



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, September 12, 2016 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/UC9Jtpte5dmilZl9kySBjVQ?> 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



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Monday, September 12, 2016
6:30 PM

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

Meeting Details: Monday, September 12, 2016, 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. INTRODUCE NEW ADMINISTRATORS
- IV. COMMITTEE/BOARD MEMBER ITEMS
- V. SUPERINTENDENT'S REPORT
- VI. PUBLIC/STAFF COMMENT

NOTE: To indicate your desire to comment, please complete a request card 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.



Providing Input to the School Board

(Revised 08-02-16)

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 Board. The public may offer comments during meetings or correspond in writing via email or U.S. mail, as outlined below.

I. Written Correspondence

Letters, emails and other written materials submitted to the Board are considered public record. They may be submitted via U.S. mail to: Corvallis School Board, Attn: Julie Catala, P.O. Box 3509J, Corvallis, OR 97339. Emails may be sent to: schoolboard@corvallis.k12.or.us, which will reach all Board members as a group. Others who will receive emails sent to this address: Superintendent, Assistant Superintendent, Teaching and Learning Director, Human Resources Director, Finance and Operations Director, and Executive Assistant to the Superintendent and Board of Directors (aka Board Secretary).

II. Public Comment at Meetings

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

To request the opportunity to offer public comment

- A. Complete a *Request to Address the Board* card, which can be found on a table at or outside the entrance to the meeting room, and give it to the Board Secretary at the head table **before** the meeting begins.
- B. Complete all requested information. 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.
- C. Although it is not required, you may wish to prepare a written statement from which to read during the meeting; if so, you may choose to leave your written comments with the Board Secretary to file with the official minutes of the meeting.
- D. Although they are not required, you are welcome to provide handouts to the Board; if so, please bring 13 copies and give them to the Board Secretary to distribute.
- E. The Board Secretary will sort comment request cards that are completely filled out and submitted before the meeting begins, into sets by topic (if there are multiple requests for each topic). The Board Secretary will draw one card from each set, in turn.
- F. If more comment 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 comments. In that case, you may submit your comments in written form; see below for information.

- G. When you testify, your name, address and comments are matters of public record; however, students and staff do not need to provide their addresses.

Rules for Public Comment

- A. When you're called on to comment, proceed to the podium/table in front of the Board, state your name and the topic you will address before you begin. This is a matter of public record and will not count against your time. Only one person at a time will be allowed at the podium/table, with exceptions at the discretion of the Board Chair.
- B. 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.
- C. Keep your comments within the specified time allotted, usually three minutes. The Board Secretary will signal you with one chime when you have 30 seconds remaining and with two chimes when your time is up.
- D. If others have spoken before you about the same issue, please state that fact and either decline to comment or limit your comments to points not already stated.
- E. If a group wishes to speak, designate one spokesperson for the group; that person will stand at the podium/table. In order to maintain the meeting schedule, repetitious comments are discouraged.
- F. 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–Public Complaints and administrative regulation KL-AR, copies of which are available during meetings at which public comment is accepted or online at <http://policy.osba.org/corvall/KL/index.asp>.
- G. Complaints regarding budget, programs, or other District issues also should be handled by following the steps outlined in policy KL. Challenges of instructional resources or materials used by the District are subject to the rules and regulations of policy II/IIA–Instructional Resources/Instructional Materials at <http://policy.osba.org/corvall/I/index.asp>.
- H. 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.

III. Telephone Communication

Vincent Adams	541-738-4324 or 541-240-4055	Scott Newsham	703-855-1637
Judy Ball	541-758-1671 or 240-997-1222	Chris Rochester	541-224-1880
Bill Kemper	541-754-0943 or 541-740-0728	Tom Sauret	541-758-2244
Alexis McQuillan	541-230-1342		



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VII. SPECIAL REPORTS

VII.A. Healthy and Safe Schools Plan



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Prepared for: Corvallis School Board
Prepared by: Kim Patten, Director of Facilities & Transportation
Meeting Date: September 12, 2016

Healthy and Safe Schools Plan

NO ACTION REQUIRED

In August 2016, the State Board of Education approved new rules requiring school districts and daycare facilities to create and submit Healthy and Safe School Plans that address environmental conditions in aging educational buildings. The Department of Education will release a model plan by September 15, 2016. School Districts must submit a draft plan no later than October 1, 2016 and their final plan by January 1, 2017.

At minimum, the Healthy and Safe Schools Plan must include a listing of all facilities and who is responsible to maintain and implement the plan including:

- Testing for elevated levels of radon
- Test for and reducing exposure to lead in drinking water
- Plan to reduce exposure to lead paint
- Implementation of Integrated Pest Management
- Communicating results for all tests including:
 - Results available to the public within five business days of receipt
 - Results available to public on the web, in hard copy at the district office, and communicated via email
 - Provide detailed information explaining the results

The rules also define processes for ongoing communication regarding the Healthy and Safe Schools Plan. Ongoing communications include an annual statement available to the school board, building occupants, and the community. The statement must identify who is responsible for the Healthy and Safe Schools Plan and include the following information:

- ✓ Where a copy can be obtained
- ✓ Certification that the plan is up to date
- ✓ How to access any test results
- ✓ High level summary of major mitigation efforts

Staff plans to utilize the model plan to create a draft plan for the Corvallis School District. We have already taken action on the four major areas as follows:

1. Radon: The district sampled one elementary school during the 15/16 school year and found no elevated levels of radon. Sampling of all district facilities is required by 2021.



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2. Lead in Drinking Water: All reasonable drinking water locations have been sampled. Mitigation of any elevated lead levels at the elementary schools has been completed and follow-up sampling has been sent to labs.

Maintenance staff are working on responses at the secondary schools including fixture replacement or permanent removal. All fixtures that currently exceed a conservative 15 ppb (EPA action level is 20 ppb) are either turned off or marked as *handwashing only*. Training has been provided for staff and students.

3. Lead in Paint: The district currently complies with the EPA Renovation, Repair and Painting Program. Lead paint is encapsulated by non-lead paint. Proper precautions are made whenever any renovation or repairs are made to contain dust that may include lead.
4. Integrated Pest Management: John Meyer, Custodial Operations Manager is our Integrated Pest Manager. All staff have been trained and use approved pest management techniques.

We are committed to providing a healthy and safe educational environment for students and staff. When the Department of Education model plan becomes available later this month, we will develop a draft for the Corvallis School District and submit by the October 1 deadline. Facilities and district leadership staff will review and finalize the plan in December.



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VII.B. Bilingual Pathways Grant



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Prepared for: Corvallis School Board
Prepared by: Marcianne Rivero Koetje
Meeting Date: September 12, 2016

K-12 Biliteracy Pathways Project Grant

NO ACTION REQUIRED

Overview:

In the fall of 2015, the Corvallis School District was one of four school districts in the state awarded a dual language grant by the Oregon Department of Education. Out of those districts, Corvallis School district was one of two districts awarded the full grant amount of \$120,000. The purpose of the two-year grant was to help Oregon identify model instructional practices and programs for statewide replication.

As part of the grant, districts are provided with on-going consultation from the Center of Applied Linguistics. Additionally, *The Guiding Principles of Dual Language Education* by Kathryn Linholm-Leary, Elizabeth Howard and David Rogers is used as a roadmap for analysis of program implementation and monitoring.

In the past year, the grant has afforded our district the funding necessary to support our Dual Language Schools in the following areas:

- Sheltered instruction training for 34 Corvallis teachers
- Release time for teachers to collaborate on an aligned curriculum map
- Multiple professional development opportunities for the planning and implementation of Content Integrated English language Development (CIELD)
- Increased parent partnerships and cultural connections

Vision, focus areas and outcomes for K-12 Biliteracy Pathways Project Grant

Our vision for the grant is to facilitate the implementation of a strong core curriculum, effective instructional strategies, meaningful assessment systems, increased parent involvement, and improved mastery of DLI educator skills. The grant, along with the continued hard work and commitment of our K-12 DLI staff, is helping ensure continued growth and success of the program as well as helping realize the dual language program goals:

- All students to become bilingual
- All students become biliterate
- All students will reach grade level academic benchmarks
- All students will develop cross cultural awareness and competencies



Below are the areas of focus identified in the grant as well as outcomes for the first year of the grant. Note: activities linked to the outcomes fell into categories of in-building, intra-District, inter-District, and beyond. Given the traveling and collaborative nature of these activities, the Pathway project was coined *Paseos*, Spanish for stroll.

2015-2016 Focus Area and Outcomes

Core Curriculum	
Focus Area	Outcomes
All DLI teachers skilled at using a rigorous, research based, bilingual core language arts and math curriculum implemented in all dual language classrooms	<ul style="list-style-type: none"> ✓ Full implementation of EngageNY in Spanish and English in Language arts and math (elementary) ✓ Horizontal and vertical collaboration and alignment on an integrated curriculum map (elementary) ✓ Collaboration in writing skills alignment (elementary and middle). ✓ Collaboration at secondary levels on language arts curriculum (middle to high) ✓ Release time for middle school DLI coordinator to mentor and plan with new staff.
Instructional Strategies and Professional Development	
Focus Area	Outcomes
All dual language immersion teachers implement sheltered instruction strategies consistently in their teaching	<ul style="list-style-type: none"> ✓ Implementation of Content Integrated English Language Development (CIELD). ✓ 24 teachers trained in Guided Language Acquisition Design (GLAD) ✓ 10 teachers trained in Sheltered Instruction Observation Protocol (SIOP) ✓ Primary and secondary staff and Principals participated in two school visits (Trost and Canby) and Behr Co-Teaching Conference. ✓ Primary and secondary staff attended Association of Two-way Bilingual Dual Language Education (ATDLE) conference in June.
Parent Outreach and Engagement and Cross-Cultural Connections	
Focus Area	Outcomes
Informed about DLI practices/program, developing language skills, increased capacity to support student learning outside of school	<ul style="list-style-type: none"> ✓ Intercambio Zumba: a pilot at Lincoln aimed at parents to develop conversational Spanish and English skills as well as build relationships. A



	<p>10-week program, one hour a week. Will replicate during 2016-2017 school year.</p> <ul style="list-style-type: none"> ✓ DLI 101: Program aimed for incoming Kinder families. Allowed parents to meet teachers, form relationships and ask questions about the program.
Assessment	
Focus Area	Outcomes
Comprehensive monitoring plan implemented to monitor academic program	<ul style="list-style-type: none"> ✓ Implementation of Logramos Spanish Benchmark assessment ✓ Teacher created formative assessments tied to state standards in English and Spanish

Looking Ahead 2016-2017:

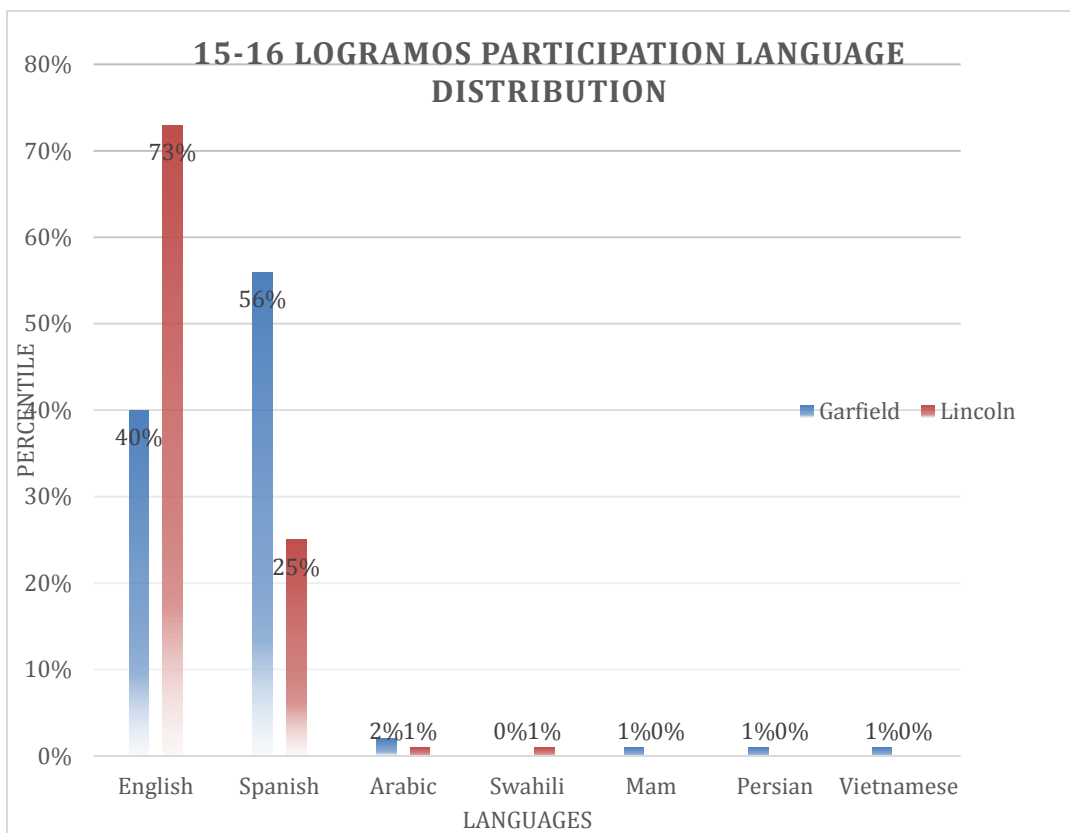
For the second year of the grant we will focus and prioritize the following areas:

- Expand CIELD to all grade levels at Lincoln and continue to implement and support co-teaching in the classroom at Garfield.
- Invite neighboring districts to a **Corvallis School District Dual Language Regional Summit**. This summit will be designed to showcase all aspects of our DLI program as well as build strong networks with neighboring districts.
- Provide ongoing training and support in sheltering strategies and techniques to all DLI classroom teachers.
- Focus on a strong balanced assessment that includes a cultural competencies and oral language component.
- Collaborate with the Center for Applied Linguistics consultant in on-going program improvement and evaluation.



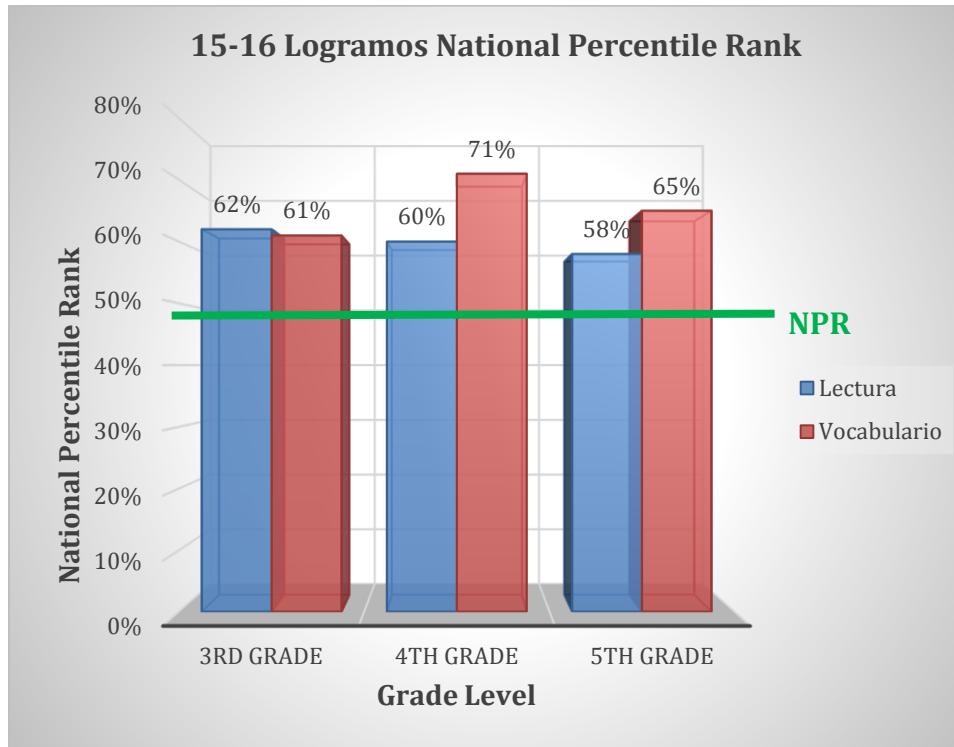
As part of the grant, in the Spring of the 2016 all third to fifth grade students at Lincoln and Garfield were assessed using the Logramos Spanish benchmark assessment. Logramos which means 'we achieved' in Spanish, measures achievement of Spanish-speaking students in reading (lectura) and vocabulary (vocabulario). The following graphs provide information on the language distribution of students tested at both elementary schools as well as the national percentile rank of our native Spanish speakers in our district.

2015-2016 Logramos Participation Language Distribution





**Preliminary data Year One:
Average Scale Score for Native Spanish Speaking Students**



- Average Percentile of Spanish speaker is above the median of the national percentile rank in all grades and all measures
- Average for non-Spanish speakers appears to gradually increase as students move up in grades and gain language acquisition in all measures
- Average for non-Spanish speaking students is above the national percentile rank by the fifth grade (13% in reading).

For more information on Logramos go to:

https://www.cosa.k12.or.us/sites/default/files/materials/events/logramos_sai_2015.pdf

<http://www.hmhco.com/hmh-assessments/bilingual/logramos-3>



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VII.C. District Fees



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Prepared for: Corvallis School Board
Prepared by: Kevin Bogatin, Assistant Superintendent
Meeting Date: September 12, 2016

District Fees

NO ACTION REQUIRED

As part of our equity work, we want to ensure that students have access to all of the required supplies and materials needed to participate fully in their education. Our goal is to ensure equitable opportunities by eliminating fees for any item required to participate in the regular school program.

Elementary and Middle School Supply Lists

Our first step in reducing back-to-school costs for families was to greatly reduce the items on school supply lists. We accomplished this by prohibiting inclusion of general classroom supplies such as copy paper, tissues, hand sanitizer, dry erase markers, scissors, etc., on supply lists. In addition, each list included the following statement, "Students are not required to bring the supplies listed to attend school. School supplies will be provided if needed."

Hoover and Franklin included a clearly-marked optional request for financial donations or additional materials to assist with general supplies. We will review this practice and examine the impact on school budgets.

School supply lists at the middle school level still include a lot of items and we will need to continue to examine how to effectively reduce this list and only include "personal use" items not necessary for participation in the regular school program.

High School Fees

High school is the level with the greatest variety and number of fees and will require some additional review and budget allocation to fully eliminate all fees.

Fees for the following items are permitted and were approved by the school board in 2010:

- Stickers, for Associated Student Body (ASB) cards, which grant access to all high school athletic competitions. The ASB cards themselves are provided at no cost.
- Yearbooks and other items for personal use such as class rings, graduation announcements, caps/gowns, etc.
- Insufficient funds/returned checks.
- Lost/damaged materials such as books, locks, etc.
- Parking fines. The parking permits are provided at no cost.
- ASB card replacements (the first card is free).



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- Transcripts (the first two copies are free).
- College application processing services (for seniors).

Fees for the following items are no longer permitted:

- Courses, including those for workbooks, labs, materials, and goggles.
- Student identification cards (ASB cards).
- Parking permits.
- Rental of space at OSU for graduation.

The Finance and Operations Department, the Teaching & Learning Department and schools will work together to ensure that all classes and programs have access to the materials they need. It is not our intent to utilize this process to reduce class or program costs; however, it is expected that building principals provide greater monitoring and oversight of the costs associated with each class, program, and department.

Calculators

Calculators at the high school level, especially graphing calculators required to participate in upper level mathematics courses, are a significant expense to students and families at a cost of approximately \$120. At this time, the district has permitted graphing calculators be included as an optional school supply for parents to purchase; however, each high school is being provided 110 Texas Instruments TI-84 Plus graphing calculators for student check-out, 35 Texas Instruments TI-84 Plus graphing calculators for in-class use, and 50 Texas Instruments TI-30X IIA solar scientific calculators for student check-out and classroom use. Schools have been asked to clearly communicate information regarding the availability of these calculators with students/families during registration, schedule distribution and/or during the first days of classes.

Curriculum Materials

We have made significant growth in ending the practice of charging for or asking families to provide required curriculum materials for school use. Schools will provide all workbooks, textbooks, and trade books required to participate in the regular school program.

Required summer reading materials for advanced placement classes were not provided to every student this past year but we will make efforts to ensure this is addressed for any required summer reading in 2017-18.

Athletic Fees

Currently, students are required to pay \$150 to participate in athletics; however, those not able to afford athletic fees are not denied the opportunity to participate. The district will be examining these fees in more detail this year; a comprehensive report on sports and activities will be provided under separate cover in the coming weeks.



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Next Steps

We will continue to gather information regarding extracurricular activity fees at the secondary level. In addition, we will take a closer look at field trips, at all levels, that are part of the regular school program. Given the steady increase in students living in poverty, we are asking schools to carefully consider all requests for money and materials.



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VIII. BOARD POLICY JBB—EDUCATIONAL EQUITY—NEW—SECOND
READING



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Prepared for: Corvallis School Board
Prepared by: Kerry Richey, Teaching & Learning Department Support
Meeting Date: September 12, 2016

Board Policy JBB—Educational Equity—Revised—Second Reading **ACTION REQUESTED**

Background

The Oregon School Boards Association (OSBA) categorizes this policy as optional. This new policy addresses the issue of educational equity more broadly than the required nondiscrimination and equal educational opportunity policies. OSBA staff created this policy and vetted it through their legal counsel. This policy has also been reviewed by educational specialists from the Oregon Department of Education's Equity Unit and the Oregon Leadership Network's Steering Committee.

This policy was presented for first reading at the August 15, 2016 School Board meeting; the revisions submitted tonight were made by the Board at that meeting.

Involvement

District staff, including the Superintendent, have reviewed this policy and feel that it is an important framework for the actions that have been taken around educational equity to date, and which will continue this year.

Cost Impact

Initial costs associated with implementing this policy are factored into the budget to accomplish the District's equity transformation plan.

ACTION REQUESTED:

Adopt this policy with the revisions shown.

MOTION REQUESTED:

"I move to adopt Board Policy JBB—Educational Equity."

Educational Equity

The district is committed to the success of every student in each of our schools. For that success to occur, the district is committed to equity by recognizing institutional barriers and creating access and opportunities that benefit each student. “Achieving equity” means students’ identities will not predict or predetermine their success in school.

Educational equity is based on the principles of justice in allocating resources, opportunity, treatment and creating success for each student.

Educational equity promotes the real possibility of equality of educational results for each student and between diverse groups of students. Equity strategies are intentional, systemic, and focused on the core of the teaching and learning process.

To achieve educational equity, the district will commit to:

1. Systematically using districtwide and individual school level data, disaggregated by race, ethnicity, national origin, language, special education, sex, socioeconomic status, and mobility¹ to inform district decision making.
2. Raising the achievement of all students while narrowing the gap between the lowest and the highest performing students.
3. Eliminating the predictability and disparity in all aspects of education and its administration, including but not limited to, the disproportionate representation of students by race, poverty, sex, sexual orientation², and national origin in discipline, special education, and in various advanced learning.
4. Graduating all students ready to succeed in a diverse local, national, and global community.

In order to achieve educational equity for each and every student, the district shall make every effort to:

1. ~~The district shall provide~~ Provide every student with equitable access to high quality curriculum, support, facilities, and other educational resources, even when this means differentiating resource allocation.

¹These are data categories that the Oregon Department of Education collects.

²“Sexual orientation” is defined by Oregon Revised Statute (ORS) 174.100(7) to mean an individual’s actual or perceived heterosexuality, homosexuality, bisexuality or gender identity, regardless of whether the individual’s gender identity, appearance, expression, or behavior differs from that traditionally associated with the individual’s sex at birth.

2. ~~The district shall r~~Review existing policies, programs, professional development, and procedures for the promotion of educational equity, and all applicable new policies, programs, and procedures will be developed with educational equity as a priority.
3. ~~The district shall a~~Actively work toward a balanced teacher and administrator workforce to reflect the diversity of the student body. The district seeks to recruit, employ, support, and retain a workforce that includes racial, sex, and linguistic diversity, as well as culturally responsive administrative, instructional, and support personnel.
4. ~~The district shall e~~Ensure that every employee in the district is responsible and accountable for the learning and achievement of all students and for building a culture that reinforces this responsibility.
45. ~~The district shall p~~Provide professional development to strengthen employees' knowledge and skills for eliminating opportunity gaps and other disparities in achievement.
56. ~~The district shall c~~Create schools with a welcoming, inclusive culture and environment that reflects and supports diversity of the student population, their families, and their community.
67. ~~The district shall i~~Include partners who have demonstrated culturally specific expertise, including but not limited to, families, government agencies, institutions of higher learning, early childhood education organizations, community-based organizations, local businesses, and the community in general in meeting our high goals for educational outcomes. The district shall seek to involve students, staff, families, and community members who reflect district demographics to inform decisions regarding the narrowing of the achievement and other opportunity gaps.
78. ~~The district shall p~~Provide multiple pathways to success in order to meet the needs of the diverse student body and shall actively encourage, support, and expect high academic achievement for each student.
89. ~~The district shall p~~Provide materials and assessments that reflect the diversity of students and staff and are geared toward the understanding and appreciation of culture, class, language, ethnicity, poverty, ability, and other differences that contribute to the uniqueness of each student and staff member.

The superintendent shall include equity practices in the district's ~~strategic plan strategies~~ **equity transformation plan** to implement this policy. The superintendent will report to the Board the progress of the ~~strategic plan~~ **equity transformation plan**.

END OF POLICY

Legal Reference(s):

[ORS 174.100\(7\)](#)

[ORS 332.075](#)

[ORS 332.107](#)

[ORS 342.437 to 342.449](#)



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IX. CONSOLIDATED ACTION

IX.A. Minutes - August 15, 2016

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

I. CALL TO ORDER AND ROLL CALL

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

<u>BOARD MEMBERS PRESENT</u> Vincent Adams Judy Ball Bill Kemper Scott Newsham Chris Rochester, Chair Tom Sauret <u>BOARD MEMBERS EXCUSED</u> Alexis McQuillan, Vice Chair	<u>EXECUTIVE STAFF PRESENT</u> Ryan Noss, Superintendent Kevin Bogatin, Assistant Superintendent Jennifer Duvall, Human Resources Director Olivia Meyers Buch, Finance and Operations Director
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A quorum was present and due notice had been published.

II. PLEDGE OF ALLEGIANCE

Chair Rochester led the Pledge of Allegiance.

III. COMMITTEE/BOARD MEMBER ITEMS

Board members provided brief updates on their recent District-related activities.

IV. SUPERINTENDENT'S REPORT

Superintendent Noss provided information about the work done over the summer to prepare for the school year as well as the professional development that is planned for staff later this month.

V. PUBLIC/STAFF COMMENT

No one offered comments.

VI. NAMING OF CHS SOFTBALL FIELD

Board members referenced a report that had been provided under separate cover; the report will be filed with the minutes of this meeting.

Some of the comments made by Board members included:

- The Board's commitment to Title IX is compelling enough for me to approve this request.
- My reading of Title IX is that it's about equality vs. equity.
- The only thing that troubles me about this recommendation is that it is couched in the terms of Title IX.
- I believe that Mr. Keim was very strongly in favor of meeting the Title IX requirements but the District isn't even close to meeting those requirements, and you can see an example of that by looking at the differences between the boys and the girls sports fields.
- To put all of this in perspective regarding how long it takes for changes to be made, Title IX has been in effect since 1972.

Some of the comments Mr. Rodman provided in response included:

- That's certainly something that we in the softball community are aware of.
- We are committed to moving forward and advocating for additional improvements.
- This proposal is really about Mr. Keim; what he advocated, the steps that he took and the progress that was made under his guidance.
- It's in no way an acknowledgement that we've met Title IX requirements or that we've peaked out on this issue.

Some of Mr. Boring's comments included:

- That journey to start making things more equal has been very fulfilling; however, I'll keep advocating for additional work to be done. For example, the girls have to use a portable restroom facility at their games; whereas, the boys have a flush toilet.
- I would add that naming the field would be a great symbolic gesture for the way Mr. Keim got our attention and worked really hard to make things more equal, as well as a way to honor the girls who played softball and will continue to play.
- I also think that while Mr. Keim was a very staunch advocate, he learned that it's a process that needs to be collaborative in order to make progress.

Mr. Rodman provided a few additional comments including:

- It's our intention to dedicate this field at the beginning of softball season.
- Director Adams had previously suggested that there might be an interpretive sign at the field; however, that would have to come later because it would need to be more durable and would require additional fundraising.
- Mr. Keim wasn't an advocate for just women's softball, he was an advocate for women's sports in general.

MOTION:

It was moved by Director Adams and seconded by Director Kemper to name the Corvallis High School softball facility Will Keim Field. The motion was voted on and passed unanimously.

VII. SPECIAL REPORTS

A. School Health Navigators Update

Corvallis School District Teaching and Learning Coordinator Amy Lesan and Benton County Health Navigation Program Manager Kelly Volkmann presented. They referred to a report that had been provided to the Board under separate cover; the report will be filed with the minutes of this meeting. Ms. Lesan and Ms. Volkmann showed an informational video regarding the school health navigator program.

Some of the information provided by the presenters in response to Board member questions included:

- Due to the kinds of services that navigators provide, outcomes won't happen in one month or a year, etc. because there's nothing to "cure", but we can provide trends data.
- The only way to show what we're doing is to collect "touch" data, which represents the number of times a health navigator works with a family.
- This year, the Intercommunity Health Network-Coordinated Care Organization (IHN-CCO) has changed some of its rules, which will allow us to collect additional data.
- We've aligned our tracking across all of the pilots that IHN-CCO has and are using all of the same touch criteria; so when we present data, we're comparing apples to apples.
- The health Navigator salaries are paid by the Corvallis School District and the IHN-CCO; each pays 50%. Benton County pays for all in-kind services and products such as equipment, staff support, management of the program, and number crunching.
- In my perspective it's a tri-partnership; it's not about academics or health, it's about meshing the two. You get better outcomes at school, so it's a natural partnership.
- Approximately 80% of the students we serve are on the Oregon Health Plan (OHP) although we don't make any distinction based on their insurance. We serve them even if they don't have any insurance.
- We've learned that most of what keeps us healthy is more than a one-hour visit to the doctor. If the doctor prescribes a pill and a routine but the family doesn't have enough money or there aren't any grocery stores in the area, they can't follow through.
- Approximately 90% of our success in following through with doctors' orders has to do with where we live and other social and economic circumstances.

Superintendent Noss noted that this topic will be brought back to the Board for future updates. He added that his goal is to maintain the program; even though it's not necessarily an instructional program, it's a component of wrap-around services for our students.

Ms. Lesan pointed out that this program came about as a result of the needs of the schools, because some kids were failing or not thriving.

B. Communication Plan for Local Option Levy Renewal

Communications Specialist Brenda Downum led review of three documents, which had been provided to the Board under separate cover: a communications plan, a questions and answers document, and an info-graphic with quick facts. These documents will be filed with the minutes

of this meeting. The communications plan conveyed information regarding the intended audience, key considerations for impartiality that are required of staff, the types of communication, and the various publications that will be created.

Ms. Downum noted that Superintendent Noss will be talking about the levy during speaking engagements but his comments will be factual and neutral, not advocating for the levy, as prescribed by law.

Director Ball complimented Ms. Downum on the info-graphic as well as on the description of the difference between a levy and a bond, which was on the questions and answers sheet.

Chair Rochester gave an update on the progress of the political action committee. He stressed that the District has made a firm commitment to not use levy funds for technology expenditures.

VIII. BOARD POLICY JBB—EDUCATIONAL EQUITY—NEW—FIRST READING

Superintendent Noss noted that this version of the policy is from the Oregon School Boards Association (OSBA). He explained that OSBA's legal counsel has vetted the language and provided the appropriate legal references. Mr. Noss advocated for the adoption of this policy, saying that it is an important framework for the actions that have been taken around educational equity to date, and which will continue this year.

Board members discussed the policy at length and recommended changes. Those changes will be included in the version that comes to the Board for action in September.

IX. CONSOLIDATED ACTION

Director Newsham raised concerns regarding Board Policy—IGDJB—Community Sponsored Club Sports. He referenced public comment that had been given at the June 20, 2016 Board meeting regarding the sport Ultimate, and the subsequent Board dialogue that had taken place. He said he could not understand why the Board would close the door to District support for any sport that's not sanctioned by the Oregon School Activities Association (OSAA), likening it to essentially saying *don't expect any support from the District unless you're a football team or a basketball team*. Director Newsham requested specific information as to the significant risk staff said the District would be exposed to should it support non-OSAA sports.

Assistant Superintendent Bogatin said the reason for this policy is to obtain clarity around the difference between District-sponsored and community-sponsored sports. He noted that once a sport is District-sponsored, there must be District staff at all practices and games, including away games; the District pays those expenses and incurs the liability for coaches that it hires.

Chair Rochester said this policy is intended to foster coherent decision making and to make funding less arbitrary.

Director Newsham said it strikes him as a little short sided to not make an effort to accommodate the requests and explore them further. He said that Ultimate doesn't cost a lot from a fitness standpoint and there are approximately 50 students who are interested in the sport.

Mr. Bogatin said complaints have been made in the past against volunteer coaches; the complaint processes ran for many weeks and took a lot of administrator time. Mr. Bogatin opined that in a pretty litigious society, complaints would come.

In response to a question from Director Ball as to what is required for a sport to get sanctioned by OSAA, Mr. Bogatin said the organization uses a formula. He noted that OSAA is considering dropping orchestra as a sanctioned activity.

Director Kemper asked how a sport gets to be even considered if there's a requirement that 50 school districts in Oregon already have it. Mr. Bogatin explained that non-OSAA sanctioned sports are usually overseen by independent bodies representing the specific sports; those bodies would petition OSAA. He pointed out that some groups advocate against becoming a sanctioned sport because of all of the associated fees and regulations.

MOTION:

It was moved by Director Ball and seconded by Director Sauret to approve the Consolidated Action items. The motion was voted on. Director Newsham voted in favor of the consolidated action items except Board Policy—IGDJB—Community Sponsored Club Sports; the remaining five Board members voted to approve all consolidated action items. The motion carried.

The following items were approved:

- A. Minutes – June 20, 2016**
- B. Licensed Personnel Recommendations –** (This document will be filed with the minutes of this meeting.)
- C. Revise 2016-17 Board Meeting Schedule –** (This document will be filed with the minutes of this meeting.)
- D. Ratify the 2016-17 Actions Taken in June 2016 –** (This document will be filed with the minutes of this meeting.)
- E. Board Policy IGCA—Post-Graduate Scholar Program—New—Second Reading –** (This document will be filed with the minutes of this meeting.)
- F. Board Policy INDB—Flag Displays and Salutes—Revision—Second Reading –** (This document will be filed with the minutes of this meeting.)
- G. Board Policy IGDA—Student Organizations—Revised—Second Reading –** (This document will be filed with the minutes of this meeting.)
- H. Board Policy—IGDJB—Community Sponsored Club Sports—Revised—Second Reading –** (This document will be filed with the minutes of this meeting.)

- I. Board Policy JEA—Compulsory Attendance—Revised—Second Reading** – (This document will be filed with the minutes of this meeting.)
- J. Board Policy JEC—Admissions—Revising—Second Reading** – (This document will be filed with the minutes of this meeting.)
- K. Board Policy JEDA—Truancy—Revised—Second Reading** – (This document will be filed with the minutes of this meeting.)
- L. Board Policy JFC/JG—Student Conduct—Revised—Second Reading** – (This document will be filed with the minutes of this meeting.)
- M. Board Policy JGD—Suspension—Revised—Second Reading** – (This document will be filed with the minutes of this meeting.)
- N. Board Policy JGE—Expulsion—Revised—Second Reading** – (This document will be filed with the minutes of this meeting.)

X. CONSOLIDATED INFORMATION

The Board received the following information:

- A. Non-Licensed Personnel Information** – (This document will be filed with the minutes of this meeting.)

XI. ADJOURNMENT

There being no further business before the Board, Chair Rochester adjourned the meeting at 8:42 p.m.

Chris Rochester, Board Chair

Ryan Noss, Superintendent

Prepared By: Julie Catala

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Corvallis

SCHOOL DISTRICT

IX.B. Licensed Personnel Recommendations



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Jennifer Duvall, Human Resources Director
Meeting Date: September 12, 2016

Licensed Personnel Action

ACTION REQUESTED

Recommendation to Hire

Nicole Anderson: Counselor, 0.50 FTE, Mountain View Elementary School, effective August 30, 2016 (Probationary)

Carly Babbel: Third Grade Teacher, 1.0 FTE, Hoover Elementary School, effective August 30, 2016 (Temporary)

Christine Cox: Counselor, 0.50 FTE, Hoover Elementary School, effective August 30, 2016 (Probationary)

Christine Gough: Third Grade Teacher, 1.0 FTE, Wilson Elementary School, effective August 30, 2016 (Probationary)

Maria Gutoski: Special Education Teacher, 0.25 FTE, Muddy Creek Charter School, effective August 30, 2016 (Temporary)

Lisa Haag: Art Teacher, 0.20 FTE, Mountain View Elementary School, effective August 30, 2016 (Temporary)

Lesley McClintock: Art Teacher, 0.65 FTE, Garfield Elementary School and Jefferson Elementary School, effective August 30, 2016 (Temporary)

Nicholas Mills: Physical Education Teacher, 0.50 FTE, Cheldelin Middle School, effective August 30, 2016 (Temporary)

Kira Mudd: Language Arts, Social Studies, and Elective Teacher, 0.50 FTE, Linus Pauling Middle School, effective August 30, 2016 (Probationary)

Harriet Muir: Third Grade Teacher, 1.0 FTE, Adams Elementary School, effective August 30, 2016 (Temporary)

Greg Nicol: Applied Technology Teacher, 0.67 FTE, Crescent Valley High School, effective August 30, 2016 (Temporary)



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SCHOOL DISTRICT

Myra Norris: RTI/Elementary Teacher, 1.0 FTE, Garfield Elementary School, effective August 30, 2016 (Probationary)

Christopher Thornburgh: Language Arts Teacher, 1.0 FTE, Cheldelin Middle School, effective August 30, 2016 (Probationary)

ACTION REQUESTED:

Adopt the recommendations.

MOTION REQUESTED:

“I move to approve the Licensed Personnel actions as submitted.”



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Jennifer Duvall, Human Resources Director
Meeting Date: September 12, 2016

Licensed Personnel Action

ACTION REQUESTED - ADDENDUM

Recommendation to Hire

Laurel Ritter: Kindergarten Teacher, 1.0 FTE, Wilson Elementary School, effective September 9, 2016 (Temporary)

ACTION REQUESTED:
Adopt the revised schedule.

MOTION REQUESTED:
"I move to approve the Licensed Personnel actions as submitted."



Corvallis

SCHOOL DISTRICT

IX.C. Budget Committee Vacancies



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Olivia Meyers Buch, Finance and Operations Director
Meeting Date: September 12, 2016

Budget Committee Vacancies

ACTION REQUESTED

Background

Pursuant to Board Policy DBEA, "Budget Committee," the Board will identify vacant budget committee positions that must be filled by appointment of the Board prior to October 1 each year.

The Budget Committee has 14 members: seven elected school board members and seven citizens appointed to three-year terms by the board. The citizen members are appointed by open vote of the School Board, as openings occur.

This year the terms of three members expired: Jim McCullough, David Coulombe, and Katherine Bremser. Therefore, there are currently three vacancies for full terms (three years each) expiring June 30, 2019.

The openings on the Budget Committee will be advertised in the Gazette Times and messages will be sent to the district's Key Communicators and shared on social media.

The recruitment schedule for these three open seats is proposed as follows:

- September 12 School Board Meeting – publicly identify vacant committee positions and approve recruitment calendar
- Mid-September to mid-October –advertisements, press release, social media promotions
- Friday, October 14 – application deadline
- October 17-28 – review applications, conduct interviews (if necessary)
- November 7 School Board Meeting – appoint members

Involvement

Finance and Operations Department staff.

Cost Impact

There is no cost.

ACTION REQUESTED:

Identify these vacancies and adopt this recruitment schedule.

MOTION REQUESTED:

"I move that the Board identify three full-term openings on the 2017 Budget Committee and approve the 2016-17 recruitment schedule as presented by staff."



Corvallis

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X. CONSOLIDATED INFORMATION

X.A. Non-Licensed Personnel Information



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Jennifer Duvall, Human Resources Director
Meeting Date: September 12, 2016

Non-licensed Personnel Information

NO ACTION REQUIRED

Recommendation to Hire

Leigh Anderson: Educational Assistant 2, 4.5 hrs, Hoover Elementary School, effective August 30, 2016 (Probationary)

Amanda Buchanan: Educational Assistant 2, 4 hours, Wilson Elementary School, effective August 31, 2016 (Probationary)

Amanda Calhoun: Student Behavior Support 2, 8 hrs, Corvallis High School, effective August 30, 2016 (Probationary)

Deborah Dietsch: Assessment Technician and Administrative Assistant 1, 7.5 hours, Linus Pauling Middle School, effective August 30, 2016 (Probationary)

Rosemarie Freebourn: Food Service Assistant, 4 hrs, Central Kitchen, effective September 6, 2016 (Probationary)

Avigain Hernandez Cruz: Educational Assistant 2/Bilingual, 7.5 hrs, Linus Pauling Middle School, effective August 30, 2016 (Probationary)

Joanna Hughey: Food Service Assistant, 4 hrs, Linus Pauling Middle School, effective September 7, 2016 (Probationary)

China Johnson: Educational Assistant 2, 2.5 hrs, Lincoln Elementary School, effective August 30, 2016 (Regular)

Cliff Kirkpatrick: Educational Assistant 2/Lifeskills, 7 hrs, Linus Pauling Middle School, effective September 8, 2016 (Probationary)

Craig Kulonis: Food Service Assistant, 2.5 hrs, Linus Pauling Middle School, effective September 7, 2016 (Probationary)

Brett Locey: Educational Assistant 2, 6 hrs, Adams Elementary School, effective August 30, 2016 (Probationary)



Corvallis

SCHOOL DISTRICT

Emily Lucht: Administrative Assistant 3/Operations Assistant, 8 hrs, District Office, effective September 6, 2016 (Probationary)

McKenzie McAvoy: Educational Assistant 2/LRC, 5 hrs, Hoover Elementary School, effective August 30, 2016 (Probationary)

Cara Miller: Educational Assistant 2, 4 hrs, Wilson Elementary School, effective August 30, 2016 (Probationary)

Tami Montfort: Food Service Assistant, 4 hrs, Cheldelin Middle School, effective September 7, 2016 (Probationary)

Elyse Newport: Educational Assistant 2/Lifeskills, Linus Pauling Middle School, effective August 30, 2016 (Probationary)

Catlin Prisbrey: Information Services Technical Support 1, 8 hrs, Crescent Valley High School, effective September 2, 2016 (Probationary)

Stacey Reese: Educational Assistant 2, 4 hrs, Hoover Elementary School, effective August 30, 2016 (Probationary)

Nicole Stephens: Food Service Assistant, 3 hrs, Philomath Elementary School, effective September 6, 2016 (Probationary)

Termination/Resignation/Layoff/Retirement

Frank Koller: Maintenance 1, 8 hrs, Lincoln Elementary School and Hoover Elementary School, effective September 6, 2016 (Resignation)

Stacey Moore: Food Service Assistant, 4 hrs, Cheldelin Middle School, effective August 19, 2016 (Resignation)

Justin Vaughn: Information Services Technical Support 2, 8 hrs, District Office, effective August 31, 2016 (Resignation)



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Jennifer Duvall, Human Resources Director
Meeting Date: September 12, 2016

Non-licensed Personnel Information

NO ACTION REQUIRED - ADDENDUM

Recommendation to Hire

Alina Nockles: Educational Assistant 2/LRC, 8 hrs, Cheldelin Middle School, effective August 30, 2016 (Probationary)

Cameron Osborn: Educational Assistant 2/LRC, 7 hrs, Crescent Valley High School, effective September 12, 2016 (Probationary)

Owen Roth: Education Assistant 3, 6.5 hrs, Crescent Valley High School, effective September 6, 2016 (Probationary)

Jill Whisler: Educational Assistant 2, 3 hrs, Crescent Valley High School, effective September 7, 2016 (Probationary)

Termination/Resignation/Layoff/Retirement

Amber Anderson: Educational Assistant 2/AVID Tutor, 0.8 hrs, Cheldelin Middle School, effective September 9, 2016 (Resignation)

Natalie Werst: Educational Assistant 2/AVID Tutor, 0.8 hrs, Cheldelin Middle School, effective September 9, 2016 (Resignation)



Corvallis

SCHOOL DISTRICT

XI. ADJOURNMENT

*All times are approximate.

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



Corvallis

SCHOOL DISTRICT

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

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

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

Public Comment –

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

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

Grievance Process - ORS 192.705

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

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

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