time.
        - Exception: Current students may omit their address but should state the school they attend.

2. Direct your comments to the Board. The Board Chair will refer any questions or requests for action to the proper person for a response at a later date.

3. Keep your comments to the specified time allotted.
    - You will be signaled when you have 30 seconds remaining.
    - You will be signaled when your time is up.

4. If others have testified before you about the same issue, please state that fact and either decline to testify or limit your comments to points not already stated.

5. If a group wishes to speak:
    - Please designate one spokesperson for the group; that person will stand at the podium.
    - In order to maintain the meeting schedule, repetitious comments will not be permitted.

6. Speakers may offer objective criticism of district operations and programs but the Board will not hear complaints concerning individual district personnel.
    - Any such complaints must be handled following the steps outlined in policy KL and administrative regulation KL-AR, copies of which are available during meetings at which public testimony is allowed, or online at http://policy.osba.org/corvall/KL/index.asp.
    - Complaints regarding budget, programs, or other district issues also should be handled by first following the steps outlined in policy KL.

7. Undue interruption or other interference with the orderly conduct of Board business cannot be allowed.
    - Defamatory or abusive remarks are always out of order.
    - The board chair may terminate the speaker's privilege of address if, after being called to order, the speaker persists in improper conduct or remarks.

Important information

A. The board secretary will sort the *Request to Address the Board* cards that are complete and were received before the meeting begins into sets by topic, then will shuffle each set and place them face down at her place.

B. When it is time for public testimony, the board secretary will draw one card from each set, in turn, and announce the name of the person who will be called up to testify.

C. If you are called upon to testify, you will be allowed only a small amount of time to do so; usually three minutes are granted, but it could be less at the discretion of the board chair.

D. If more testimony requests are submitted than can be accommodated during the allotted time on the board's agenda, you might not be called upon to provide your testimony. In that case, please refer to section II – Written Correspondence, should you wish to provide your comments in written form.

E. When you testify, your name, address and testimony are matters of public record, except for student addresses.

F. Although it is not required, you may wish to prepare a written outline for your comments or to write out your testimony in its entirety.

G. Although providing a written copy of your testimony is not required, should you wish to provide it:
- Please include your name, address and telephone number on the document.
- You may either provide the board secretary with one copy of your written testimony to distribute at a later date, or you may bring 13 copies to the meeting for the board secretary to distribute to those at the head table.
  - One copy will be filed as part of the official board record.
- The same holds true for any handouts you wish the board to receive.

H. If you wish to submit a letter or any form of written comments:
- Copies will be provided to all board members and key staff members.
- The document will be kept in the district office as part of the official board record.
- Letters, emails and other written materials are considered public record.

II. Written Correspondence

Letters, emails and other written materials submitted to the Board are considered public record. In lieu of public testimony, you may send a letter via U.S. mail to: Corvallis School Board, Attn: Julie Catala, P.O. Box 3509J, Corvallis, OR 97339. Also, you may send an email to: schoolboard@corvallis.k12.or.us. This will send your e-mail to all board members at one time. Others who will receive emails sent to this address: superintendent, assistant superintendent/student services director, human resources director, finance and operations director, and executive assistant to the superintendent and board of directors.

III. Telephone Communication

Citizens also may contact board members by telephone:

Judy Ball	541-758-1671 or 240-997-1222
Lisa Corrigan	541-758-7442
Bill Kemper	541-754-0943 or 541-740-0728
Chris Rochester	541-224-1880
Vincent Adams	541-738-4324 or 541-240-4055
Tom Sauret	541-758-2244
Anne Schuster	541-752-1060 or 541-207-8021

Corvallis
SCHOOL DISTRICT

VII. 1:WORLD PROGRAM

VII.A. Presentation and Recommendation

1:WORLD

Connecting Every Child, Every Day

To The Future!

School Board Meeting March 10, 2014

1:WORLD

CSD 509J Vision

Students grow to be world-class learners, engaged citizens and leaders of the future.

1:WORLD

Start With Why…..

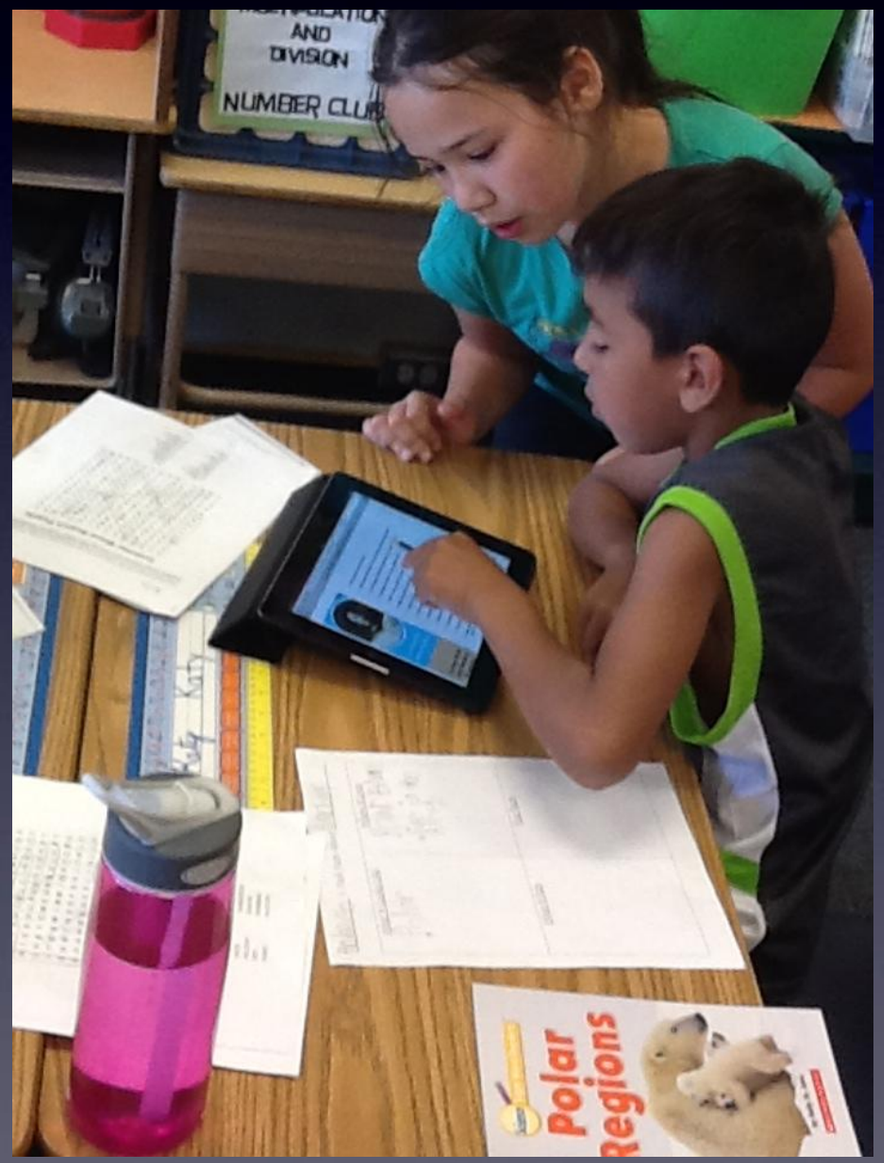
Everyone is a Learner!

- Close the opportunity gap and raise the bar
- Personalized student learning

  Before…during…after SCHOOL
- Connecting to and with the world
- Every student a graduate
- Extend and enhance teaching and learning

Framework for Success

- Strategic Planning Team
- Vision and Mission
- Content and Instructional Practices
- Measuring Success
- Professional Development
- Deployment Planning
- IT consideration
- Funding
- Engaging the Community and Other Considerations

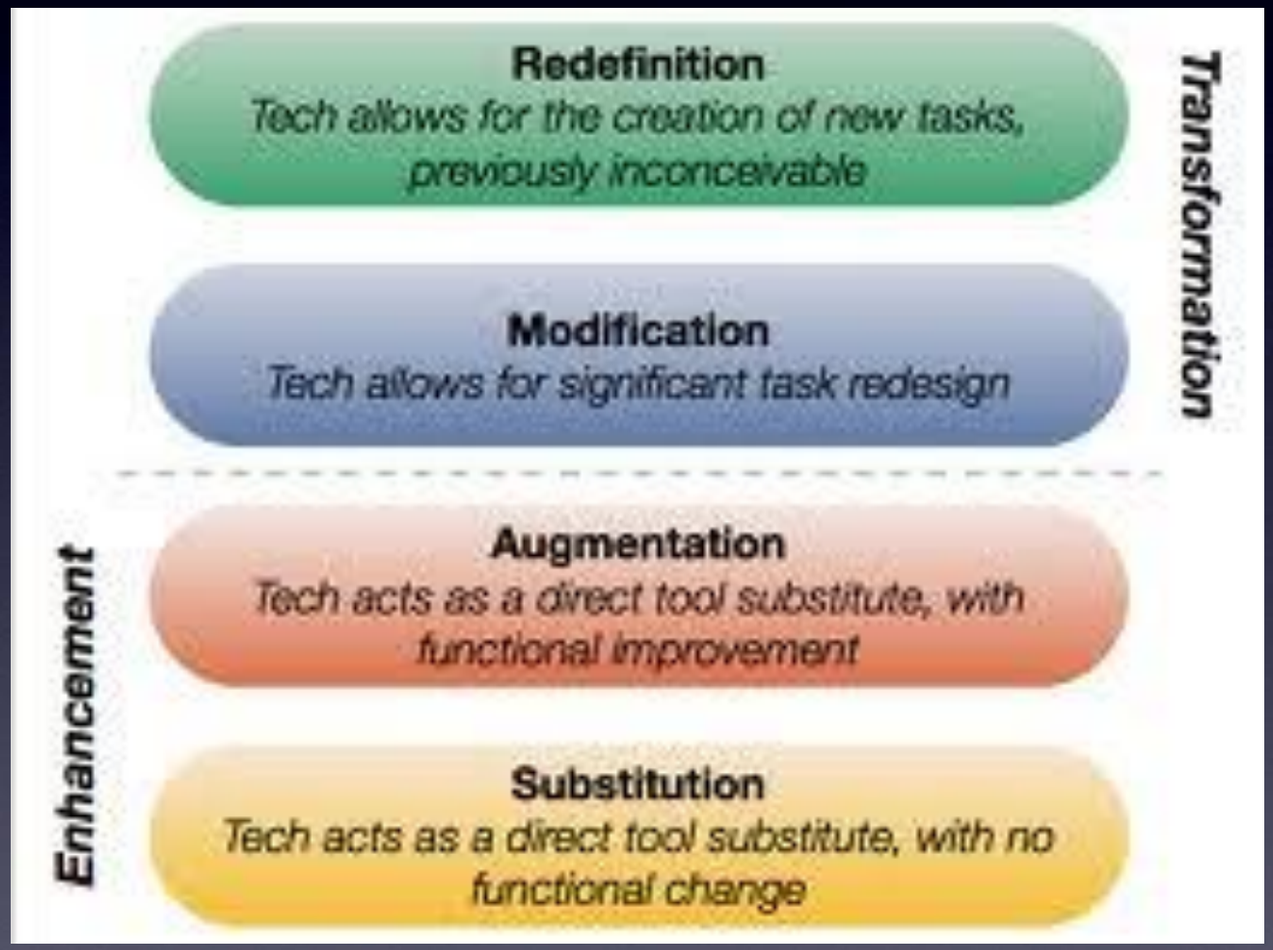


Strategic Planning Team

- School Board Representation
- District Leadership
- Building Administrators
- Teachers
- Technology Team
- Community Representatives
- Higher Education Representatives

Content and Instructional Practices

- SAMR Model
- Challenge Based Learning
- Individualized Instruction - Personalized Learning
- Blended Learning/Flipped Classrooms
- Shift from teacher centered to student centered
- 21st century skills
- Digital Citizenship
- Digital Curriculum



Phase I (2011-13)

1174 iPads

- MS and CV Science
- Partial Special Education
- One 3rd Grade PLC team at Jefferson
- Partial 9th Grade Students
- Innovators across district (teachers and students)
- Evaluation of programs and fact finding visits

Phase II (2013-14)

1800 iPads

- All 6th-8th graders at Cheldelin and Linus Pauling
- All K-5th graders at Mt. View Elementary School
- 6 classes at Garfield and Lincoln Elementary Schools
- 4th graders at Jefferson Elementary School
- AVID students at CVHS and CHS
- All teachers and some classified

Current Financial Report
Phase II

1:World Phase II Expenditure Summary by Fund as of 2-28-2014

1:World Phase II	Funding Source								Phase II Totals		
	GENERAL FUND		CONSTRUCTION EXCISE TAX		FACILITIES GRANT		COLLABORATION GRANT				
Item	Budget	Actual	Budget	Actual	Budget	Actual	Budget	Actual	Budget Totals	Actual Totals	<Over> Under Variance
WiFi Infrastructure	$ 75,000	$ 75,000	$ 263,847	$ 262,709					$ 338,847	$ 337,709	$ 1,137
iPads, Apps, Carts & Device Mgmt	453,400	453,400			365,270	359,462			818,670	812,862	5,808
Additional Staffing (Tech/F-M)	10,000	9,295							10,000	9,295	705
Professional Development**	70,000	75,405					45,000	45,000	115,000	120,405	(5,405)
TOTALS	**$ 608,400**	**$ 613,100**	**$ 263,847**	**$ 262,709**	**$ 365,270**	**$ 359,462**	**$ 45,000**	**$ 45,000**	**$ 1,282,517**	**$ 1,280,271**	**$ 2,245**

***Phase II Roll-Out Summary:**
(1,800 iPads; Mt. View K-2 work with iPad Mini's)

Mountain View Elementary
Linus Pauling Middle School
Cheldelin Middle School
Garfield Elementary English-Only Classes
Lincoln Elementary English-Only Classes
AVID Classes at CHS & CVHS
All Remaining Teachers
Some Classified Staff

**Includes a 1.0 FTE Technology TOSA for Staff Development as well as extra Professional Development days for Teachers

Parent/Student/Teacher Feedback

Currently 1:1

iPad Use Survey
Parents and Students

Corvallis School District

March 2014

Respondents –

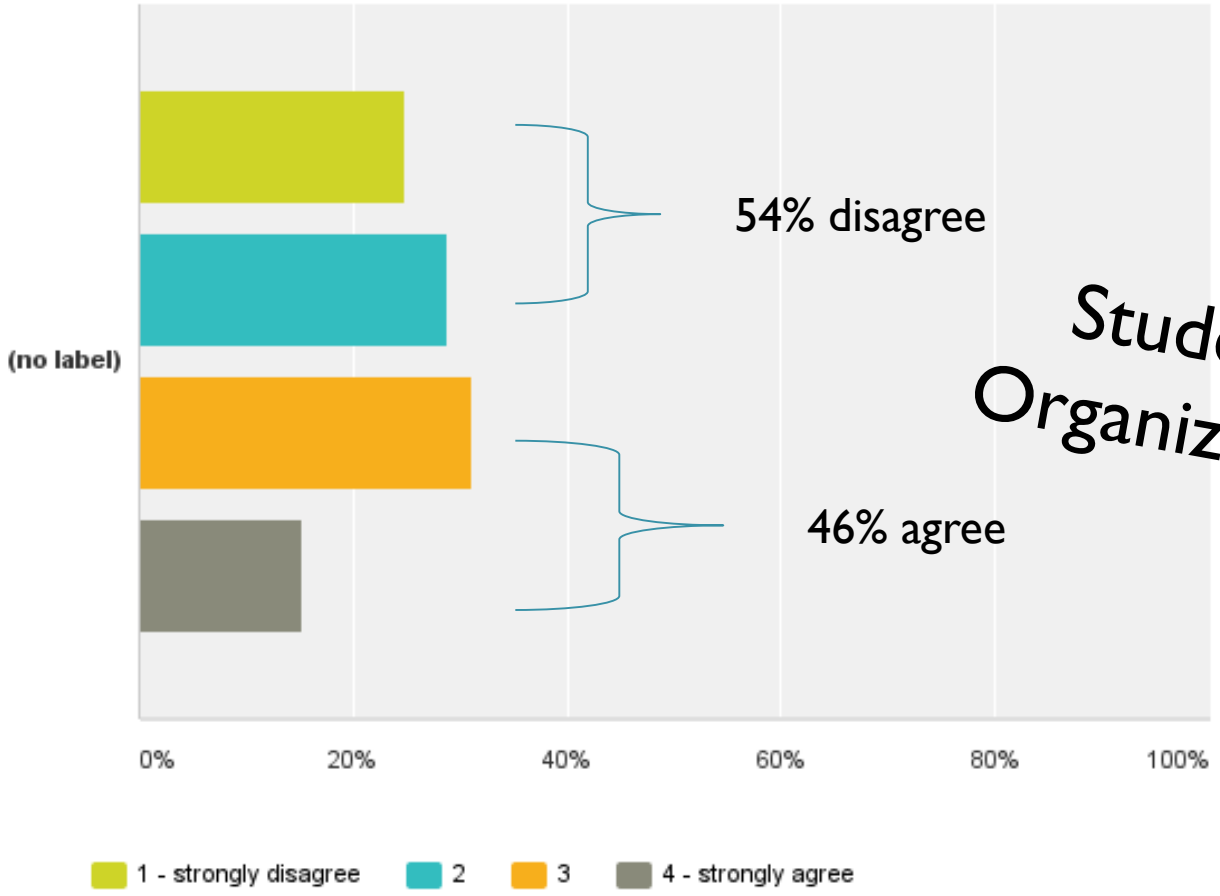
- **Parents** - 365
  - Elementary - 109
  - Middle School - 256
- **Students** - 974
  - Elementary - 126
  - Middle School - 848
- **Teachers** - 57
  - Elementary - 7
  - Middle School – 50

92% of all students take the device home

Parents

Q5 On a scale of 1-4 please select the number below that best represents how you feel about the following statement, My child has been better able to organize work (collect, do, turn in assignments) with the iPad.

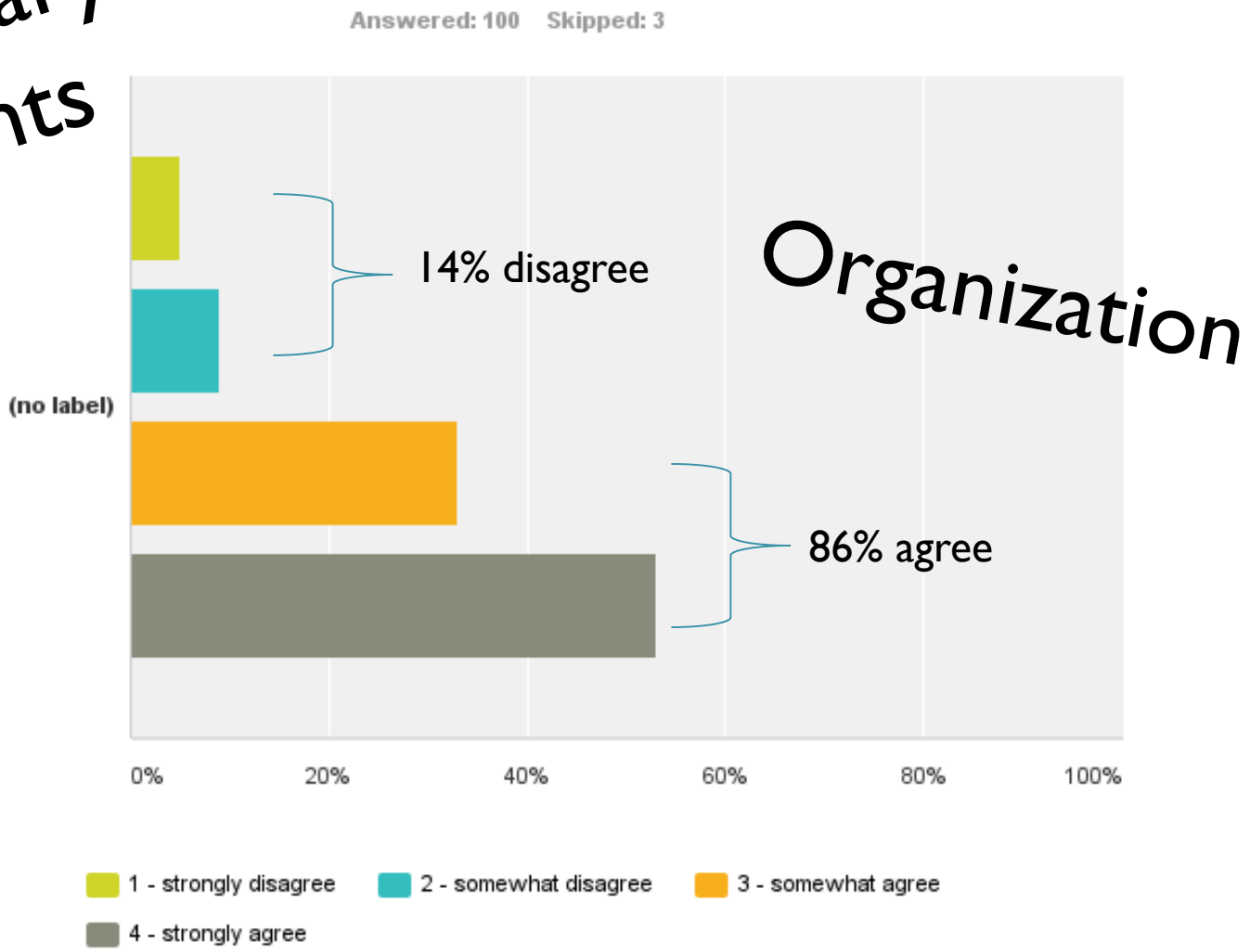
Answered: 347 Skipped: 18



Student Organization

Elementary Students

Organization

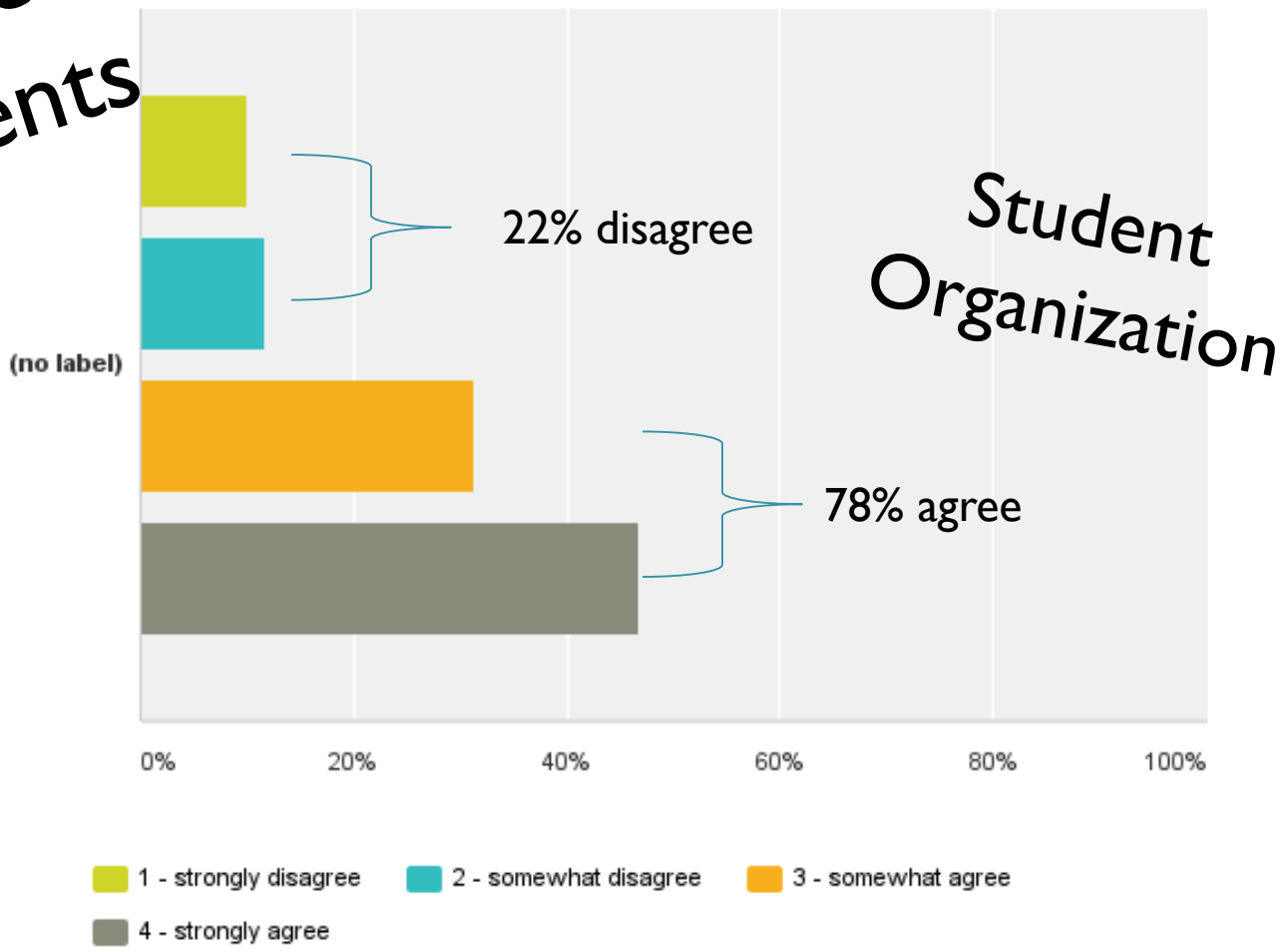


Middle School Students

Student Organization

Q7 On a scale of 1-4 pick the number that best describes how you feel about the following statement, I can organize my notes and assignments better when I am using an iPad.

Answered: 841 Skipped: 6

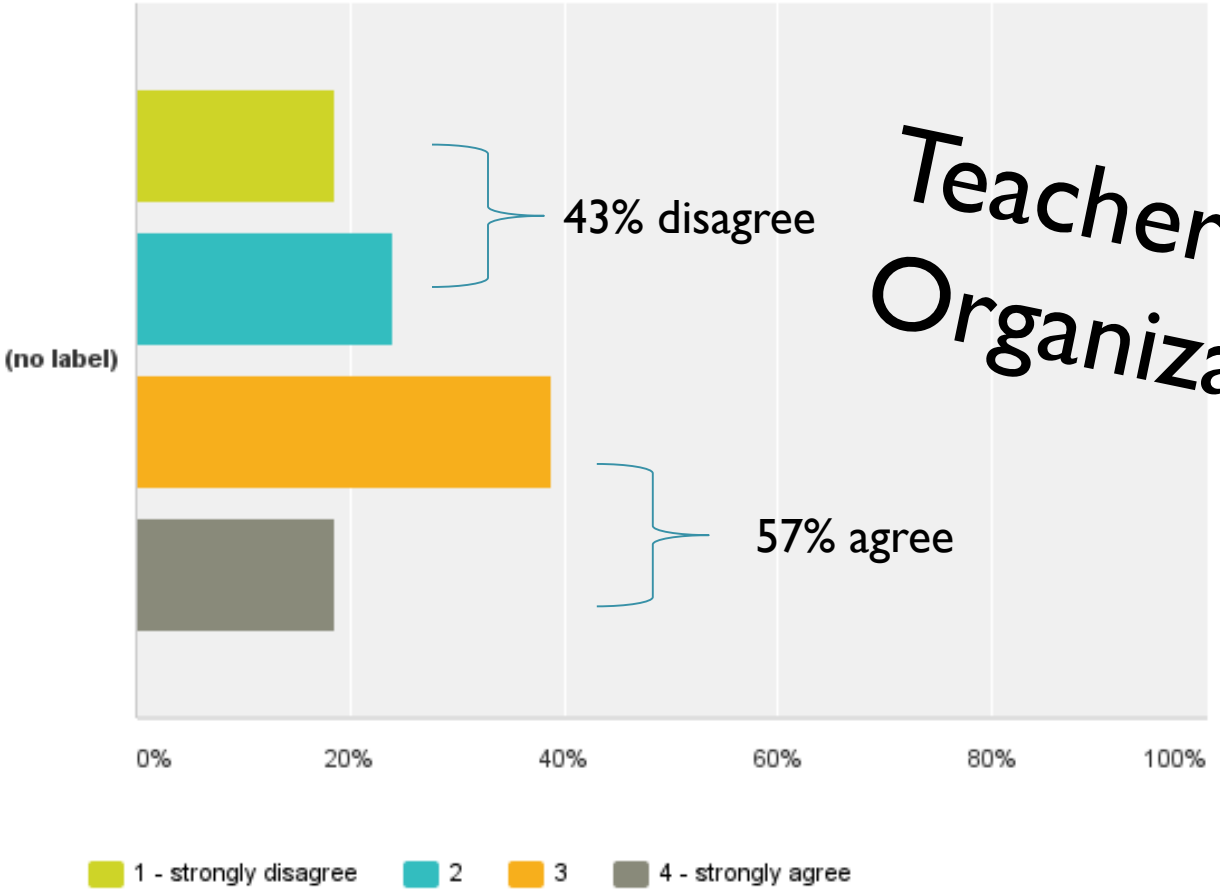


Teachers

Teacher Organization

Q7 On a scale of 1-4 please select the number below that best represents how you feel about the following statement, Organization: I have been better able to organize student work/workflow process using the iPad.

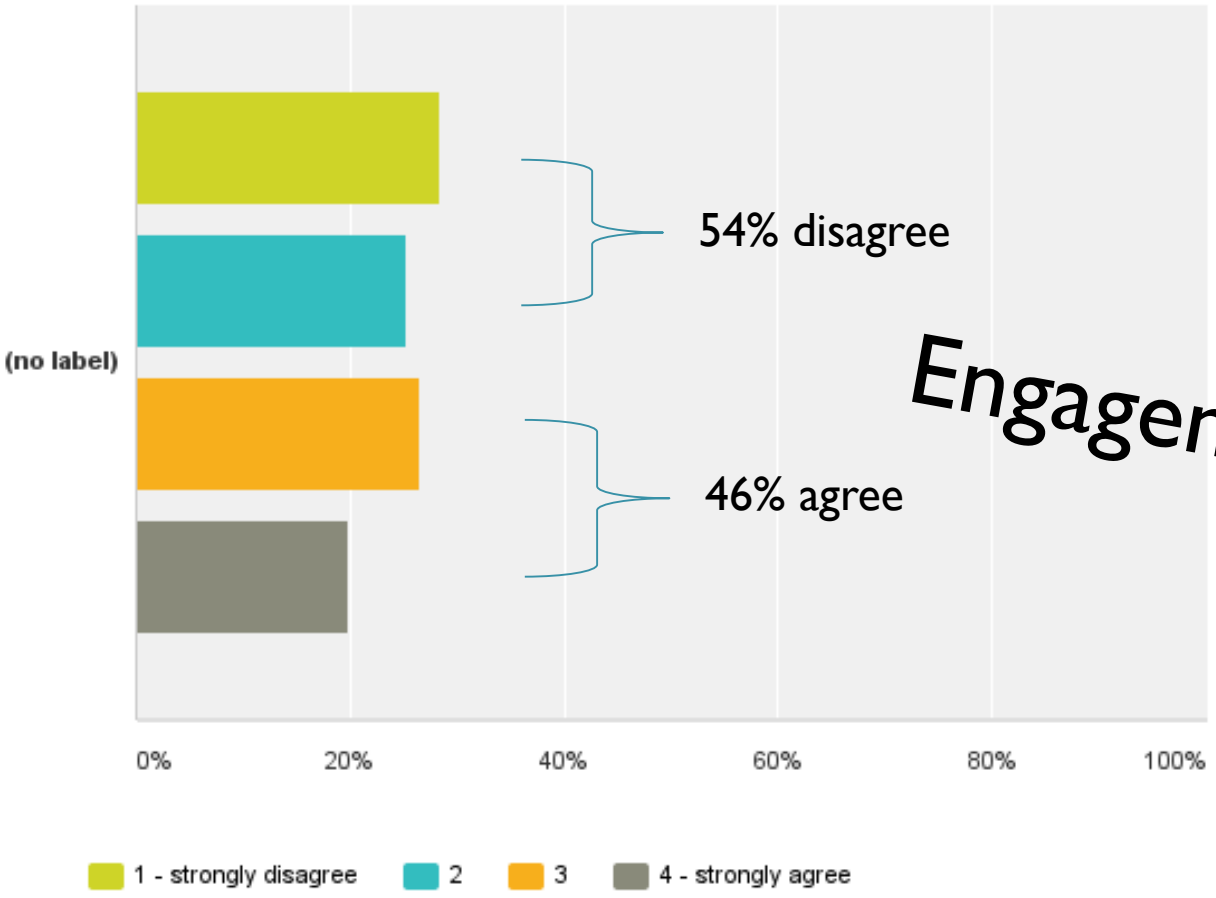
Answered: 54 Skipped: 0



Parents

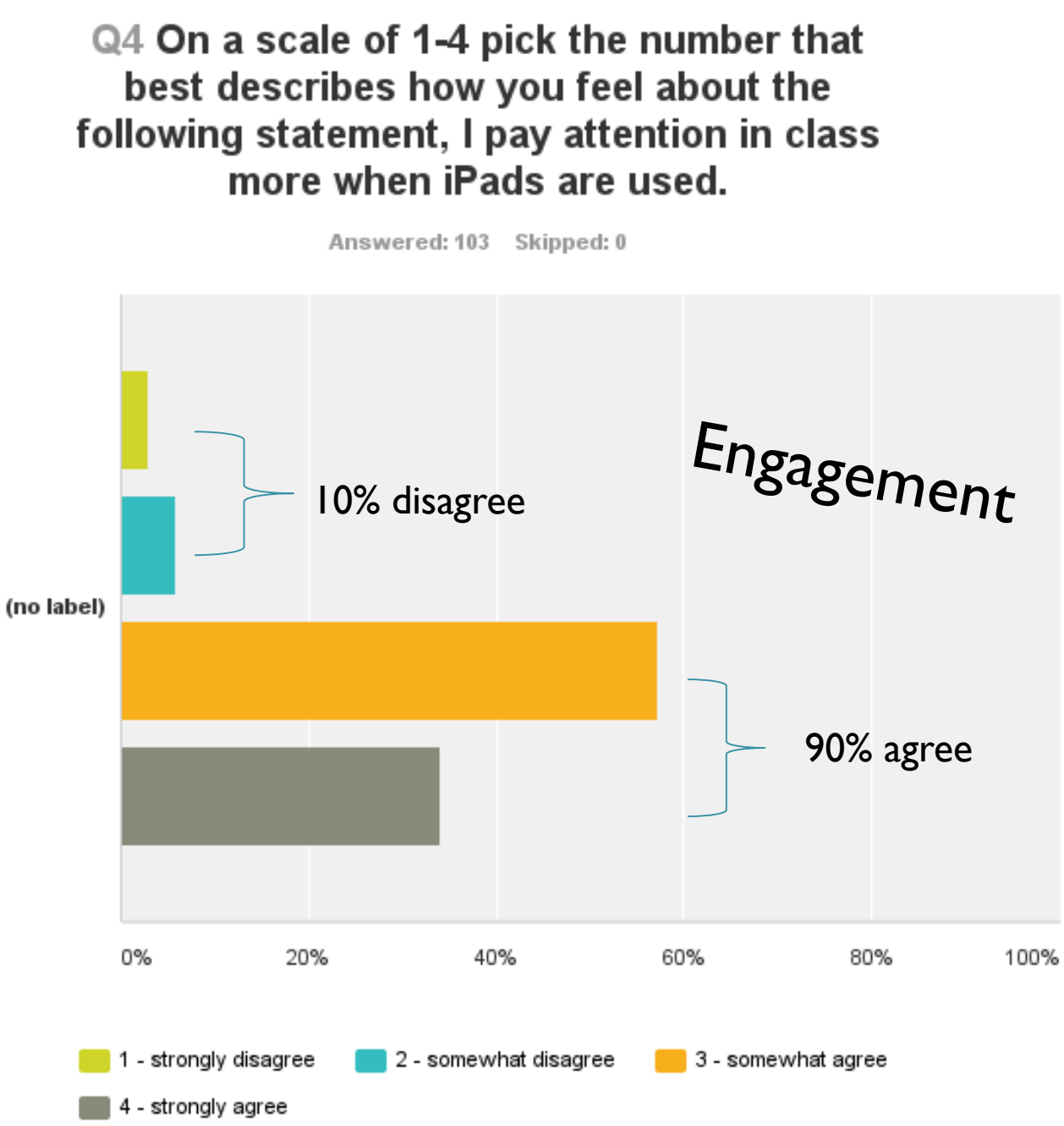
Q7 On a scale of 1-4 please select the number below that best represents how you feel about the following statement, I believe my student is more engaged in school this year as a result of the iPad being used as an educational tool.

Answered: 352 Skipped: 13



Engagement

Elementary Students

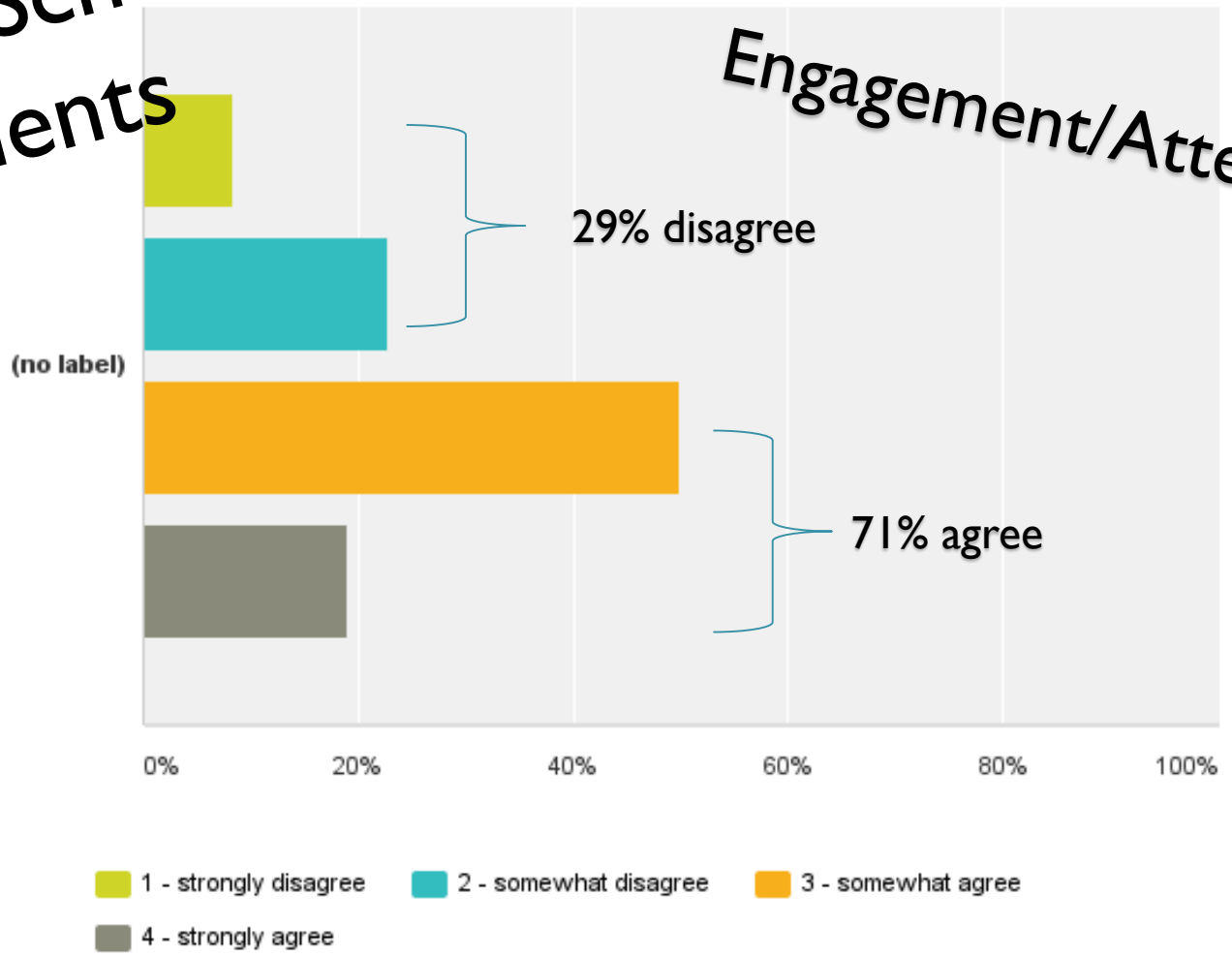


Middle School Students

Engagement/Attention

Q4 On a scale of 1-4 pick the number that best describes how you feel about the following statement, I pay attention in class more when iPads are used.

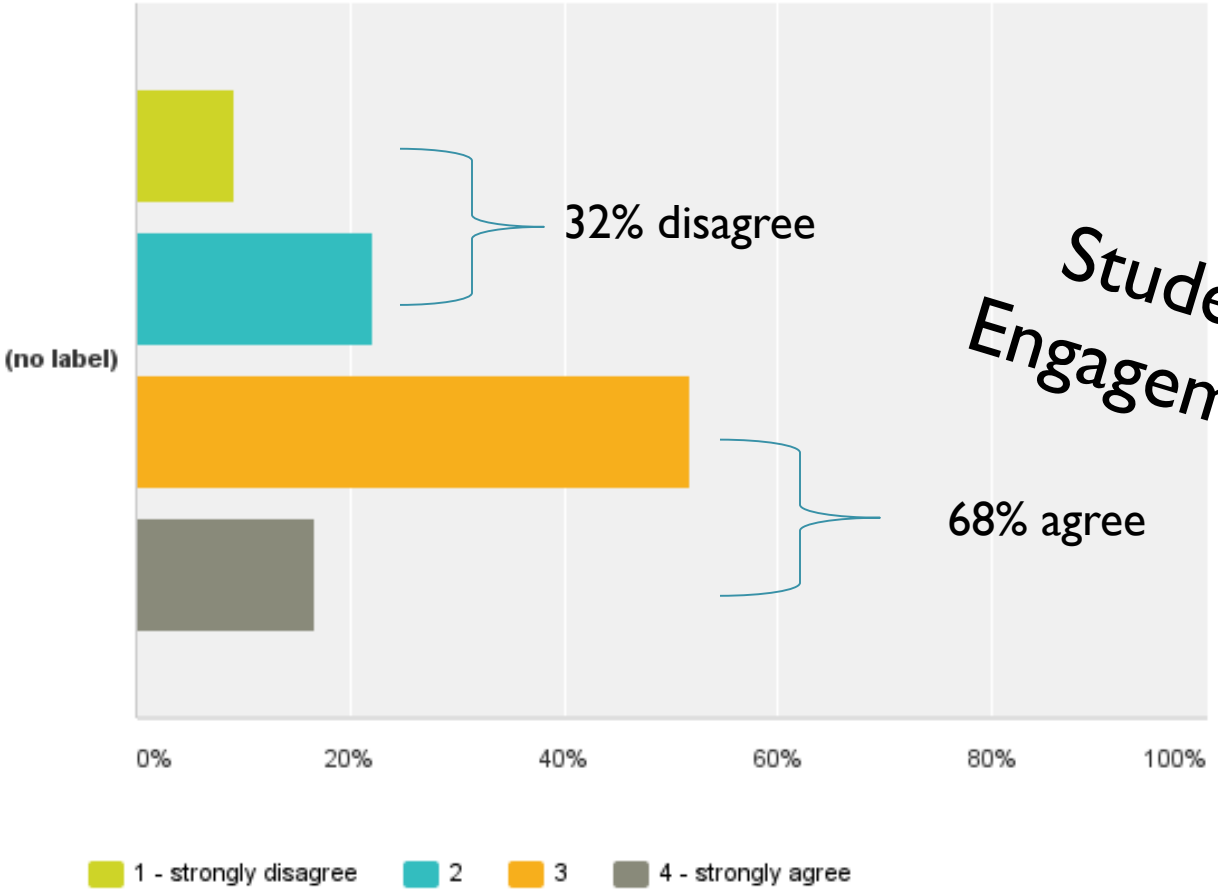
Answered: 841 Skipped: 6



Teachers

Q5 On a scale of 1-4 please select the number below that best represents how you feel about the following statement, Engagement: My students are more engaged during lessons where iPads are used.

Answered: 54 Skipped: 0

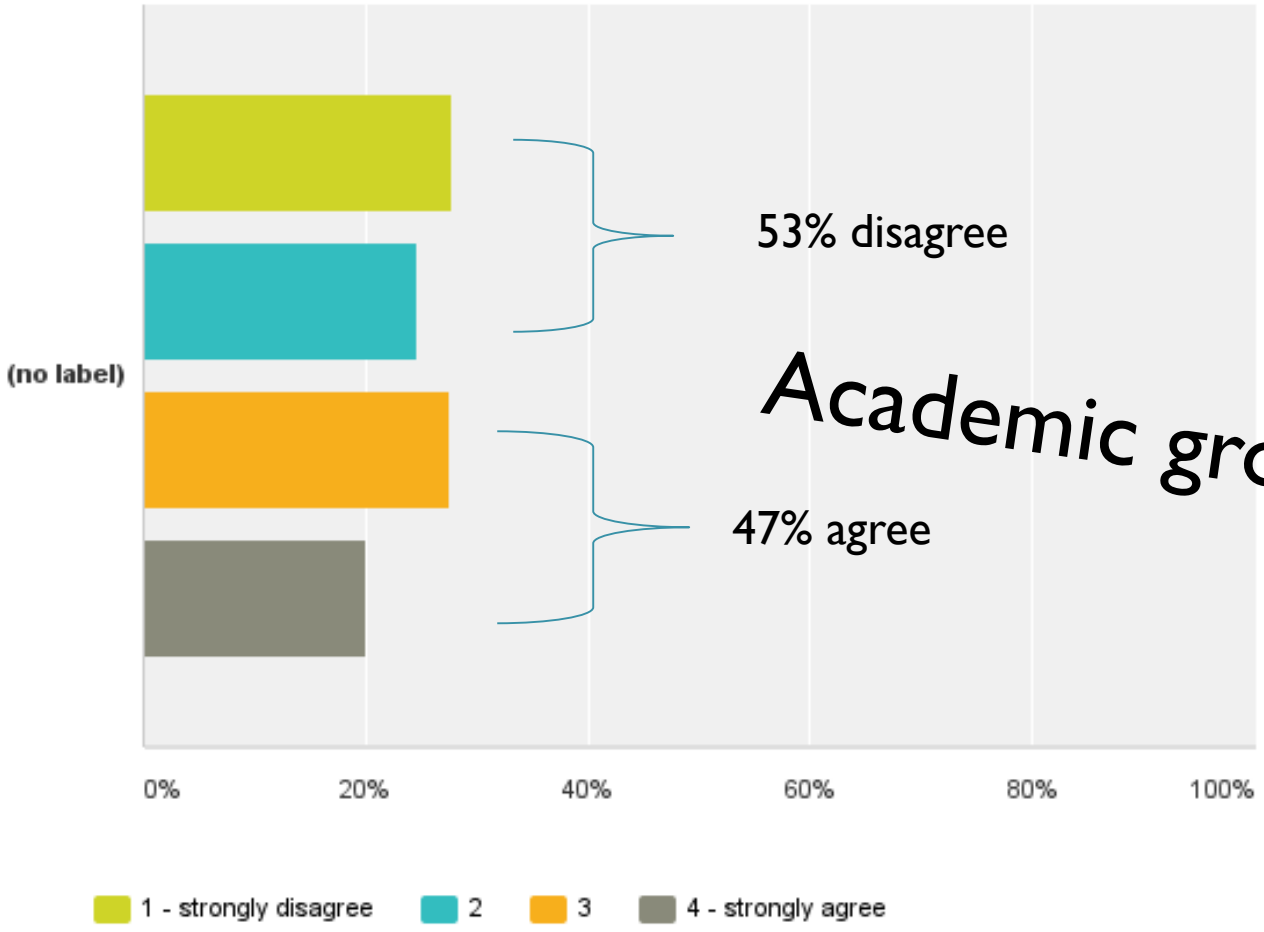


Student Engagement

Parents

Q8 On a scale of 1-4 please select the number below that best represents how you feel about the following statement, The use of the iPad in school/home is improving my child's academic growth.

Answered: 349 Skipped: 16



53% disagree

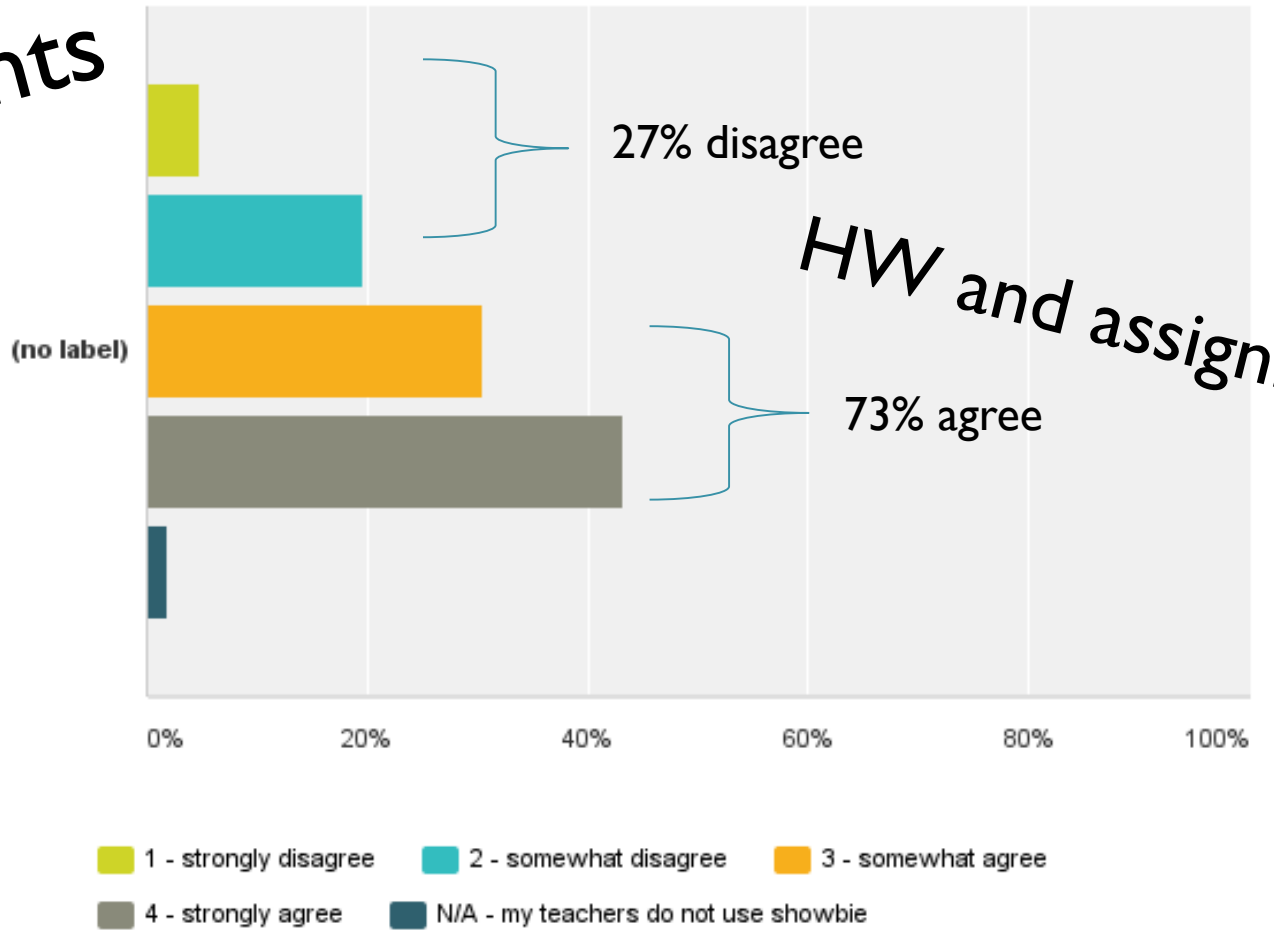
47% agree

Academic growth

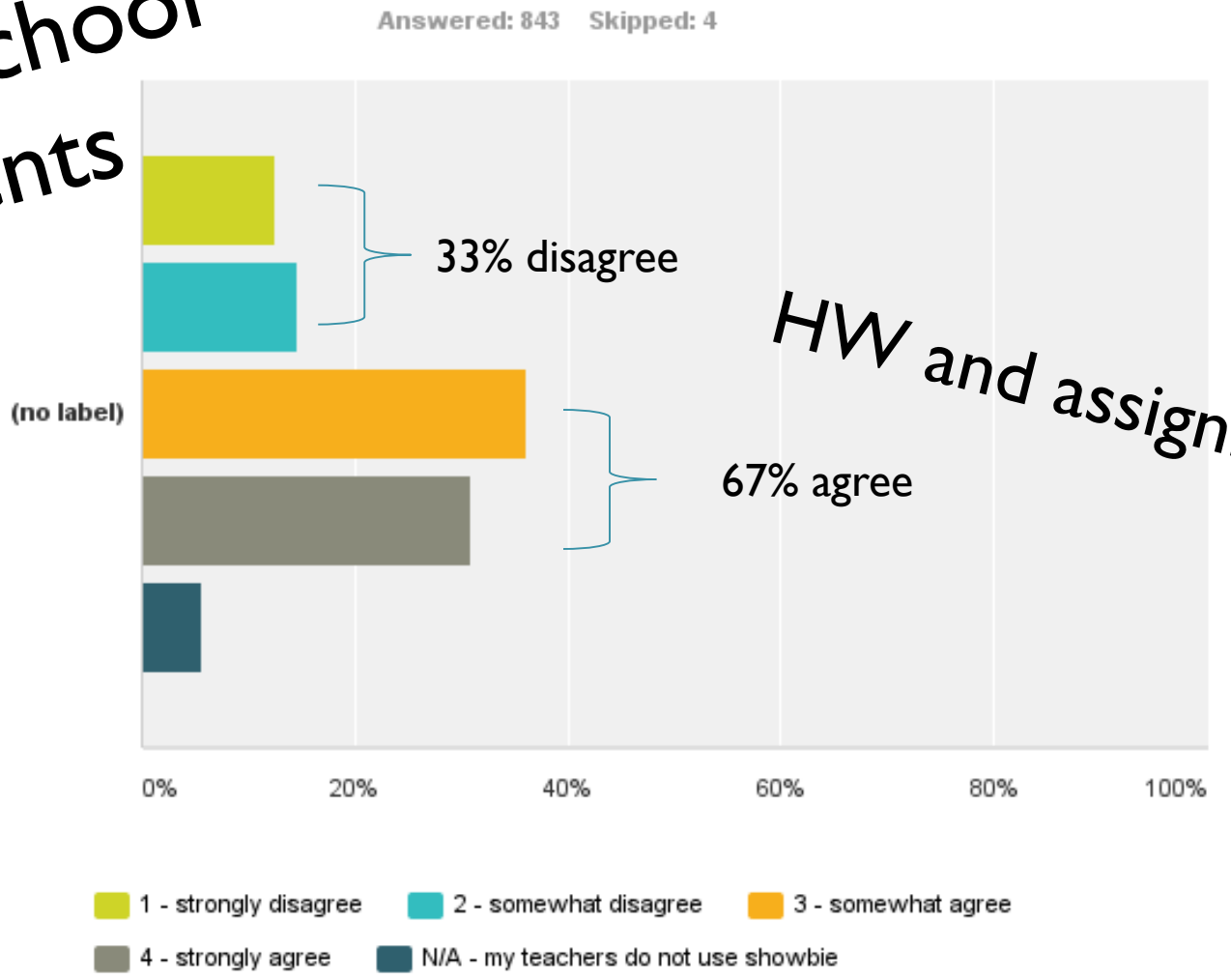
Elementary Students

Q8 On a scale of 1-4 pick the number that best describes how you feel about the following statement, I am better at turning in homework or assignments in classrooms where my teacher uses showbie.

Answered: 102 Skipped: 1

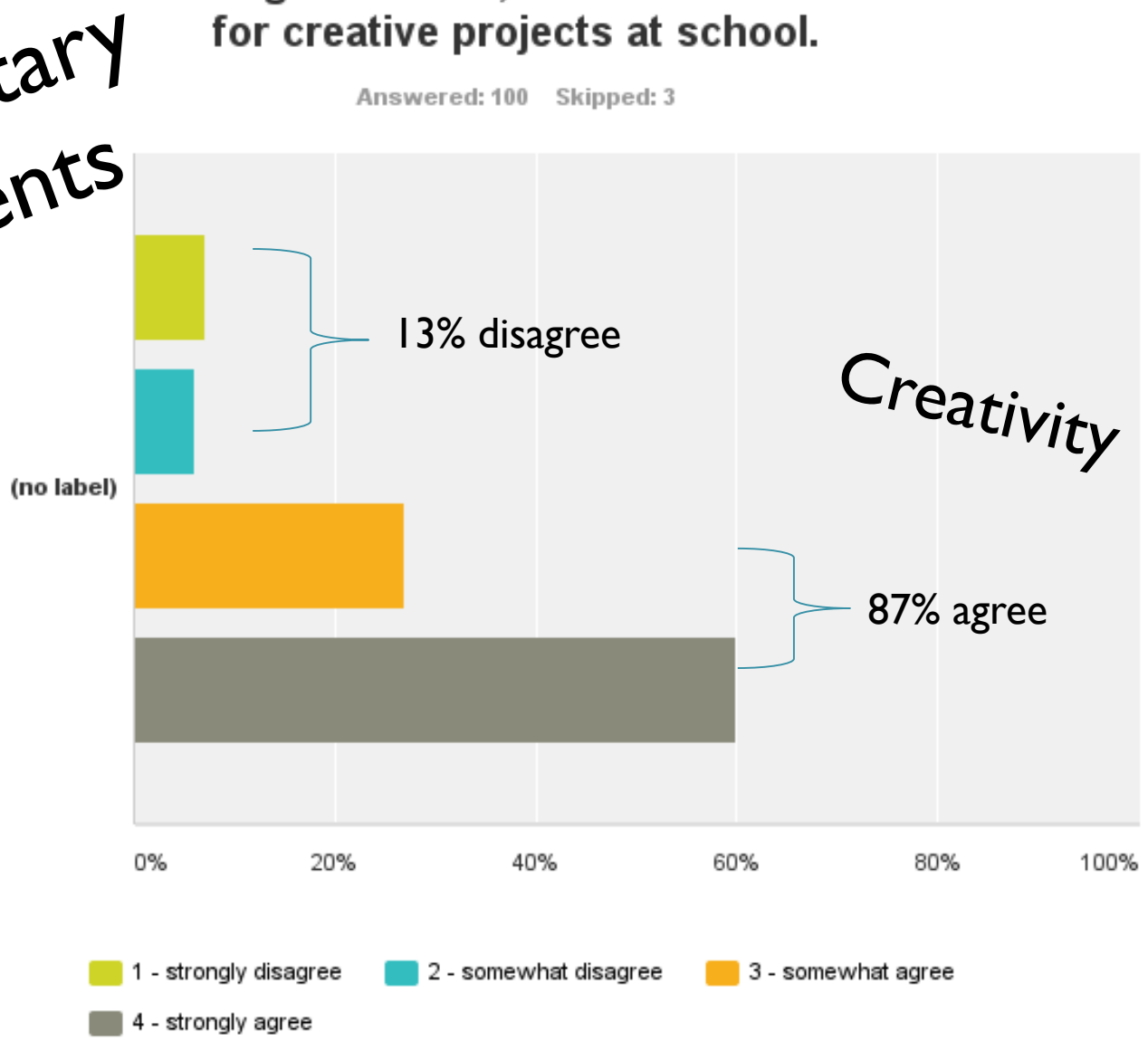


Middle School Students



HW and assignments

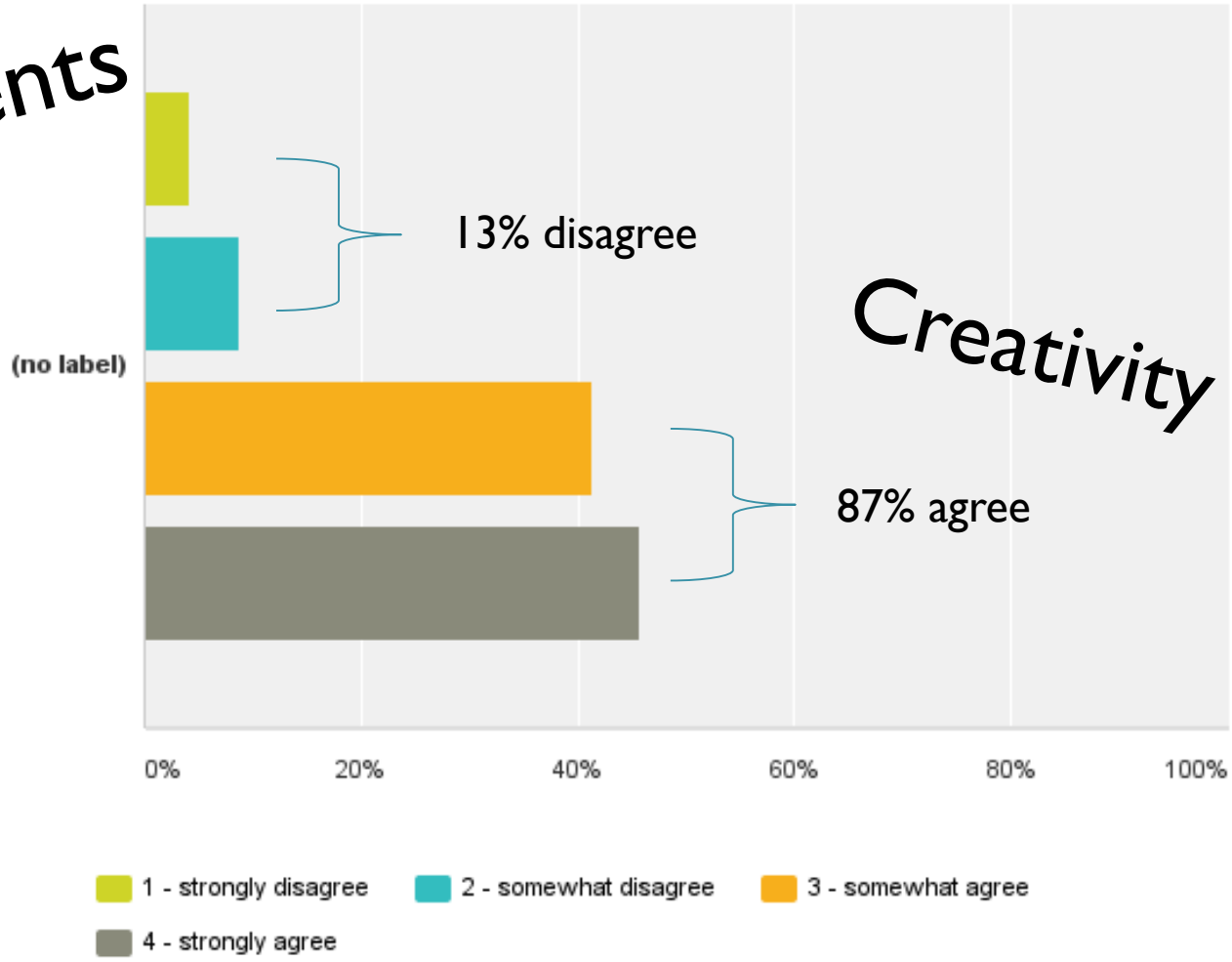
Elementary Students



Middle School Students

Q5 On a scale of 1-4 pick the number that best describes how you feel about the following statement, I have used the iPad for creative projects at school.

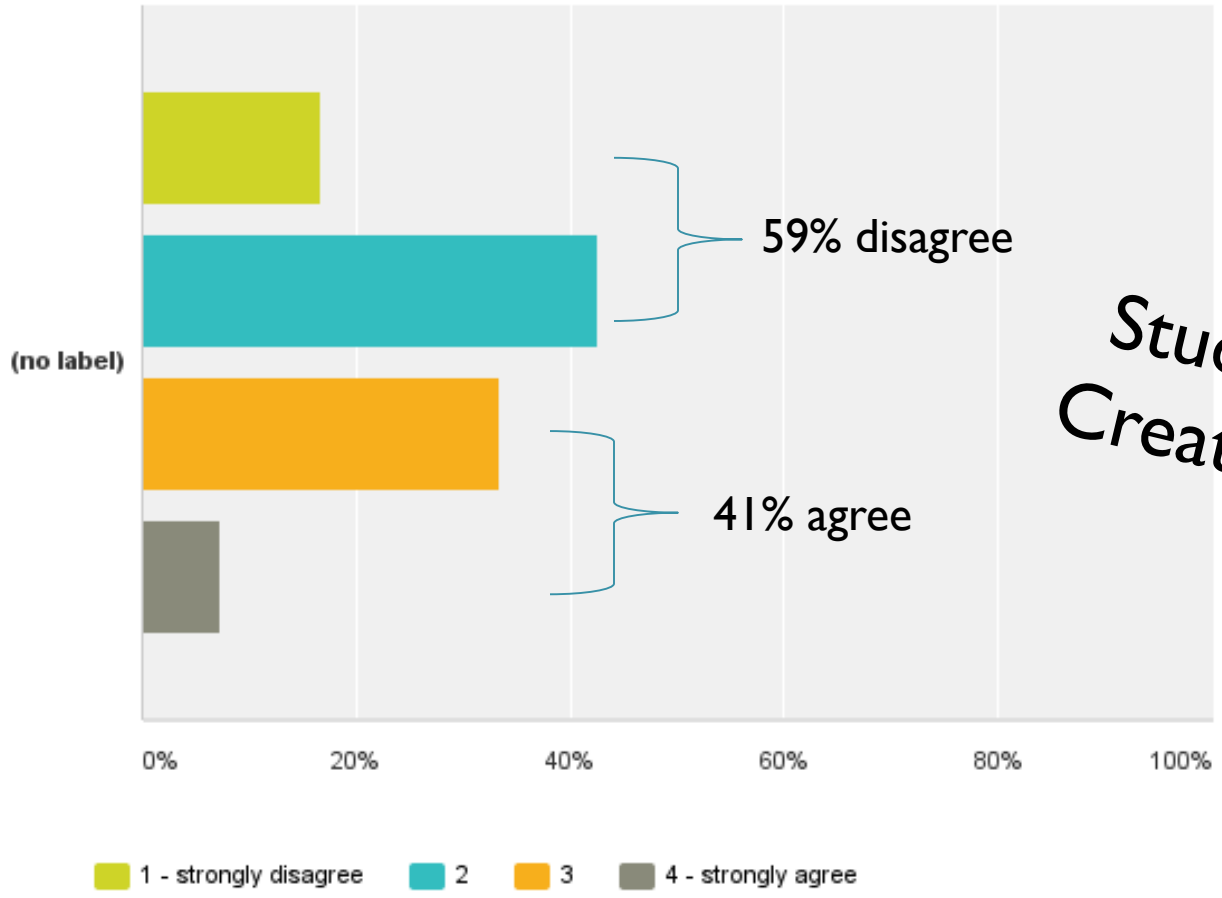
Answered: 845 Skipped: 2



Teachers

Q6 On a scale of 1-4 please select the number below that best represents how you feel about the following statement, Creativity: My students have been able to be more creative and get to higher level thinking objectives using the iPad as a tool.

Answered: 54 Skipped: 0

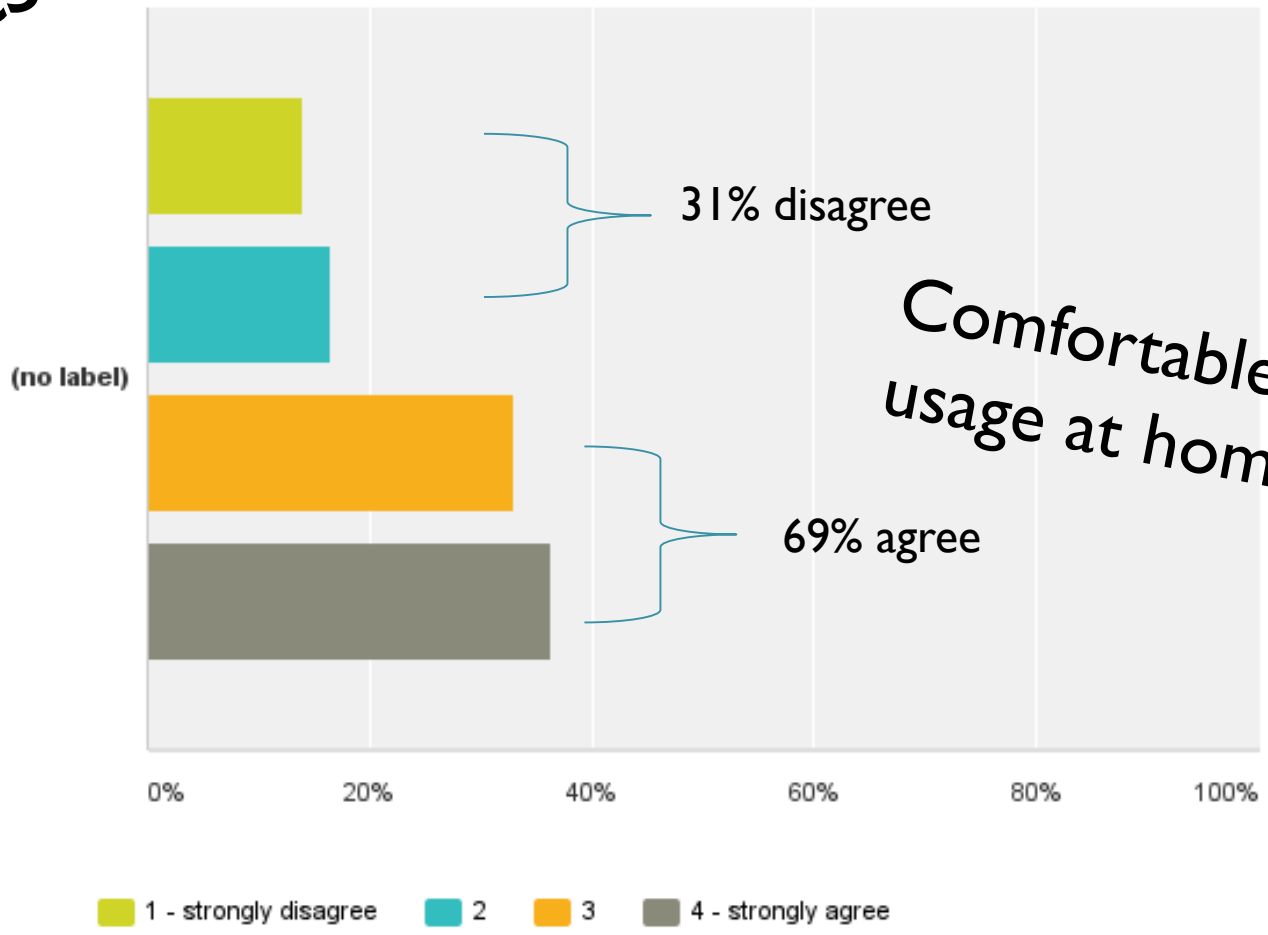


Student Creativity

Parents

Q9 On a scale of 1-4 please select the number below that best represents how you feel about the following statement, I am comfortable with the amount of time my child is on the iPad at home.

Answered: 327 Skipped: 38

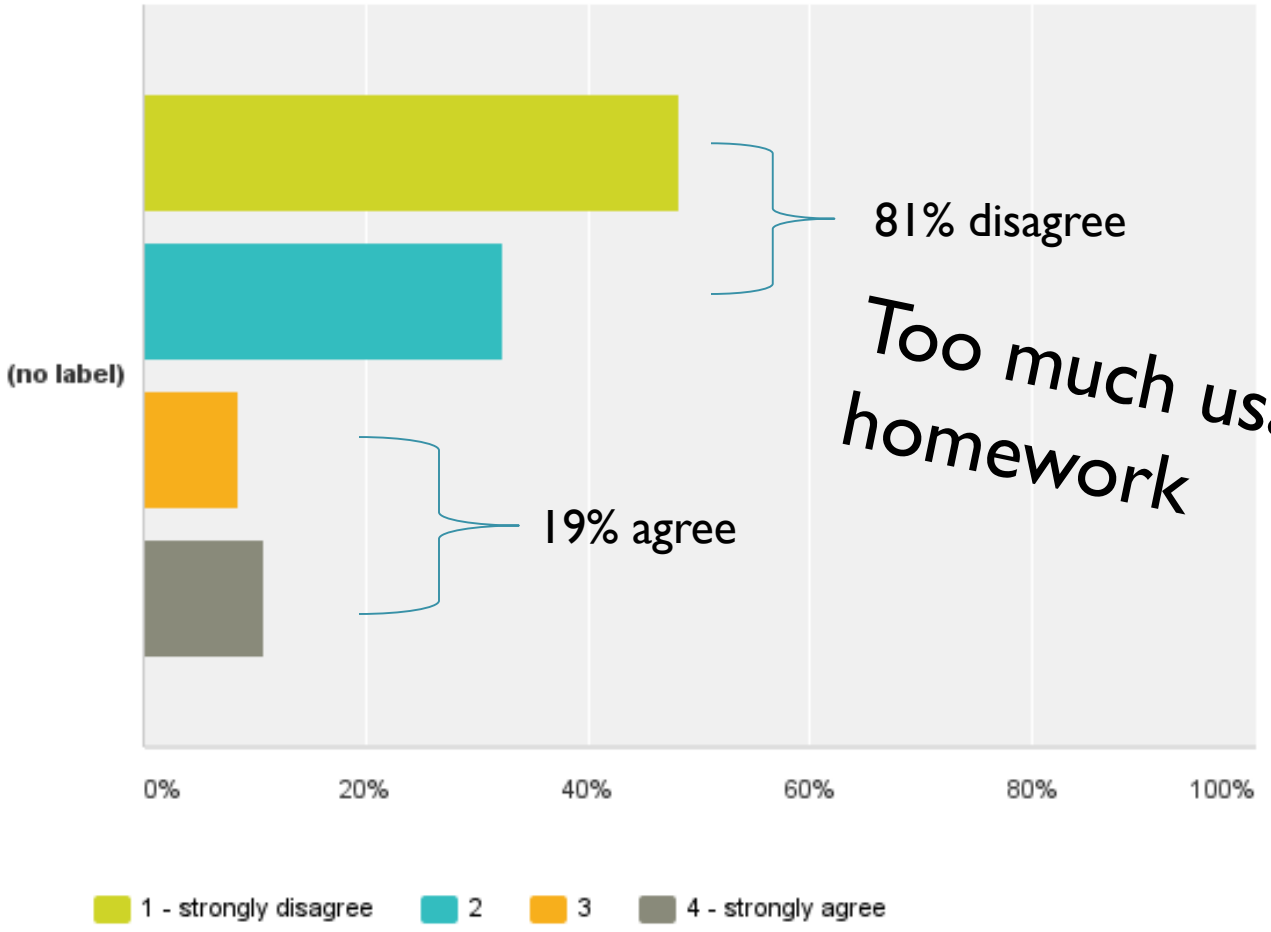


Comfortable with usage at home

Parents

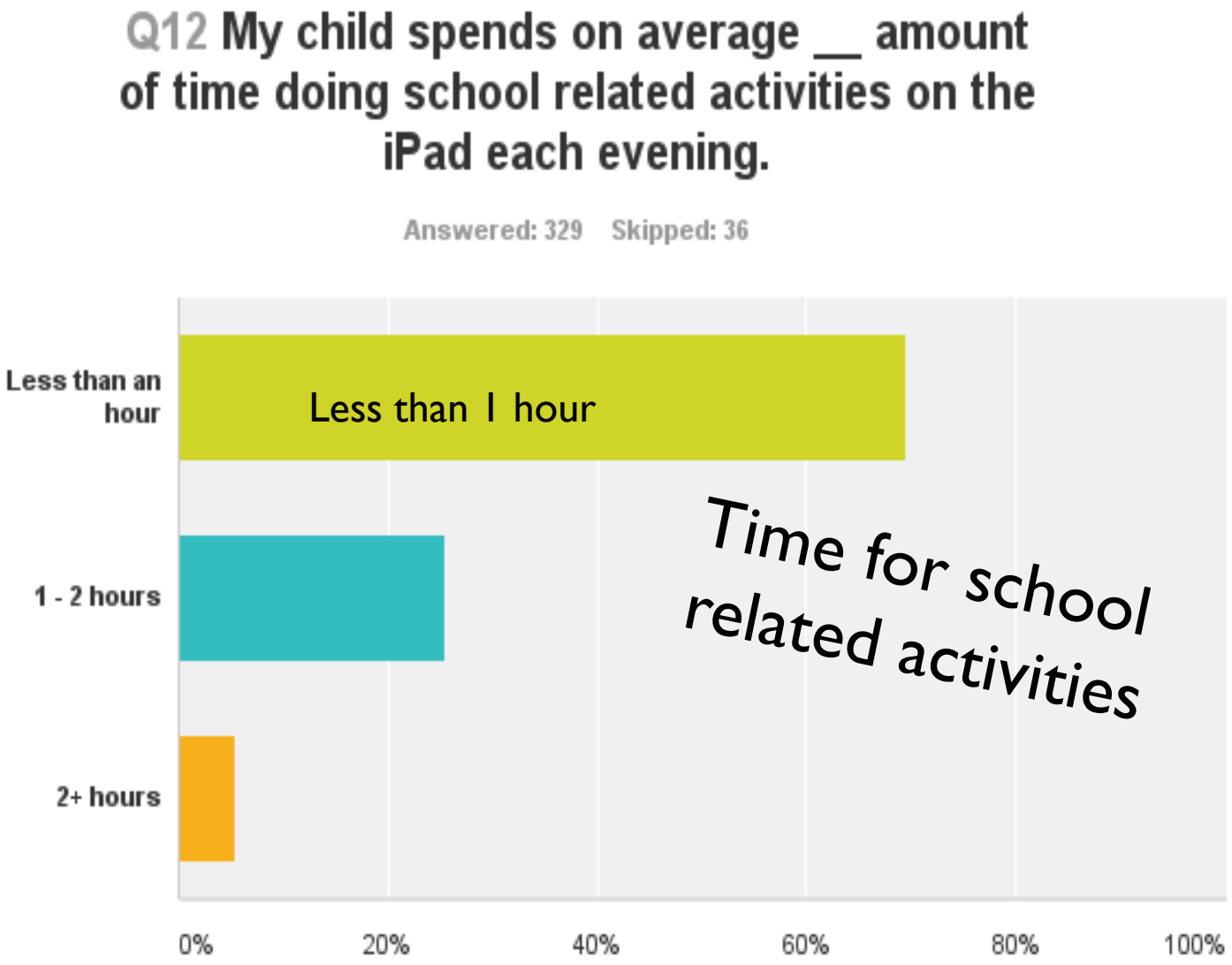
Q11 On a scale of 1-4 please select the number below that best represents how you feel about the following statement, The homework assignments cause my child to spend too much time on the iPad at home.

Answered: 325 Skipped: 40



Too much usage for homework

Parents

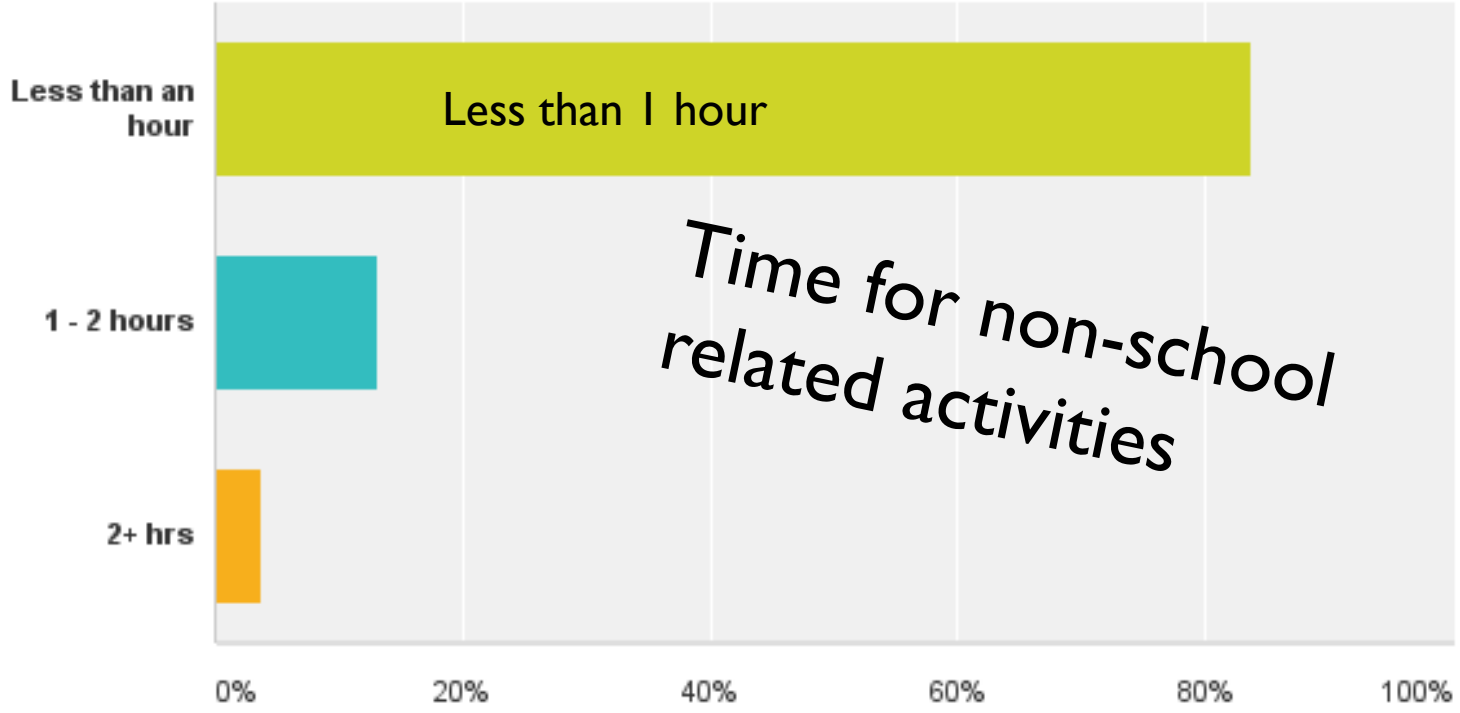


Time for school related activities

Parents

Q13 My child spends on average __ amount of time doing non school related activities on the iPad each evening.

Answered: 325 Skipped: 40

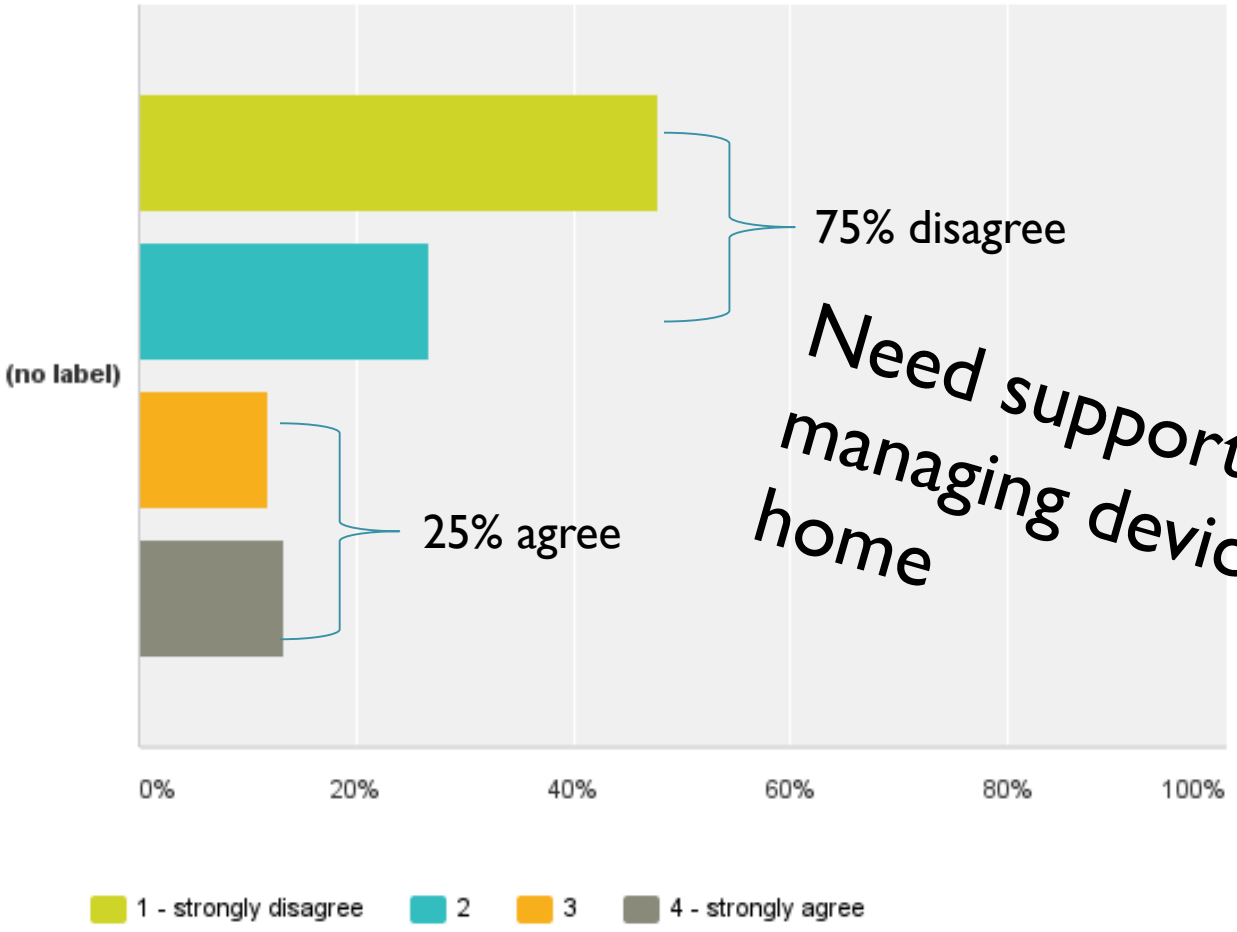


Time for non-school related activities

Parents

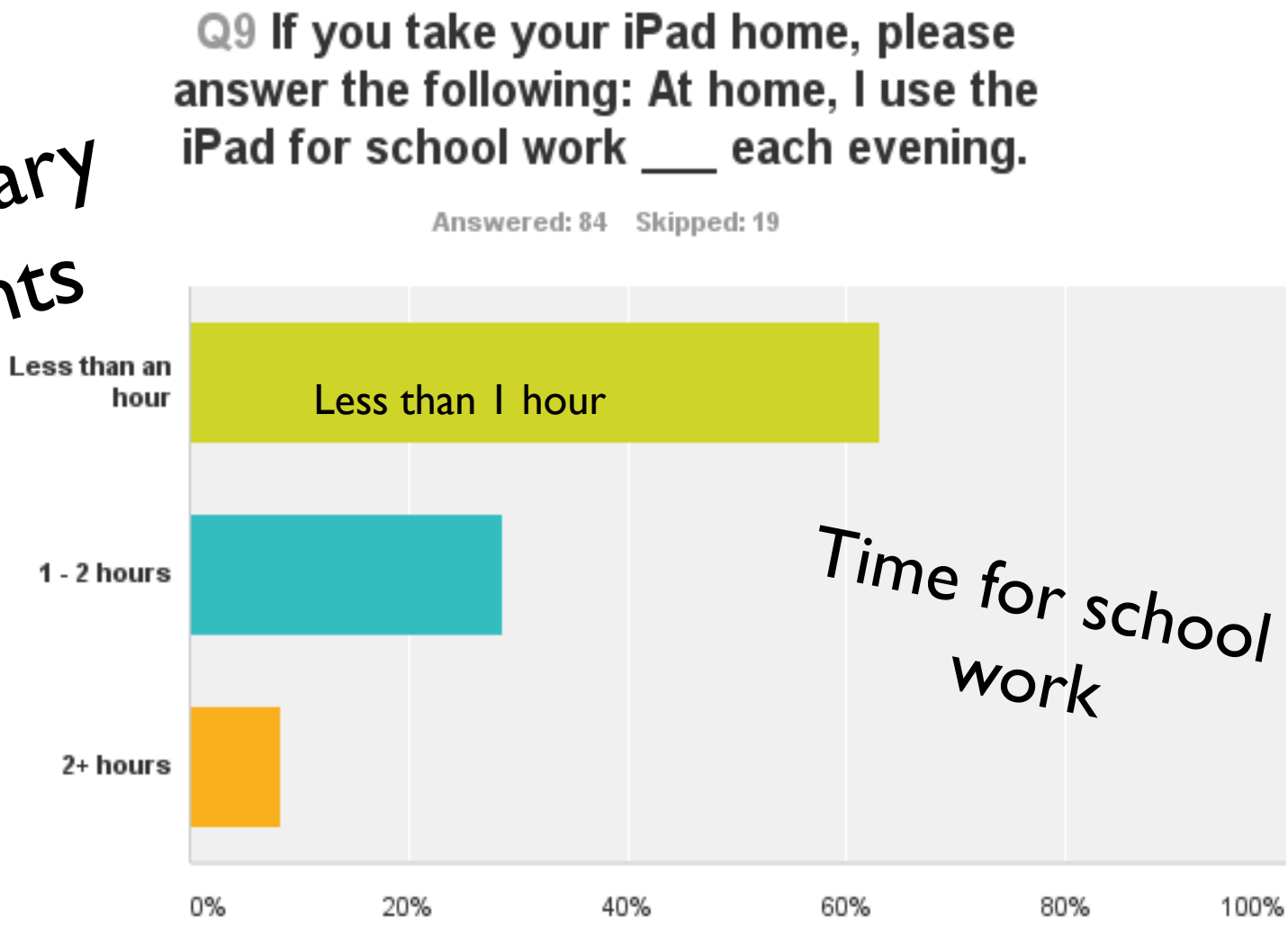
Q10 On a scale of 1-4 please select the number below that best represents how you feel about the following statement, As a parent I need support around how to manage the device at home.

Answered: 351 Skipped: 14



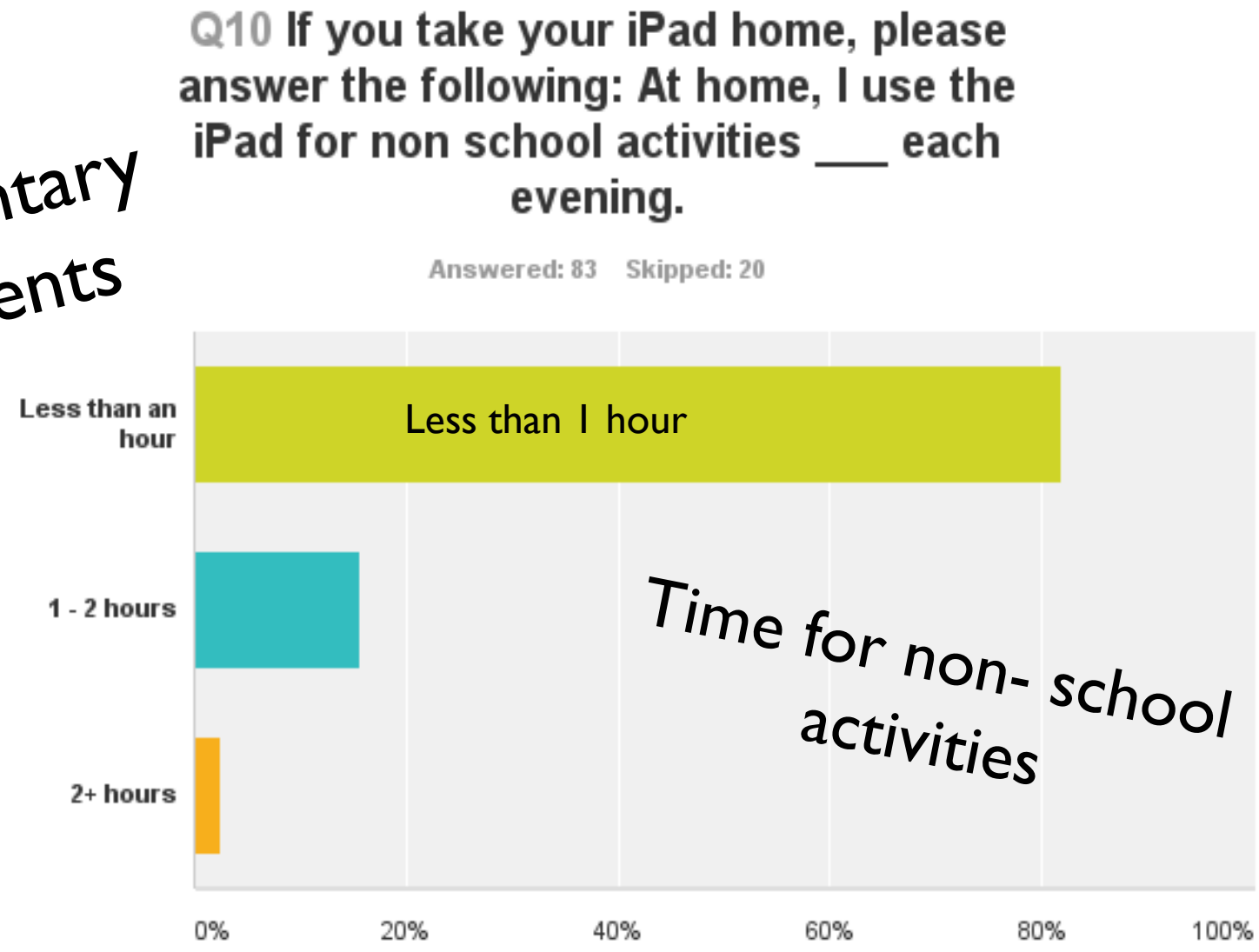
Need support managing device at home

Elementary Students



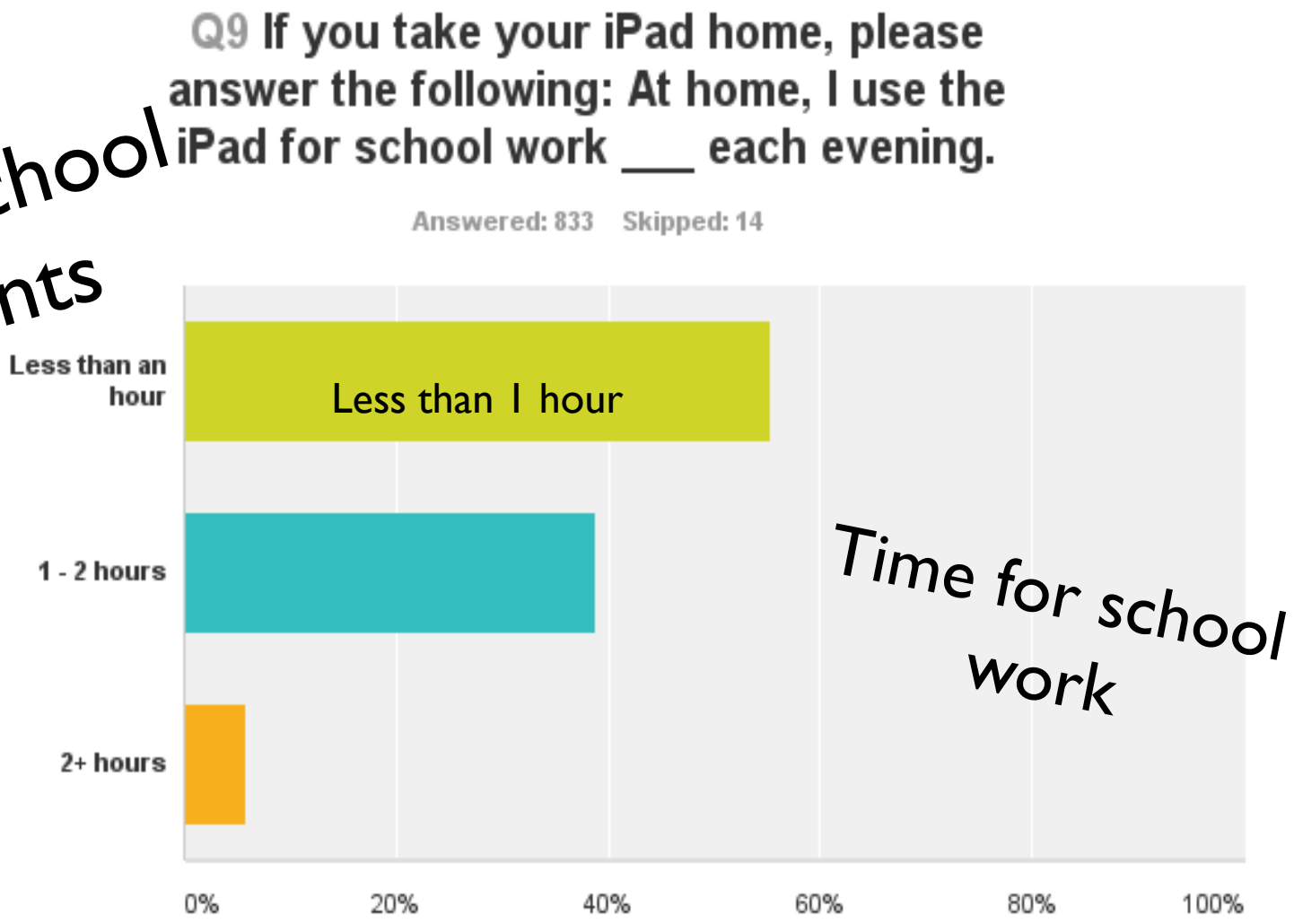
Time for school work

Elementary Students



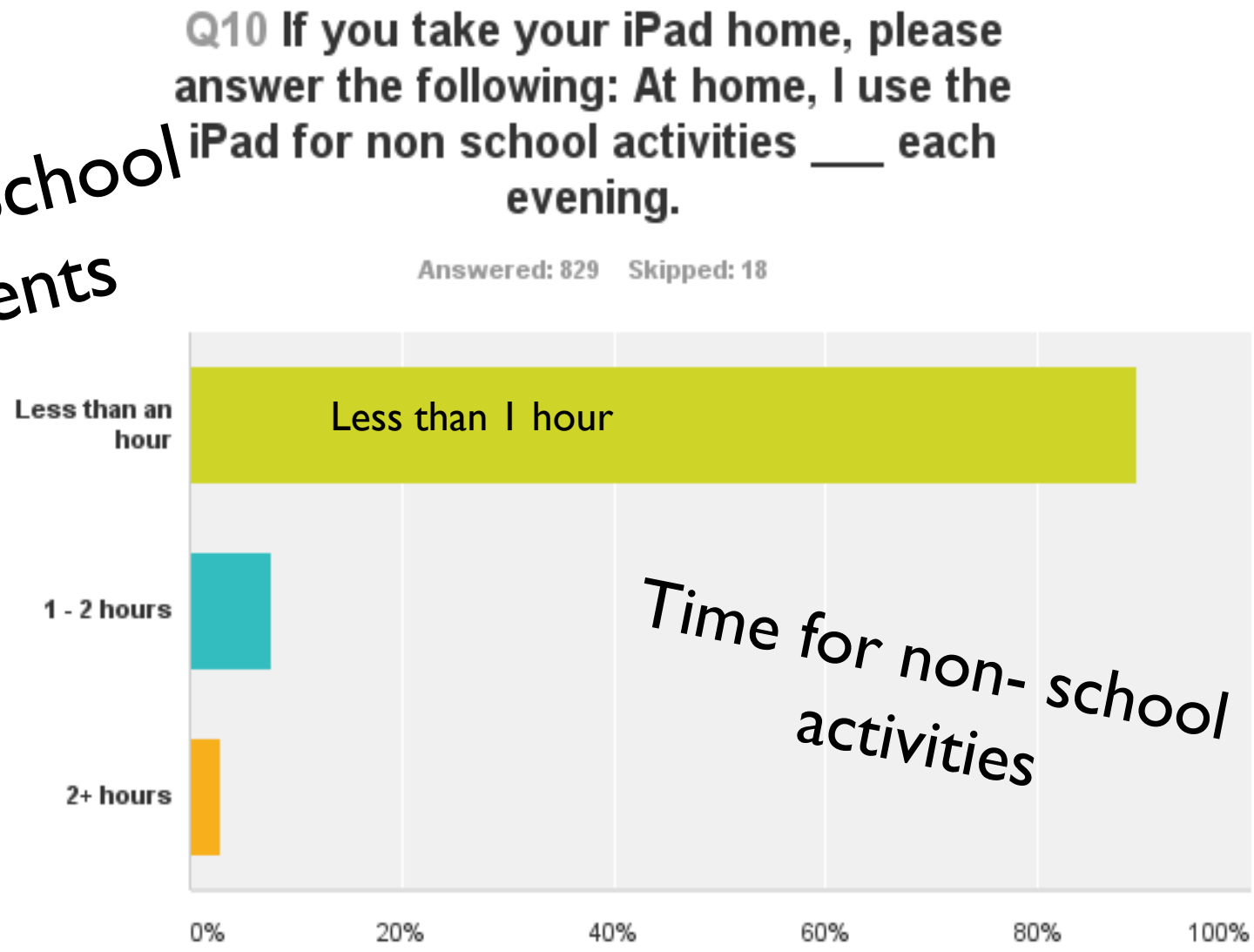
Time for non- school activities

Middle School Students



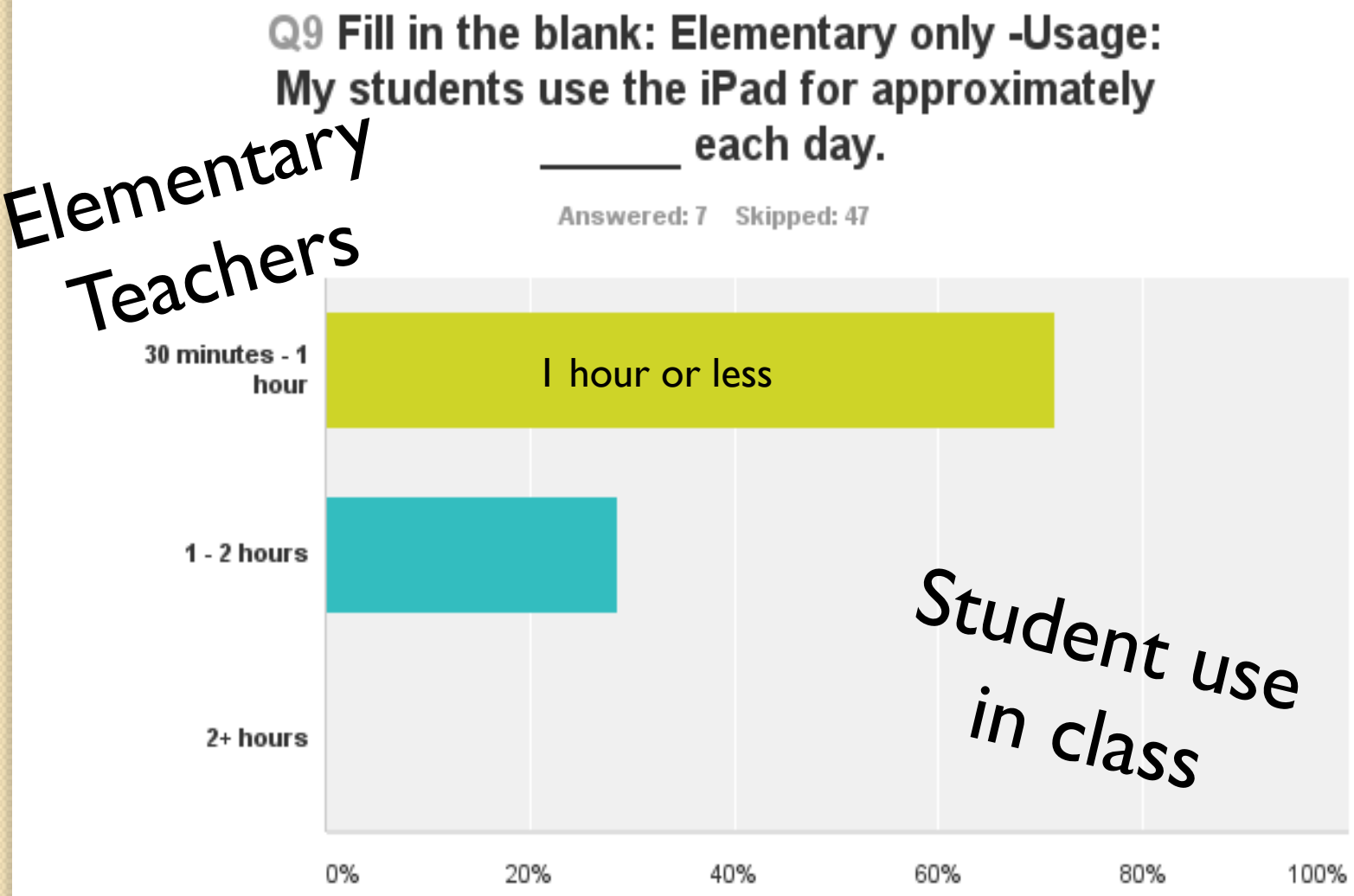
Time for school work

Middle School Students



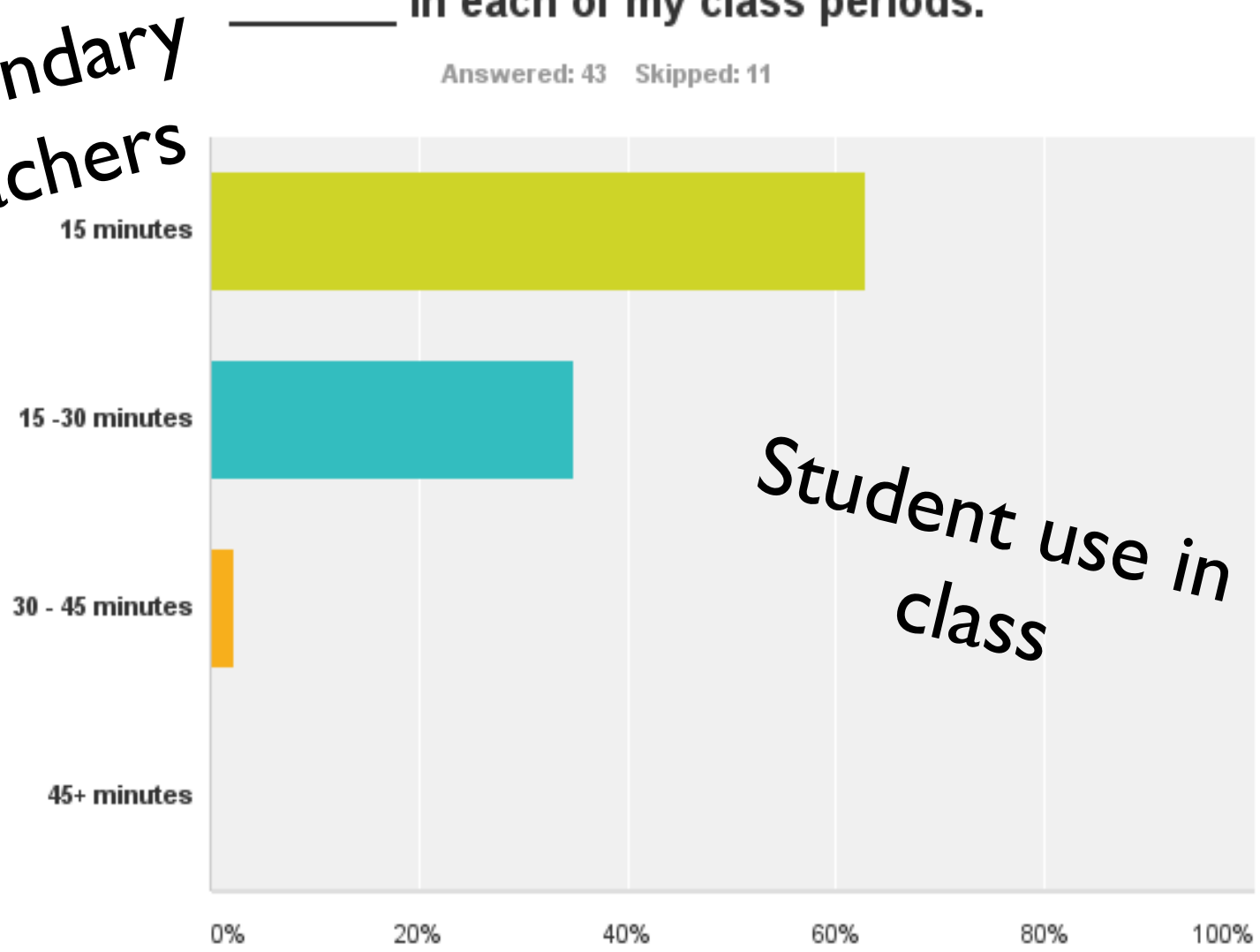
Time for non- school activities

Elementary Teachers



Student use in class

Secondary Teachers

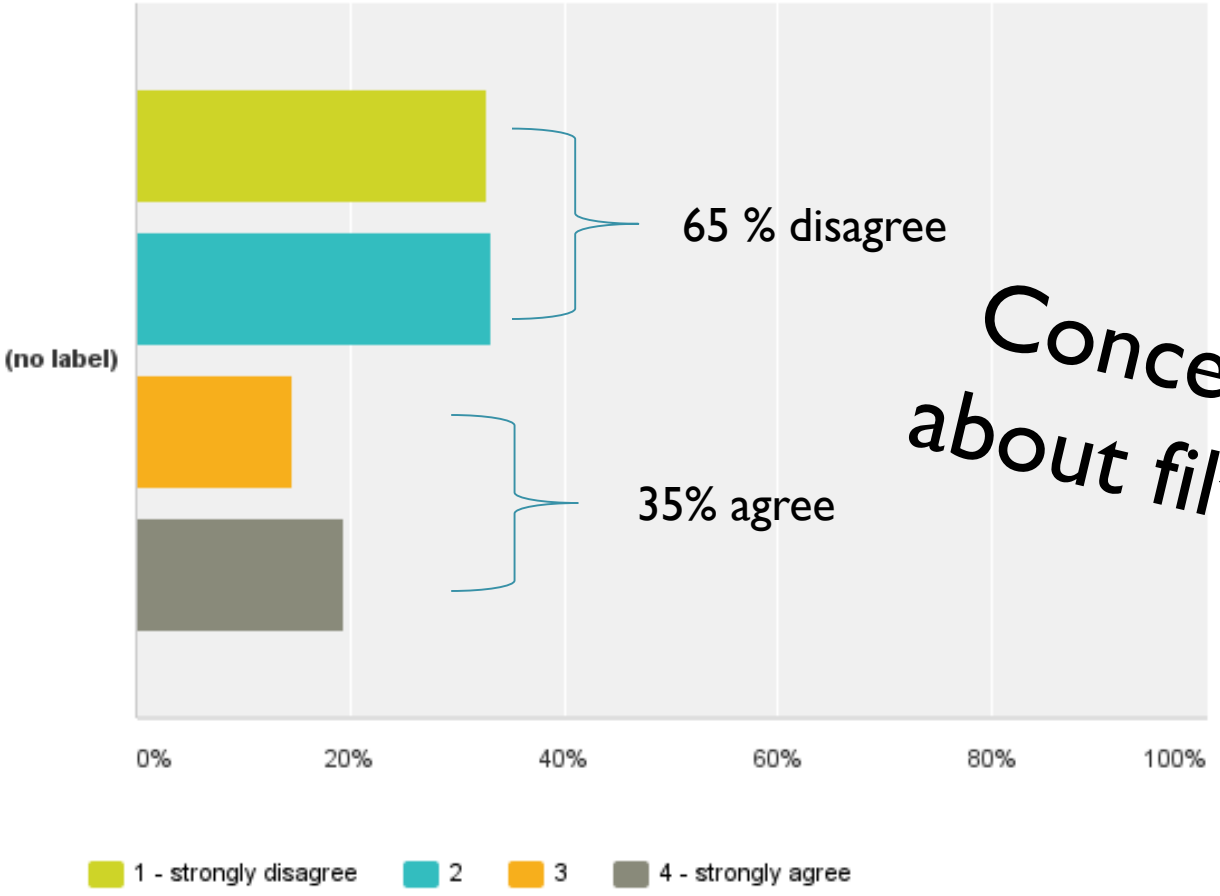


Student use in class

Parents

Q4 On a scale of 1-4 please select the number below that best represents how you feel about the following statement, I am concerned about the internet filters ability to keep my child on appropriate websites, apps, etc.

Answered: 364 Skipped: 1



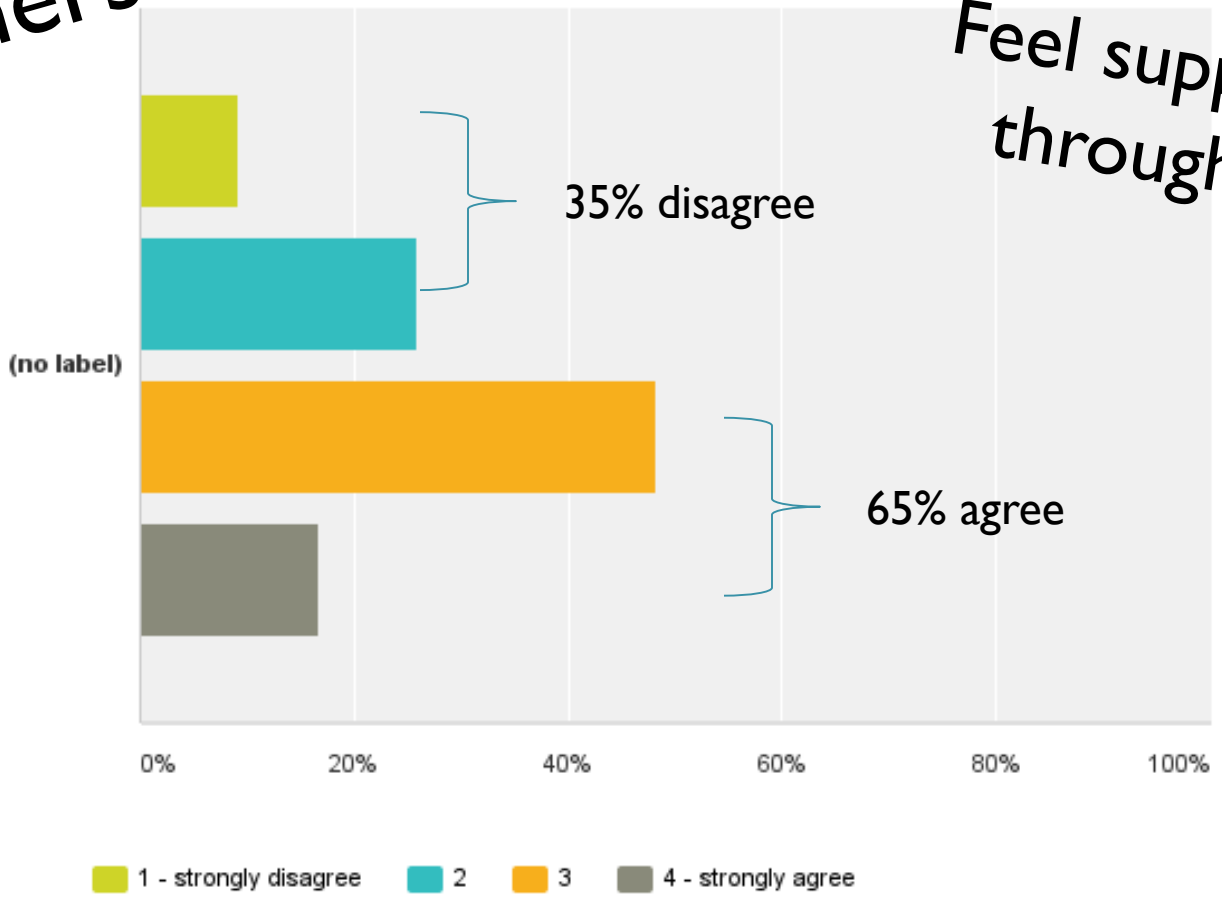
Concern about filter

Teachers

Feel supported through PD

Q8 On a scale of 1-4 please select the number below that best represents how you feel about the following statement, Professional Development: I feel supported and comfortable teaching with iPads in my classroom.

Answered: 54 Skipped: 0



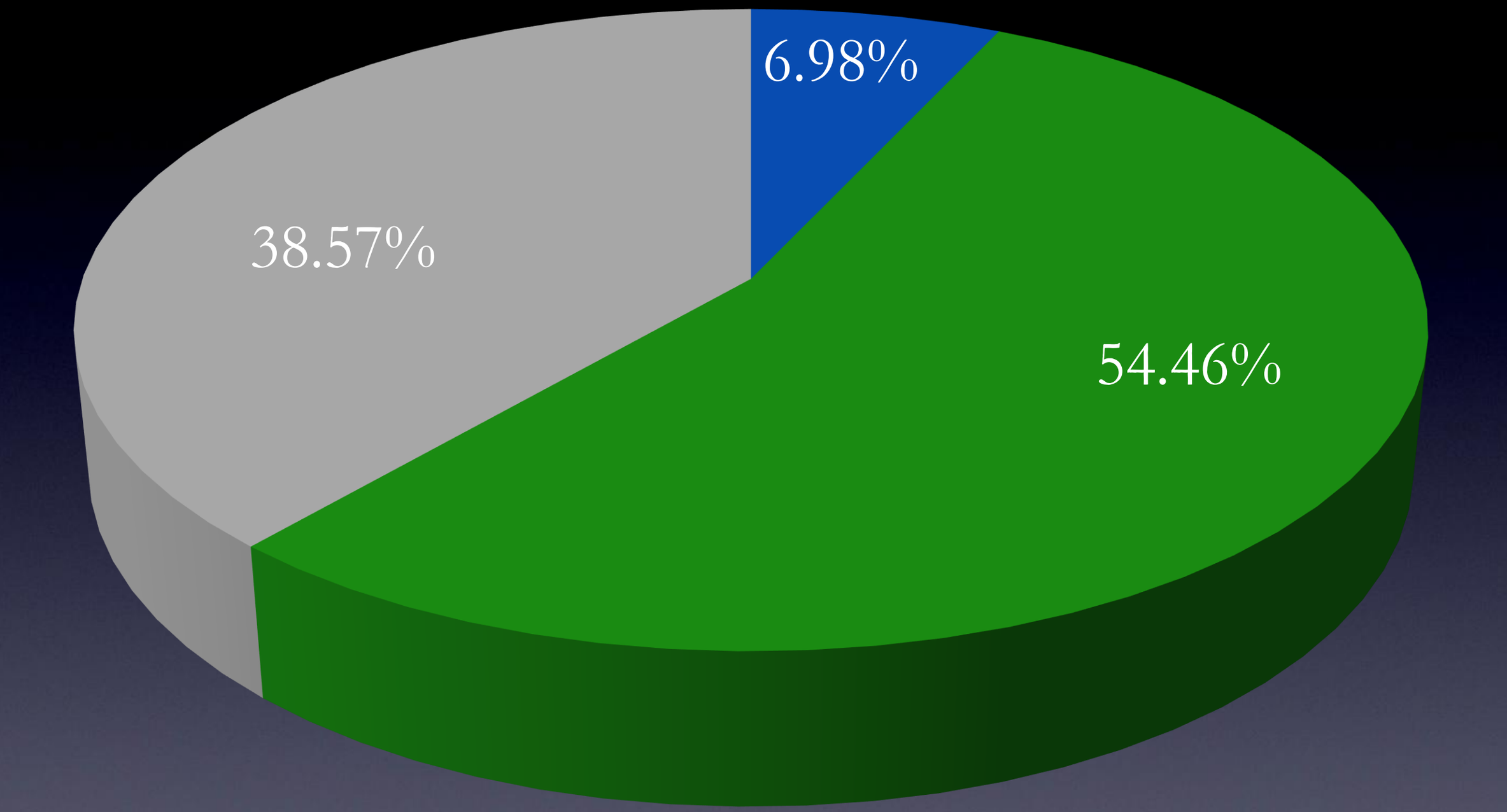
Community Input

Pre-school Parent Night

Elementary Parent Night

Secondary Parent Night

List Serv and Web Feedback



Pre-School
36 respondents

Elementary (Grades K-5)
281 respondents

Secondary (Grades 6-12)
199 respondents

TOTAL = 516

Top 3 Areas Where Use of Educational Technology is Exciting

1. Increased Learning (213 responses)
2. Increased Technology Skills (190 responses
3. Easy Access to current Information (130 responses)

Top 3 Concerns Around Use of Educational Technology

1. Health Concerns (196 responses)
2. Loss of Traditional Learning Methods (195 responses)
3. Security (139 responses)

Top 3 Areas for District to Consider in Planning Phase III

1. Financial (111 responses)
2. Training (86 responses)
3. Research and Evaluate Effectiveness (67 responses)

Phase III Recommendations

Consideration of feedback from teachers, students, and parents/community members:

1. Strengthen Current Program & Continue to Build Capacity
2. Slow Down Implementation of Phase III
3. Funding to be Within Existing Budget $$

Strengthen Current Program/Build Capacity

<u>Establish a Technology Advisory Committee:</u>

- Consists of teachers, parents, community members, and students
- Conducts research for high school implementation and devices
- Conducts research around e-learning options and content
- Develops support materials for parents, staff and students (guidelines, handbooks, procedures)

Strengthen Current Program/Build Capacity

<u>Conduct a full third-party evaluation process:</u>

- Involves teachers, parents and students
- Measures include student achievement, attendance, behavior, capacity, engagement
- On-going evaluation throughout implementation beginning this Spring 2014
- Ability to compare with results nationally

Strengthen Current Program/Build Capacity

<u>Conduct a third-party security audit:</u>

- Contract with outside agency to determine strengths and areas of recommendations around security infrastructure

- To begin Spring 2014

<u>Improve technology connectivity issues:</u>

- Increase infrastructure capacity and improve ESD partnership

Strengthen Current Program/Build Capacity

<u>Provide Focused Support to 1:1 Classrooms:</u>

- Restructure current staffing model
- Add additional FTE instructional technology support
- Embedded, on the job professional development/coaching
- Provide train the trainer model of professional support

Phase III Proposal

Continue all 1:World classrooms currently active in 2014

Expand AVID by 1 class at each high school

Add 6th-8th grade at Franklin to match CMS and LPMS

Add 5th grade iPads at every elementary school (with carts….to slowly transition home use after preparation during the school year)

1:1 tech innovation grants for limited number of elementary and high school teachers

Phase III Funding

March 10, 2014	iPads Needed					Additional Labor				
Location	**Grades**	**Staff**	**Students**	**Cost**	**WiFi**	**Tech**	**SPOC**	**Tech TOSA**	**Prof Develop**	**GRAND TOTALS**
High School Infrastructure (Partial)	HS				$100,000					$100,000
All 5th Grade Students	5th		420	189,000	19,413					208,413
Franklin 6th - 8th	6 - 8		192	86,400	2,708					89,108
AVID Expansion at CHS & CVHS	HS		50	22,500						22,500
Innovation Grants K-12	K - 12		300	135,000	8,768					143,768
Professional Development								180,000	50,000	230,000
Other						7,500	67,500			75,000
TOTALS		**0**	**962**	**$432,900**	**$130,889**	**$7,500**	**$67,500**	**$180,000**	**$50,000**	**$868,789**
				$450/ea; incl device, case, apps, device mgmt, chargers, etc	*one-time+*	*Tech Dept deployment help*	*Addn'l 1.0 Classified FTE Tech at Elem Level & .5 FTE Secondary*	*2.0 Cert FTE (1.0 GF; 1.0 Collaboration Grant)*	*General Fund, Collaboration Grant*	

1:World Phase III Funding Source Proposal - 3-10-2014

1:World Phase III Proposal (3-10-14)

	Funding Source				
Item	GENERAL FUND Proposed	CET Proposed	FACILITIES GRANT Proposed	CLASS* Proposed	TOTALS
WiFi Infrastructure		$ 130,889			$ 130,889
iPads, Apps, Carts & Device Mgmt	200,000		232,900		432,900
Deployment Staffing	7,500				7,500
Additional School Tech Support (SPOC)	67,500				67,500
Professional Development	115,000			115,000	230,000
TOTALS	**$ 390,000**	**$ 130,889**	**$ 232,900**	**$ 115,000**	**$ 868,789**

*CLASS Grant = Collaboration Grant

1:WORLD

Board Clarifying Questions
Public Testimony
Conversation…

Corvallis
SCHOOL DISTRICT

VII.B. Public/StaffTestimony Regarding 1:World Program (30 minutes)

NOTE: In order to testify about 1:World, complete the specific request card (lavender color) at the meeting and turn it in to the Board Secretary **before** the meeting begins. See guidelines for providing input to the School Board, which is linked under the Public Testimony agenda item, above. (Attendees may sign up to testify for both the 1:World and general topics testimony periods.)

VIII. BUDGET PARAMETERS

VIII.A. All-day Kindergarten



FULL DAY

KINDERGARTEN

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Why Now?

CORVALLIS SCHOOL DISTRICT 509J

Cost of adding All-Day K at Adams, Franklin, Hoover and Jefferson in 2014-15

School (Non-Title)	# of K Classes	# of Addn'l FTE	Added General Fund Cost
Adams	2	1.00	
Franklin	1	0.50	
Hoover	2	1.00	
Jefferson	2	1.00	
Totals	**7**	**3.50**	**$ 298,000**
Plus: Title IA Support at Current All-Day K Schools: Shift from Title IA to General Fund		**4.20**	**352,000**
Gross addition to General Fund		**7.70**	**$ 650,000**
Less: 1.0 FTE for minus one class-size reduction at Elementary Level (per Board Budget Paramenter discussion)		(1.00)	(90,000)
Net add to General Fund to add All-Day K to all CSD Elem Schools		**6.70**	**$ 560,000**

**Note: State funding for Kindergarten students remains at .5 for the 2014-15 school year and moves to 1.0 for 2015-16*



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- Intervention effectiveness: Pre K – 3rd grade have a 90% success rate when applied systematically with fidelity *(after 3rd, 75% are not as effective)*
- Full day kindergarten allows for more social interaction in a supportive setting
- Currently students are not accessing preschool at the rate we desire
- 50 additional students enrolled 13-14 school year for kindergarten at Mt View and Wilson



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We are committed to implement full day kindergarten in 2015-16, so is it even feasible to implement a year early?

Adams, Franklin, Hoover and Jefferson principals met to discuss the following:

- Room and Infrastructure
- Curriculum
- Buy In/Support
- Staffing Process

Yes we can!



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At Kindergarten Information Night conducted a 1 question survey:

How interested are you in having your child attend a full day kindergarten class next year (district sponsored)?

171 parents responded:

121 Very Interested (71%)

9 Interested (5%)

24 Neutral/Somewhat interested (14%)

17 Not Interested (10%)



RECOMMENDATION

From Elementary Principal Team

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All 8 elementary principals agreed that this would be the best use of funds.

- Consensus on using the 1.0 FTE for class size reduction for all day kindergarten

- Title schools will benefit if we move to all day in all schools; offset the cost of staffing currently coming from Title 1 about $450,000
  - Preschool?
  - Counseling?
  - Wrap around services for families?



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Corvallis
SCHOOL DISTRICT

VIII.B. Summer Academy Transition Programs

IX. SPECIAL REPORTS

IX.A. 2014-15 School Calendar

X. CONSOLIDATED ACTION

X.A. Licensed Personnel Recommendations Including Annual Contract Renewals

Corvallis School District 509J
Board of Directors

BOARD MEETING DATE: March 10, 2014 **FOR-ACTION**

SUBJECT: Licensed Personnel Action Including Annual Contract Renewals

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1. Issue: Information on licensed personnel recommendations

   a. Annual Contract Renewals:
   Attached are the personnel recommendations for the 2014-2015 school year, grouped by contract status.

   Recommendations: Approve attached recommendations

   Involvement: District Staff

   b. Recommendation to Hire:
   Kristie Ahola: Intervention Specialist, 1.0 FTE, Mt.View Elementary, effective March 7, 2014 (Temporary).

   Rachel Beyer: Elementary Music Specialist, 0.50 FTE, Mt.View Elementary, effective March 3, 2014 (Temporary).

   c. Termination/Resignation/Layoff:
   Angela Bell: Intervention Specialist, 1.0 FTE, Lincoln Elementary School, effective June 30, 2014 (Resignation). Angela is currently on a leave of absence.

   Dan Bowdoin: Math Teacher, 1.0 FTE Linus Pauling Middle School, effective June 30, 2014 (Resignation). Dan is currently on a leave of absence.

   Diane Glass: Special Education Life Skills Teacher, 1.0 FTE, Linus Pauling Middle School, effective June 30, 2014 (Resignation).

   Cynthia Granberg: Language Arts Teacher, 1.0 FTE, Crescent Valley High School, effective June 30, 2014 (Resignation).

   Lisa Harlan: Elementary Principal, 1.0 FTE, Lincoln Elementary School, effective June 30, 2014 (Resignation). Lisa is currently on a leave of absence.

   Megan Hiesterman: 2nd Grade Teacher, 1.0 FTE, Hoover Elementary School, effective June 30, 2014 (Resignation). Megan is currently on a leave of absence.

Michael Krasilovsky: Science Teacher, 1.0 FTE, Cheldelin Middle School, effective June 30, 2014 (Resignation). Michael is currently on a leave of absence.

Cynthia McMahan: Second Grade /Intervention Teacher, 0.69 FTE, Mt.View Elementary School, effective March 7, 2014 (Resignation).

Brendan McMullen: Math Teacher, 0.67 FTE, Crescent Valley High School, effective March 14, 2014 (Resignation).

Peggy Reilly: Special Education Life Skills Teacher, 1.0 FTE, Jefferson Elementary School, effective June 30, 2014 (Resignation).

Aileen Schrock: 2nd Grade Teacher, 1.0 FTE, Mt.View Elementary, effective June 30, 2014 (Resignation). Aileen is currently on a leave of absence.

Michelle Snyder: Dual Language Teacher, 1.0 FTE, Linus Pauling Middle School, effective June 30, 2014 (Resignation).

ACTION REQUESTED: Approve recommendations.

CONTACT PERSON: Jennifer Duvall

CORVALLIS school district 509J

LICENSED PERSONNEL
Recommendations
for the 2014-2015 School Year

The following are licensed staff members listed by status with recommendations indicated for the 2014-2015 school year.

CONTRACT EXTENSION FOR THE PERIOD OF JULY 1, 2014 TO JUNE 30, 2016

Name	Building	Current Status
Adams, Maria	Lincoln Elementary	Contract Teacher
Alexander, Kathy	Garfield Elementary	Contract Teacher
Anderson, Marian	Franklin School	Contract Teacher
Andresen, Carol	Franklin School	Contract Teacher
Apple McConahy, Angela	Wilson Elementary	Contract Teacher
Argo, Claudia	Garfield Elementary	Contract Teacher
Ash, Connie	Adams Elementary	Contract Teacher
Banuelos, Irma	Lincoln Elementary	Contract Teacher
Barron, Justin	Hoover Elementary	Contract Teacher
Baumgartner, Sandra	Mt. View Elementary	Contract Teacher
Bay, Eva	Crescent Valley High	Contract Teacher
Beck-Ard, Laura	Corvallis High	Contract Teacher
Behrens, Gerhard	Adams Elementary	Contract Teacher
Bell, Sandra	Cheldelin Middle	Contract Teacher
Benning, Tamara	Cheldelin Middle	Contract Teacher
Benson, Mary	Wilson Elementary	Contract Teacher
Beran, David	Crescent Valley High	Contract Teacher
Berg, Katherine	Lincoln Elementary	Contract Teacher
Berrey, Thomas	Cheldelin Middle	Contract Teacher
Birdseye, Deborah	Jefferson Elementary	Contract Teacher
Blount, Sarah	Crescent Valley High	Contract Teacher
Boedtker, Beatrice	Linus Pauling Middle	Contract Teacher
Boggs, Valerie	Garfield Elementary	Contract Teacher
Bolden, Christy	Garfield Elementary	Contract Teacher
Boley, Janet	Crescent Valley High	Contract Teacher
Bontrager, Beth	Hoover Elementary	Contract Teacher
Boock, Kristin	Wilson Elementary	Contract Teacher
Boyd-Berman, Holly	Linus Pauling Middle	Contract Teacher
Bradley, Paul	Wilson Elementary	Contract Teacher
Bregar, Daniel	Crescent Valley High	Contract Teacher
Brewer, Jeanette	District Office	Contract Teacher
Brooks, Greta	Corvallis High	Contract Teacher

CONTRACT EXTENSION FOR THE PERIOD OF JULY 1, 2014 TO JUNE 30, 2016 continued

Bryan, Joanne	District Office	Contract Teacher
Buchanan, Paul	Crescent Valley High	Contract Teacher
Cadotte, Melissa	Cheldelin Middle	Contract Teacher
Carrick, Margaret	Hoover/Jefferson	Contract Teacher
Carter, Wanda	Franklin School	Contract Teacher
Carver, Emily	Hoover Elementary	Contract Teacher
Caster, Gregory	Hoover/Mt.View	Contract Teacher
Caster, Trudi	Corvallis/ CVHS	Contract Teacher
Chilvers, Jody	Linus Pauling Middle	Contract Teacher
Ciechanowski, Ian	Cheldelin Middle	Contract Teacher
Cook, Matthew	Franklin School	Contract Teacher
Cornell, Margaret	Crescent Valley High	Contract Teacher
Cox, Robert	Crescent Valley High	Contract Teacher
Criscione, Anicia	Hoover Elementary	Contract Teacher
Criscione, Matthew	Hoover Elementary	Contract Teacher
Crisostomo, Roseanne	Lincoln Elementary	Contract Teacher
Crotti, Theodora	Corvallis High	Contract Teacher
Davila Williams, Nancy	Garfield Elementary	Contract Teacher
Davis, Jennifer	Cheldelin Middle	Contract Teacher
Davis, Laura	Adams Elementary	Contract Teacher
Day Isaias, Kara	Garfield Elementary	Contract Teacher
Dazey, Eric	Corvallis High	Contract Teacher
Delamater, Jeanine	Hoover Elementary	Contract Teacher
Delp, Laura	Linus Pauling Middle	Contract Teacher
Demarest, Ellen	District Office	Contract Teacher
Demeo, Barbara	Mt. View Elementary	Contract Teacher
Diaz, Susan	Corvallis High	Contract Teacher
Dillon, Timothy	Hoover Elementary	Contract Teacher
Donne, Carolyn	Jefferson Elementary	Contract Teacher
Duerfeldt, Ross	Corvallis High	Contract Teacher
Duvall, Robert	Corvallis High	Contract Teacher
Eastwood, Victoria	Crescent Valley High	Contract Teacher
Egan, Lisa	Corvallis High	Contract Teacher
Ellingson, Craig	Crescent Valley High	Contract Teacher
Ellis, Charlyn	Corvallis High	Contract Teacher
Endo, Linda	District Office	Contract Teacher
England, Jennifer	Franklin School	Contract Teacher
Erickson, Kristin	Jefferson Elementary	Contract Teacher
Filloy Sharp, Amanda	Corvallis High	Contract Teacher
Fischer, Tracey	Adams Elementary	Contract Teacher
Fong, Sandra	Linus Pauling Middle	Contract Teacher
Foulkes, Beatriz	Garfield Elementary	Contract Teacher
Fowler, Sheila	Crescent Valley High	Contract Teacher
Free, Stacey	Franklin School	Contract Teacher
Froot, Ellen	Crescent Valley High	Contract Teacher
Gable, David	Cheldelin Middle	Contract Teacher

CONTRACT EXTENSION FOR THE PERIOD OF JULY 1, 2014 TO JUNE 30, 2016 continued

Gabonay, Erika	Corvallis High	Contract Teacher
Garcia, Angela	Cheldelin/CVHS	Contract Teacher
Garrison, Gregory	Corvallis High	Contract Teacher
Gosser, Anna Marie	Hoover Elementary	Contract Teacher
Graham, Cheryl	Wilson Elementary	Contract Teacher
Griffin, Leslie	Corvallis High	Contract Teacher
Griffith, Carol	Harding Center	Contract Teacher
Hackethorn, Kristen	Corvallis High	Contract Teacher
Hagel Jr., Maughn	Corvallis High	Contract Teacher
Halsey, Julie	Crescent Valley High	Contract Teacher
Hammond, Diana	Linus Pauling Middle	Contract Teacher
Hannigan, Angela	District Office	Contract Teacher
Harris, Nathan	Garfield Elementary	Contract Teacher
Harrison, John	Linus Pauling Middle	Contract Teacher
Harry, Deborah	Cheldelin Middle	Contract Teacher
Hasenstein, Liisa	Linus Pauling Middle	Contract Teacher
Hawkins, Christine	Adams Elementary	Contract Teacher
Hawkinson, Paige	Franklin School	Contract Teacher
Hayes, Rebecca	Hoover Elementary	Contract Teacher
Heath, Thomas	Jefferson Elementary	Contract Teacher
Hee, Malia	Crescent Valley High	Contract Teacher
Hibbert, Kelsey	Cheldelin /LPMS	Contract Teacher
Holcomb, Lisa	Cheldelin Middle	Contract Teacher
Holmberg, Sue	District Office	Contract Teacher
Holt, Robert	Corvallis High	Contract Teacher
Hoover, Kimberlee	Cheldelin Middle	Contract Teacher
Howe, Ronald	Crescent Valley High	Contract Teacher
Huffaker, Roxie	Cheldelin Middle	Contract Teacher
Hyde, Gregory	Corvallis High	Contract Teacher
Janes, Kristine	Cheldelin/CVHS	Contract Teacher
Johnson, Mary	Crescent Valley High	Contract Teacher
Johnson, Travis	Franklin School	Contract Teacher
Jones, Karen	Corvallis High	Contract Teacher
Kammerzelt, Daniel	Corvallis High	Contract Teacher
Kanter, Ryan	Crescent Valley High	Contract Teacher
Kaye Waggle Alexia	Garfield Elementary	Contract Teacher
Kiekel, Jane	Corvallis High	Contract Teacher
Kikuta, Elton	Jefferson Elementary	Contract Teacher
Kimes, Millie	Corvallis High	Contract Teacher
Kimmell, Sarah	Lincoln Elementary	Contract Teacher
King, Matthew	Corvallis High	Contract Teacher
Kintscher, Kacey	Hoover Elementary	Contract Teacher
Kirby, Matthew	Corvallis High	Contract Teacher
Kirsch, Adam	Crescent Valley High	Contract Teacher
Knoke, Amy	Corvallis High	Contract Teacher
Kocher, Sherry	District Office	Contract Teacher

CONTRACT EXTENSION FOR THE PERIOD OF JULY 1, 2014 TO JUNE 30, 2016 continued

Kollath, Jennifer	Corvallis High	Contract Teacher
Kreta, Jennifer	Lincoln Elementary	Contract Teacher
Krueger, Karin	Corvallis High	Contract Teacher
Langner, Marin	Crescent Valley High	Contract Teacher
Langton, Gail	Cheldelin Middle	Contract Teacher
Larrowe, Richard	Corvallis High	Contract Teacher
Lashley, Laura	Adams Elementary	Contract Teacher
Lasswell, Scott	Corvallis High	Contract Teacher
Lauritzen, Zachary	Crescent Valley High	Contract Teacher
Leclaire, Teresa	Jefferson Elementary	Contract Teacher
Lincoln, Marsha	Cheldelin Middle	Contract Teacher
Lont, Julia	Corvallis High	Contract Teacher
Looney, Dale	Adams Elementary	Contract Teacher
Loso, Dana	Crescent Valley High	Contract Teacher
Luftig, Alexandria	Corvallis High	Contract Teacher
Macbeth, Deborah	Mt. View Elementary	Contract Teacher
Maciel, Alyssa	Garfield Elementary	Contract Teacher
Martin Jr., Thomas	Corvallis High	Contract Teacher
Martin, Stephanie	Jefferson Elementary	Contract Teacher
McCormick, Stephanie	Adams /Franklin	Contract Teacher
McCracken, Marta	Wilson Elementary	Contract Teacher
McDonough, Matthew	Corvallis High	Contract Teacher
McGowan, Christopher	Corvallis High	Contract Teacher
McKee, Aaron	Linus Pauling Middle	Contract Teacher
McNutt, Kathleen	Hoover Elementary	Contract Teacher
McShane, Margaret	Adams Elementary	Contract Teacher
Mercado, Emily	Crescent Valley High	Contract Teacher
Meyers, Barbara	Wilson Elementary	Contract Teacher
Miller, Joshua	Corvallis High	Contract Teacher
Mitchell, Becky	Franklin School	Contract Teacher
Mooney, Christopher	Corvallis High	Contract Teacher
Morrison, Pamela	Garfield Elementary	Contract Teacher
Moses, Keith	Crescent Valley High	Contract Teacher
Mulligan, Sheila	Cheldelin Middle	Contract Teacher
Myers, Katherine	Corvallis/ CVHS	Contract Teacher
Newton, Sherry	Garfield Elementary	Contract Teacher
Olson, Carla	Linus Pauling Middle	Contract Teacher
Olvera, Holly	Linus Pauling Middle	Contract Teacher
Opfer, Jonathan	Hoover Elementary	Contract Teacher
Paley, Kathryn	Cheldelin Middle	Contract Teacher
Parrott, Theresa	Cheldelin Middle	Contract Teacher
Pascuzzi, Talia	Lincoln Elementary	Contract Teacher
Patching, Andrew	Linus Pauling Middle	Contract Teacher
Pederson-Pastor, Sue	Wilson Elementary	Contract Teacher
Perdue, Kim	Hoover Elementary	Contract Teacher
Perrigan, Heather	Corvallis High	Contract Teacher

CONTRACT EXTENSION FOR THE PERIOD OF JULY 1, 2014 TO JUNE 30, 2016 continued

Peterson, Aubrey	Corvallis High/LPMS	Contract Teacher
Peterson, Karen	Corvallis High	Contract Teacher
Ponder, Amy	Hoover Elementary	Contract Teacher
Powers, Shelley	Corvallis High	Contract Teacher
Prothero, Lindsay	Franklin School	Contract Teacher
Pullam, Maryanne	Jefferson Elementary	Contract Teacher
Raleigh, Claudia	Adams Elementary	Contract Teacher
Randklev, Sage	Wilson Elementary	Contract Teacher
Rarick, Patrick	Franklin School	Contract Teacher
Rathja, Laura	Adams Elementary	Contract Teacher
Regan, Paul	Linus Pauling Middle	Contract Teacher
Reitmeier-Coolen, Sandra	Hoover/Wilson	Contract Teacher
Reynolds, Daniel	Mt. View Elementary	Contract Teacher
Riesenberg, Douglas	Crescent Valley High	Contract Teacher
Roberts, Cami	Crescent Valley High	Contract Teacher
Rodriguez, Jennifer	Adams Elementary	Contract Teacher
Rose, Coulter	Linus Pauling Middle	Contract Teacher
Rosegold, Marc	Crescent Valley High	Contract Teacher
Rosenberg, Janice	Cheldelin Middle	Contract Teacher
Roush, Mary Lynn	Mt. View Elementary	Contract Teacher
Ruzek, Maurine	Jefferson Elementary	Contract Teacher
Sahnow, Shahnaz	Lincoln Elementary	Contract Teacher
Schloss, Christine	Jefferson Elementary	Contract Teacher
Schloss, Hilary	Wilson Elementary	Contract Teacher
Shaklee, Jessica	Wilson Elementary	Contract Teacher
Sheppick, Tiffany	Mt. View Elementary	Contract Teacher
Sherwin, Michael	Crescent Valley High	Contract Teacher
Shimabuku, Jeffrey	Crescent Valley High	Contract Teacher
Silbernagel, Kristin	Jefferson Elementary	Contract Teacher
Skaugstad, Amy	Wilson Elementary	Contract Teacher
Skillings, Kevin	Corvallis High	Contract Teacher
Skillings, Mary	Corvallis High	Contract Teacher
Smith, Chaundra	District Office	Contract Teacher
Stair, Michael	Crescent Valley High	Contract Teacher
Starker, Sally	Linus Pauling Middle	Contract Teacher
Starwalt, Ryan	Crescent Valley High	Contract Teacher
Stephens, Matthew	Linus Pauling Middle	Contract Teacher
Stone, Jane	Wilson Elementary	Contract Teacher
Stroup, Tara	Mt. View Elementary	Contract Teacher
Swenson, Stephanie	Linus Pauling Middle	Contract Teacher
Taylor, Cherie	Harding Center	Contract Teacher
Taylor, Lucinda	Adams Elementary	Contract Teacher
Templeton, Patricia	Harding Center	Contract Teacher
Thenell, Marion	Linus Pauling Middle	Contract Teacher
Theurer, Sarah	Corvallis High	Contract Teacher
Thomson, Margaret	Adams Elementary	Contract Teacher

CONTRACT EXTENSION FOR THE PERIOD OF JULY 1, 2014 TO JUNE 30, 2016 continued

Tofell, Melissa	Jefferson Elementary	Contract Teacher
Toman, Pamela	Linus Pauling Middle	Contract Teacher
Tubbs, Lori	Mt. View Elementary	Contract Teacher
Tucker, Donald	Cheldelin Middle	Contract Teacher
Turple, April	Crescent Valley High	Contract Teacher
Tyrrell, Lisa	Franklin School	Contract Teacher
Ulstad, Anne	Cheldelin Middle	Contract Teacher
Velez, Tracy	Crescent Valley High	Contract Teacher
Villaman, Bonnibel	Garfield Elementary	Contract Teacher
Villani, Danielle	Wilson Elementary	Contract Teacher
Welch-Radabaugh, Trinity	Crescent Valley High	Contract Teacher
Wells, Denise	Franklin School	Contract Teacher
Williams, Joseph	Adams Elementary	Contract Teacher
Williams, Julie	Corvallis High	Contract Teacher
Wilson, Deanna	Franklin School	Contract Teacher
Winograd, Melinda	Franklin School	Contract Teacher
Wofford, Cynthia	Jefferson Elementary	Contract Teacher
Woodruff, Karrie	Crescent Valley High	Contract Teacher
Works, Colleen	Corvallis High	Contract Teacher
Wright, Cathy	Harding Center	Contract Teacher
Yeh, Dow	Jefferson Elementary	Contract Teacher
Zeller, Debra	Corvallis/CVHS	Contract Teacher
Zimmers, Heather	Crescent Valley High	Contract Teacher

CORVALLIS school district 509J

LICENSED PERSONNEL
Recommendations
for the 2014-2015 School Year

The following are certified staff members listed by status with recommendations indicated for the 2014-2015 school year.

PROBATIONARY STATUS – 3RD YEAR FOR THE PERIOD OF JULY 1, 2014-JUNE 30, 2015

Name	Building	Current Status
Arnst, Samantha	Lincoln Elementary	Probationary Teacher, 2nd Year
Brown, Marcia	District Office	Probationary Teacher, 2nd Year
Carpenter, Jennifer	Lincoln Elementary	Probationary Teacher, 2nd Year
Donin, Stacy	Lincoln Elementary	Probationary Teacher, 2nd Year
Faith, Robbie	Mt. View Elementary	Probationary Teacher, 2nd Year
Gabriel, Shannon	Garfield Elementary	Probationary Teacher, 2nd Year
Guerrero-Gilliam, Armida	Lincoln Elementary	Probationary Teacher, 2nd Year
Hansen, Cody	Adams Elementary	Probationary Teacher, 2nd Year
Hughes, Elise	Cheldelin Middle	Probationary Teacher, 2nd Year
Lundeen, Joel	Corvallis High	Probationary Teacher, 2nd Year
Milner, David	Corvallis High	Probationary Teacher, 2nd Year
Moses, Jaclyn	Lincoln Elementary	Probationary Teacher, 2nd Year
Osterman-Sussman, Irene	Adams Elementary	Probationary Teacher, 2nd Year
Serna, Julie	Crescent Valley High	Probationary Teacher, 2nd Year
Wright, Amy	Cheldelin Middle	Probationary Teacher, 2nd Year
Zimbrick, Kathryn	Crescent Valley High	Probationary Teacher, 2nd Year

CORVALLIS school district 509J

LICENSED PERSONNEL
Recommendations
for the 2014-2015 School Year

The following are licensed staff members listed by status with recommendations indicated for the 2014-2015 school year.

PROBATIONARY STATUS – 2ND YEAR FOR THE PERIOD OF JULY 1, 2014-JUNE 30, 2015

Name	Building	Current Status
Arroyo, Raquel	Garfield Elementary	Probationary Teacher, 1st Year
Bensen, Caelen	Lincoln Elementary	Probationary Teacher, 1st Year
Bland, Darren	District Office	Probationary Teacher, 1st Year
Clark Huyck Britten	Corvallis High	Probationary Teacher, 1st Year
Diller, Denise	District Office	Probationary Teacher, 1st Year
Espinosa, Adriana	Lincoln Elementary	Probationary Teacher, 1st Year
Fell, Alexandra	Hoover Elementary	Probationary Teacher, 1st Year
Griffin, Lynne	District Office	Probationary Teacher, 1st Year
Hill, Mary	Adams Elementary	Probationary Teacher, 1st Year
Holvey, Kathi	District Office	Probationary Teacher, 1st Year
Laney De Battro, Savannah	Garfield Elementary	Probationary Teacher, 1st Year
Loggins, Shannon	Mt. View Elementary	Probationary Teacher, 1st Year
Martin, Elizabeth	Jefferson Elementary	Probationary Teacher, 1st Year
McQueen, Megan	Jefferson Elementary	Probationary Teacher, 1st Year
Meza, Miriam	Lincoln Elementary	Probationary Teacher, 1st Year
Peak, Jefferson	Harding Center	Probationary Teacher, 1st Year
Pobiecke, Penny	Corvallis High	Probationary Teacher, 1st Year
Pokrzywa, Patricia	District Office	Probationary Teacher, 1st Year
Polo, Marilyn	Lincoln Elementary	Probationary Teacher, 1st Year
Raleigh, Stephanie	Hoover Elementary	Probationary Teacher, 1st Year
Reerslev, Nancy	Garfield Elementary	Probationary Teacher, 1st Year
Robinson, Emma	Wilson Elementary	Probationary Teacher, 1st Year
Rossetter, Douglas	Garfield Elementary	Probationary Teacher, 1st Year
Shear, Katherine	Lincoln Elementary	Probationary Teacher, 1st Year
Thompson, Sarah	Lincoln Elementary	Probationary Teacher, 1st Year
Uriarte, Gayle	Garfield Elementary	Probationary Teacher, 1st Year
Zachariah, Anna	Corvallis High	Probationary Teacher, 1st Year

CORVALLIS school district 509J

LICENSED PERSONNEL
Recommendations
for the 2014-2015 School Year

The following are licensed staff members listed by status with recommendations indicated for the 2014-2015 school year.

INITIAL CONTRACT FOR THE PERIOD OF JULY 1, 2014 TO JUNE 30, 2016

Name	Building	Current Status
Abrams, David	Adams Elementary	Probationary Teacher, 3rd Year
Barker, Patricia	Garfield Elementary	Probationary Teacher, 3rd Year
Carpenter, Laura	Linus Pauling Middle	Probationary Teacher, 3rd Year
Foster, Dennis	Linus Pauling Middle	Probationary Teacher, 3rd Year
Freedman, Kevin	Crescent Valley High	Probationary Teacher, 3rd Year
Giddens, Jayce	Corvallis High	Probationary Teacher, 3rd Year
Green, Alison	Jefferson Elementary	Probationary Teacher, 3rd Year
Hall, Claudia	Linus Pauling Middle	Probationary Teacher, 3rd Year
Harty, Georgeann	District Office	Probationary Teacher, 3rd Year
Hicks, Shayna	Mt. View Elementary	Probationary Teacher, 3rd Year
Huidor Dever Elvira	Garfield Elementary	Probationary Teacher, 3rd Year
Jack, Alleya	Garfield Elementary	Probationary Teacher, 3rd Year
Lahman, Chris	Crescent Valley High	Probationary Teacher, 3rd Year
McFarland Price, Suzanne	Linus Pauling Middle	Probationary Teacher, 3rd Year
Russell, Leigh-Ann	Linus Pauling Middle	Probationary Teacher, 3rd Year
Schmeder, Christa	Corvallis High	Probationary Teacher, 3rd Year
Skinner, Charles	Linus Pauling Middle	Probationary Teacher, 3rd Year
Stevens, Marcia	Corvallis High/LPMS	Probationary Teacher, 3rd Year
Stone, Katelyn	Hoover/Wilson	Probationary Teacher, 3rd Year
Stone, Kristina	Crescent Valley High	Probationary Teacher, 3rd Year
Thorpe, Christopher	Corvallis High	Probationary Teacher, 3rd Year
Verdries, Jennifer	Hoover Elementary	Probationary Teacher, 3rd Year
Zarate, Jennifer	Lincoln Elementary	Probationary Teacher, 3rd Year

CORVALLIS school district 509J

LICENSED PERSONNEL
Recommendations
for the 2014-2015 School Year

The following are licensed staff members listed by status with recommendations indicated for the 2014-2015 school year.

CANNOT RECOMMEND FOR REHIRE DUE TO TEMPORARY STATUS

Name	Building	Current Status
Ahola, Kristie	Mt. View Elementary	Temporary Teacher
Allen, Jennifer	Linus Pauling Middle	Temporary Teacher
Beyer, Rachel	Mt. View Elementary	Temporary Teacher
Blake, Laura	District Office	Temporary Teacher
Bowey, James	Crescent Valley High	Temporary Teacher
Bristow, Naomi	Crescent Valley High	Temporary Teacher
Bullis, Catherine	District Office	Temporary Teacher
Callis, Jared	Linus Pauling Middle	Temporary Teacher
Chapman, Robyn	Franklin School	Temporary Teacher
Fagan, Michael	Linus Pauling Middle	Temporary Teacher (Retired)
Foster, Gail	Mt. View Elementary	Temporary Teacher (Retired)
Frederic, Joseph	Crescent Valley High	Temporary Teacher
Geissler, Danielle	Garfield Elementary	Temporary Teacher
Gollmann, Valerie	Cheldelin /Hoover	Temporary Teacher
Gough, Christine	Mt. View Elementary	Temporary Teacher
Grear, Marjorie	YES House	Temporary Teacher
Gregory, Christopher	Linus Pauling Middle	Temporary Teacher
Groom, Jessica	Wilson Elementary	Temporary Teacher
Haid, Shana	Linus Pauling Middle	Temporary Teacher
Hawke, Patrick	Crescent Valley High	Temporary Teacher
Henry, Heath	Corvallis High	Temporary Teacher
Hill, Heidi	Hoover Elementary	Temporary Teacher
Ingersoll, Amelia	Lincoln Elementary	Temporary Teacher
Kussalanant, Gloria	Corvallis High/CVHS	Temporary Teacher
Larson, April	Linus Pauling Middle	Temporary Teacher
Laukkanen, Kaisa	Wilson Elementary	Temporary Teacher
Marecek, Scott	Lincoln Elementary	Temporary Teacher
Michalski, Derek	Cheldelin Middle	Temporary Teacher
Monroe, Dana	Cheldelin /Hoover	Temporary Teacher
Nation, Ashley	Cheldelin Middle	Temporary Teacher
Pedersen, Cynthia	District Office	Temporary Teacher

CANNOT RECOMMEND FOR REHIRE DUE TO TEMPORARY STATUS continued

Rapoza, Leah	Lincoln Elementary	Temporary Teacher
Reeves, Susan	Adams Elementary	Temporary Teacher
Sanders, Rachael	Adams/Franklin	Temporary Teacher
Sherry, Caroline	Corvallis High	Temporary Teacher
Strowbridge, Jonathan	Cheldelin Middle	Temporary Teacher
Toliver, Christy	Linus Pauling Middle	Temporary Teacher
Tuey, Lauren	Mt. View Elementary	Temporary Teacher
Ulrich, Charlene	Garfield Elementary	Temporary Teacher
Young, Elizabeth	Jefferson Elementary	Temporary Teacher

CORVALLIS school district 509J

ADMINISTRATORS
Personnel Recommendations
for the 2014-2015 School Year

The following are administrators listed by status with recommendations indicated for the 2014-2015 school year.

1. Executive team administrators currently in the first year of a three-year contract for the period of July 1, 2013 to June 30, 2016, will continue in second year of contract for 2014-15 school year.

Bogatin, Kevin	District Office
Nielsen, Stephen	District Office

2. Executive team administrators currently in the second year of a three-year contract to be extended and offered a new three-year contract for the period of July 1, 2014 to June 30, 2017, replacing a current 2012-15 contract.

Duvall, Jennifer	District Office

3. Administrators currently in the second year of a three-year contract to be extended and offered a new three-year contract for the period of July 1, 2014 to June 30, 2017, replacing a current 2012-15 contract.

Beck, Michael	Crescent Valley High
Brew, Jeffrey	Cheldelin Middle
Harder, Melissa	Jefferson Elementary
Stroud, Cheryl	Crescent Valley High
Traylor, Bryan	Hoover Elementary
Ward-Satey, Alicia	Corvallis High
Wright, Eric	College Hill High

4. Administrators currently in the second year of a three year contract to be extended and offered a one-year extension to current existing 2012-15 contract for the period of July 1, 2015 to June 30, 2016.

Gorthy, Denise	Wilson Elementary
O'Neil, Rosemary	Mt. View Elementary

5. Administrators currently in the first year of a three-year contract for the period of July 1, 2013 to June 30, 2016, will continue in second year of contract for 2014-15 school year.

Lesan, Amy	District Office

Administrators Personnel Recommendations continued

6. Administrators currently in third probationary year to be renewed and offered an initial three-year contract for the period July 1, 2014 to June 30, 2017.

Beasley, Eric	Linus Pauling Middle
Boring, Matthew	Corvallis High
Hale, Aaron	Franklin School
Koetje, Marcianne	Lincoln Elementary
Krause, Lisa	Cheldelin Middle

7. Administrators currently in first probationary year to be renewed and offered a one-year contract for the period July 1, 2014 to June 30, 2015.

Bethards, Byron	Adams Elementary
Gregory, Rynda	District Office
Santy, Leigh	Garfield Elementary
Roach, Leslie	Linus Pauling Middle

8. Administrators currently on a temporary contract and cannot recommend for rehire due to temporary status.

Works, Colleen	Corvallis High

Corvallis
SCHOOL DISTRICT

X.B. Board Policy—IGAI—Human Sexuality, AIDS/HIV, Sexually Transmitted Diseases, Health Education—Revision—Second Reading

Corvallis School District 509J
Board of Directors

BOARD MEETING DATE: March 10, 2014 **FOR ACTION**

SUBJECT: Board Policy—IGAI—Human Sexuality, AIDS/HIV, Sexually Transmitted Diseases, Health Education—Revision—Second Reading

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Issue: The recommended revisions are the result of the State Board of Education revising Oregon Administrative Rule (OAR) 581-022-1440—Human Sexuality Education.

Options Considered: Not revising policy IGAI.

Involvement: District office staff

Consequences: Policy will remain outdated.

Cost Impact: Unknown.

ACTION REQUESTED: Adopting revised policy IGAI.

CONTACT PERSON(S): Amy Lesan, Kerry Richey

CORVALLIS SCHOOL DISTRICT 509J

Code: IGAI
Adopted: 10/9/06
Revised/Readopted: 4/7/08, 6/18/12

Human Sexuality, AIDS/HIV, Sexually Transmitted Diseases, Health Education**

The district shall provide ~~teach~~ an age appropriate, comprehensive plan of instruction focusing on human sexuality, HIV/AIDS and sexually transmitted infections and disease prevention in elementary and secondary schools as an integral part of health education and other subjects.

Course material and instruction for all education courses that discuss human sexuality shall enhance a student's understanding of sexuality as a normal and healthy aspect of human development. In addition, the HIV/AIDS and sexually transmitted infections and disease prevention education and the human sexuality education comprehensive plan shall provide adequate instruction at least annually, for all students in grade 6-8 and at least twice during grades 9-12.

Parents, teachers, school administrators, local health department staff, other community representatives and persons from the medical community who are knowledgeable of the latest scientific information and effective education strategies shall develop the plan of instruction and align it with the Oregon Health Education Standards and Benchmarks.

The Board shall approve the plan of instruction and require that it be reviewed and updated biennially in accordance with new scientific information and effective educational strategies.

Parents of minor students shall be notified in advance of any human sexuality or ~~and~~ AIDS/HIV ~~district~~ instruction. Any parent may request that his/her child be excused from that portion of the instructional program under the procedures set forth in ORS 336.035 (2).

The comprehensive plan of instruction shall include the following information that:

1. Promotes abstinence for school age youth and mutually monogamous relationships with an uninfected partner for adults;

2. Allays those fears concerning HIV that are scientifically groundless;

3. Is not biased as to the student's choices, but is informative, balanced, and medically accurate;

4. Provides accurate information and skills based instruction on risks and benefits of contraceptives, condoms, and other disease reduction measures; ~~balanced and accurate information on risks and benefits of contraception and other disease reduction measures;~~

5. Discusses responsible sexual behaviors and hygienic practices which may reduce or eliminate unintended pregnancy, exposure to HIV, hepatitis B/C, and other sexually transmitted infections and diseases;

6. Emphasizes the risks of behaviors such as the sharing of needles or syringes for injecting illegal drugs and controlled substances; ~~Stresses voidance of high risk behaviors such as sharing of needles and syringes for injecting drugs and steroids or for tattooing and body piercings;~~

7. Discusses the characteristics of the emotional, physical, and psychological aspects of a healthy relationship;

8. ~~and~~ Discusses the benefits of delaying pregnancy beyond the adolescent years as a means to better ensure a healthy future for parents and their children. The student shall be provided with statistics based on the latest medical information regarding both the health benefits and the possible side effects of all forms of contraceptives including the success and failure rates for prevention of pregnancy, sexually transmitted infections, and diseases;

9.~~8.~~ Stresses that sexually transmitted diseases can be possible hazards of sexual contact; ~~HIV/STDs and Hepatitis B/C can be serious possible hazards of sexual contact;~~

10.~~9.~~ Provides students with information about Oregon laws that address young people's rights and responsibilities relating to childbearing and parenting;

11.~~10.~~ Advises students of laws pertaining to their financial responsibility for their children;

12.~~11.~~ Advises students of consequences of having sexual relations with persons younger than 18 years of age to whom they are not married;

13.~~12.~~ Encourages family communication and involvement and helps students learn to make responsible, respectful, and healthy decisions;

14.~~13.~~ Teaches that ~~(a)~~ no form of sexual expression or behavior is acceptable when it physically or emotionally harms oneself or others and that it is wrong to take advantage of or exploit another person; ~~(b) not to make unwanted physical and verbal sexual advances;~~

15. Teaches that consent is an essential component of healthy sexual behavior. Course material shall promote positive attitudes and behaviors related to healthy relationships and sexuality, and encourage active student bystander behavior;

16.~~14.~~ Teaches students how to identify and respond to attitudes and behaviors which contribute to sexual violence; ~~Teaches it is wrong to take advantage of or exploit another person;~~

17.~~15.~~ Validates the importance of honesty, respect for each person's dignity and well-being, and responsibility for one's actions;

18.~~16.~~ Uses inclusive materials and strategies that recognize different sexual orientations, gender identities, and gender expression;
~~culturally and gender sensitive materials, language, and strategies that recognize different gender identities, sexual orientations, and gender roles.~~

19. Includes information about relevant community resources, how to access these resources, and the laws that protect the rights of minors to anonymously access these resources.

The comprehensive plan of instruction shall emphasize ~~include~~ skills-based instruction that:

1. Assists students to develop and practice effective communication skills, development of self esteem and ability to resist peer pressure;

2. Provides students with the opportunity to learn about and personalize peer, media, technology, and community influences that both positively and negatively impact their attitudes and decisions related to healthy sexuality, relationships, and sexual behaviors, including decisions to abstain from sexual intercourse;

3. Enhances students' ability to access valid health information and resources related to their sexual health;

4. Teaches how to develop and communicate sexual and reproductive boundaries; ~~decline unwanted sexual advances, or accept the refusal of unwanted sexual advances, through the use of refusal and negotiation skills;~~

5. Is research based, evidence based, or best practices; and

6. Aligns with the Oregon Health Education Contender Standards and Benchmarks.

All sexuality education programs emphasize that abstinence from sexual intercourse, when practiced consistently and correctly, is the only 100 percent effective method against unintended pregnancy, sexually transmitted infections and diseases.

Abstinence is to be stressed, but not to the exclusion of contraceptives and condoms for preventing unintended pregnancy and sexually transmitted infections and diseases. Such courses are to acknowledge the value of abstinence while not ignoring, humiliating, or devaluing in any way those students who have had or are having sexual relationships. Further, sexuality education materials, including instructional strategies and activities must not, in any way use shame or fear based tactics.

~~Abstinence from sexual intercourse is to be stressed, but not to the exclusion of other methods for preventing pregnancy, HIV infection, hepatitis B/C infection and other sexually transmitted diseases and hepatitis B/C. Such courses are to acknowledge the value of abstinence while not devaluing or ignoring, those students who have had or are having sexual relationships. Further, sexuality education materials, including instructional strategies and activities must not, in any way use shame or fear based tactics.~~

Materials and information shall be presented in a manner sensitive to the fact that there are students who have experienced, perpetrated, or witnessed sexual abuse and relationship violence. ~~sexual abuse.~~

END OF POLICY

Legal Reference(s)

ORS 336.035
ORS 336.107
ORS 336.455 to -336.475
ORS 339.370

~~OAR 581-022-070~~
OAR 581-022-0705
OAR 581-022-1440
OAR 581-022-1910

Corvallis
SCHOOL DISTRICT

X.C. Board Policy GBEB—Communicable Diseases—Revised—Second Reading

Corvallis School District 509J
Board of Directors

BOARD MEETING DATE: March 10, 2014 **FOR ACTION**

SUBJECT:
Board Policy GBEB—Communicable Diseases—Revised—Second Reading
Board Policy GBEBA—Staff—HIV, AIDS, and HBV—Rescinded
Board Policy JHCC—Communicable Diseases—Revised—Second Reading
Board Policy JHCCA—Students—HIV, HBV, and AIDS—Rescinded

Issue:
Board Policies GBEB—Communicable Diseases (staff) and JHCC—Communicable Diseases (students) have been revised and updated to include references to other communicable diseases such as Hepatitis B (HBV), Human Immunodeficiency Virus (HIV), and acquired immune deficiency syndrome (AIDS).

Board Policies GBEBA—Staff—HIV, AIDS, and HBV and JHCCA—Students—HIV, HBV, and AIDS should be rescinded because they are now covered by GBEB and JHCC.

Options Considered: Not revising the policies.

Involvement: District office staff.

Consequences: Policies would remain outdated.

Cost Impact: None.

ACTION REQUESTED: Adopting revised policies GBEB and JHCC and rescinding GBEBA and JHCCA.

CONTACT PERSON(S): Kevin Bogatin, Kerry Richey

CORVALLIS SCHOOL DISTRICT 509J

Code: **GBEB/GBEBA**
Adopted: **7/91**
Revised/Readopted: **7/22/92, 3/8/99, 1/8/97 3/8/99, 1/8/07, 9/13/10**
Original Codes: **3810, 4840**

Communicable Diseases

The district shall provide reasonable protection against the risk of exposure to communicable disease for employees while engaged in the performance of their duties. Protection from communicable disease, generally shall be through immunization, exclusion, or other measures provided for in Oregon Revised Statutes and Oregon Administrative Rules. Employees shall comply with all measures adopted by the district and with all rules set by the Oregon State Health Division and the County Health Department. Employees have a responsibility to report to the district when infected with a communicable disease unless stated otherwise by law.

Employees shall provide services to students who are infected with a communicable disease except as provided by law. In those cases where a communicable disease is diagnosed and confirmed, the district shall inform the appropriate employees so as to protect against the risk of exposure.

Employees who have the responsibility to work with or to provide services to persons other than students, shall provide the services to all such persons, including those who are infected with a communicable disease, and shall provide the services in accordance with this policy. Where the district knows that a person is infected with a communicable disease it shall inform the employees, as appropriate, to protect against the risk of exposure.

No employee shall be denied the opportunity to provide service solely on the basis that the employee is infected with a communicable disease except as otherwise required by law. However, the district may require an employee infected with a communicable disease, which is diagnosed and confirmed, to comply with such reasonable measures, including submission to district paid medical examinations, as may be determined as conditions of continued employment. Accommodations for a staff member infected with HBV, HIV, or AIDS shall be the same as with any other illness.

The district will include as part of its emergency procedure plan a description of the actions to be taken by district personnel in the case of pandemic flu outbreak or other catastrophe that disrupts district operations.

The district shall protect the confidentiality of an employee's health condition/record to the extent possible.

END OF POLICY

Legal References:
ORS 243.650
ORS 342.850 (7)
ORS 433.008
ORS 433.045
ORS 433.255
ORS 433.260
~~ORS 431.035 (5)2(e)~~
~~HB 2185 (2007)~~
OAR 333-012-0270
OAR 333-017-0000
OAR 333-018-0000
OAR 333-018-0005
OAR 437-002-0360
OAR 437-002-0377
OAR 581-022-0705

Corvallis
SCHOOL DISTRICT

X.D. Board Policy GBEBA—Staff—HIV, AIDS, and HBV—Rescinded

CORVALLIS SCHOOL DISTRICT 509J

Code: GBEBA
Adopted: 3/9/99

Staff—HIV, AIDS, and HBV

The district will strictly adhere in its policies and procedures to the Oregon Revised Statutes and Oregon Administrative Rules as they relate to staff infected with HIV, AIDS, or HBV*.

The district recognizes a staff member has no obligation under any circumstance to report his/her condition to the district and the staff member has a right to continue working.

If the staff member reports his/her condition to the district, strict adherence to written guidelines outlined by the staff member shall be followed.

These guidelines shall identify who may have the information, who will give the information, how the information will be given, where and when the information will be given. All such information will be held in confidence in accordance with Oregon Revised Statutes.

When informed of the infection, and with written, signed permission from the staff member, the district will develop procedures for formulating an evaluation team. The team shall address the nature, duration and severity of risk as well as any modification of activities. The team shall continue to monitor the staff member's condition.

Accommodations for a staff member infected with HIV, AIDS, or HBV shall be the same as with any other illness.

The district shall also develop policies and/or procedures for rumor control, infection control, and public relations/media.

END OF POLICY

Legal References:

ORS 243.650
ORS 342.850 (7)
ORS 433.008
ORS 433.045
ORS 433.260

OAR 333-012-0270
OAR 333-017-0000 (40)
OAR 333-018-0000
OAR 333-018-0005
OAR 333-019-0015
OAR 581-022-0705

*HIV—Human Immunodeficiency Virus
AIDS—Acquired Immune Deficiency Syndrome
HBV—Hepatitis B Virus

RESCINDED

Corvallis
SCHOOL DISTRICT

X.E. Board Policy JHCC—Communicable Diseases—Revised—Second Reading

CORVALLIS SCHOOL DISTRICT 509J

Code: JHCC/JHCCA
Adopted: 8/90
Revised/Readopted: 6/28/99, 1/8/07, 9/13/10 3/14/11
Original Code: 56756

Communicable Diseases

The district shall provide reasonable protection for students against the risk of exposure to communicable disease. The district will follow the Oregon Department of Education and the state and local health authorities' rules and regulations pertaining to communicable diseases.

Protection from communicable disease generally shall be through immunization, exclusion or other measures provided for in Oregon Revised Statutes, Oregon Administrative Rules, the State Health Division, and rules of the County Health Department. Services generally will not be provided to students excluded under this policy unless otherwise required by law.

Where the district knows that a student is infected by any communicable disease for which the student would not be excluded under this policy, the school involved shall take whatever reasonable steps it considers necessary to organize and operate its programs in a way which both furthers the education and protects the health of the students. Accommodations for a student infected with HBV, HIV, or AIDS shall be the same as with any other illness.

The district may, for the protection of both the infected student and the exposed student, provide an educational program in an alternative setting. A student shall continue in the alternative setting, if provided, until such time that:

1. The district determines that the student presents no unreasonable risk of infection to other students and bears no unreasonable risk of opportunistic infections; or

2. The student is ordered to be returned to the classroom by a court or other authority of competent jurisdiction.

The district will include as part of its emergency procedure plan a description of the actions to be taken by district personnel in the case of pandemic flu outbreak, declared public emergency, or other catastrophe that disrupts district operations.

The district shall protect the confidentiality of each student's health condition/record to the extent possible consistent with the overall intent of this policy.

END OF POLICY

Legal References:

ORS 326.565
ORS 326.575
ORS 332.061
ORS 336.187
ORS 339.030
ORS 339.250
ORS 433.008
ORS 433.045
ORS 433.255
ORS 433.260
ORS 431.035 (5)2(e)
HB 2185 (2007)
OAR 437-002-0360
OAR 333-018-0000
OAR 333-018-0005
OAR 581-022-0705
OAR 581-022-1660

OREGON SCHOOL HEALTH SERVICES MANUAL: COMMUNICABLE DISEASES APPENDIX IV. GUIDELINES FOR SCHOOLS WITH CHILDREN WHO HAVE BLOODBORNE PATHOGENS, OREGON DEPARTMENT OF EDUCATION 2012.

Cross References:

Policy JHCCF—Pediculosis (Head Lice)

Corvallis
SCHOOL DISTRICT

X.F. Board Policy JHCCA—Students—HIV, HBV, and AIDS—Rescinded

CORVALLIS SCHOOL DISTRICT 509J

Code: JHCCA
Adopted: 6/28/99
Revised/Readopted:

Students—HIV and HBV

This policy applies to students six years or older who are HIV positive or HBV* and are not special risk.

"Special risk" students as used in this policy and as defined by the Health Division means students who lack control of their body secretions or who display behaviors such as biting, spitting or scratching and or who have uncoverable, oozing lesions.

The district will adhere strictly in policies and procedures to the Oregon Revised Statutes and the Oregon Administrative Rules as they relate to a student infected with HIV or HBV.

The district recognizes a parent (student) has no obligation to inform the district of an HIV, ~~or~~ HBV condition and that the student has a right to attend school.

If the district is informed written guidelines shall be requested of the parent (student). These guidelines shall include who may have the information, who will give the information, how the information will be given and where and when the information will be given.

When informed of the infection, and with written permission from the parent (student), the district will develop procedures for formulating an evaluation team. The team shall address the nature, duration and severity of risk as well as any modification of activities. The team shall continue to monitor the student's condition.

Notification of alternative educational programs shall be made if an HIV or HBV student withdraws from school.

END OF POLICY

Legal Reference(s):

ORS 326.565
ORS 326.575
ORS 332.061
ORS 336.187
ORS 339.030
ORS 339.250
ORS 433.008
ORS 433.045

OAR 333-012-0265
OAR 333-012-0270
OAR 333-018-0000
OAR 333-018-0005
OAR 581-022-0705
OAR 581-022-1660

RESCINDED

Corvallis
SCHOOL DISTRICT

X.G. Board Policy JECB—Admission of Nonresident Students—Revised—Second Reading

Corvallis School District 509J
Board of Directors

BOARD MEETING DATE: March 10, 2014 **FOR ACTION**

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

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Issue: House Bill 2747 enacted by the 2013 legislature modifies the district's traditional methods of interdistrict transfers or mutual district agreements and requires school districts to adopt specified standards for admittance.

Revisions have been made to Board Policy JECB—Admission of Nonresident Students to reflect changes to our student transfer process.

Options Considered: Not revising the policy.

Involvement: District office staff

Consequences: Policy would not be in compliance with Oregon law.

Cost Impact: Unknown

ACTION REQUESTED: Adoption of policy JECB as amended.

CONTACT PERSON(S): Kevin Bogatin, Kerry Richey

CORVALLIS SCHOOL DISTRICT 509J

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

Admission of Nonresident Students

Consent by Affected Boards/Tuition

The district may enroll nonresident students as follows:

1. By written consent of the affected school boards as provided by Board policy. The student becomes a "resident pupil" of the attending district thereby allowing the receiving ~~attending~~ district to receive State School Fund moneys;

~~2. By written consent (under ORS 339.133(5)(b)) from the school board for the district in which the receiving school is located as provided by Board policy. The student becomes a "resident pupil" of the attending district thereby allowing the attending district to receive State School Fund moneys;~~

2~~3~~. By unilaterally admitting with tuition a nonresident student whereby neither district is eligible for State School Fund moneys;

3~~4~~. If a juvenile court determines it is in the student's best interest, a student placed in a substitute care program outside the district will continue to be considered a resident student and allowed to attend the school the student attended prior to placement. The public agency placing the student in a substitute care program will be responsible for the transportation of the student, if public agency funds are available.

~~The Board shall deny regular school admission to nonresident students who are under expulsion from another district for a weapons policy violation.~~ The Board may, based on district criteria, deny regular school admission to nonresident students who are under expulsion from another district. ~~for reasons other than a weapons policy violation.~~

~~The Board reserves the right to accept/reject nonresident students based upon the availability of space, resources, personnel, appropriate programs, and a positive review of educational records.~~

The Board may ask for the student's name, contact information, date of birth, grade level, and whether the student is currently under expulsion.

The Board may not consider nor ask for any information from the student about race, religion, sex, gender identity, gender expression, sexual orientation, ethnicity, national origins, disability, health, whether a student has an individual education program (IEP) or the terms of that IEP, identification as talented and gifted, income level, residence, proficiency in English, athletic ability, or academic records. The Board may not request or require the student to participate in an interview, tour any of the schools or facilities, or otherwise meet with any representatives of the school or district prior to the district deciding whether to give consent. Nothing prevents a

student from voluntarily meeting with district personnel and touring any of the schools or facilities of a school district or from requesting or receiving any information from a school or the school district.

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

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

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

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

~~The Board may consider situations such as:~~

~~1. Students with academic needs or abilities that can be met more readily by school services available in the Corvallis School District;~~
~~2. Students living in remote areas whose school transportation can be met more conveniently and efficiently by the Corvallis School District;~~
~~3. Students with disciplinary or emotional problems who may have a greater opportunity to succeed in the environment of the Corvallis School District;~~
~~4. Students whose parents move from the district during a school year.~~

Consent of Board for the District in which the School is Located ~~under ORS 339.133(5)(b)~~

Annually, by March 1, the Board shall establish the number of students to whom consent will be given ~~for admission under ORS 339.133(5)(b)~~ for the upcoming school year. The Board may choose to limit consent based on school, grade, or the combination of both. The Board may decide not to give consent to any person under this process.

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

Applications for consent shall be submitted no later than March 31, ~~April 1,~~ prior to the year of requested consent.

~~If the number of students seeking consent exceeds the number of students the Board has determined will be given consent, consent will be based on an equitable lottery selection process.~~
~~The district is not required to provide transportation outside the boundaries of the district. The student will be allowed to use existing bus routes and transportation services of the district. Transportation will be provided if required by federal law.~~

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

END OF POLICY

Legal References:

ORS 109.056
ORS 327.006
ORS 329.485
ORS 335.090
ORS 339.115 to -339.133
ORS 339.141
ORS 339.250
ORS 343.221
ORS 433.267
~~HB 3681 (2011)~~

Letter Opinions, Office of the OR Attorney General (March 15, April 18, June 30 1988).
OR. DEP'T OF EDUC., ODE EXECUTIVE MEMORANDA 23-1988-89, 42-1994-95.

Cross References:

Policy JEC—Admissions
Policy JECF—Nonresident Student Tuition
Policy JCA—Student Transfers

Corvallis
SCHOOL DISTRICT

X.H. Award of Network Bandwidth Contract to Comcast Business Communications

Corvallis School District 509J
Board of Directors

BOARD MEETING DATE: **March 10, 2014** **FOR ACTION**

SUBJECT: Award of Network Bandwidth Contract

The District has operated on an annual agreement with Comcast Business Communications since 2007 to provide bandwidth connectivity between our District sites and Linn Benton Lincoln Education Service District (LBL ESD). Each year, this agreement has been renewed under guidelines of the federal ERate program, resulting in a 60% reimbursement rate or approximately $88,000 annually. The total annual ERate reimbursement for all eligible communications and network-related costs is approximately $136,000. Because of the increased bandwidth needs in the District due to 1:World, the District increased the bandwidth between Linus Pauling Middle School (200MBps) and the District Office and the District Office to LBL ESD (300 Mbps), our Internet service provider. These two segment increases exceeded the maximum bandwidth levels identified in the 2007 Comcast contract (100Mbps) and therefore were not eligible for full ERate reimbursement.

The E-Rate Program or, more precisely, the Schools and Libraries Universal Service Support Mechanism, provides discounts to assist most schools and libraries in the United States to obtain affordable telecommunications and Internet access. Four service categories are funded: Telecommunications Services, Internet Access, Internal Connections Other Than Basic Maintenance, and Basic Maintenance of Internal Connections. Discounts range from 20% to 90% of the costs of eligible services, depending on the level of poverty and the urban/rural status of the population served. Eligible schools, school districts and libraries may apply individually or as part of a consortium.

For the 2014-15 ERate filing season, the District issued a High Bandwidth Intra-District WAN Request for Proposal on January 29, 2014. Proposals were due on February 26, 2014; the District received a single bid, from Comcast Business Communications. Their proposal included a quote for a 5-year contract that included current bandwidth rates, including the increases mentioned previously, for $9,500 per month, or approximately $3,100 less than our current monthly charge. The District identified in the proposal up to a maximum of 10Gbps bandwidth per site location so that any future bandwidth increases would continue to be eligible for the full ERate reimbursement without the need to go out for bid in future years.

Approval of this award would result in a formal contract negotiated under the guidelines of ERate. This will 1) restore full ERate reimbursement eligibility beginning in 2014-15; 2) provide longer term cost stability with a 5-year agreement; and, 3) allow for continued maximum ERate reimbursement if/when the bandwidth speeds need to be increased in the future. ERate requires a signed contract by March 26, 2014.

ACTION REQUESTED: Approve the Award of Network Bandwidth Contract to Comcast Business Communications.

CONTACT PERSON: Rob Singleton, Technology Services Manager

Corvallis
SCHOOL DISTRICT

X.I. 2014-15 School Calendar

Corvallis School District 509J
Board of Directors

BOARD MEETING DATE: March 10, 2014 **FOR ACTION**

SUBJECT: 2014-15 School Calendar

Issue:
The Board approved key dates for the 2014-15 school year on February 25, 2013:

First day of school	September 3, 2014
Thanksgiving break	At minimum November 27-28, 2014
Winter break	December 22, 2014 – January 2, 2015
Spring break	March 23-27, 2015

Due to the unusual amount of weather closure days we have had this school year, we've had to make several adjustments to the current calendar to ensure we meet instructional time, for example, cancelling one of the professional development early release days in December and cancelling spring conferences.

District staff recommends a 2014-15 calendar that is similar to the 2013-14 calendar, to allow a full year to gather input on the professional development early release days and continue exploring ideas for secondary parent conferences. This also would give staff and families a second year of a similar calendar pattern. In addition for the 2015 calendar year, Labor Day is a week later in September, so input will need to be solicited if the district considers starting before or after Labor Day, and the impact on the rest of the school year.

Highlights of the calendar:

- Elementary and middle school are aligned with early release for PLC time on Friday afternoons
- Two days of school during Thanksgiving week
- High school given more conference time due to year-long classes, seeing more kids at one time
- Last day of school same for all levels
- Three Fridays have a 2-hour/half day early release for staff development for elementary and middle school, two days for high school
- President's Day is non-contract for staff (possibly make-up day for weather closure)
- 27 full instructional weeks

ACTION REQUESTED:
Adopt the proposed 2014-15 school calendar.

CONTACT PERSON: Jennifer Duvall

CORVALLIS DISTRICT
2014-15 School Calendar

Gray boxes indicate no school for all.
Please see list for detailed information.

Half-gray boxes indicate no school for at least one level.

August 2014				
M	T	W	TH	F
		27	28	29

September 2014				
M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

October 2014				
M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

November 2014				
M	T	W	TH	F
3	4	5	6	7
Q	11	12	13	14
17	18	19	20	21
24	25	26	27	28

December 2014				
M	T	W	TH	F
1	2	3	4	5
8	9	10	11	E 12
15	16	17	18	19
22	23	24	25	26
29	30	31		

January 2015				
M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

February 2015				
M	T	W	TH	F
Q/S	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27

March 2015				
M	T	W	TH	F
2	3	4	5	E 6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

April 2015				
M	T	W	TH	F
		1	2	3
6	7	8	9	10
Q	14	15	16	17
20	21	22	23	24
27	28	29	30	

May 2015				
M	T	W	TH	F
				E 1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

June 2015				
M	T	W	TH	F
1	2	3	4	5
8	9	10	11	L 12
M	M	M	M	M

IMPORTANT DATES

Aug 27, 28 : ***No school all levels*** (Professional Development
Aug 29: ***No school all levels*** (Teacher Preparation)
Sept 1: ***No school all levels*** (Labor Day Holiday)
Sept 2: ***No school all levels*** (Teacher Preparation)
High School Freshman Orientation *
Sept 3: First Day of School, Grades 1-12
Sept 3-9: Kindergarten "Gentle Start" *
Sept 10: First Day Regular Kindergarten Schedule
Oct 10: ***No school all levels*** (Non-Contract Day)
Oct 29: ***No school elementary, middle*** (Grading)
High School 2-Hour Early Dismissal (Grading) **
Oct 30: ***No school all levels*** (Conferences) *
Oct 31: ***No school all levels*** (Conferences * Elem, Middle; Staff Development High)
Nov 10: Beginning of Second Quarter
Nov 11: ***No school all levels*** (Veterans Day Holiday)
Nov 26-28: ***No school all levels*** (Thanksgiving, Non Contract
Dec 12: **Elem,Mid** ***2-Hour Early Dismissal*** (Staff Dev) **
High School In Session, Regular Schedule
Dec 22-Jan 2: ***No school all levels*** (Winter Break)
Jan 19: ***No school all levels*** (Non-Contract Day)
Jan 29: ***No school all levels*** (Grading)
Jan 30: ***No school all levels*** (Teacher Preparation/Prof Dev)
Feb 2: Beginning of Third Quarter/Second Semester
Feb 16: ***No School all levels (Make-up day if needed)***
Mar 6: ***2-Hour Early Dismissal All Levels*** (Staff Dev) **
March 23-27: ***No school all levels*** (Spring Break)
April 8: ***No school elementary, (***Grading)
Middle School & High School In Session
April 9: ***No s chool all levels*** (Conferences elem, Grading/Conferences for MS/HS)
April 10: ***No school all levels*** (Conferences)
April 13: Beginning of Fourth Quarter
May 1: ***2-Hour Early Dismissal All Levels*** (Staff Dev) **
May 25: ***No school all levels*** (Memorial Day Holiday)
June 8: High School Graduation
June 12: ***2-Hour Early Dismissal All Levels*** - **Last Day of Schoc**
**

June 15: Grading- unless needed for weather/emergency make up
June 15-19 Weather make up days, if needed

FRIDAYS :
1-hour early release for elementary & middle school students

* **Please see your building for more details.**

** **2-hour early dismissal from regular release time:** Elementary at 12:40/ Middle School at 1:35/ High School at 12:35

Corvallis
SCHOOL DISTRICT

XI. CONSOLIDATED INFORMATION

XI.A. Non-Licensed Personnel Information

Corvallis School District 509J
Board of Directors

BOARD MEETING DATE: March 10, 2014 **FOR INFORMATION ONLY**

SUBJECT: Non-licensed Personnel Information

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1. Issue: Information on non-licensed-personnel

   a. Recommendation to Hire:
   Amy Covey: Food Service Assistant, 4 hrs, Central Kitchen, effective March 10, 2014 (Probationary).

   Karen Crauder: Instructional Media Center Assistant 2, 3.5 hrs., Harding Center, effective June 1 to June 27, 2014 (Limited Term).

   Bethany Henscheid: Administrative Assistant 2, 8 hrs., District Office, effective February 27, 2014 (Probationary).

   Allison Rooks-Armstrong: Educational Assistant 2/CLASS, 4 hrs., Linus Pauling Middle School, effective March 10, 2014 (Limited Term).

   b. Termination/Resignation/Layoff/Retirement:
   Jennifer Boatwright: Educational Assistant 2/LRC, 4 hrs., Crescent Valley High School, effective June 30, 2014 (Resignation). Jennifer is currently on a leave of absence.

   Karen Crauder: Instructional Media Center Assistant 2, 3.5 hrs., Harding Center, effective May 31, 2014 (Retirement).

Corvallis
SCHOOL DISTRICT

XI.B. Board Policy—LBE—Public Charter Schools—Revised—First Reading

Corvallis School District 509J
Board of Directors

BOARD MEETING DATE: March 10, 2014 **FOR INFORMATION**

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

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Issue: There are several bills affecting public charters schools from the 2013 Legislature. HB 2150 modifies the content and process for a proposal to establish a public charter school; HB 2875 provides that, following the approval of the renewal of the charter, an expiring charter agreement remains in effect for the public charter school until the new charter is negotiated; HB 3093 requires the school district in which the public charter school is located to include the public charter school's annual audit as part of the audit report form the school district to the Department of Education. This legislation is effective January 1, 2014.

Further, OSBA provides language for board policy LBE—Public Charter Schools that provides the criteria the district must use to not approve a student's enrollment to a virtual public charter school. Administrative regulation LBE-AR also addresses the requirements related to the financial management system in a public charter school's application.

Options Considered: Not revising the policy or administrative regulation.

Involvement: District office staff.

Consequences: Policy and administrative regulation will remain outdated.

Cost Impact: Unknown.

CONTACT PERSON(S): Kevin Bogatin, Kerry Richey

CORVALLIS SCHOOL DISTRICT 509J

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

Public Charter Schools**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

END OF POLICY

Legal Reference(s):

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

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

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

~~SB 767 (2009)~~
~~No Child Left Behind Act of 2001, P.L. 107-110, Title I, Sections 1111-1120B.~~

Corvallis
SCHOOL DISTRICT

XI.C. Administrative Regulation—LBE-AR—Public Charter Schools—Revised—For Information

CORVALLIS SCHOOL DISTRICT 509J

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

Public Charter Schools

I. Definitions

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

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

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

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

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

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

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

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

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

II. Proposal Process

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

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

1. The identification of the applicant.

2. The name of the proposed public charter school.

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

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

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

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

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

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

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

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

11. A description of admission policies and application procedures.

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

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

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

~~(1) Accounting and financial record-keeping procedures that reflect Generally Accepted Accounting Principals (GAAP);~~

~~(2) Procedures reflecting cash management, investment practices, and financial reporting;~~

~~(3) Balance sheets reflecting assets, expenditures, and liabilities;~~

~~(4) Segregation of duties for individuals performing cash management and investment practices; and~~

~~(5) Processes for reflecting annual review of such systems by both charter school and sponsor.~~

~~b. An explanation of how the~~ budget and accounting system that:

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

(2) Complies with the requirements of the uniform budget and accounting system adopted by ~~rule of~~ the State Board of Education under OAR 581-023-0035 ~~ORS 327.511~~.

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

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

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

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

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

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

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

21. The term of the charter.

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

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

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

25. In the case of a district school's conversion to charter status, the following additional criteria must be addressed:
    a. The alternate arrangements for students who choose not to attend the public charter school and for teachers and other school employees who choose not to participate in the public charter school;
    b. The relationship that will exist between the public charter school and its employees including terms and conditions of employment.

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

III. Charter Requirements

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

A. Curriculum, Instruction, and Assessment

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

B. State and Federal Mandates/Special Education

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

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

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

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

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

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

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

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

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

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

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

C. Teacher Certification

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

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

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

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

D. Professional Development

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

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

E. Budget

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

2. Description of planned computer and technology support;

3. Description of planned transportation costs, if applicable;

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

5. Explanation on facilities costs, including utilities, repairs, and rent;

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

F. Policy

1. Copies of any policy that the public charter school intends to adopt which address expectations of academic standards for students and transcripting of credits;

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

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

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

~~5. Description of procedures on how the public charter school will handle disciplinary referrals and how they will impact student promotion and advancement;~~

5~~6~~. Copies of any policy that the public charter school intends to adopt regarding reviewing and selecting instructional materials;

6~~7~~. Copies of any policy that the public charter school intends to adopt regarding solicitation/advertising/fundraising by nonschool groups;

7~~8~~. Copies of any policy that the public charter school intends to adopt regarding field trips;

8~~9~~. Copies of any policy that the public charter school intends to adopt regarding student promotion and retention;

9~~10~~. Copies of any policy that the public charter school intends to adopt regarding student publications;

10~~11~~. Copies of any policy that the public charter school intends to adopt regarding staff/student vehicle parking and use;

11~~12~~. Copies of any policy that the public charter school intends to adopt regarding diplomas and graduation, and also participation in graduation exercises;

12~~13~~. Copies of any policy that the public charter school intends to adopt regarding student/parent/public complaints;

13~~14~~. Copies of any policy that the public charter school intends to adopt regarding visitors;

14~~15~~. Copies of any policy that the public charter school intends to adopt regarding staff discipline, suspension, or dismissal.

G. Other Information

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

2. Plans for child nutrition program(s);

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

4. Plans for counseling services;

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

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

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

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

9~~8~~. Copies of program reviews conducted by other school districts that may have referred students to another public charter school operated by the public charter school applicant, if applicable;

10~~9~~. Description of the typical school day for a student, including a master schedule, related activities, breaks and extracurricular options;

11~~10~~. Description of how student membership will be calculated, including a description of the type of instruction and location of instruction that contributes to Average Daily Membership (ADM);

12~~11~~. Documentation and description of how long most students remain in the program, and documentation of student improvement in academic performance, disciplinary referrals, juvenile interventions, or any other disciplinary action while in the program;

13~~12~~. Explanation of the legal relationship between the public charter school and any other public charter school, if applicable. (Please provide any contracts or legal documents that will create the basis of the relationship between the entities. Please also provide all financial audits and auditor's reports.);

14~~13~~. If a public charter school applicant is operating any other public charter school, documentation that the public charter school applicant has established a separate Oregon nonprofit corporation, legally independent of any other public charter school in operation;

15~~14~~. If a public charter school applicant has not secured a facility at the time of submitting a public charter school proposal, a written and signed declaration of intent that states:

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

If the public charter school applicant fails to provide proof of an ability to secure a facility and all necessary occupancy and safety permits and insurance that is required by the school district as a condition of approval

by the due date, it will withdraw its application to begin operation of a public charter school for the upcoming school year.

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

_____

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

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

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

IV. Proposal Review Process

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

B. Within 30 ~~15~~ business days of receipt of a proposal, the district will notify the applicant as to the completeness of the proposal and identify the specific elements of the proposal that are not complete. The district shall provide the applicant with a reasonable opportunity to complete the proposal. Proposals that minimally address or leave out any of the required components are not complete and will be returned to the applicant.

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

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

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

2. The demonstrated financial stability of the proposed public charter school including the demonstrated ability of the school to have a sound financial management system that:
   a. Is in place at the time the school begins operating;
   b. Is compatible with the budget and accounting system of the sponsor of the school; and
   c. Complies with the requirements of the uniform budget and accounting system adopted by rule of the State Board of Education under OAR 581-023-0035 ~~ORS 327.511~~.

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

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

5. The adequacy of the information provided as provided in the proposal criteria.
   ~~extent to which the proposal addresses the criteria required in the proposal process.~~

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

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

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

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

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

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

V. Terms of the Charter Agreement

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

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

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

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

1. Sexual harassment (ORS 342.700, 342.704).

2. Pregnant and parenting students (ORS 336.640).

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

4. Student conduct (ORS 339.250).

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

6. Student records (ORS 326.565).

7. Oregon Report Card (ORS 329.115).

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

9. Use of school facilities (ORS 332.172).

10. Employment status of public charter school employees.
    a. Public charter school law requires the following:
        (1) Employee assignment to a public charter school shall be voluntary.
        (2) A public charter school or the sponsor of the public charter school may be considered the employer of any employees of the public charter school.
        (3) If the Board is not the sponsor of the public charter school, it shall not be the employer and shall not collectively bargain with the employees.
        (4) A public charter school employee may be a member of a labor organization or organize with other employees to bargain collectively. The bargaining unit may be separate from other bargaining units of the district.
        (5) The public charter school governing body shall control the selection of employees at the public charter school.
        (6) The Board shall grant a leave of absence to any employee who chooses to work in the public charter school. The length and terms of the leave of absence shall be set by collective bargaining agreement or by Board policy. However, the length of leave of absence may not be less than two years unless:
            (a) The charter of the public school is terminated or the public charter school is dissolved or closed during the leave of absence; or
            (b) The employee and the Board have mutually agreed to a different length of time.
        (7) An employee of a public charter school operating within the district who is granted a leave of absence and returns to employment with the district shall retain seniority and benefits as an employee, pursuant to the terms of the leave of absence.

    b. The terms and conditions of employment addressed in the agreement may include, but need not be limited to:
        (1) A proposed plan for the placement of teachers and other school employees upon termination or nonrenewal of the charter.
        (2) Arrangements for employees who choose not to be employed or participate in the public charter school, if a

district school has been converted to a public charter school.

(3) Salary for professional staff or wages for classified staff.
(4) Health benefits.
(5) Leaves, including timing, commencement and duration of leave; voluntary and involuntary termination and return to work; whether the leave is paid or unpaid; and a description of benefits upon termination of leave (i.e., same, similar or available position and salary schedule placement).
(6) Work year.
(7) Working hours.
(8) Discipline and dismissal procedures.
(9) Arrangements to secure substitutes.
(10) Arrangements to ensure that 50 percent of the total full-time equivalent teaching and administrative staff are licensed.
(11) Hiring practices.
(12) Evaluation procedures.

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

a. Student enrollment shall be voluntary. If the number of applicants exceeds the capacity, students shall be selected through an equitable lottery process. ~~All resident applicants will have their names written on a uniform-sized card to be placed in a covered container. Names will be drawn individually until all available slots are filled. If slots remain after resident applicants are placed, the remaining slots may be filled by nonresident applicants using an identical process. The drawing shall be made in the presence of at least two employees of the public charter school and two employees of the district.~~ However, if the public charter school has been in operation one or more years, priority enrollment will be given to those students who:

(1) Were enrolled in the public charter school the prior year;
(2) Have siblings who are presently enrolled in the public charter school and who were enrolled the prior year;
(3) Reside in the public charter school's sponsoring district or a district which is a party to a cooperative agreement with the sponsoring district.

~~b. When the district and the public charter school enter into a cooperative agreement with another school district for the purpose of forming a partnership to provide educational services, priority enrollment will also be given to those students who:~~

~~(1) Reside in the public charter school's sponsoring district; or~~
~~(2) A district which is a party to the cooperative agreement.~~

~~c. If a public charter school offers any online courses as part of the curriculum of the school, then 50 percent or more of the students who attend the public charter school must reside in the school district in which the public charter school is located.~~

b~~d~~. A public charter school may not limit student admission based on race, color, religion, sex, gender identity, gender expression, national origin, citizenship, sexual orientation, disability, parental or marital status, or age, ~~ethnicity, national origin, citizenship, race, religion, disability, sex,~~ income level, proficiency in the English language or athletic ability but may limit admission within a given age group or grade level.

12. Transportation of students. Public charter school law requires the following:
    a. The public charter school shall be responsible for providing transportation for its students and may negotiate with the district for the provision of transportation services;
    b. The district shall provide transportation for public charter school students pursuant to ORS 327.043. Resident public charter school students will be transported under the same conditions as students attending private or parochial schools located along or near established district bus routes. The district shall not be required to add or extend existing bus routes;
    c. Public charter school students who reside outside the district may use existing bus routes and transportation services of the district in which the public charter school is located;
    d. Any transportation costs incurred by the district shall be considered approved transportation costs.

13. The plan for performance bonding or insuring the public charter school sufficient to protect the district. Documentation shall be submitted prior to agreement approval.
    a. Insurance:[1]
        (1) Commercial General Liability Insurance in an amount of not less than $1,000,000 combined single limit per occurrence/$3,000,000 annual aggregate covering the public charter school, the governing board, employees and volunteers against liability for damages because of personal injury, bodily injury, death or damage to property including the loss of use thereof. Coverage to include, but not limited to, contractual liability, advertisers' liability, employee benefits liability, professional liability and teachers' liability;

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

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

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

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

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

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

b. Additional requirements:

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

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

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

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

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

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

1. Monitor and track student progress and attendance; and

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

VI. Public Charter School Operation

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

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

1. Federal law; including applicable provisions of the No Child Left Behind Act of 2001;

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

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

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

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

6~~4~~. Municipal audit law (ORS 297.405 to 297.555 and 297.990);

7~~5~~. Criminal records check (ORS 181.534 ~~539~~, 326.603, 326.607, 342.223, and 342.232);

8~~6~~. Textbooks (ORS 337.150);

9. ORS 339.119 (considerations for educational services);

10~~7~~. Tuition and fees (ORS 339.141, 339.147 and 339.155);

11~~8~~. Discrimination (ORS 659.850, ~~and~~ 659.855, and 659.860);

12~~9~~. Tort claims (ORS 30.260 to 30.300);

13. ORS Chapter 657 (Employment Department law);

~~10. Reporting of suspected child abuse (ORS 419B.010);~~

14~~11~~. Health and safety statutes and rules;

15~~12~~. Any statute or rule listed in the charter;

16~~13~~. The statewide assessment system developed by the Oregon Department of Education for Mathematics, Science, and English under ORS 329.485 (2);

17~~14~~. The academic content standards and instruction (ORS 329.045);

18~~15~~. Any statute or rule that establishes requirements for instructional time;

19~~16~~. Prohibition of infliction of corporal punishment (ORS 339.250 (12)).

20. Reporting of abuse of a child and sexual conduct, and training on prevention and identification of abuse and sexual conduct (ORS 339.370, 339.372, 339.388, and 339.400);

21. Diploma, modified diploma, extended diploma, and alternative certificate standards (ORS 329.451);

22. Statutes and rules that expressly apply to public charter schools;

23. Statutes and rules that apply to special government body ORS 174.117, or public body ORS 174.109;

24~~17~~. ORS Chapter 338;

~~18. Diploma, modified diploma, extended diploma, and alternative certificate standards (ORS 329.451).~~

C. The public charter school may employ as a teacher or administrator a person who is not licensed by the TSPC. However, at least one-half of the total full-time equivalent teaching and administrative staff at the public charter school shall be licensed by the commission, pursuant to ORS 342.135, 342.136, 342.138, or 342.140.

D. A board member of the school district in which the public charter school is located may not serve as a voting member of the public charter school's board, yet may serve in an advisory capacity.

E~~D~~. The public charter school shall participate in the Public Employees Retirement System.

F~~E~~. The public charter school shall not violate the Establishment Clause of the First Amendment to the United States Constitution or Section 5, Article I of the Oregon Constitution, or be religion based.

G~~F~~. The public charter school shall maintain an active enrollment of at least 25 students, unless the public charter school is providing educational services under a cooperative agreement entered into for the purpose of forming a partnership to provide educational services.

H~~G~~. The public charter school may sue or be sued as a separate legal entity.

I~~H~~. The public charter school may enter into contracts and may lease facilities and services from the district, education service district, state institution of higher education, other governmental unit or any person or legal entity.

J~~I~~. The public charter school may not levy taxes or issue bonds under which the public incurs liability.

K~~J~~. The public charter school may receive and accept gifts, grants and donations from any source for expenditure to carry out the lawful functions of the school.

L~~K~~. The district shall offer a high school diploma, modified diploma, extended diploma, or alternative certificate to any public charter school student located in the district who meets the district's and state's standards for a high school diploma, modified diploma, extended diploma, or alternative certificate.

M~~L~~. A high school diploma, modified diploma, extended diploma, or alternative certificate issued by a public charter school shall grant to the holder the same rights and privileges as a high school diploma, modified diploma, extended diploma, or alternative certificate issued by a nonchartered public school.

N~~M~~. Upon application by the public charter school, the State Board of Education may grant a waiver of certain public charter school law provisions if the waiver promotes the development of programs by providers, enhances the equitable access by underserved families to the public education of their choice, extends the equitable access to public support by all students or permits high quality programs of unusual cost. This waiver request must specify the reasons the public charter school is seeking the waiver and further requires the public charter school to notify the sponsor if a waiver is being considered.

VII. Virtual Public Charter School Operations

A. In addition to the other requirements for a public charter school, a Virtual Public Charter School must have:

1. A plan for academic achievement that addresses how the school will improve student learning and meet academic content standards required by ORS 329.045.

2. Performance criteria the school will use to measure the progress of the school in meeting the academic performance goals set by the school for its first five years of operation.

3. A plan for implementing the proposed education program of the school by directly and significantly involving parents and guardians of students enrolled in the school and involving the professional employees of the school.

4. A budget, business plan, and governance plan for the operation of the school.

5. An agreement that the school will operate using an interactive, Internet-based technology platform that monitors and tracks student progress and attendance in conjunction with performing other student assessment functions.

6. An agreement to employ only licensed teachers who are highly qualified as described in the Federal No Child Left Behind Act of 2001.

7. A plan that ensures:
   a. All superintendents, assistant superintendents, and principals of the schools are licensed by the TSPC to administrate; and
   b. Teachers who are licensed to teach by the TSPC and who are highly qualified as described in the federal No Child Left Behind Act of 2001 teach at least 95 percent of the school's instructional hours.

8. A plan for maintaining student records and school records, including financial records, at a designated central office of operations.

9. A plan to provide equitable access to the education program of the school by ensuring that each student enrolled in the school:
   a. Has access to and use of a computer and printer equipment as needed;
   b. Is offered an Internet service cost reimbursement arrangement under which the school reimburses the parent or guardian of the student, at a rate set by the school, for the costs of obtaining Internet service at the minimum connection speed required to

effectively access the education program provided by the school; or

c. Has access to and use of computer and printer equipment and is offered Internet service cost reimbursement.

10. A plan to provide access to a computer and printer equipment and the Internet service cost reimbursement as described in (8) above by students enrolled in the school who are from families that qualify as low-income under Title I of the federal Elementary and Secondary Education Act of 1965 (20 USC 6301 et seq).

11. A plan to conduct school-sponsored optional educational events at least six times each school year at locations selected to provide convenient access to all students in the school who want to participate.

12. A plan to conduct biweekly meetings between teachers and students enrolled in the school, either in person or through the use of conference calls or other technology

13. A plan to provide opportunities for face-to-face meetings between teachers and students enrolled in the school at least six times each school year.

14. A plan to provide written notice to both the sponsoring district and the district in which the student resides upon enrollment or withdrawal for a reason other than graduation from high school;
    a. If notice is provided due to enrollment, then the notice must include the student's name, age, address, and school at which the student was formerly enrolled;
    b. If notice is provided due to withdrawal for a reason other than graduation from high school, then notice must include the student's name, age, address, reason for withdrawal (if applicable), and the name of the school in which the student intends to enroll (if known).

15. An agreement to provide a student's education records to the student's resident school district or to the sponsor upon request of the resident school district or sponsor.

B. The sponsor of a Virtual Public Charter School or a member of the public may request access to any of the documents described in (A) above.

C. If a Virtual Public Charter School or the sponsor of a Virtual Public Charter School contracts with a for-profit entity to provide educational services through the Virtual Public Charter School, the for-profit entity may not be the employer of any employees of the Virtual Public Charter School.

D. The following limitations apply:

1. School board members of the virtual public charter school's sponsoring district may not be:
   a. An employee of the virtual public charter school;
   b. A member of the governing body of the virtual public charter school;
   c. An employee or other representative of any third-party entity with which the virtual public charter school has entered into a contract to provide educational services.

2. Members of the governing body of the virtual public charter school may not be an employee of a third-party entity with which the virtual public charter school intends to enter or has entered into a contract to provide educational services;

3. If a third-party entity contracts with a virtual public charter school to provide educational services to the school, then:
   a. No third-party entity's employee or governing board member may attend an executive session of the sponsoring district's school board;
   b. No virtual public charter school employee may promote the sale or benefits of private supplemental services or classes offered by the third-party entity;
   c. The educational services must be consistent with state standards and requirements;
   d. The virtual public charter school must have on file the third-party entity's budget for the provision of educational services, including itemization of:
      (1) The salaries of supervisory and management personnel and consultants who are providing educational or related services for a virtual public charter school in this state; and
      (2) The annual operating expenses and profit margin of the third-party entity for providing educational services to a virtual public charter school in this state.

VIII. Charter Agreement Review

A. The public charter school shall report at least twice annually the first year of operation and at least annually in subsequent years on the performance of the school and its students to the State Board of Education and the district.

B. The Board or designee shall visit the public charter school at least annually to assure compliance with the terms and provisions of the charter.

C. The public charter school shall be audited annually in accordance with the Municipal Audit Law. After the audit, the public charter school shall forward to the sponsoring district and the Oregon Department of Education:

1. A copy of the annual audit;

2. Any statements from the public charter school that show the results of operations and transactions affecting the financial status of the charter school during the preceding annual audit period for the school; and

3. Any balance sheet containing a summary of the assets and liabilities of the public charter school and related operating budget documents as of the closing date of the preceding annual audit period for the school.

D. The sponsoring district may request at any time an acknowledgement from each member of the public charter school governing body that the member understands the standards of conduct and liabilities of a director of a nonprofit organization.

E~~D~~. The public charter school shall submit to the Board quarterly financial statements that reflect the school's financial operations. The report shall include, but not be limited to, revenues, expenditures, loans and investments.

IX. Charter School Renewal

A. The first renewal of a charter shall be for the same time period as the initial charter. Subsequent renewals of a charter shall be for a minimum of five years but may not exceed ten years.

B. The Board and the public charter school shall follow the following timeline unless a different timeline has been agreed upon by the Board and the public charter school:

1. The public charter school shall submit a written renewal request to the Board for consideration at least 180 days prior to the expiration of the charter.

2. Within 45 days after receiving a written renewal request from a public charter school, the Board shall hold a public hearing regarding the renewal request.

~~3. Within ten days after the public hearing, the Board shall notify the public charter school of the Board's intent regarding the charter renewal.~~

34. Within 30 ~~20~~ days after the public hearing, the Board shall approve the charter renewal or state in writing the reasons for denying charter renewal.

45. If the Board approves the charter renewal, the Board and the public charter school shall negotiate a new charter within 90 days unless the Board and the public charter school agree to an extension of the time period. Notwithstanding the time period specified in the charter, an expiring charter shall remain in effect until a new charter is negotiated.

56. If the Board does not renew the charter, the public charter school may address the reasons stated for denial of the renewal and any remedial measures suggested by the Board and submit a revised request for renewal to the Board.

67. If the Board does not renew the charter based on the revised request for renewal or the parties do not negotiate a charter contract within the timelines established in this policy, the public charter school may appeal the Board's decision to the State Board of Education for a review of whether the Board used the process required by Oregon law in denying the charter renewal.
    a. If the State Board of Education finds that the Board used the appropriate process in denying the request for renewal, it shall affirm the decision of the Board. A public charter may seek judicial review of this order.
    b. If the State Board of Education finds that the Board did not use the appropriate process in denying the request for renewal, it shall order the Board to reconsider the request for renewal. If after reconsideration the Board does not renew the charter, the public charter school may seek judicial review of the Board's decision.

78. The Board shall base the charter renewal decision on a good faith evaluation of whether the public charter school:
    a. Is in compliance with all applicable state and federal laws;
    b. Is in compliance with the charter of the public charter school;
    c. Is meeting or working toward meeting the student performance goals and agreements specified in the charter or any other written agreements between the Board and the public charter school;
    d. Is fiscally stable and used the sound financial management system described in the proposal submitted under ORS 338.045 and incorporated into the written charter agreement; and

e. Is in compliance with any renewal criteria specified in the charter of the public charter school.

89. The Board shall base the renewal evaluation described above primarily on a review of the public charter school's annual performance reports, annual audit of accounts and annual site visit and review, and any other information mutually agreed upon by the public charter school and the Board.

910. For purposes of this section, the phrase "good faith evaluation" means an evaluation of all criteria required by this section resulting in a conclusion that a reasonable person would come to who is informed of the law and the facts before that person.

X. Charter School Termination

A. The public charter school may be terminated by the Board for any of the following reasons:

1. Failure to meet the terms of an approved charter agreement or any requirement of ORS Chapter 338 unless waived by the State Board of Education;

2. Failure to meet the requirements for student performance as outlined in the charter agreement;

3. Failure to correct a violation of federal or state law;

4. Failure to maintain insurance;

5. Failure to maintain financial stability;

6. On or after July 1, 2011: failed to maintain, for two or more consecutive years, a sound financial management system described in the proposal submitted under ORS 338.045 and incorporated into the written charter under ORS 338.065;

7. Failure to maintain the health and safety of the students.

B. If a charter school is terminated by the Board for any reason listed in Sections A.1 through A.6, the following shall occur:

1. The district shall give the public charter school a 60-day written notification of its decision;

2. If the grounds for termination include failure to maintain financial stability or failure to maintain a sound financial management system, the sponsor and the public charter school may agree to develop a plan to correct deficiencies. The plan to correct deficiencies will follow the process as per ORS 338.105;

32. The district shall state the grounds for termination and deliver notification to the business office of the public charter school;

43. The public charter school may request a hearing by the district. The request must be made in writing and delivered to the business address of the sponsor;

54. Within 30 days of receiving the request for a hearing, the sponsor must provide the public charter school with the opportunity for a hearing on the proposed termination;

65. The public charter school may appeal the decision to terminate to the State Board of Education;

76. If the public charter school appeals the decision to terminate to the State board of Education, the public charter school will remain open until the State Board issues its final order;

87. If the State Board's final order upholds the decision to terminate and at least 60 days have passed since the notice of intent to terminate was received by the public charter school, the district's sponsorship of the public charter school will terminate;

98. The final order of the State Board may be appealed under the provision of ORS 183.484;

109. Throughout the ORS 183.484 judicial appeals process the public charter school shall remain closed;

1110. If terminated or dissolved, assets of the public charter school purchased by the public charter school with public funds, shall be given to the State Board of Education.

C. If the public charter school is terminated by the Board for any reason related to student health or safety as provided in section A.7`, the following shall occur:

1. If the district reasonably believes that a public charter school is endangering the health or safety of the students enrolled in the public charter school, the district may act to immediately terminate the approved

charter and close the public charter school without providing the notice required in section B. 1;

2. A public charter school closed due to health or safety concerns may request a hearing by the sponsor. Such a request must be made in writing and delivered to the business address of the district;

3. Within 10 days of receiving the request for a hearing, the district must provide the public charter school with the opportunity for a hearing on the termination;

4. If the district acts to terminate the charter following the hearing, the public charter school may appeal the decision to the State Board of Education;

5. The State Board will hold a hearing on the appeal within 10 days of receiving the request;

6. The public charter school will remain closed during the appeal process unless the State Board orders the district not to terminate and to re-open the public charter school; and

7. The final order of the State Board may be appealed under the provisions of ORS 183.484.

D. If the public charter school is terminated, closed or dissolved by the governing body of the public charter school, it shall be done only at the end of a semester and with 180 days' notice to the district, unless the health and safety of the students are in jeopardy. Such notice must be made in writing and be delivered to the business address of the sponsor.

Assets of a terminated, closed or dissolved public charter school that were obtained with grant funds will be dispersed according to the terms of the grant. If the grant is absent any reference to ownership or distribution of assets of a terminated, closed or dissolved public charter school, all assets will be given to the State Board of Education for disposal.

XI. District Immunity

The district, members of the Board and employees of the district are immune from civil liability with respect to the public charter school's activities.

Corvallis
SCHOOL DISTRICT

XI.D. Administrative Regulation AC-AR—Discrimination Complaint Procedures—Revised—For Information

Corvallis School District 509J
Board of Directors

BOARD MEETING DATE: March 10, 2014 **FOR INFORMATION**

SUBJECT:
Administrative Regulation AC-AR—Discrimination Complaint Procedures—Revised—For Information
Administrative Regulation ACA-AR(2)—ADA Grievance Procedure—Revised—For Information
Board Policy GBM—Right to Appeal to the Superintendent an Administrative Decision—Revised—First Reading
Administrative Regulation GBN/JBA-AR—Sexual Harassment Complaint Procedures—Revised–For Information
Administrative Regulation GBNA-AR—Hazing/Harassment/Intimidation/Menacing/Bullying/Cyberbullying Complaint Procedures—Staff—Revised—For Information
Administrative Regulation JBA/GBN-AR—Sexual Harassment Complaint Procedures—Revised—For Information
Administrative Regulation JFCF-AR—Hazing/Harassment/Intimidation/Menacing/Bullying/Cyberbullying/Teen Dating Violence Complaint Procedures—Students—Revised—For Information
Administrative Regulation JFCM-AR—Violence and Threats of Violence—Revised—For Information
Board Policy KL—Public Complaints—Revised—First Reading
Administrative Regulation KL-AR—Public Complaint Procedure—Revised—For Information

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Issue: We have several different polices and administrative regulations regarding various kinds of complaints, each with their own process. In an effort to be consistent and responsive to students, parents, and staff, we have changed these documents to be more consistent.

Options Considered: Not revising the policies or administrative regulations.

Involvement: District office staff, Oregon School Boards Association

Consequences: Policies and administrative regulations may continue to be confusing.

Cost Impact: None

CONTACT PERSON(S): Kevin Bogatin, Kerry Richey

CORVALLIS SCHOOL DISTRICT 509J

Code: AC-AR
Adopted: Unknown
Revised/Readopted: 8/96, 1/11/99, 9/10/01 1/5/01, 9/12/05

Discrimination Complaint Procedure

Complaints regarding the interpretation or application of the district's nondiscrimination policy shall be processed in accordance with the following procedures:

Informal Procedure

Any person who feels that he/she has been discriminated against should discuss the matter with the building administrator ~~principal~~, who shall in turn investigate the complaint and respond to the complainant within 10 ~~five~~ school days. If this response is not acceptable to the complainant, he/she may initiate formal procedures.

If the building administrator ~~principal~~ is the subject of the complaint, the individual may file a complaint directly with the superintendent. If the superintendent is the subject of the complaint, the complaint may be filed with the Board chair~~man~~.

Formal Procedure

1. A written complaint must be filed with the district official who issued the informal response ~~building principal~~ within 10 ~~five~~ school days of receipt of the response to the informal complaint. The district official ~~building principal~~ shall further investigate, decide the merits of the complaint, and determine the action to be taken, if any, and reply, in writing, to the complainant within 10 school days.

2. If the complainant wishes to appeal the decision of the district official ~~principal~~, he/she may submit a written appeal to the superintendent within 10 working ~~five school~~ days after receipt of the district official's ~~building principal~~ response to the complaint. The superintendent shall meet with all parties involved, as necessary, make a decision and respond, in writing, to the complaint within 10 school days. If the superintendent is the subject of the complaint, the written appeal may be filed with the Board chair.

3. If the complainant is not satisfied with the decision of the superintendent, a written appeal may be filed with the Board within 10 working ~~five school days~~ of receipt of the superintendent's response to step (2). In an attempt to resolve the complaint, the Board shall meet with the concerned parties and their representative at a regular Board meeting in Executive Session. ~~the next regular or special Board meeting.~~ A copy of the Board' s decision shall be sent to the complainant within 10 days of this meeting.

Time

The number of days given at each level shall be regarded as a maximum and every effort will be made to expedite the process, unless extenuating circumstances require the superintendent to extend the length of the investigation.

If the complainant is not satisfied after exhausting local complaint procedures, or 90 days, whichever occurs first, he/she may appeal in writing to the Superintendent of Public Instruction.

DISCRIMINATION COMPLAINT FORM

Name of Person Filing Complaint	Date	School or Activity

❒ Student/Parent ❒ Employee ❒ Nonemployee (Job Applicant)

Type of Discrimination

❒ Race	❒ Color	❒ Religion
❒ Sex	❒ National Origin	❒ Disability
❒ Marital Status	❒ Age	❒ Sexual Orientation
❒ Citizenship	❒ Gender Identity	❒ Gender Expression

Specify complaint: (Please provide detailed information including names, dates, places, activities, and results of informal discussion.)

Remedy requested:

The complaint form should be mailed or taken to the building administrator ~~principal~~. Direct complaints related to educational programs and services may be made to the U.S. Department of Education, Office for Civil Rights. Direct complaints related to employment may be filed with the Oregon Bureau of Labor and Industries, Civil Rights Division, or the U.S. Department of Labor, Equal Employment Opportunities Commission.

Corvallis
SCHOOL DISTRICT

XI.E. Administrative Regulation ACA-AR(2)—ADA Grievance Procedure—Revised—For Information

CORVALLIS SCHOOL DISTRICT 509J

Code: ACA-AR(2)
Adopted: 8/96
Revised/Readopted: 4/6/09

ADA Grievance Procedure

The compliance officer is responsible for coordinating the district's efforts to comply with the Americans with Disabilities Act of 1990 and the Americans with Disabilities Act Amendments Act of 2008 (ADA). The compliance officer shall be a neutral party having had no involvement in the complaint presented.

Step I Any complaint shall be presented in writing to the compliance officer within 180 days from date of alleged discrimination. It must include the following:

1. Name and address of the individual or the representative filing the complaint;
2. Description of the alleged discriminatory action in sufficient detail to inform the district of the nature and date of the alleged violation;
3. Signature by the complainant or by someone authorized to do so on his/her behalf;
4. Identification (by name, if possible) of the alleged victims of the discrimination for any complaint filed on behalf of classes or third parties.

Step II The compliance officer shall thoroughly investigate the complaint, notify the person who has been accused of discriminating, permit a response to the allegation and arrange a meeting to discuss the complaint with all concerned parties within 10 working days after receipt of the written complaint, if deemed necessary. The compliance officer shall give a written answer to the complaint within 10 ~~15~~ working days after receipt of the written complaint.

Step III If the complainant is not satisfied with the answer of the compliance officer, he/she may submit a written appeal to the superintendent or designee indicating with particularity the nature of disagreement with the answer and reason underlying such disagreement. Such appeal must be filed within 10 working days after receipt of the compliance officer's answer. The superintendent or designee shall arrange a meeting with the complainant and other affected parties, if requested by the complainant, at a mutually agreeable time to discuss the appeal. The superintendent or designee shall give a written answer to the complainant's appeal within 10 working days.

Step IV If the complainant is not satisfied with the answer, an appeal with the Board may be filed within 10 working days after receipt of the Step III answer. In an attempt to resolve the complaint, the Board shall meet with the concerned parties at a regular Board meeting in Executive Session.
~~The Board shall, within 20 working days, conduct a hearing at which the complainant shall be given an opportunity to present the complaint.~~ The Board shall give a written answer to the complaint within 10 working days following completion of the hearing.

Step V If the complainant is not satisfied with the decision of the Board, a complaint may be filed with the Coordination and Review Section, Civil Rights Division, U.S. Department of Justice (student complaints) or the U.S. Department of Labor, Equal Employment Opportunity Commission or Oregon Bureau of Labor and Industry (employment complaints). Individuals may initiate complaint procedures and/or civil actions with or without first complying with local complaint procedures.

Time

The number of days given at each level shall be regarded as a maximum and every effort will be made to expedite the process, unless extenuating circumstances require the superintendent to extend the length of the investigation.

Corvallis
SCHOOL DISTRICT

XI.F. Board Policy GBM—Right to Appeal to the Superintendent an Administrative Decision—Revised—First Reading

CORVALLIS SCHOOL DISTRICT 509J

Code: GBM
Adopted: 7/91
Revised/Readopted: 7/89, 8/30/99
Original Codes: 3500, 4510

Staff Complaints
~~Right to Appeal to the Superintendent an Administrative Decision~~

Any school employee will have a right of access to the appeal procedures included in the district administrative procedures for the purpose of appeal of administrative decisions. For general purposes, staff will follow Board policy KL—Public Complaints and accompanying administrative regulation KL-AR—Public Complaint Procedure.
~~Appeal procedures are available to employees in the district human resources office.~~

The complaint procedure will not be used to resolve disputes and disagreements related to the provisions of any collective bargaining agreement, nor will it be used in any instance where a collective bargaining agreement provides a dispute resolution procedure. Disputes concerning an employee's dismissal, contract nonrenewal or contract nonextension will not be processed under this procedure.

Reasonable efforts will be made to resolve complaints informally.

END OF POLICY

Legal Reference(s):

OAR 581-022-1720
Anderson v. Central Point Sch. Dist., 746 F.2d 505 (9th Cir. 1984).
Connick v. Myers, 461 U.S. 138 (1983).

~~Anderson v. Central Point School District No. 6, 554 F. Supp. 600 (D. Oregon 1982); aff'd in part, 746 F. 2d 505 (9th Cir. 1984).~~

Cross Reference(s):

KL—Public Complaint Procedure

Corvallis
SCHOOL DISTRICT

XI.G. Administrative Regulation GBN/JBA-AR—Sexual Harassment Complaint Procedures—Revised–For Information

CORVALLIS SCHOOL DISTRICT 509J

Code: GBN/JBA-AR
Adopted: 6/28/99
Revised/Readopted: 11/4/02, 4/2/12

Sexual Harassment Complaint Procedures

Building administrators ~~principals~~, the compliance officer, and the superintendent have responsibility for investigations concerning sexual harassment. ~~The investigator shall be a neutral party having had no involvement in the complaint presented.~~ The investigator will be a district employee with no involvement in the actions that are the subject of the complaint. The superintendent may recommend the use of an outside (non-staff member) investigator.

Step I — Any sexual harassment complaint shall be presented to the building administrator ~~principal~~, compliance officer, or superintendent. All such complaints shall be recorded in ~~reduced to~~ writing and will include the specific nature of the sexual harassment, the specific nature of any violence or threat of violence, and corresponding dates.

Step II — The district official receiving the complaint or designee shall promptly initiate an investigation. He/she will arrange such meetings as may be necessary to discuss the complaint with all concerned parties within 10 school ~~five working~~ days after receipt of the complaint. All findings of the investigation, including the response of the alleged harasser, shall be recorded in ~~reduced to~~ writing. The district official conducting the investigation shall notify the complainant in writing when the investigation is concluded.

A copy of the notification letter, together with any other documentation related to the sexual harassment incident, the nature of any violence or threat of violence, will be forwarded to the superintendent.

Step III — If the complainant is not satisfied with the decision at Step II, he/she may submit a written appeal to the superintendent or designee. Such appeal must be filed within 10 working days after receipt of the Step II decision. The superintendent or designee will arrange such meetings with the complainant and other affected parties as deemed necessary to discuss the appeal. The superintendent or designee shall provide a written decision to the complainant within 10 working days.

Step IV — If the complainant is not satisfied with the superintendent's or designee's decision, a written appeal may be filed with the Board within 10 working days after receipt of the Step III decision. In an attempt to resolve the complaint, the Board shall meet with the concerned parties at a regular Board meeting in Executive Session. ~~The Board shall, within 20 working days, conduct a hearing at which time the complainant shall be given an opportunity to present the appeal.~~ The Board shall

provide a written decision to the complainant within 10 working days following completion of the hearing.

Time

The number of days given at each level shall be regarded as a maximum and every effort will be made to expedite the process, unless extenuating circumstances require the superintendent to extend the length of the investigation.

Direct complaints related to employment may be filed with the U.S. Department of Labor, Equal Employment Opportunity Commission, or Oregon Bureau of Labor and Industries. Direct complaints related to educational programs and services may be made to the Regional Civil Rights Director, U.S. Department of Education, Office for Civil Rights, Region X, 915 Second Avenue, Room 3310, Seattle, Washington, 98174-1099. Additional information regarding filing of a complaint may be obtained through the principal, compliance officer, or superintendent.

All documentation related to sexual harassment complaints may become part of the student's education record or employee's personnel file as appropriate. Additionally, a copy of all sexual harassment complaints and documentation will be maintained as a confidential file and stored in the district office.

The superintendent shall report the name of any person holding a teaching license or participating in a practicum under OAR 584-015-0070 or 584-016-1075 when, after appropriate investigation, there is reasonable cause to believe the person may have committed an act of sexual harassment. Reports shall be made to the Teacher Standards and Practices Commission within 30 days of such a finding. Sexual contact with a student shall also be considered a reportable offense. In the event the superintendent is the subject of the investigation, reports, when required, shall be made by the Human Resources Director.

SEXUAL HARASSMENT COMPLAINT FORM

Name of complainant _____

Position of complainant _____

Date of complaint _____

Name of alleged harasser _____

Date and place of incident or incidents _____

_____

Description of misconduct _____

_____

_____

Name of witnesses (if any) _____

_____

_____

Evidence of sexual harassment, i.e., letters, photos, etc. (attach evidence if possible) _____

_____

Any other information _____

_____

_____

I agree that all of the information on this form is accurate and true to the best of my knowledge.

Signature _____

Date _____

WITNESS DISCLOSURE FORM

Name of Witness_____

Position of Witness_____

Date of Testimony/Interview_____

Description of Instance Witnessed_____

_____

_____

_____

_____

Any Other Information_____

_____

_____

_____

I agree that all the information on this form is accurate and true to the best of my knowledge.

Signature _____

Date _____

Corvallis
SCHOOL DISTRICT

XI.H. Administrative Regulation GBNA-AR—Hazing/Harassment/Intimidation/Menacing/Bullying/Cyberbullying Complaint Procedures—Staff—Revised—For Information

CORVALLIS SCHOOL DISTRICT 509J

Code: GBNA-AR
Adopted: 6/28/99
Revised/Readopted: 11/4/02, 8/18/08 2/7/11

Hazing/Harassment/Intimidation/Menacing/Bullying/Cyberbullying Complaint Procedures—Staff

The following definitions and procedures shall be used for reporting, investigating, and resolving complaints of hazing, harassment, intimidation, menacing, bullying, or acts of cyberbullying.

Definitions

"Third parties" include, but are not limited to, coaches, school volunteers, parents, students, school visitors, service contractors, or others engaged in district business such as employees of businesses or organizations participating in cooperative work programs with the district, and others not directly subject to district control at interdistrict and intradistrict athletic competitions or other school events.

"District" includes district facilities, district premises, and nondistrict property if the employee is at any district-sponsored, district-approved, or district-related activity or function, such as field trips or athletic events or where the employee is engaged in district business.

"Hazing" includes, but is not limited to, any act that recklessly or intentionally endangers the mental health, physical health, or safety of a staff member for the purpose of initiation or as a condition or precondition of attaining membership in, or affiliation with, any district-sponsored work activity, work group, work assignment. Hazing includes, but is not limited to requiring, encouraging, authorizing, or permitting acts of ~~(i.e.,~~ personal servitude, sexual stimulation/sexual assault, forced consumption of any drink, alcoholic beverage, drug, or controlled substance, forced exposure to the elements, forced prolonged exclusion from social contact, sleep deprivation, or any other forced activity that could adversely affect the mental or physical health or safety of a staff member requiring, encouraging, authorizing, or permitting ~~); requires, encourages, authorizes, or permits~~ another to be subject to wearing or carrying any obscene or physically burdensome article; assignment of pranks to be performed; or other such activities intended to degrade or humiliate regardless of the person's willingness to participate.

"Harassment" includes, but is not limited to, any act which subjects an individual or group to unwanted, abusive behavior of a nonverbal, verbal, written, or physical nature on the basis of race, color, religion, sex, gender identity, gender expression, national origin, citizenship, sexual orientation, disability, parental or marital status, or age.
~~age, race, color, religion, color, national origin, disability, or sexual orientation.~~

"Intimidation" includes, but is not limited to, any threat or act intended to tamper, substantially damage, or interfere with another's property, cause substantial inconvenience, subject another to offensive physical contact, or inflict serious physical injury on the basis of race, color, religion,

sex, gender identity, gender expression, national origin, citizenship, sexual orientation, disability, parental or marital status, or age. ~~race, color, religion, national origin, or sexual orientation.~~

"Cyberbullying" may be considered to be the use of any electronic communication device to convey a message in any form (text, image, audio, or video) that intimidates, harasses, or is otherwise intended to harm, insult, or humiliate another in a deliberate, repeated, or hostile and unwanted manner under a person's true or false identity. In addition, any communication of this form which substantially disrupts or prevents a safe and positive educational or working environment also may be considered cyberbullying. Students and staff will refrain from using personal communication devices or district property to harass or stalk another.

"Menacing" includes, but is not limited to, any act intended to place a district employee, student, or third party in fear of imminent serious physical injury.

Retaliation/False Charges

Retaliation against any person who reports, is thought to have reported, files a complaint, or otherwise participates in an investigation or inquiry is prohibited. Such retaliation shall be considered a serious violation of Board policy and independent of whether a complaint is substantiated. False charges also shall be regarded as a serious offense and will result in disciplinary action or other appropriate sanctions.

Complaint Procedures

The building administrator or district department director has responsibility for investigations concerning hazing, harassment, intimidation, menacing, bullying, or acts of cyberbullying. The investigator(s) shall be a neutral party having had no involvement in the complaint presented.

Any employee who has knowledge of conduct in violation of Board policy JFCF—Hazing/ Harassment/Intimidation/Menacing/Bullying/Cyberbullying—Students shall immediately report his/her concerns to the designated district official.

Any employee or third party who has knowledge of conduct in violation of this policy or feels he/she has been hazed, harassed, intimidated, menaced, bullied, ~~or~~ cyberbullied, or retaliated against in violation this policy is encouraged to immediately report his/her concerns to the designated district official.

All complaints will be investigated promptly in accordance with the following procedures:

Step 1 Any hazing, harassment, intimidation, menacing, bullying, or acts of cyberbullying, information (complaints, rumors, etc.) shall be presented to the building administrator ~~principal~~ or district department director. Complaints against the building administrator ~~principal~~ or district department director shall be filed with the superintendent. Complaints against the superintendent shall be filed with the Board chair. All such information will be recorded in ~~reduced to~~ writing and will include the specific nature of the offense and corresponding dates.

Step 2 The district official receiving the complaint promptly shall investigate. Parents will be notified of the nature of any complaint involving their student. The district official will arrange such meetings as may be necessary with all concerned parties within 10 school ~~five working~~ days after receipt of the information or complaint, unless extenuating circumstances require the superintendent to extend the length of the investigation. The parties will have an opportunity to submit evidence and a list of witnesses. All findings related to the complaint will be recorded in ~~reduced to~~ writing. The district official(s) conducting the investigation shall notify the complainant and parents as appropriate, when the investigation is concluded and a decision regarding disciplinary action, as warranted, is determined.

A copy of the notification letter or the date and details of notification to the complainant, together with any other documentation related to the incident, including disciplinary action taken or recommended, shall be forwarded to the superintendent.

Step 3 If the complainant is not satisfied with the decision at Step 2, he/she may submit a written appeal to the superintendent or designee. Such appeal must be filed within 10 working days after receipt of the Step 2 decision. The superintendent or designee will arrange such meetings with the complainant and other affected parties as deemed necessary to discuss the appeal. The superintendent or designee shall provide a written decision to the complainant's appeal within 10 working days. If the superintendent is the subject of the complaint, the written appeal may be filed with the Board chair.

Step 4 If the complainant is not satisfied with the decision at Step 3, a written request for review may be filed with the Board. Such request for review must be filed within 10 working days after receipt of the Step 3 decision. In an attempt to resolve the complaint, the Board shall meet with the concerned parties at a regular Board meeting in Executive Session.
~~The Board shall, within twenty working days, conduct a hearing at which time the complainant shall be given an opportunity to present the complaint.~~ The Board shall provide a written decision to the complainant within 10 working days following completion of the hearing.

Time

The number of days given at each level shall be regarded as a maximum and every effort will be made to expedite the process, unless extenuating circumstances require the superintendent to extend the length of the investigation.

Direct complaints related to employment may be filed with the Oregon Bureau of Labor and Industries, Civil Rights Division, or the US Department of Labor, Equal Employment Opportunities Commission.

Documentation related to the incident may be maintained as part of the employee's personnel file.

HARASSMENT COMPLAINT FORM

Name of complainant _____

Position of complainant _____

Date of complaint _____

Name of alleged harasser _____

Date and place of incident or incidents _____

_____

Description of misconduct _____

_____

_____

Name of witnesses (if any) _____

_____

_____

Evidence of harassment, i.e., letters, photos, etc. (attach evidence if possible) _____

_____

Any other information _____

_____

_____

I agree that all of the information on this form is accurate and true to the best of my knowledge.

Signature _____

Date _____

WITNESS DISCLOSURE FORM

Name of Witness_____

Position of Witness_____

Date of Testimony/Interview_____

Description of Instance Witnessed_____

_____

_____

_____

_____

Any Other Information_____

_____

_____

_____

I agree that all the information on this form is accurate and true to the best of my knowledge.

Signature _____

Date _____

Corvallis
SCHOOL DISTRICT

XI.I. Administrative Regulation JBA/GBN-AR—Sexual Harassment Complaint Procedures—Revised—For Information

CORVALLIS SCHOOL DISTRICT 509J

Code: JBA/GBN-AR
Adopted: 6/28/99
Revised/Readopted: 11/4/02, 4/2/12

Sexual Harassment Complaint Procedures

Building administrators ~~principals~~, the compliance officer, and the superintendent have responsibility for investigations concerning sexual harassment. ~~The investigator shall be a neutral party having had no involvement in the complaint presented.~~ The investigator will be a district employee with no involvement in the actions that are the subject of the complaint. The superintendent may recommend the use of an outside (non-staff member) investigator.

Step I — Any sexual harassment complaint shall be presented to the building administrator ~~principal~~, compliance officer, or superintendent. All such complaints shall be recorded in ~~reduced to~~ writing and will include the specific nature of the sexual harassment, the specific nature of any violence or threat of violence, and corresponding dates.

Step II — The district official receiving the complaint or designee shall promptly initiate an investigation. He/she will arrange such meetings as may be necessary to discuss the complaint with all concerned parties within 10 school ~~five working~~ days after receipt of the complaint. All findings of the investigation, including the response of the alleged harasser, shall be recorded in ~~reduced to~~ writing. The district official conducting the investigation shall notify the complainant in writing when the investigation is concluded.

A copy of the notification letter, together with any other documentation related to the sexual harassment incident, the nature of any violence or threat of violence, will be forwarded to the superintendent.

Step III — If the complainant is not satisfied with the decision at Step II, he/she may submit a written appeal to the superintendent or designee. Such appeal must be filed within 10 working days after receipt of the Step II decision. The superintendent or designee will arrange such meetings with the complainant and other affected parties as deemed necessary to discuss the appeal. The superintendent or designee shall provide a written decision to the complainant within 10 working days.

Step IV — If the complainant is not satisfied with the superintendent's or designee's decision, a written appeal may be filed with the Board within 10 working days after receipt of the Step III decision. In an attempt to resolve the complaint, the Board shall meet with the concerned parties at a regular Board meeting in Executive Session. ~~The Board shall, within 20 working days, conduct a hearing at which time the complainant shall be given an opportunity to present the appeal.~~ The Board shall

provide a written decision to the complainant within 10 working days following completion of the hearing.

Time

The number of days given at each level shall be regarded as a maximum and every effort will be made to expedite the process, unless extenuating circumstances require the superintendent to extend the length of the investigation.

Direct complaints related to employment may be filed with the U.S. Department of Labor, Equal Employment Opportunity Commission, or Oregon Bureau of Labor and Industries. Direct complaints related to educational programs and services may be made to the Regional Civil Rights Director, U.S. Department of Education, Office for Civil Rights, Region X, 915 Second Avenue, Room 3310, Seattle, Washington, 98174-1099. Additional information regarding filing of a complaint may be obtained through the principal, compliance officer, or superintendent.

All documentation related to sexual harassment complaints may become part of the student's education record or employee's personnel file as appropriate. Additionally, a copy of all sexual harassment complaints and documentation will be maintained as a confidential file and stored in the district office.

The superintendent shall report the name of any person holding a teaching license or participating in a practicum under OAR 584-015-0070 or 584-016-1075 when, after appropriate investigation, there is reasonable cause to believe the person may have committed an act of sexual harassment. Reports shall be made to the Teacher Standards and Practices Commission within 30 days of such a finding. Sexual contact with a student shall also be considered a reportable offense. In the event the superintendent is the subject of the investigation, reports, when required, shall be made by the Human Resources Director.

SEXUAL HARASSMENT COMPLAINT FORM

Name of complainant _____

Position of complainant _____

Date of complaint _____

Name of alleged harasser _____

Date and place of incident or incidents _____

_____

Description of misconduct _____

_____

_____

Name of witnesses (if any) _____

_____

_____

Evidence of sexual harassment, i.e., letters, photos, etc. (attach evidence if possible) _____

_____

Any other information _____

_____

_____

I agree that all of the information on this form is accurate and true to the best of my knowledge.

Signature _____

Date _____

WITNESS DISCLOSURE FORM

Name of Witness_____

Position of Witness_____

Date of Testimony/Interview_____

Description of Instance Witnessed_____

_____

_____

_____

_____

Any Other Information_____

_____

_____

_____

I agree that all the information on this form is accurate and true to the best of my knowledge.

Signature _____

Date _____

Corvallis
SCHOOL DISTRICT

XI.J. Administrative Regulation JFCF-AR—Hazing/Harassment/Intimidation/Menacing/Bullying/Cyberbullying/Teen Dating Violence Complaint Procedures—Students—Revised—For Information

CORVALLIS SCHOOL DISTRICT 509J

Code: JFCF-AR
Adopted: 6/28/99
Revised/Readopted: 11/4/02, 8/18/08, 2/7/11 3/14/11, 10/7/13

Hazing/Harassment/Intimidation/Menacing/Bullying/Cyberbullying/Teen Dating Violence Complaint Procedures—Students

Any student who believes that he/she has been hazed, harassed, intimidated, menaced, bullied, cyberbullied, or a victim of teen dating violence is encouraged to use this complaint procedure. A complaint should be filed as soon as possible after the incident(s). Complaints will be investigated promptly (within 10 school ~~five working~~ days of receipt). Every effort will be made by the administration to preserve confidentiality and protect the student's privacy to the extent the investigative process allows.

The district will in no way retaliate against a person who files a complaint or tolerate staff or other students retaliating against a complainant.

If hazing, harassment, intimidation, menacing, bullying, cyberbullying, or an incident of teen dating violence is not found, the district still may determine that the conduct was inappropriate and require that such conduct be stopped.

Informal Complaint Process

Students may use an informal complaint procedure. This seeks to achieve a resolution that both the complainant and the alleged perpetrator agree upon.

An informal complaint may be oral or in writing. It should be brought to the student's building administrator or other district staff member. If the matter is brought to another district staff member first, the staff member will inform the building administrator of the situation as soon as possible.

The complainant may be advised of ways to resolve the problem on his/her own. If that is unsuccessful or if the complainant does not wish to confront the alleged perpetrator, the administrator will discuss the complaint with the alleged perpetrator and an informal resolution may be proposed. The complainant may accept or reject the proposed resolution.

If the proposed resolution is accepted, the administrator will keep a record of the complaint and its resolution. The administrator also will follow up with the complainant to ensure that the problem has in fact been resolved. ~~If the proposed resolution is rejected or the complaint cannot be resolved, the administrator will investigate and resolve the case according to the formal complaint procedure.~~ This informal process ends, in all cases, with an acceptance or rejection of the proposed resolution. Upon completion of the informal process, a written record of the complaint and its proposed or accepted resolution shall be kept by the administrator for a minimum of two years, together with

written documentation of any follow-up by the administrator on the complaint. This written documentation shall be made available for review in any subsequent, related formal complaint.

Formal Complaint Procedure

The building administrator[1] ~~or district department director~~ has responsibility for investigations concerning hazing, harassment, intimidation, menacing, bullying, acts of cyberbullying, or incidents of teen dating violence. ~~The investigator(s) shall be a neutral party having had no involvement in the complaint presented.~~ The investigator will be a district employee with no involvement in the actions that are the subject of the complaint. The superintendent may recommend the use of an outside (non-staff member) investigator.

All complaints will be investigated promptly in accordance with the following procedures:

Step 1 Any hazing, harassment, intimidation, menacing, bullying, acts of cyberbullying, incidents of teen dating violence information (complaints, rumors, etc.) shall be presented in writing to the building administrator ~~principal or district department director~~. Complaints against the administrator ~~principal or district department director~~ shall be filed in writing with the superintendent. Complaints against the superintendent shall be filed in writing with the Board chair. The Board chair may recommend the use of an outside (non-staff member) investigator. All such information will be recorded in ~~reduced to~~ writing and will include the specific nature of the offense and corresponding dates.

Step 2 The district official receiving the complaint shall investigate promptly. Parents will be notified of the nature of any complaint involving their student. The district official will arrange such meetings as may be necessary with all concerned parties within 10 school ~~five working~~ days after receipt of the information or complaint. The parties will have an opportunity to submit evidence and a list of witnesses. All findings related to the complaint will be recorded in ~~reduced to~~ writing by the district official. The district official(s) conducting the investigation shall notify the complainant and parents as appropriate, when the investigation is concluded and a decision regarding disciplinary action, as warranted, is determined.

A copy of the notification letter or the date and details of notification to the complainant, together with any other documentation related to the incident, including disciplinary action taken or recommended, shall be forwarded to the superintendent.

Step 3 If the complainant is not satisfied with the decision at Step 2, he/she may submit a written appeal to the superintendent or designee. Such appeal must be filed within 10 working days after receipt of the Step 2 decision. The superintendent or designee will arrange such meetings with the complainant and other affected parties as deemed necessary to discuss the appeal. The superintendent or designee shall provide a written decision to the complainant's appeal within 10 working days.

[1]Required by state law House Bill 2599 (HB 2599)

Step 4 If the complainant is not satisfied with the decision at Step 3, a written request for review may be filed with the Board. Such request for review must be filed within 10 working days after receipt of the Step 3 decision. In an attempt to resolve the complaint, the Board shall meet with the concerned parties at a regular Board meeting in Executive Session. ~~The Board shall, within twenty working days, conduct a hearing at which time the complainant shall be given an opportunity to present the complaint.~~ The Board shall provide a written decision to the complainant within 10 working days following the completion of the hearing.

Time

The number of days given at each level shall be regarded as a maximum and every effort will be made to expedite the process, unless extenuating circumstances require the superintendent to extend the length of the investigation.

Direct complaints related to educational programs and services may be made to the U.S. Department of Education, Office for Civil Rights.

Documentation related to the incident may be maintained as part of the student's education records.

HARASSMENT COMPLAINT FORM

Name of complainant _____

Position of complainant _____

Date of complaint _____

Name of alleged harasser _____

Date and place of incident or incidents _____

_____

Description of misconduct _____

_____

_____

Name of witnesses (if any) _____

_____

_____

Evidence of harassment, i.e., letters, photos, etc. (attach evidence if possible) _____

_____

Any other information _____

_____

_____

I agree that all of the information on this form is accurate and true to the best of my knowledge.

Signature _____

Date _____

WITNESS DISCLOSURE FORM

Name of Witness_____

Position of Witness_____

Date of Testimony/Interview_____

Description of Instance Witnessed_____

_____

_____

_____

_____

Any Other Information_____

_____

_____

_____

I agree that all the information on this form is accurate and true to the best of my knowledge.

Signature _____

Date _____

Corvallis
SCHOOL DISTRICT

XI.K. Administrative Regulation JFCM-AR—Violence and Threats of Violence—Revised—For Information

CORVALLIS SCHOOL DISTRICT 509J

Code: JFCM-AR
Adopted: 11/4/02

Violence and Threats of Violence

Building administrators ~~principals~~ and the superintendent or the superintendent's designee shall have responsibility for investigations concerning violence and threats of violence by students.

Any complaint of violence or threats of violence shall be presented to the building administrator ~~principal~~, the superintendent, or the superintendent's designee. All such complaints shall be recorded in ~~reduced to~~ writing and will include the specific nature of the violence or threat of violence and the date of the conduct in question.

Upon receipt of the complaint, the building administrator ~~principal~~, in consultation with the superintendent or the superintendent's designee, shall consider whether it is in the best interest of the district and other ~~the~~ students of the district that the student charged shall be immediately removed from the classroom setting, or any extracurricular activity, where that ~~any~~ student has threatened to injure another person or to severely damage school property. The person or persons making the complaint shall be notified what ~~whether such~~ action has been considered and taken. At the same time, the superintendent or designee, in consultation with the building administrator ~~principal~~, shall determine whether the student should be placed in a setting where the behavior will receive immediate attention from a building administrator, counselor, ~~or~~ a licensed mental health professional, or the police and, during the course of the determination, assess whether the student should be evaluated by a licensed mental health professional before the student is allowed to return to the classroom setting.

The complaint shall be investigated within 10 school ~~five working~~ days of the receipt of the complaint, unless extenuating circumstances require the superintendent to extend the length of the investigation. The findings of the investigation, after interviews with witnesses, shall be recorded in ~~reduced to~~ writing. The district official conducting the investigation shall notify the complainant in writing when the investigation has been concluded. A copy of the notification letter, with all documentation relating to the incident of violence or threat of violence, shall be forwarded to the office of the superintendent.

If it has been determined that the student charged be immediately removed from the classroom or extracurricular activity pending the investigation, the superintendent shall review the results of the investigation prior to readmitting the student to the classroom or extracurricular activities. Students who violate the policy against Violence and Threats of Violence shall be subject to discipline up to and including expulsion. Other incidents involving violence, menacing conduct, intimidation, harassment, bullying, or use of weapons that has occurred off of the school grounds, but involves students attending the same or other district schools, may be taken into consideration when assessing discipline for the conduct subject to the investigation.

No district official or student shall retaliate against any student making a complaint under this policy or any witness to the event.

Corvallis
SCHOOL DISTRICT

XI.L. Board Policy KL—Public Complaints—Revised—First Reading

CORVALLIS SCHOOL DISTRICT 509J

Code: KL
Adopted: 4/12/99
Revised/Readopted: 4/7/08

Public Complaints

Complaints are handled and resolved as close to their origin as possible.

Although no community member will be denied the right to petition the Board for redress of a grievance, complaints will be referred through the proper administrative channels for solution before investigation or action by the Board. Exceptions are complaints that concern Board actions or Board operations, as well as appeals to student transfer decisions. Decisions made by the Assistant Superintendent on transfer appeals will be final (JCA-AR). All decisions made on transfer appeals will be communicated to the Board chair.

The Board advises the public that the proper channeling of complaints is:
~~involving instruction, discipline or learning materials is as follows:~~

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

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

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

END OF POLICY

Legal References:
ORS 192.610—192.690
ORS 332.107
OAR 581-022-1940

Anderson v. Central Point School District No. 6, 554 F. Supp. 600 (D. Oregon 1982); aff'd in part, 746 F.2d 505 (9th Cir. 1984).
Connick v. Myers, 461 U.S. 138 (1983).

Cross Reference:
Policy BDDH—Public Participation

Corvallis
SCHOOL DISTRICT

XI.M. Administrative Regulation KL-AR—Public Complaint Procedure—Revised—For Information

CORVALLIS SCHOOL DISTRICT 509J

Code: KL-AR
Adopted: 4/12/99
Revised/Readopted: 8/14/06, 6/21/10
8/23/10

Public Complaint Procedure

The following procedure will be used for all complaints:

1. A student or parent with a complaint shall generally first present it orally and informally to his/her teacher or the appropriate school employee;

2. If the complaint is not resolved, the complainant may formally present the complaint in writing (including all supporting statements and evidence) within 10 school ~~working~~ days of the informal conference to the building administrator ~~principal~~ or district department director. The building administrator ~~principal~~ or district department director shall evaluate the evidence and render a written decision within 10 school ~~working~~ days after receiving the appeal;

3. If the complainant deems it desirable to carry the complaint beyond the decision reached by the building administrator ~~principal~~ or district department director, he/she may, within 10 working days from the date of the building administrator's ~~principal~~ or district department director's written decision, file a written complaint with the superintendent or his/her designee through the assistant superintendent's office. The superintendent or his/her designee shall evaluate the evidence and render a written decision within 10 working days after receiving the appeal;

4. If the complainant is dissatisfied with the decision of the superintendent, he or she may within 10 working days from the date of the superintendent/designee's written decision, file a written, signed complaint with the Board of Directors in care of the superintendent and request a review by the Board. ~~at its next regularly scheduled meeting. A final determination on the complaint shall be made within 20 working days from receipt of the appeal by the Board.~~ The Board may hold a hearing to review the findings and conclusion of the superintendent/ designee, to hear the complaint, and to take such other evidence as it deems appropriate. Generally, all parties involved, including the school administration, will be asked to attend such meeting for the purposes of presenting additional facts, making further explanations, and clarifying the issues.

Time

The number of days given at each level shall be regarded as a maximum and every effort will be made to expedite the process, unless extenuating circumstances require the superintendent to extend the length of the investigation. ~~However, the time limits stated may be extended by mutual agreement of the complainant and the administration.~~

Withdrawal

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

Meetings and Decisions

At each of the levels the complainant shall be given the opportunity to be present and to be heard. All decisions at each level shall be in writing and include supporting rationale with the exception of the initial informal contact. Copies of all decisions and recommendations shall be furnished promptly to all parties of interest.

SUGGESTION, COMPLAINT, OR COMMENDATION REGARDING AN EMPLOYEE, PROGRAM, OR PRACTICE

The district is interested in suggestions, complaints, and commendations involving employees or programs. When such is registered, we are interested in investigating the incident to see if there has been a misunderstanding or if some corrective action should be taken to improve the district. Commendations are of value to the district because they improve morale and encourage district employees to take pride in their work and do more than is ordinarily expected of them.

As both complaints and commendations are of value to the district, we welcome comments and request you fill in the information requested below. Formal complaints and requests for School Board appeals must be submitted through this completed form. You may attach a letter or additional documents when submitting the complaint.

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

Attach additional sheets to this form, if necessary.

_____

Name of employee/program to which this form applies

Nature of suggestion, complaint, or commendation: _____

_____

Source of your information: _____

_____

Justification of your feelings: _____

_____

Remedy sought: _____

_____

_____ _____

Print name here Telephone

_____ _____

Signed Date Address

I have read but do not necessarily agree:

_____ _____

Employee Date Immediate Supervisor Date

Corvallis
SCHOOL DISTRICT

XII. EXECUTIVE SESSION - The Board will meet in Executive session at 5:15 p.m. under ORS 192.660(2)(d) – To consult with persons designated for labor negotiations, and under -ORS 192.660(2)(e) – To consult with persons designated to negotiate real property transactions.

XIII. 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