



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, November 7, 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/UC9Jtp5dmilZl9kySBJbVQ?>
A recording of the meeting will also be posted to that channel.

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

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



Corvallis

SCHOOL DISTRICT

Monday, November 7, 2016
6:30 PM

AGENDA

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

Meeting Details: Monday, November 7, 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/UC9Jtp5dmilZI9kySBjbVQ?> 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 2016-17 SCHOOL BOARD STUDENT REPRESENTATIVES
- IV. COMMITTEE/BOARD MEMBER ITEMS
- V. SUPERINTENDENT'S REPORT
- VI. PUBLIC/STAFF COMMENT

NOTE: To indicate your desire to comment, please arrive several minutes early and complete a request card, then turn it in to the Board Secretary before the meeting begins. See attached guidelines for providing input to the School Board.



Providing Input to the School Board

(Revised 10-07-16)

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, and will reach all Board members as a group. Others who will receive emails sent to this address: Superintendent, Assistant Superintendent, Human Resources Director, Finance and Operations Director, and Executive Assistant to the Superintendent and Board of Directors (also known as the Board Secretary).

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 during Business and some Special Meetings of the School Board. Spanish language interpreter services will be available at Business Meetings.

To request the opportunity to offer public comment

- A. Complete a "Comment Request" 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 offer comments 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 cards, by topic, when they are completely filled out and were submitted before the meeting started. If there were several cards in one set/topic, the Board Secretary will draw one card from each set, in turn.
- F. If more comment requests were submitted than could 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 is allowed to be 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 questions or requests for action to an appropriate person who will provide 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-Public Complaints," 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.

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		



Corvallis
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VII. SUPERINTENDENT SEARCH



Corvallis

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Prepared for: Corvallis School Board

Prepared by: Jennifer Duvall, Human Resources Director

Meeting Date: November 7, 2016

Superintendent Search

ACTION REQUESTED

Background

The Board needs to decide what option they want to take for hiring a superintendent effective July 1, 2017.

Public input was gathered through a survey available on the school district website and in paper form in April 2016. The survey asked community members and staff to share what they believe are the most important qualities for the District's superintendent. The public also had the opportunity to provide input at the April 26, 2016, Board meeting. The survey was open for approximately one and half weeks with 132 responses and no public testimony at the April 26 meeting.

Interim Superintendent Qualifications

The School Board adopted the following desired qualities at its April 28, 2016, meeting. The input on qualifications was very similar to that gathered for the superintendent search in the 2010-11 school year.

Leadership Qualities:

- Provides confident leadership, demonstrates strong decision-making skills; shows integrity and involves others in the decision-making process; able to effectively delegate responsibility to others.
- Demonstrates a proactive leadership style with a focus on students and learning.
- Is creative and visionary.
- Is highly visible in the schools and community; actively participates in school and community activities.
- Demonstrates strong decision-making and problem-solving ability; able to make tough decisions when necessary and communicate them clearly and firmly.
- Builds a culture of equity, openness, respect, high achievement, and high professional standards for all.
- Able to successfully develop partnerships with the business community and local and state agencies.



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- Is an inspirational leader who is accountable, responsible, and bases decisions on what is best for students.
- Is able and understands the need to balance work and personal life.

An Experienced Administrator and Educator:

- Demonstrates an understanding of the day-to-day operations of schools and classrooms; successful broad-based classroom teaching and building administrator experience.
- Advocates for and understands the culture of the district and its priorities, including the district's commitment to educational equity.
- Possess a knowledge of and ability to promote effective educational improvement and instructional practices in all curricular areas.
- Is knowledgeable about Oregon and federal school law, standards, and regulations.
- Demonstrates sound planning, fiscal management and budgeting skills.
- Demonstrates an ability to identify, select, develop, motivate, and evaluate high caliber leadership and staff; demonstrates effective hiring practices.
- Is able to build unity and develop positive relationships with staff, students, board members and the community; compassionate.
- Demonstrates a proactive approach to understanding the diverse needs of the community and different cultures.

Excellent Communication Skills:

- Communicates effectively and openly with the community, staff, students, and the board of directors.
- Is articulate and transparent.
- Is approachable, accessible and listens to others with an open mind; evaluates fairly.
- Seeks and values input from the community.
- Is able to advocate for the district at the local, state, and federal levels.

Personal and Professional Honesty and Integrity

- Demonstrates a high level of personal and professional honesty, integrity and ethics.
- Able to establish and build high levels of trust with students, staff, parents, the community, and the board.



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Options

1. Contract Extension for Superintendent Ryan Noss

The Board could choose to offer a contract extension, as permanent superintendent, to Ryan Noss, who is currently serving a one-year term as interim superintendent. A full, but expedited selection process was completed last spring.

A. Steps

- i. Approve the salary range and contract parameters for contract negotiations, which go into effect July 1, 2017.
- ii. Determine the length of the contract (three year contracts are typical).

2. Search for a Permanent Superintendent

Based on amount of time required for this type of search, I recommend contracting with a firm to run the process. In the 2010-11 school year, the Oregon School Boards Association was hired to run the superintendent search, which took six months. A typical search includes gathering community and staff input, advertising the position, collecting applications, facilitating Board approval of necessary steps of the process, facilitating the interviewing process, coordinating site visits, and any additional needs identified.

A. Steps

- i. Approve the type of search.
- ii. Approve process to identify an executive search firm.
- iii. Other steps would come once a firm is hired to facilitate the process

Cost Impact

Any associated costs would be included in the annual budget.

ACTION REQUESTED:

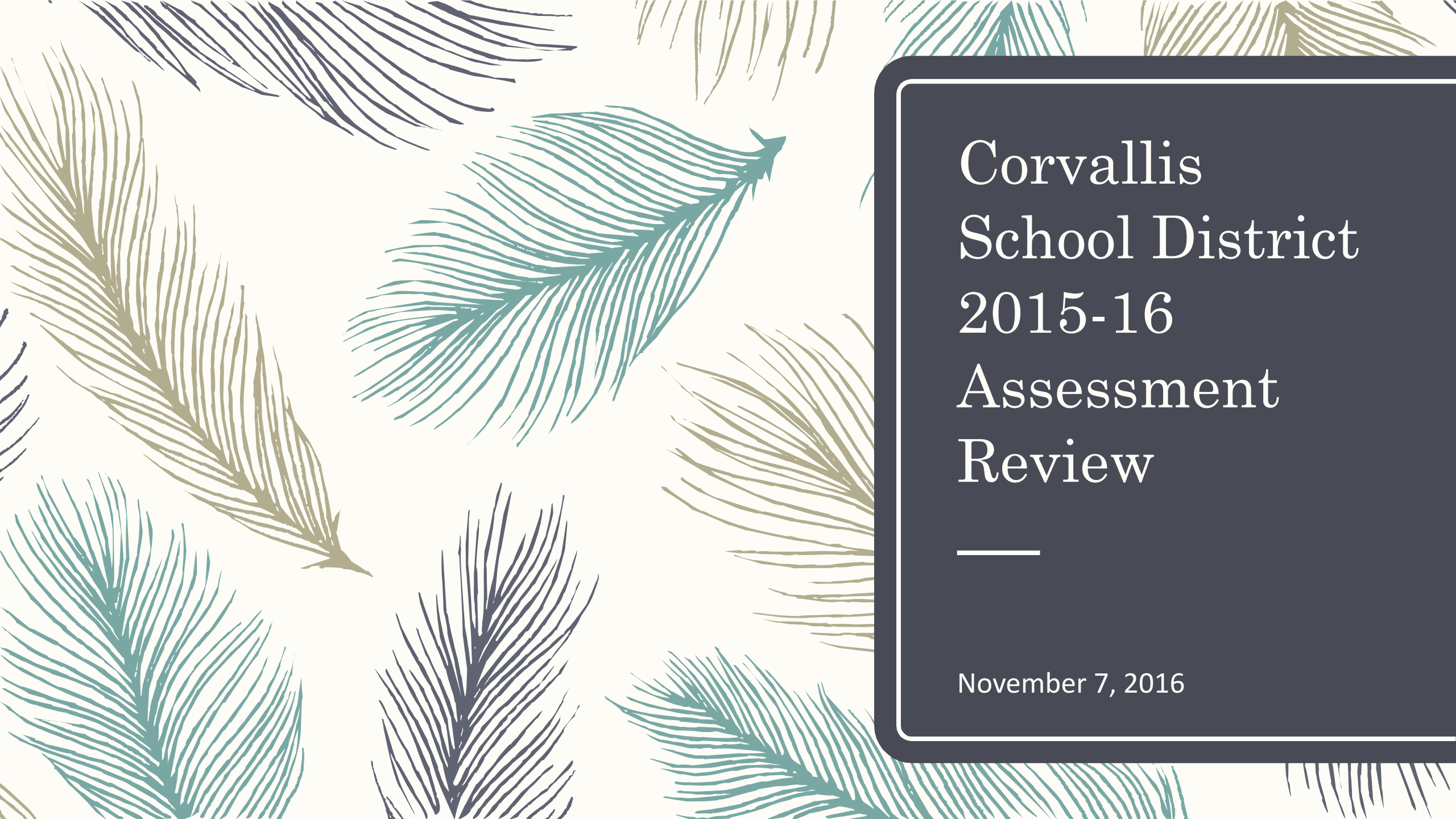
Decide which option to take for hiring a superintendent effective July 1, 2017.



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VIII. SPECIAL REPORTS

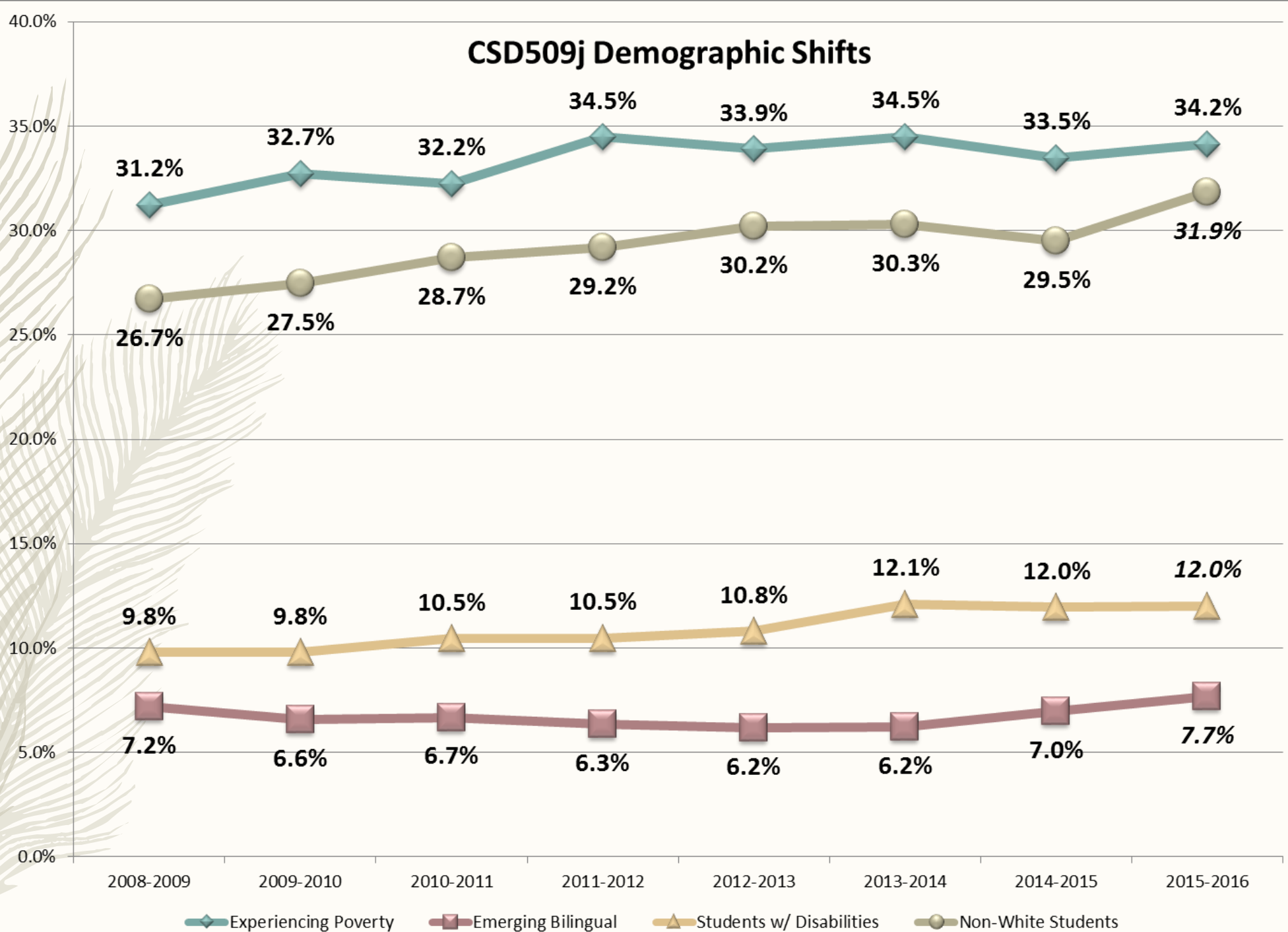
VIII.A. Assessment Results - Part 1



Corvallis School District 2015-16 Assessment Review

November 7, 2016

CSD509j Demographic Shifts



PROGRESS ARE STUDENTS MAKING ADEQUATE GAINS OVER TIME?

Performance of students enrolled in the district for a full academic year

Did at least 95% of students in this district take required assessments? ☒ Yes ☐ No, Interpret Results with Caution

Participation rate criteria are in place to ensure districts test all eligible students.

DISTRICT PERFORMANCE		District Performance (%)			District Performance (%)	Oregon Performance (%)	Like-District Average (%)	
		2012-13	2013-14	2014-15	2015-16	2015-16	2015-16	
					Level 1	Level 2	Levels 3 & 4	
The Smarter Balanced and alternate assessments have four performance levels where levels 3 and 4 are meeting the standard for school and district accountability.	English Language Arts							
	Students in grades 3 - 5				60.5 19.3 20.2	60.3 19.2 20.5	52.4 21.3 26.3	56.7 21.2 22.2
	Students in grades 6 - 8	2014-15 was the first operational year of the new English language arts assessment.			73.0 18.3 8.7	69.2 17.8 13.0	56.7 23.5 19.7	60.5 22.4 17.1
	Students in grade 11				87.3 8.3 4.4	87.6 7.5 4.8	70.0 17.4 12.6	74.0 15.9 10.1
					Level 1	Level 2	Levels 3 & 4	
See report cards from previous years to view historical OAKS performance data.	Mathematics							
	Students in grades 3 - 5				56.0 23.8 20.2	57.7 22.5 19.8	44.9 28.5 26.6	49.3 28.5 22.2
	Students in grades 6 - 8	2014-15 was the first operational year of the new mathematics assessment.			61.0 23.6 15.4	60.8 22.7 16.4	42.8 27.5 29.7	44.2 28.9 26.8
	Students in grade 11				53.5 24.2 22.3	52.5 24.8 22.7	34.2 27.6 38.2	38.5 28.0 33.5

English Language Arts	Level	2014-15		2015-16		Combined Median Growth Percentile
		Students	Median Growth Percentile	Students	Median Growth Percentile	
All Students	Level 4	804	50.0	788	55.0	52.0
Economically Disadvantaged	Level 3	290	37.5	284	47.0	41.0
English Learners	Level 2	91	35.0	89	47.0	38.5
Students with Disabilities	Level 3	92	44.5	88	42.0	43.0
Underserved Races/Ethnicities	Level 3	162	38.0	158	43.5	41.0
American Indian/Alaska Native ¹	Not Rated	*	*	6	48.0	59.0
Native Hawaiian/Pacific Islander ¹	Not Rated	6	53.5	*	*	41.0
Black/African American ¹	Not Rated	8	61.0	7	28.0	40.0
Hispanic/Latino ¹	Level 3	144	37.0	144	45.5	40.5
Asian ²	Level 5	47	68.0	47	66.0	68.0
White ²	Level 4	533	51.0	526	58.0	54.0
Multi-Racial ²	Level 4	62	57.0	55	52.0	53.0

Math	Level	2014-15		2015-16		Combined Median Growth Percentile
		Students	Median Growth Percentile	Students	Median Growth Percentile	
All Students	Level 4	804	54.0	787	56.0	55.0
Economically Disadvantaged	Level 3	291	40.0	283	48.0	44.0
English Learners	Level 2	91	32.0	89	43.0	37.5
Students with Disabilities	Level 3	94	46.0	88	45.0	45.0
Underserved Races/Ethnicities	Level 3	165	35.0	159	50.0	43.0
American Indian/Alaska Native ¹	Not Rated	*	*	6	52.0	57.5
Native Hawaiian/Pacific Islander ¹	Not Rated	6	26.0	*	*	26.0
Black/African American ¹	Not Rated	8	35.5	7	52.0	48.0
Hispanic/Latino ¹	Level 3	147	35.0	145	49.0	42.0
Asian ²	Level 5	48	68.5	47	72.0	69.0
White ²	Level 4	531	57.0	526	56.0	56.0
Multi-Racial ²	Level 4	60	65.0	55	57.0	63.0

1. Included in the Underserved Races/Ethnicities student group.

2. These data are not part of the Student Group Growth indicator but are included to provide additional information on student group performance.

Grades 3-5



<i>English Language Arts</i>	<i>Level</i>	2014-15		2015-16		<i>Combined Median Growth Percentile</i>
		<i>Students</i>	<i>Median Growth Percentile</i>	<i>Students</i>	<i>Median Growth Percentile</i>	
All Students	Level 4	1298	57.0	1243	51.0	54.0
Economically Disadvantaged	Level 3	422	49.0	409	41.0	46.0
English Learners	Level 3	71	67.0	77	36.0	45.5
Students with Disabilities	Level 3	137	48.0	126	34.5	44.0
Underserved Races/Ethnicities	Level 4	224	58.5	241	43.0	50.0
American Indian/Alaska Native ¹	Not Rated	12	47.0	10	53.5	51.0
Native Hawaiian/Pacific Islander ¹	Not Rated	*	*	*	*	47.0
Black/African American ¹	Not Rated	12	44.5	11	30.0	37.0
Hispanic/Latino ¹	Level 4	197	60.0	216	43.5	50.0
Asian ²	Level 5	67	86.0	67	59.0	73.0
White ²	Level 4	902	55.0	853	53.0	54.0
Multi-Racial ²	Level 4	105	48.0	82	56.0	50.0

<i>Math</i>	<i>Level</i>	2014-15		2015-16		<i>Combined Median Growth Percentile</i>
		<i>Students</i>	<i>Median Growth Percentile</i>	<i>Students</i>	<i>Median Growth Percentile</i>	
All Students	Level 4	1290	63.5	1232	55.0	59.0
Economically Disadvantaged	Level 4	420	56.5	408	54.0	56.0
English Learners	Level 4	72	54.0	75	54.0	54.0
Students with Disabilities	Level 4	134	56.5	126	47.0	54.0
Underserved Races/Ethnicities	Level 4	225	56.0	239	56.0	56.0
American Indian/Alaska Native ¹	Not Rated	12	47.5	10	55.5	47.5
Native Hawaiian/Pacific Islander ¹	Not Rated	*	*	*	*	71.0
Black/African American ¹	Not Rated	12	74.0	11	66.0	67.0
Hispanic/Latino ¹	Level 4	198	56.0	214	55.0	55.5
Asian ²	Level 5	67	81.0	67	64.0	73.0
White ²	Level 4	894	63.0	845	54.0	59.0
Multi-Racial ²	Level 4	104	63.5	81	57.0	60.0

1. Included in the Underserved Races/Ethnicities student group.

2. These data are not part of the Student Group Growth indicator but are included to provide additional information on student group performance.

Grades 6-8



<i>English Language Arts</i>	<i>Level</i>	2014-15		2015-16		<i>Combined Median Growth Percentile</i>
		<i>Students</i>	<i>Median Growth Percentile</i>	<i>Students</i>	<i>Median Growth Percentile</i>	
All Students	Level 5	388	63.0	381	68.0	65.0
Economically Disadvantaged	Level 4	99	63.0	97	63.0	63.0
English Learners	Not Rated	*	*	*	*	71.0
Students with Disabilities	Level 3	31	39.0	47	50.0	45.0
Underserved Races/Ethnicities	Level 4	54	62.0	58	62.0	62.0
American Indian/Alaska Native ¹	Not Rated	*	*	*	*	*
Native Hawaiian/Pacific Islander ¹	Not Rated	*	*	*	*	53.5
Black/African American ¹	Not Rated	*	*	7	58.0	55.5
Hispanic/Latino ¹	Level 4	44	61.5	44	65.5	64.5
Asian ²	Level 5	31	80.0	26	76.0	77.0
White ²	Level 5	273	59.0	273	70.0	65.0
Multi-Racial ²	Level 4	30	75.5	24	59.0	64.5

<i>Math</i>	<i>Level</i>	2014-15		2015-16		<i>Combined Median Growth Percentile</i>
		<i>Students</i>	<i>Median Growth Percentile</i>	<i>Students</i>	<i>Median Growth Percentile</i>	
All Students	Level 5	385	68.0	331	67.0	67.0
Economically Disadvantaged	Level 5	99	72.0	95	59.0	68.5
English Learners	Not Rated	*	*	*	*	83.5
Students with Disabilities	Level 4	31	65.0	47	50.0	60.0
Underserved Races/Ethnicities	Level 5	54	69.0	56	55.0	65.5
American Indian/Alaska Native ¹	Not Rated	*	*	*	*	*
Native Hawaiian/Pacific Islander ¹	Not Rated	*	*	*	*	31.0
Black/African American ¹	Not Rated	*	*	6	48.5	40.0
Hispanic/Latino ¹	Level 5	44	74.0	43	57.0	67.0
Asian ²	Level 5	31	69.0	22	75.0	72.0
White ²	Level 5	270	67.0	234	67.5	67.0
Multi-Racial ²	Level 5	30	81.5	19	62.0	73.0

1. Included in the Underserved Races/Ethnicities student group.

2. These data are not part of the Student Group Growth indicator but are included to provide additional information on student group performance.

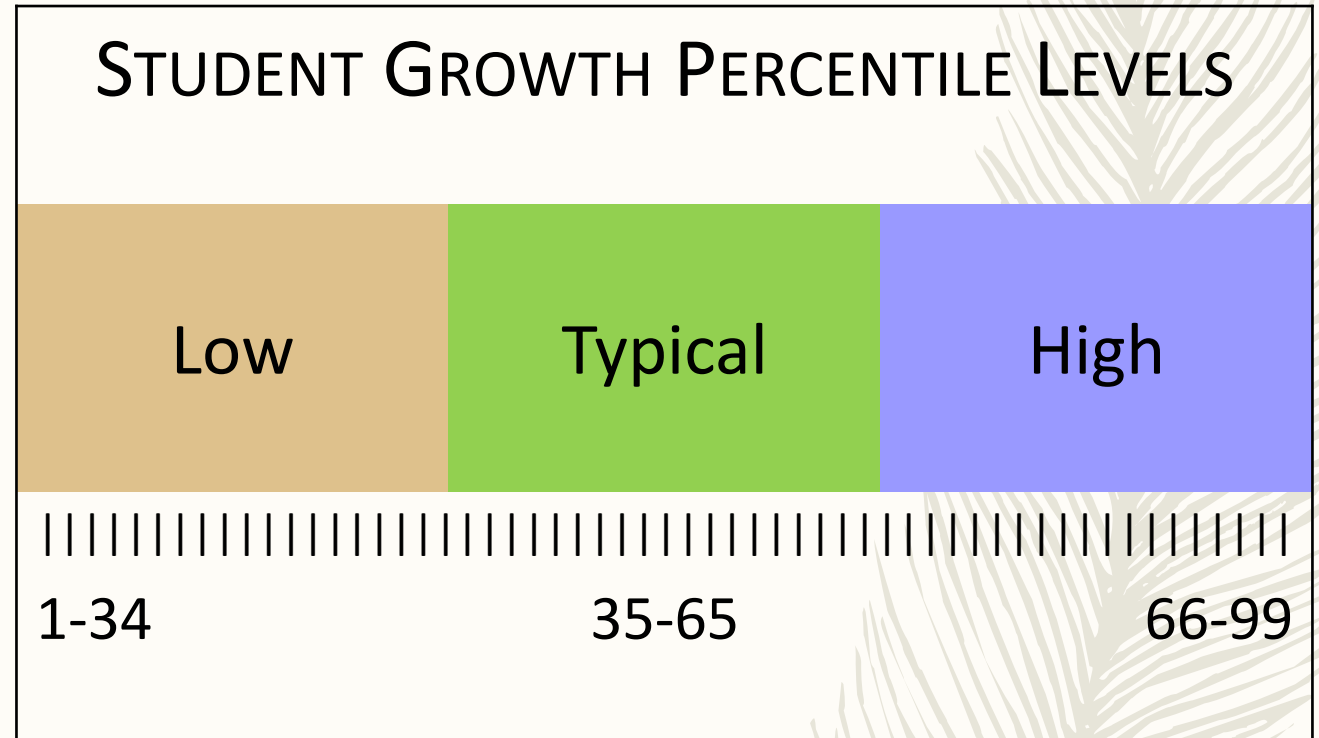
Grade 11



What are Student Growth Percentiles?

<https://www.youtube.com/watch?v=mpQkP9UQ9SU>

- Compares the growth of students with similar prior test scores (their academic grade-level peers).
- A student with an SGP of 85 has shown more growth than 85 percent of her academic peers (those who started with nearly the same score in the prior year).
- Initial test scores do not determine or limit the SGP a student can achieve; they only determine the comparison group.

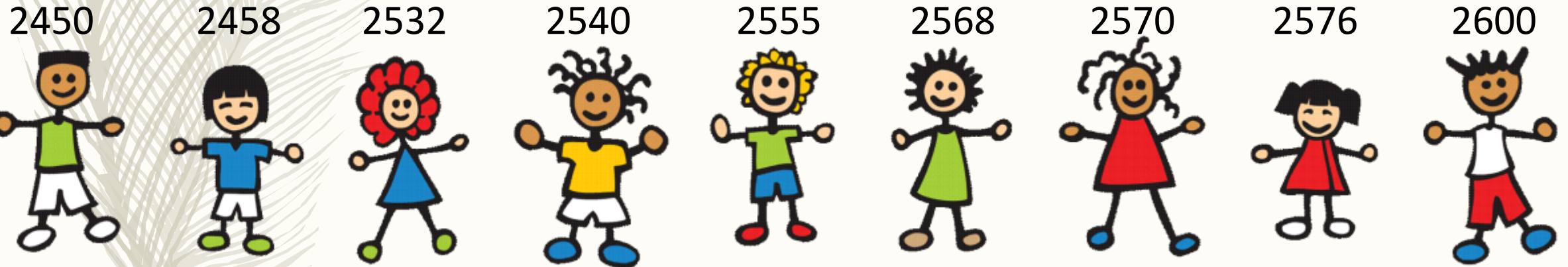


SGPs can provide a more equitable comparison of student growth and academic progress, even if students are not yet meeting standard.

Each of these
students got a
2415 (Level 2) on
last year's 4th
grade math test.



How did they do on this year's 5th grade math test?



English Language Arts

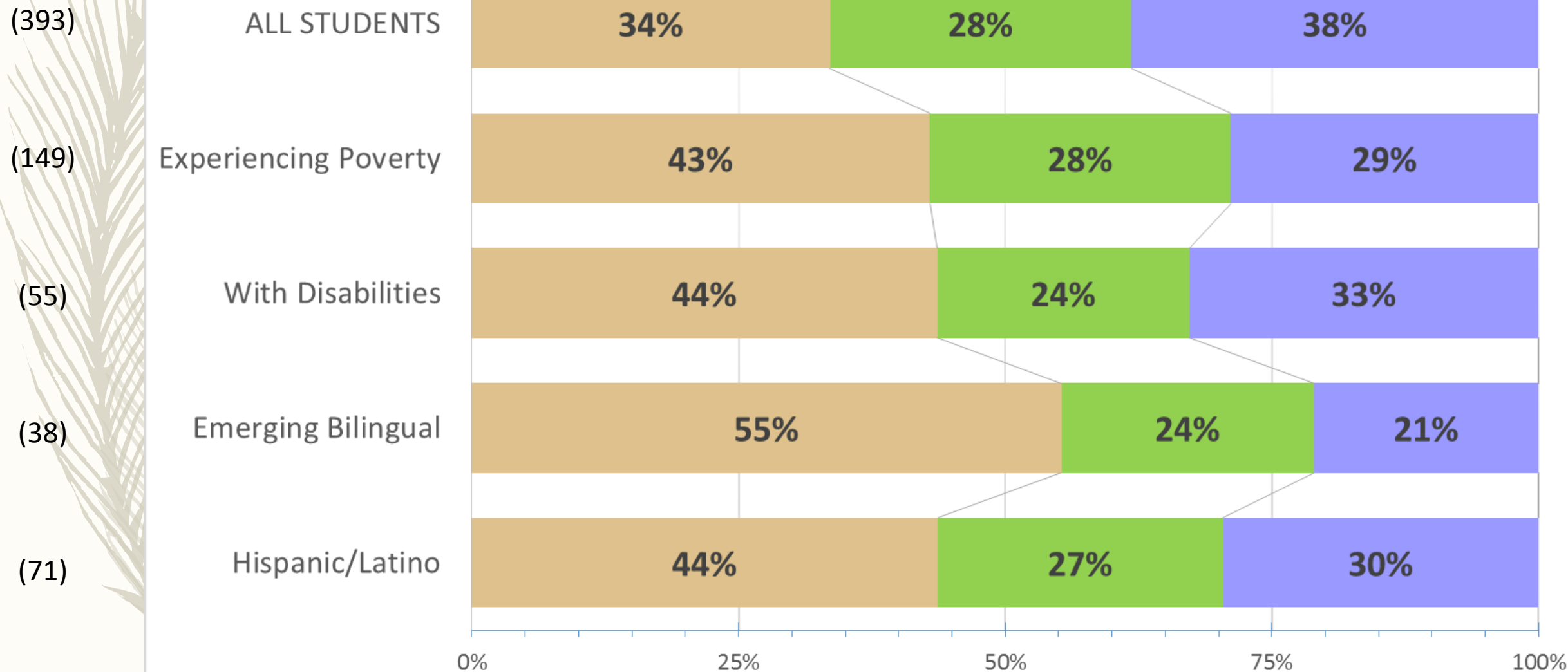
Student Growth Percentiles

Smarter Balanced Assessment

SMARTER BALANCED STUDENT GROWTH PERCENTILE DISTRIBUTION

2015-2016 ENGLISH LANGUAGE ARTS - GRADE 4

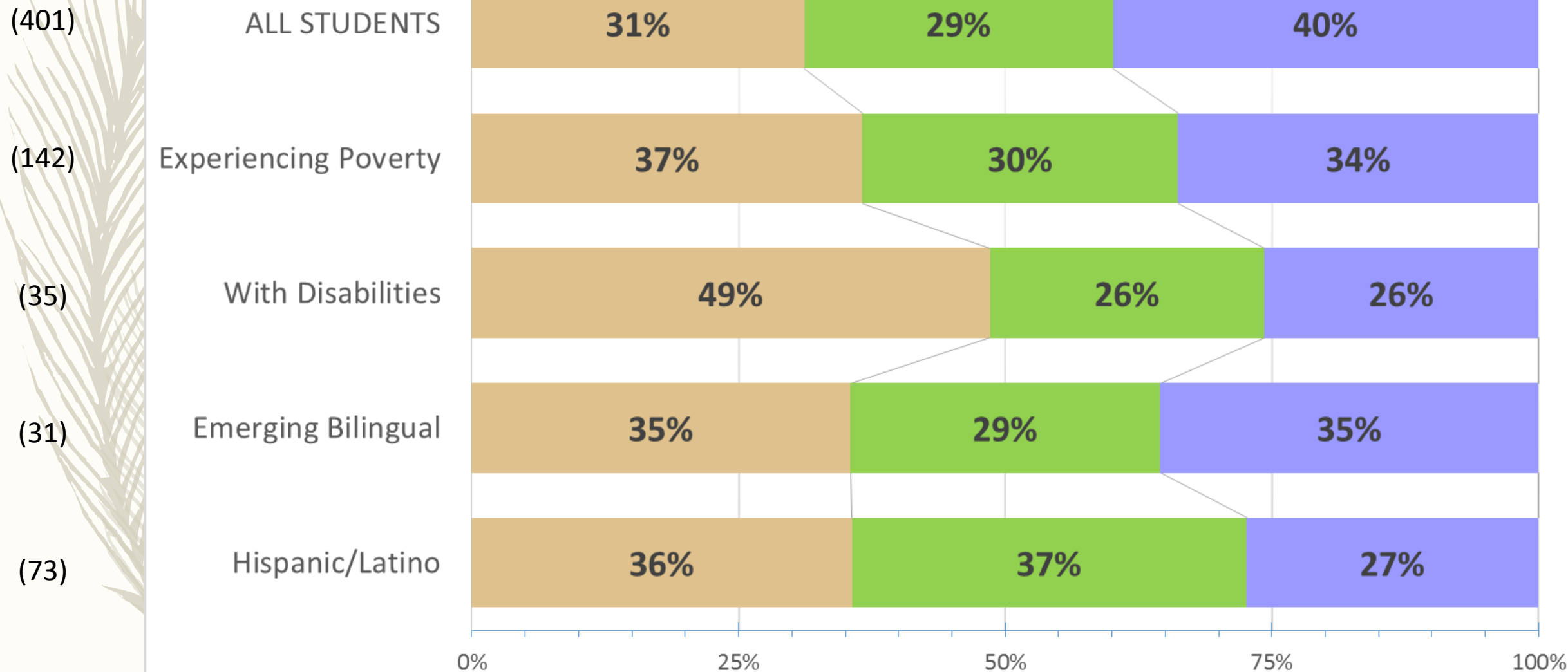
Low Typical High



SMARTER BALANCED STUDENT GROWTH PERCENTILE DISTRIBUTION

2015-2016 ENGLISH LANGUAGE ARTS - GRADE 5

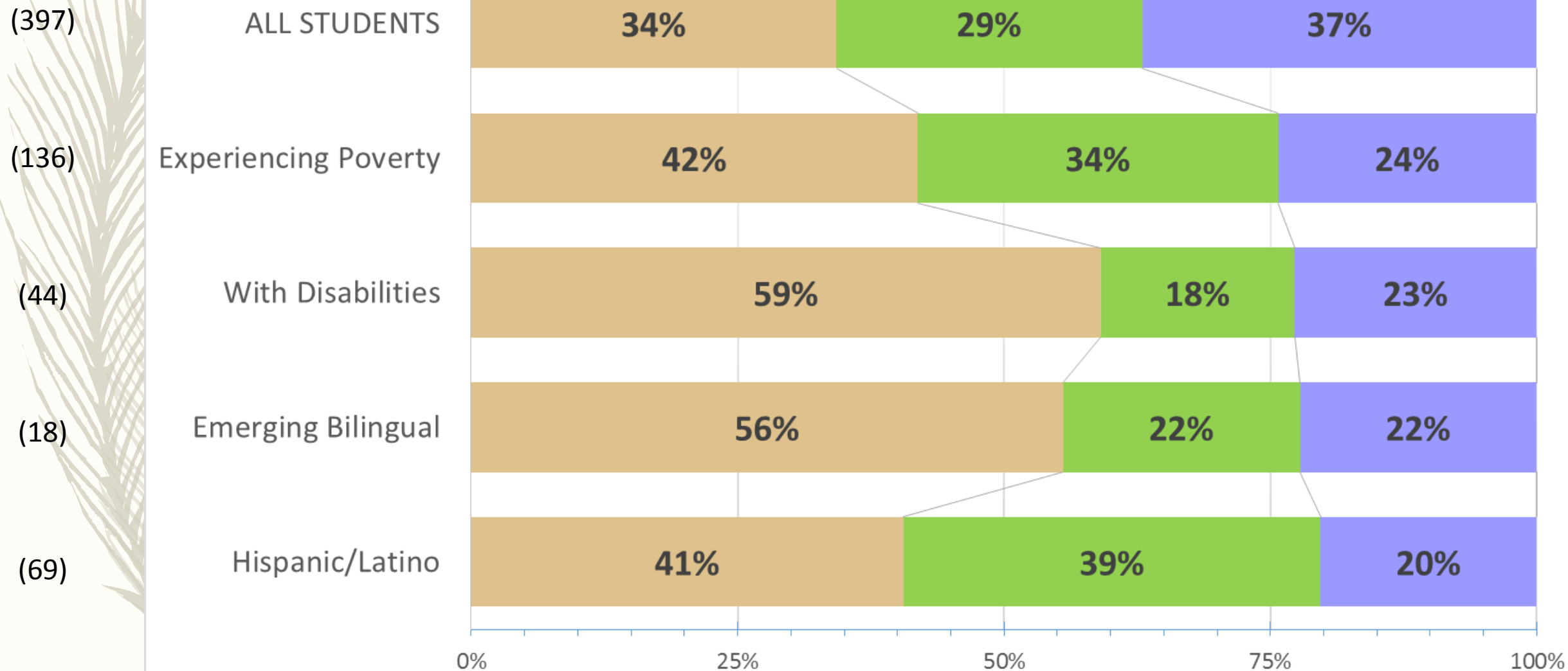
Low Typical High



SMARTER BALANCED STUDENT GROWTH PERCENTILE DISTRIBUTION

2015-2016 ENGLISH LANGUAGE ARTS - GRADE 6

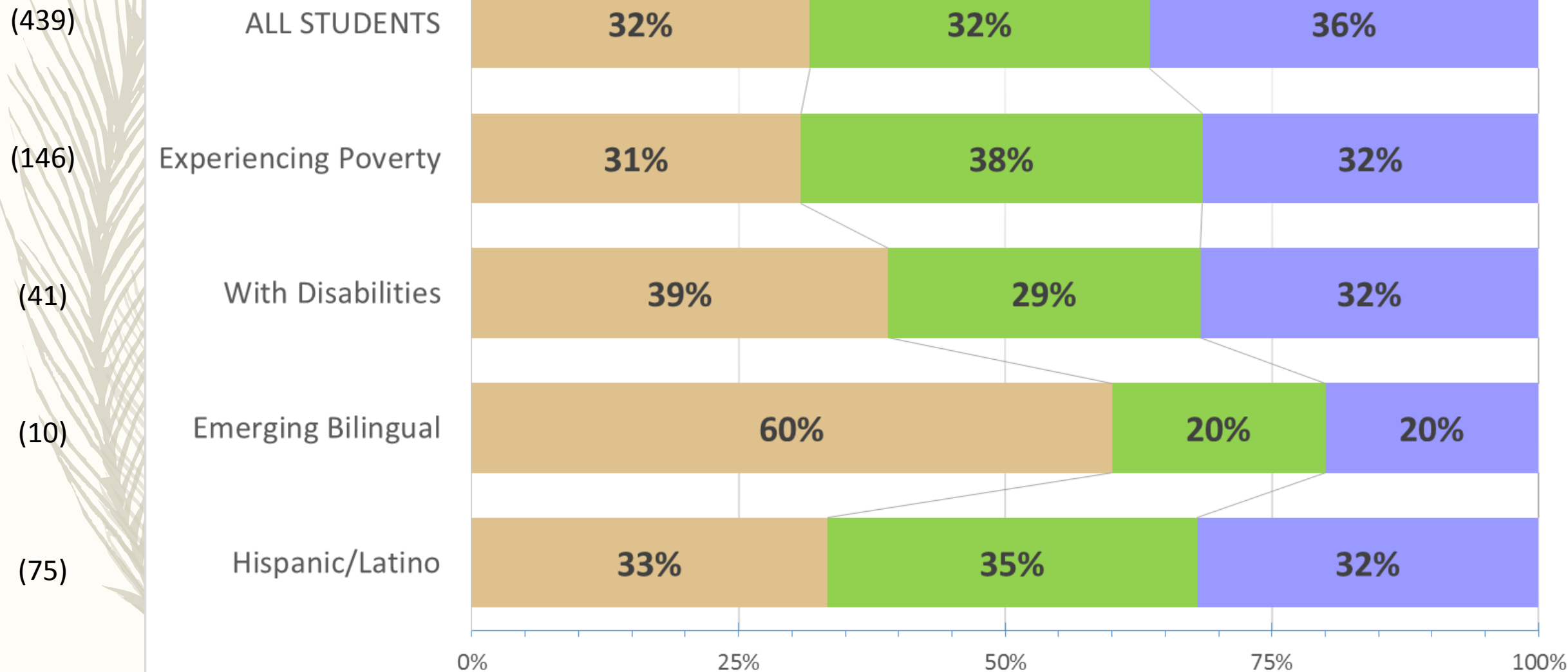
Low Typical High



SMARTER BALANCED STUDENT GROWTH PERCENTILE DISTRIBUTION

2015-2016 ENGLISH LANGUAGE ARTS - GRADE 7

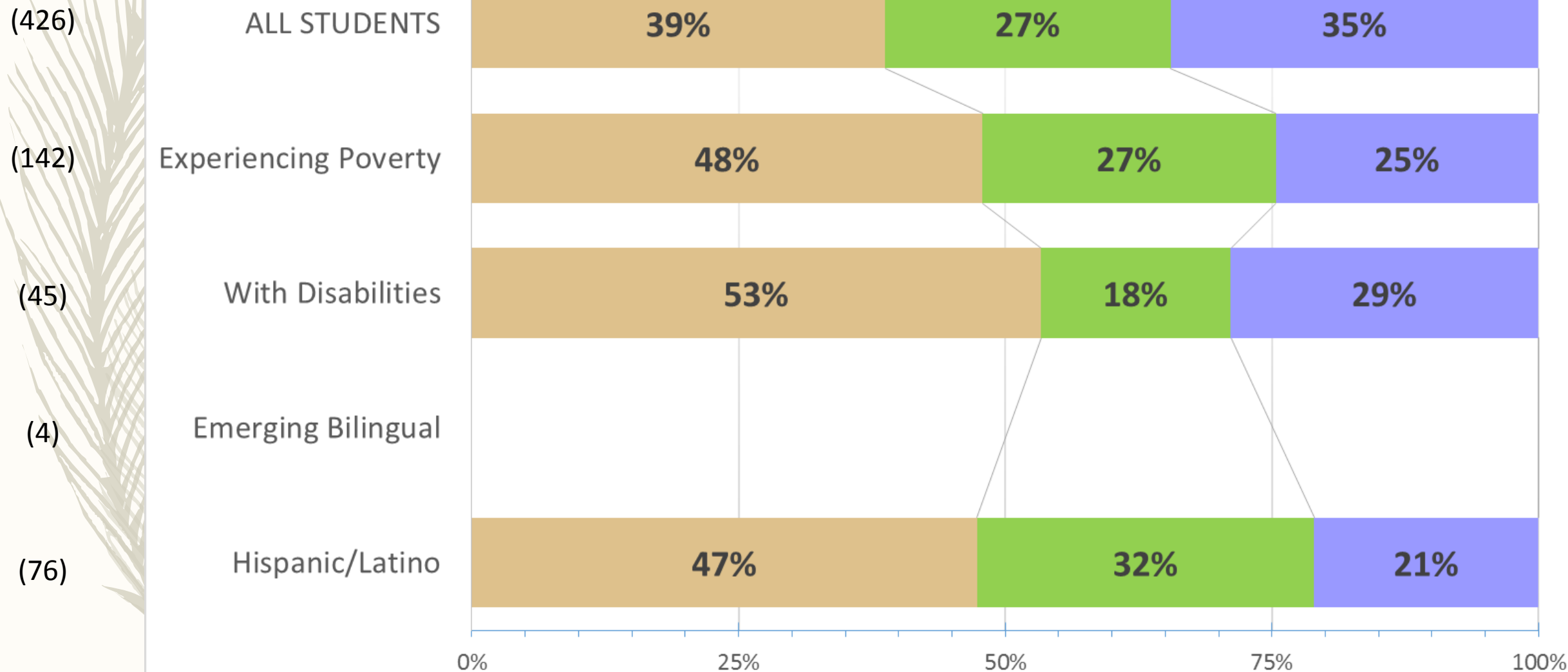
Low Typical High



SMARTER BALANCED STUDENT GROWTH PERCENTILE DISTRIBUTION

2015-2016 ENGLISH LANGUAGE ARTS - GRADE 8

Low Typical High



SMARTER BALANCED STUDENT GROWTH PERCENTILE DISTRIBUTION

2015-2016 ENGLISH LANGUAGE ARTS - GRADE 11

Low Typical High

(388)

ALL STUDENTS

20%

28%

52%

(103)

Experiencing Poverty

29%

26%

45%

(25)

With Disabilities

40%

24%

36%

(2)

Emerging Bilingual

(31)

Hispanic/Latino

26%

26%

48%

0%

25%

50%

75%

100%

Mathematics

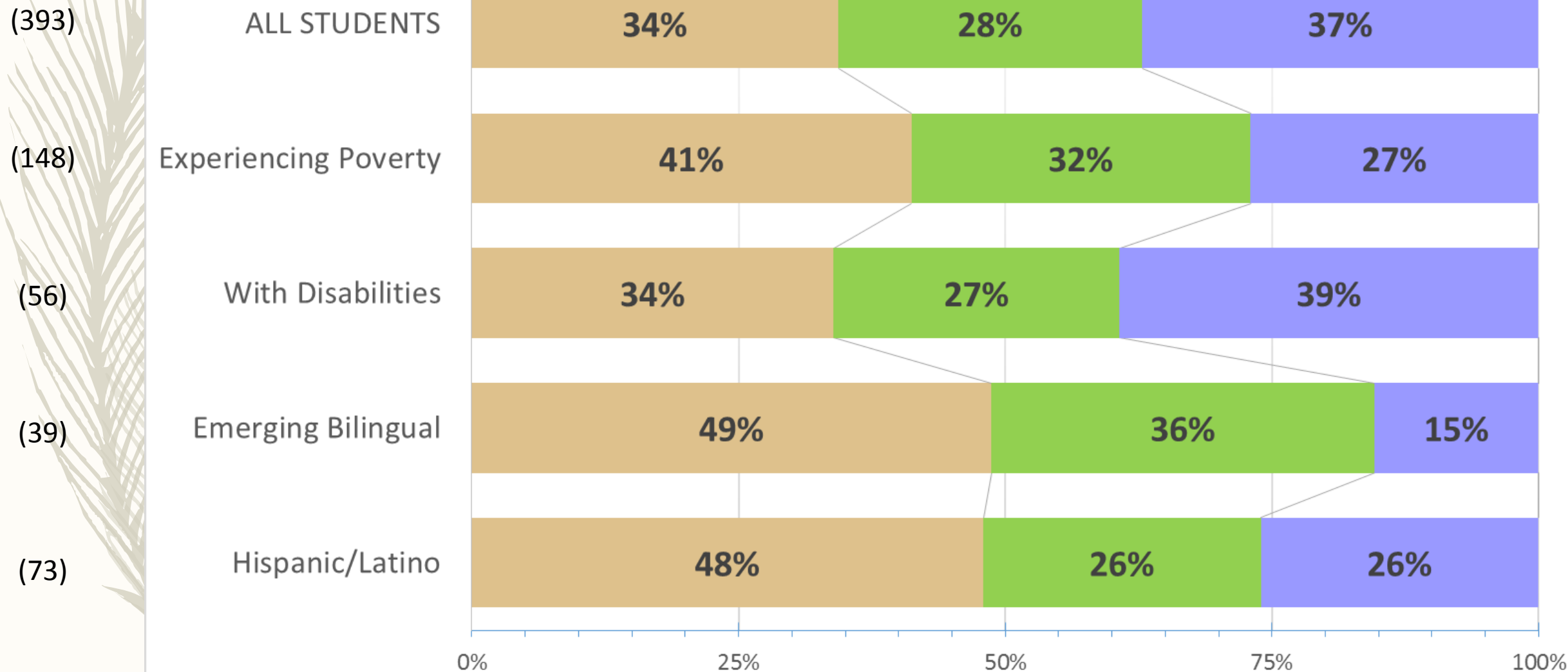
Student Growth Percentiles

Smarter Balanced Assessment

SMARTER BALANCED STUDENT GROWTH PERCENTILE DISTRIBUTION

2015-2016 MATHEMATICS - GRADE 4

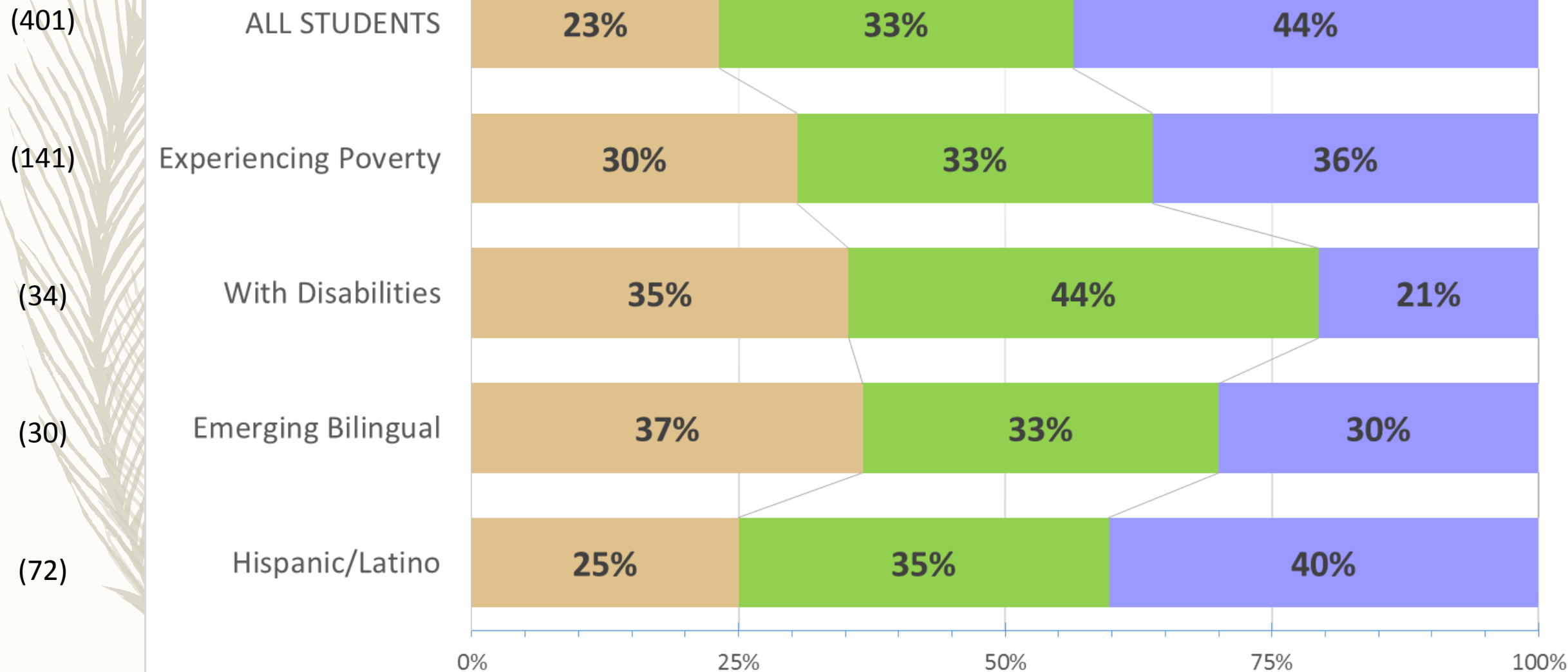
Low Typical High



SMARTER BALANCED STUDENT GROWTH PERCENTILE DISTRIBUTION

2015-2016 MATHEMATICS - GRADE 5

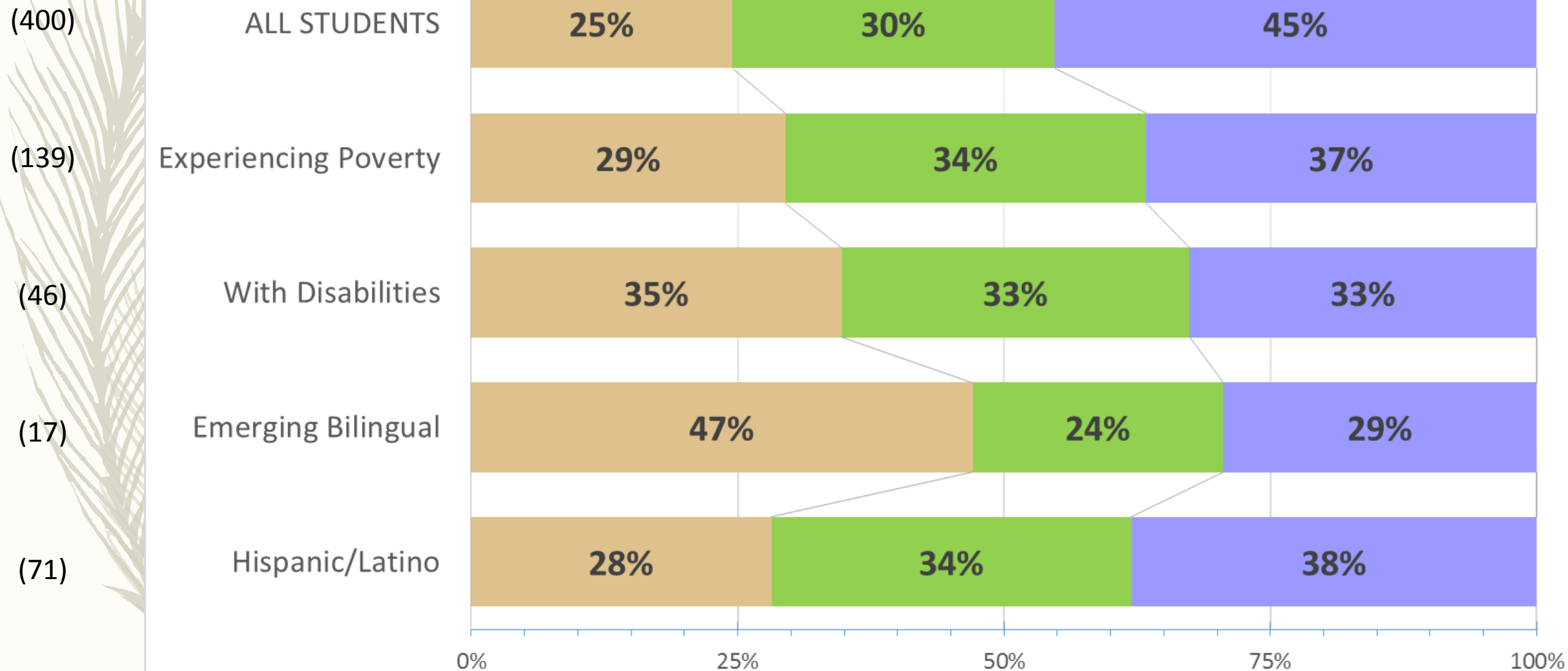
Low Typical High



SMARTER BALANCED STUDENT GROWTH PERCENTILE DISTRIBUTION

2015-2016 MATHEMATICS - GRADE 6

Low Typical High



SMARTER BALANCED STUDENT GROWTH PERCENTILE DISTRIBUTION 2015-2016 MATHEMATICS - GRADE 7

Low Typical High

(432)

ALL STUDENTS

38%

33%

29%

(143)

Experiencing Poverty

36%

30%

34%

(39)

With Disabilities

26%

33%

41%

(9)

Emerging Bilingual

44%

22%

33%

(73)

Hispanic/Latino

36%

21%

44%

0%

25%

50%

75%

100%

SMARTER BALANCED STUDENT GROWTH PERCENTILE DISTRIBUTION 2015-2016 MATHEMATICS - GRADE 8

Low Typical High

(414)

ALL STUDENTS

30%

27%

43%

(137)

Experiencing Poverty

34%

25%

41%

(43)

With Disabilities

44%

23%

33%

(5)

Emerging Bilingual

(74)

Hispanic/Latino

35%

23%

42%

0%

25%

50%

75%

100%

SMARTER BALANCED STUDENT GROWTH PERCENTILE DISTRIBUTION 2015-2016 MATHEMATICS - GRADE 11

Low Typical High

(339)

ALL STUDENTS

17%

32%

51%

(101)

Experiencing Poverty

26%

29%

46%

(48)

With Disabilities

31%

29%

40%

(2)

Emerging Bilingual

(44)

Hispanic/Latino

18%

36%

45%

0%

25%

50%

75%

100%

Questions?



Teaching & Learning Team, November 2016



Corvallis
SCHOOL DISTRICT

VIII.B. Student Mental Health

Community Mental Health Meeting Summary

Corvallis School District Board Meeting

November 7, 2016

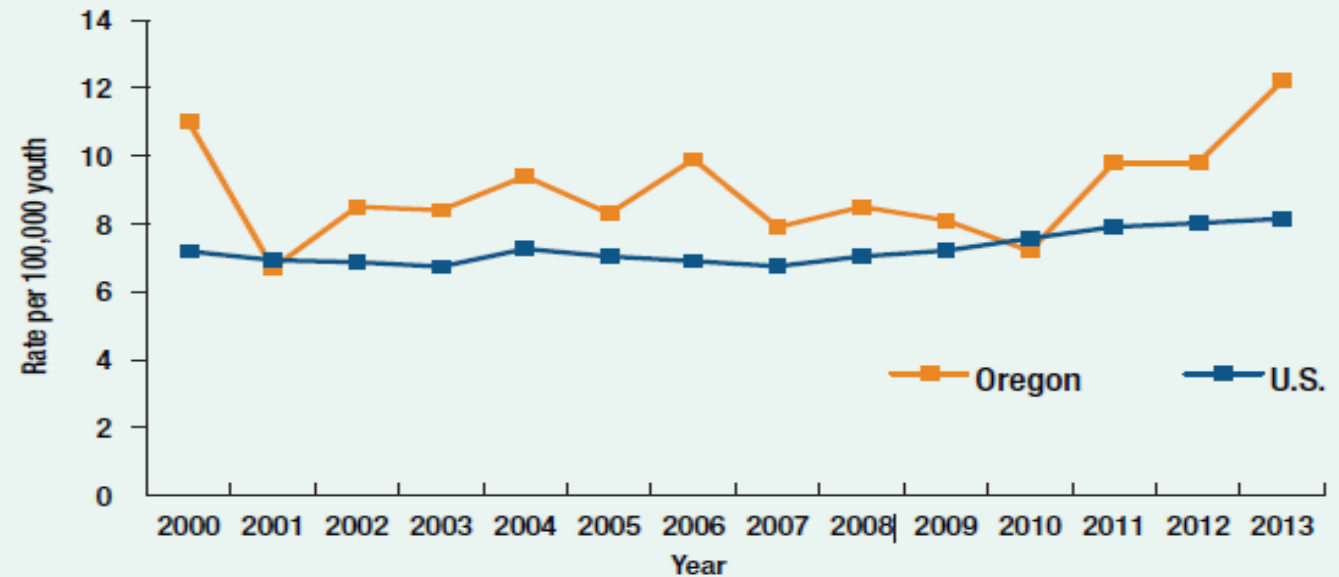
October 24, 2016

- Approximately 70 people attended
 - Benton County Mental Health, Linn County Mental Health
 - Samaritan Medical, InterCommunity Health Network
 - Trillium Family Services
 - Neighboring School Districts, OSU, LBCC
 - Parents
 - Others
- Anne Schuster provided the group with the history of work that has been done for the past four years

Data presented

- Kelly Locey from BCMH
 - Oregon Healthy Teens and Student Wellness Surveys
- Dr. Caroline Fisher

Figure 1: Suicide rates among youth aged 10–24 years, U.S. and Oregon, 2000–2013



Source: CDC WISQARS

509J Work

	K-5 Health Ed Curriculum	MS Health Ed Curriculum		HS Health Ed Curriculum		Behavioral Curriculum		Behavioral Program(s)	Social Emotional Curriculum	Social Emotional Program(s)	
	Human Growth & Development	Health Smart	FLASH + Alberta Health	Health Smart	FLASH + HRM SoEmot	Second Steps	Child Protection Unit	PBIS	Second Steps	Check in Check Out	Home Court
Adams Elem.	✓					✓	✓	✓		✓	
Garfield Elem.	✓					✓		✓		✓	
Hoover Elem.	✓					✓		✓		✓	
Jefferson Elem.	✓					✓	✓	✓		✓	
Lincoln Elem.	✓					✓	✓	✓		✓	✓
Mountain View Elem.						✓		✓		✓	
Wilson Elem.	✓					✓	✓	✓		✓	
Franklin K-8		✓				✓		✓		✓	
Cheldelin MS			✓			✓		✓		✓	✓
Linus Pauling MS		✓	✓					✓		✓	✓
Corvallis HS								✓		✓	✓
Crescent Valley HS				✓	✓						✓
College Hill HS								✓			

Creating a Life Affirming Culture – best practices

- Raising awareness of trauma impacts and a paradigm shift with a universal prevention is to reframe the question “What is wrong with you?” to “What happened to you?”
- Providing better services to families
- Gatekeeper training (students and staff)
- Understanding of mental illnesses
- Zero Suicide mind set



Action Plan – Priorities set from meeting

- Ensure access and availability of family support and services (includes not waiting six months to see a therapist)
- Provide Gatekeeping training – peer-led suicide intervention skills taught at elementary, middle, high and college levels
- Provide a youth friendly app/website
- Better family support services and family crisis support
- Find ways to reduce the stigma of mental illnesses
- Host in-person health fairs, better educate the community, parents, law enforcement, etc.
- Create a better communication network for schools, providers and family support services

Currently in process

- Mental Health First Aid Training for additional staff
- More than Sad Presentations – looking at training a trainer – provide this to school communities
- Trillium Services in all schools
- Gatekeeping trainings
 - QPR (Question Persuade Refer) training at CVHS and LPMS
 - Trillium Services in Schools

Youth Mental Health Coalition

- Steering Committee
- Education Committee
- Crisis Committee



Corvallis
SCHOOL DISTRICT

IX. ADOPT CORE VALUES FOR EDUCATIONAL DESIGN



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board

Prepared by: Kim Patten, Facilities and Transportation Director

Meeting Date: November 7, 2016

Core Values for Educational Design

ACTION REQUESTED

Background

Our district's long range facilities planning process is comprehensive and ongoing. The Long Range Facilities Master Plan (LRFMP), adopted by the Corvallis School Board in 2008, is a compilation of facility assessments, enrollment, and other statistical district data.

- Recommendations of the LRFMP include a discussion of renovation versus replacement of school facilities, capital improvements, capital improvement repairs, surplus real property, and timelines for activities.
- This plan is used by the Facilities and Transportation Director to prioritize resources to provide a learning environment for students that meet safety and educational needs.
- One recommendation in the LRFMP is to consider planning for a new facilities improvement bond in 2016-2022.

To initiate that recommended action, the superintendent convened a school district "Innovation Team" in early 2016 to envision the future educational needs in Corvallis schools, emphasizing the types of learning programs and environments that will be needed for students in the 21st century. This team comprises administrators, teachers, classified staff, and representatives of the school board. Last year's progress and activities were documented in the report, "The Road Ahead," shared with members of the Board at the October 17, 2016 meeting.

Valuing academic excellence, innovation and diversity of programs and students, the team committed to:

- Partner with the community and higher education to ensure quality educational options.
- Provide dynamic instruction to better equip students for success in a rapidly changing world.
- Leverage community assets to offer efficient and effective student supports.
- Envision powerful learning environments to support 21st-century skill development.



Corvallis

SCHOOL DISTRICT

Core Values for Educational Design

After a series of information gathering meetings that included the Innovation Team, community stakeholders, building administrators, and student representatives, five Core Values of Educational Design were identified. With a focus on educational support and success for all students, the core values are:

1. Relationships Build a Community of Trust And Respect

With collaborative relationships, all feel known, valued, and encouraged to take risks. Each individual is inspired to perform at their highest potential.

2. Inclusive Learning Environments Are Culturally Relevant.

Nurturing and inclusive schools exhibit vibrant learning cultures that celebrate diversity. Equitable access and support enhance learning for students of all backgrounds and abilities to pursue their passions. We are dedicated to meeting each student's needs.

3. Real-World, Experiential Learning Is Meaningful And Applied

Relevant activities ignite learner passion and imagination. Cross-curricular learning helps students pursue their curiosities, solve real-world problems, and make learning visible through exhibition. With high expectation, our programs and spaces nurture creativity and a sense of accomplishment and joy.

4. Community Connections Support Learning

Our schools foster a diverse array of partnerships to maximize opportunities for student success. We leverage community assets and offer a rich range of opportunities and supports for students and families.

5. Adaptability Is Critical To Our Success

Together, programs and facilities are designed to adapt as necessary to support student success in a rapidly changing world. Access to indoor and outdoor spaces reflect and stimulate curiosity, imagination and learning.

The work of the Innovation Team has provided the core values that will be used to help the district make sound investments, solve long-term challenges, enhance educational delivery systems and set the stage for the development of a facilities master plan to help transform an aging infrastructure and provide more innovative and equitable opportunities for all. Attached is the Core Values for Educational Design graphic.



Corvallis

SCHOOL DISTRICT

Involvement

The Innovation Team, community stakeholders, building administrators, and student representatives.

Cost Impact

Any associated costs will be included in the annual budget or bond sale.

ACTION REQUESTED:

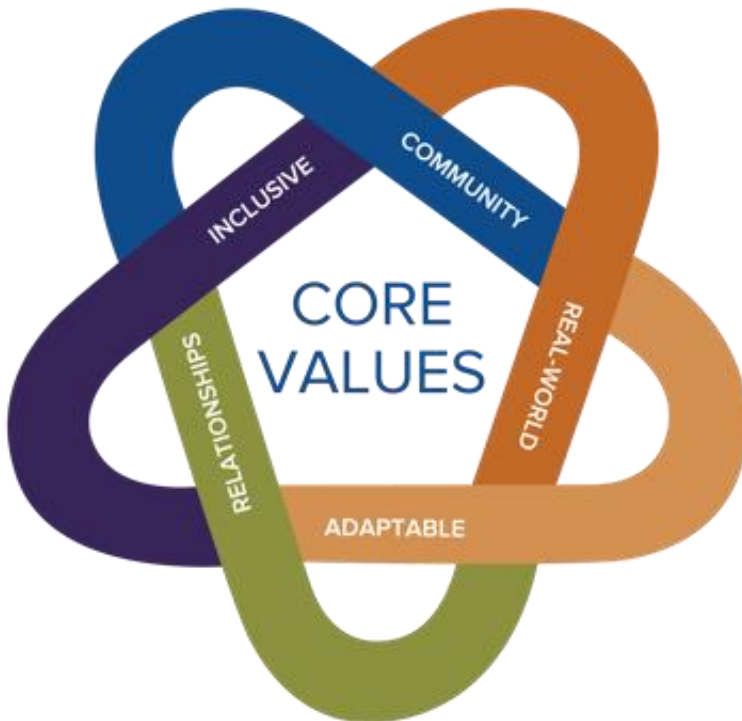
Adopt the Core Values for Educational Design as submitted by the Innovation Team.

MOTION REQUESTED:

"I move that the Board adopt the Core Values for Educational Design."



CORE VALUES FOR EDUCATIONAL DESIGN



RELATIONSHIPS BUILD A COMMUNITY OF TRUST AND RESPECT

With collaborative relationships, all feel known, valued, and encouraged to take risks. Each individual is inspired to perform at their highest potential.

INCLUSIVE LEARNING ENVIRONMENTS ARE CULTURALLY RELEVANT

Nurturing and inclusive schools exhibit vibrant learning cultures that celebrate diversity. Equitable access and support enhance learning for students of all backgrounds and abilities to pursue their passions. We are dedicated to meeting each student's needs.

REAL-WORLD, EXPERIENTIAL LEARNING IS MEANINGFUL AND APPLIED

Relevant activities ignite learner passion and imagination. Cross-curricular learning helps students pursue their curiosities, solve real-world problems, and make learning visible through exhibition. With high expectation, our programs and spaces nurture creativity and a sense of accomplishment and joy.

COMMUNITY CONNECTIONS SUPPORT LEARNING

Our schools foster a diverse array of partnerships to maximize opportunities for student success. We leverage community assets and offer a rich range of opportunities and supports for students and families.

ADAPTABILITY IS CRITICAL TO OUR SUCCESS

Together, programs and facilities are designed to adapt as necessary to support student success in a rapidly changing world. Access to indoor and outdoor spaces reflect and stimulate curiosity, imagination and learning.



Corvallis

SCHOOL DISTRICT

X. CONSOLIDATED ACTION

X.A. Minutes

X.A.1. September 26, 2016

MINUTES
Work Session of the
BOARD OF DIRECTORS
Corvallis School District 509J

I. CALL TO ORDER AND ROLL CALL

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

<u>BOARD MEMBERS PRESENT</u>	<u>EXECUTIVE STAFF PRESENT</u>
Vincent Adams Judy Ball Bill Kemper Alexis McQuillan, Vice Chair Scott Newsham Chris Rochester, Chair Tom Sauret	Ryan Noss , Superintendent Kevin Bogatin, Assistant Superintendent Olivia Myers Buch, Finance and Operations Director Jennifer Duvall, Human Resources Director

A quorum was present and due notice had been published.

II. PLEDGE OF ALLEGIANCE

Chair Rochester led the Pledge of Allegiance.

III. ALTERNATIVE PATHWAYS

A. Pipeline Project

Albany Area Chamber of Commerce representatives Janet Steele (President) and Josefine Fleetwood (Workforce Development Director) gave a presentation regarding the Chamber's Pipeline Program, which is industry-led and designed to help kids find their paths to Linn Benton Community College and other trade schools. A hard copy of the presentation will be filed with the minutes of this meeting.

The presenters noted that approximately 1,100 skilled employees will be needed over the next several years by just the seven industries in the Albany area; those jobs are important to the future of the local communities and are valuable high-tech positions. The presenters urged the Board to embrace this program and opined that career and technical education (CTE) should begin at the middle school level.

Superintendent Noss noted that he has been looking at various ways to connect the work of the District to authenticity for kids; this program is just that opportunity.

B. Urban Farm

Alternative Pathways Coordinator Eric Wright spoke regarding a report he had submitted under separate cover, which will be filed with the minutes of this meeting. The report outlined six alternative pathways available for District students. Mr. Wright spoke more in-depth regarding the Urban Farm pathway, sharing that the students are rotated monthly into one of four departments: communication, livestock, facility, and produce/marketing. He said this farm is an example of real project-based learning; it's very open ended so the students will get to decide what the farm looks like. He noted that the response from neighbors has been strong, and several with gardening backgrounds have committed to mentoring the students.

IV. SUPPORTS FOR NEW TEACHERS

Suzanne McFarland Price, Corvallis School District Mentor Teacher Coordinator, and Carole Beedlow, Program Coordinator for the Albany/Corvallis Mentor Forums, gave an overview of the report they had submitted under separate cover, which will be filed with the minutes of this meeting. They talked more in-depth regarding the new teacher academy and building buddy program.

Superintendent Noss praised the work of Ms. McFarland Price and Ms. Beedlow. Mr. Noss noted that sources for grant funding for this type of work are becoming fewer and farther between, and the District's budget funds just one staff position.

V. SUMMER EDUCATIONAL PROGRAMS SUPPORTED BY THE CORVALLIS PUBLIC SCHOOLS FOUNDATION

Corvallis Public Schools Foundation Executive Director Liv Gifford and Trustees Elizabeth French, Scott Spiegelberg, and Karen McEwan presented a slide show regarding the multiple programs supported through donations to the Foundation. A hard copy of the presentation will be filed with the minutes of this meeting. The presenters responded to questions from Board members regarding increased counseling support and funding. Director Adams expressed appreciation that the Foundation was putting a lot of resources into the early grades, which hopefully will make the need for a credit recovery program obsolete.

VI. BOARD AGENDA PROCESS

Vice Chair McQuillan recommended that the Board devote a few minutes at the end of each meeting to raise topics they'd like to see on a future Board meeting agenda. Board discussion ensued regarding how agendas are set and meetings are run. Reference was made to the Board and Superintendent Working Agreements, which had last been adopted in September 2011. Consensus was reached to follow Vice Chair McQuillan's recommendation.

VII. REVIEW OF BOARD POLICIES

Director Newsham recommended that the Oregon School Boards Association conduct an independent review of the District's policies within Section A/B: Board Governance and Operations. He noted his desire to set forth in policy how meetings should be run, for not only new Board members but for the public at large. Board members discussed the matter and reference was again made to the Board and Superintendent Working Agreements. Consensus was reached to have the Board's policy workgroup review the policies in Section A/B and bring forth any recommendations for revisions.

VIII. ADJOURNMENT

There being no further business before the Board, Chair Rochester adjourned the meeting at 9:03 p.m.

Chris Rochester, Board Chair

Ryan Noss, Superintendent

Prepared By: Julie Catala

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Corvallis

SCHOOL DISTRICT

X.A.2. October 3, 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 6:33 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 Alexis McQuillan, Vice Chair Scott Newsham Tom Sauret	<u>EXECUTIVE STAFF PRESENT</u> Ryan Noss, Superintendent Kevin Bogatin, Assistant Superintendent Jennifer Duvall, Human Resources Director Olivia Meyers Buch, Finance and Operations Director
<u>BOARD MEMBERS EXCUSED</u> Chris Rochester, Chair	

A quorum was present and due notice had been published.

II. PLEDGE OF ALLEGIANCE

Vice Chair McQuillan 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 offered highlights from the past month and provided information regarding current and future initiatives.

V. PUBLIC/STAFF COMMENT

No comments were offered.

VI. SPECIAL REPORTS

A. Annual Report – Muddy Creek Charter School

Muddy Creek Charter School (MCCS) Executive Director Bryan Traylor and Head Teacher Barb Holt presented regarding the school's operation, curriculum and academic achievement, as well as about the annual report, which the Board had received under separate cover and which will be filed with the minutes of this meeting. Mr. Traylor distributed and reviewed a handout regarding the finances of the school; this document will be filed with the minutes of this meeting. The presenters responded to questions from Board members on topics such as equity and the parent survey.

Assistant Superintendent Kevin Bogatin provided a copy of the memorandum of understanding between the District and MCCS, which increased the school's enrollment cap from 110 to 115 students. He noted that the charter contract expires in 2019; enrollment and the percentage of funding the school receives from the District would be addressed at that time.

B. Supporting Students With Disabilities Through The Use of Assistive Technology

Instructional Technology Teacher on Special Assignment (TOSA) Britten Clark-Huyck provided a slide presentation regarding assistive technology. A hard copy of the presentation will be filed with the minutes of this meeting. She explained that "assistive technology" can be any item, piece of equipment, product, etc., used to increase, maintain or improve the functional capabilities of a child with a disability. Ms. Clark-Huyck gave examples of classroom accommodations and the range of assistive technology – from a special pencil grip to highly specialized, augmented equipment. She said that students are relieved that there's help for them.

Superintendent Noss said that in terms of equity, assistive technology (AT) is a game changer and makes a difference for kids. He clarified that even though AT is really important, the instructional technology TOSAs are necessary to help students achieve the best possible outcomes.

C. District Involvement In The City Of Corvallis 2040 Vision Planning

Superintendent Noss had provided considerable information about this topic earlier in the evening during his Superintendent's Report; therefore, Communications Coordinator Brenda Downum just shared information from the last meeting of the steering committee, on which she represents the District. She noted that housing is "the elephant in all of the rooms."

Mr. Noss noted that the City of Corvallis will create a culminating document including metrics; the metric related to the District will be graduation rates. He clarified that even though the Board doesn't have to take action on the plan, he felt it was important for the Board to have a conversation about it. He added that he sees the plan as a tool the District can use to further engage and solidify where we are heading.

D. Enrollment Update

Finance and Operations Director Olivia Meyers Buch gave a PowerPoint presentation; she had given the Board a written report under separate cover. The report and a hard copy of the

presentation will be filed with the minutes of this meeting. Total enrollment in district schools and programs is 6,600 students, which is a slight decrease compared to last year, and less than what was projected for this year. She pointed out that enrollment in grade 12 was significantly impacted by the new Post-Graduate Scholar Program, which replaced the Running Start Advanced Diploma Program. Ms. Meyers Buch noted that District staff had anticipated a decline but not one as large as we are experiencing; the decline is due to changes in program eligibility requirements, and there are likely some students who would have qualified under the Running Start program but no longer qualify under the Post-Graduate Scholar Program. Board members expressed their frustration at this news.

VII. CONSOLIDATED ACTION

MOTION:

It was moved by Director Sauret and seconded by Director Kemper to approve the Consolidated Action items. The motion passed unanimously.

The following items were approved:

- A. Minutes** – September 12, 2016
- B. Licensed Personnel Recommendations** – (This document will be filed with the minutes of this meeting.)

VIII. CONSOLIDATED INFORMATION

- A. Non-Licensed Personnel Information** – (This document will be filed with the minutes of this meeting.)
- B. Unaudited Financial Statements - August 31, 2016** – (This document will be filed with the minutes of this meeting.)

Facilities Director Kim Patten and Finance and Operations Director Olivia Meyers Buch responded to questions regarding payments to SchoolDude.com and the Albany Chamber of Commerce, respectively.

Ms. Meyers Buch gave a very brief update regarding PERS 2017-19 employer contribution rates.

IX. OTHER DISTRICT BUSINESS

Vice Chair McQuillan posed the idea of having policies in Section A/B: Board Governance and Operations on a five-year review cycle so the Board would look at a few policies each year; the reviews would begin with the policy work group. Board members generally liked the idea and it was noted that if a policy didn't need revisions when it came up for review, the Board could simply readopt it to show that it had been reviewed. A request was made for information from the District's policy coordinator, Kerry Richey, regarding policies that are currently on the radar, in terms of revisions recommended by the Oregon School Boards Association.

Superintendent Noss reported that part of the District's equity efforts includes having Board meeting agendas translated into Spanish and having an interpreter at every Board business meeting.

Director Newsham said he'd like the Board to have a discussion at a future work session regarding the Board's student representatives, including possible policy regarding structure, dates of service, continuity of representatives, etc.

X. ADJOURNMENT

There being no further business before the Board, Vice Chair McQuillan adjourned the meeting at 8:37 p.m.

Alexis McQuillan, Board Vice Chair

Ryan Noss, Superintendent

Prepared By: Julie Catala

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Corvallis
SCHOOL DISTRICT

X.B. Licensed Personnel Recommendations



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Jennifer Duvall, Human Resources Director
Meeting Date: November 7, 2016

Licensed Personnel Action

ACTION REQUESTED

Recommendation to Hire

Brenda Rapp: Intervention Specialist, 0.25 FTE, Waldorf and Zion Lutheran Schools, effective October 25, 2016 (Temporary)

Kenneth Kurlak: Special Education Teacher, 0.17 FTE, YES House, effective October 24, 2016 (Temporary)

Termination/Resignation/Layoff/Retirement

Marcia Stevens: Band Teacher, 0.67 FTE, Corvallis High School, effective September 30, 2016 (Resignation)

ACTION REQUESTED:

Adopt the recommendation.

MOTION REQUESTED:

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



Corvallis
SCHOOL DISTRICT

X.C. Appoint New Budget Committee Citizen Members



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Olivia Meyers Buch, Finance and Operations Director
Meeting Date: November 7, 2016

Budget Committee Appointments

ACTION REQUESTED

Background

The Budget Committee consists of seven members appointed by the Board plus the seven elected Board members. Pursuant to Board Policy DBEA, at the first regular Board meeting in November, after review of the names of persons filing applications and names of those persons who have served previously and are willing to be reappointed, the Board will appoint persons to fill vacant budget committee positions. To be eligible for appointment, the appointive member must live and be registered to vote in the district, and not be an officer, agent, or employee of the district.

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 vacancies were advertised in the Gazette Times and messages were sent to the district's Key Communicators and shared on social media.

The district received two requests to be reappointed and five new applications. A workgroup including Board members Chris Rochester, Judy Ball and Vincent Adams, Superintendent Ryan Noss, Finance and Operations Director Olivia Meyers Buch, Controller Debbie Bell, and Budget Analyst Jane Sievers reviewed the letters of interest and application materials received.

Their recommendation is to offer appointments as follows:

- Jim McCullough – Three-year term ending June 30, 2019
- Katherine Bremser – Three-year term ending June 30, 2019
- Margit Foss – Three-year term ending June 30, 2019

Involvement

Workgroup members.

Cost Impact

There is no cost.

ACTION REQUESTED:

Accept this recommendation and appoint the budget committee members.

MOTION REQUESTED:

"I move that the budget committee members be appointed as recommended."



Corvallis

SCHOOL DISTRICT

XI. CONSOLIDATED INFORMATION

XI.A. Non-Licensed Personnel Information



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Jennifer Duvall, Human Resources Director
Meeting Date: November 7, 2016

Non-licensed Personnel Information

NO ACTION REQUIRED

Recommendation to Hire

Lindsay Ford: Educational Assistant 2, 2 hrs, Corvallis High School, effective October 5, 2016 (Limited Term)

Mary Frederick: Administrative Assistant 1, 3 hrs, Crescent Valley High School, effective October 3, 2016 (Limited Term)

Megan Hussey: Educational Assistant 2, 4 hrs, Crescent Valley High School, effective October 11, 2016 (Limited Term)

Morgan Stone: Educational Assistant 2, 1.8 hrs, Corvallis High School, effective October 5, 2016 (Limited Term)

Termination/Resignation/Layoff/Retirement

Lauren Bentley: Food Service Assistant, 1.5 hrs, Harding Center, effective October 11, 2016 (Resignation)

Gabriel Burns: Maintenance 1/Substitute, 8 hrs, Hoover and Lincoln Elementary Schools, effective September 26, 2016 (Termination)

Matthew Francis: Food Service Specialist 5 hrs, Food Service Assistant 2 hrs, Wilson Elementary School and Central Kitchen, effective October 14, 2016 (Resignation)

Timberlee Leslie: Food Service Assistant, 4.75 hrs, Crescent Valley High School, effective November 4, 2016 (Resignation)



Corvallis

SCHOOL DISTRICT

XI.B. Unaudited Financial Statements - September 30, 2016



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Olivia Meyers Buch, Finance and Operations Director
Meeting Date: November 7, 2016

September 30, 2016 Financial Statements (Unaudited) NO ACTION REQUIRED

Background

The Statement of Resources and Requirements for the General Fund for the period ending September 30, 2015 and 2016 follow this report. As September is the end of the first quarter of the fiscal year, you will also find statements on all other reportable funds in addition to the General Fund. General Fund Highlights are included below while information on the other funds can be found on the individual fund statements.

Year-to-date operating revenues through the end of September 2016 total \$11.2 million or 17.4% of total budgeted operating revenues as compared to \$10.2 million or 16.3% through the end of September 2015. Typically, at this point in the year, revenues from the state school fund constitute the significant source of funds, which is true this year.

The beginning fund balance reflects an increase of \$600,000 over the adopted budget of \$9.6 million. Overall, total resources in 2015-16 were 100.7% of budget while total expenditures were 98.9% of budget. A significant portion of the additional resources was due to an increase in state school fund formula revenue.

General fund expenditures through September 2016 are up \$1,143,005 as compared to the prior year. The bulk of the increase has come in the form of summer maintenance expenditures including lead remediation and annual maintenance, as well as planned technology purchases. Contracted payroll increases account for the majority of the balance of the increase.

Projected resources and requirements through June 30, 2017 result in an ending fund balance of \$9.78 million. The projected ending fund balance reflects a change in fund balance, or operating deficit, of \$500,000; however, all general fund reserves are still projected to be at or above the designations outlined in board policy on June 30, 2017.

Staff are also completing the preparation of a supplemental budget for board adoption on December 5th that will propose increasing appropriations to account for carryover allowances and staffing or programmatic changes made after the budget was adopted.

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

Supplementary Materials

1. Statements of Resources and Requirements as of September 30, 2015 and 2016

September 30, 2016 Financial Statements (Unaudited), October 3, 2016, continued.

2. Schedule of Investments as of September 30, 2016
3. Schedules of Cash Disbursements greater than or equal to \$1,000 for the period of September 1 - September 30, 2016

Corvallis School District 509J
Statement of Resources and Requirements
Fiscal Year to Date as of Sept 30, 2015 and 2016 Respectively (Unaudited)

General Fund

	FY 2015-16					FY 2016-17				
	Amended Budget	Actuals Thru 9/30/2015	% of Budget	Actuals Thru 6/30/2016	% of Budget	Adopted Budget	Actuals Thru 9/30/2016	% of Budget	Projected Thru 6/30/2017	% of Budget
RESOURCES										
State School Fund Formula Revenue										
State School Fund - General Support	\$ 31,722,494	\$ 10,082,720	31.8%	\$ 31,100,248	98.0%	\$ 33,115,762	\$ 11,049,951	33.4%	\$ 32,277,460	97.5%
Property Taxes Levied by District	24,678,358	63,322	0.3%	24,620,354	99.8%	25,245,938	67,049	0.3%	26,014,907	103.0%
Common School Fund	903,506	-	0.0%	1,129,382	125.0%	667,666	-	0.0%	834,692	125.0%
County School Funds	100,000	-	0.0%	146,185	146.2%	120,000	-	0.0%	140,000	116.7%
Federal Forest Fees	18,000	-	0.0%	18,888	104.9%	-	-	-	-	-
Local Option Taxes Levied by District	4,064,897	10,985	0.3%	4,061,954	99.9%	4,285,777	11,235	0.3%	4,544,065	106.0%
Earnings on Investments	100,000	22,072	22.1%	181,581	181.6%	140,000	27,569	19.7%	180,000	128.6%
State School Fund Prior Year Adjustment	-	-	-	824,580	-	-	-	-	(54,226)	-
Other	884,539	23,526	2.7%	884,451	100.0%	836,500	35,743	4.3%	607,425	72.6%
Total Operating Revenues	\$ 62,471,794	\$ 10,202,625	16.3%	\$ 62,967,623	100.8%	\$ 64,411,643	\$ 11,191,547	17.4%	\$ 64,544,323	100.2%
Beginning Fund Balance	\$ 8,388,192	\$ 8,388,192	100.0%	\$ 8,388,192	100.0%	\$ 9,665,726	\$ 10,278,573	106.3%	\$ 10,278,573	106.3%
TOTAL RESOURCES	\$ 70,859,986	\$ 18,590,817	26.2%	\$ 71,355,815	100.7%	\$ 74,077,369	\$ 21,470,120	30.1%	\$ 74,822,896	101.0%
REQUIREMENTS										
Salaries	\$ 32,438,617	\$ 3,866,826	11.9%	\$ 32,433,363	100.0%	\$ 34,712,008	\$ 4,284,319	12.3%	\$ 34,582,688	99.6%
Associated Payroll Costs	18,397,586	2,147,125	11.7%	17,795,748	96.7%	19,277,542	2,194,165	11.4%	19,198,617	99.6%
Purchased Services	8,008,679	1,207,622	15.1%	8,006,543	100.0%	7,936,307	1,364,551	17.2%	7,536,184	95.0%
Supplies and Materials	2,077,428	732,676	35.3%	1,979,496	95.3%	2,473,761	1,216,359	49.2%	2,770,773	112.0%
Capital Outlay	83,000	-	0.0%	102,021	122.9%	106,000	22,900	21.6%	114,840	108.3%
Other Objects	761,175	778,261	102.2%	760,071	99.9%	851,009	793,222	93.2%	842,499	99.0%
Total Operating Expenditures	\$ 61,766,485	\$ 8,732,510	14.1%	\$ 61,077,242	98.9%	\$ 65,356,627	\$ 9,875,516	15.1%	\$ 65,045,601	99.5%
Transfers	\$ 2	-		-		\$ -	-		-	
Contingency	1,554,136	-		-		1,610,291	-		-	
Rainy Day Reserves	3,108,272	-		-		3,220,582	-		-	
Unappropriated Reserves	3,108,272	-		-		2,567,050	-		-	
Unappropriated Reserve (PERS)	1,322,819	-		-		1,322,819	-		-	
TOTAL REQUIREMENTS	\$ 70,859,986	\$ 8,732,510		\$ 61,077,242		\$ 74,077,369	\$ 9,875,516		\$ 65,045,601	
ENDING FUND BALANCE		\$ 9,858,307		\$ 10,278,573			\$ 11,594,604		\$ 9,777,295	
Contingency				1,574,191	2.5% *				1,613,608	2.5% *
Rainy Day Reserves				3,148,381	5.0% *				3,227,216	5.0% *
Unappropriated Reserves				4,233,182	6.7% *				3,613,652	5.6% *
Unappropriated Reserve (PERS)				1,322,819	2.1%				1,322,819	2.0% *
* Percent of Operating Revenue				10,278,573	16.3%				9,777,295	15.1%

Corvallis School District 509J
Statement of Resources and Requirements
Fiscal Year to Date as of Sept 30, 2015 and 2016 Respectively (Unaudited)

Food Service Fund

	FY 2015-16					FY 2016-17				
	Amended Budget	Actuals thru 9/30/2015	% of Budget	Actuals thru 6/30/2016	% of Budget	Amended Budget	Actuals thru 9/30/2016	% of Budget	Projected thru 6/30/2017	% of Budget
RESOURCES										
Local Sources	\$ 1,224,331	\$ 115,085	9.4%	\$ 1,218,136	99.5%	\$ 1,224,331	\$ 118,471	9.7%	\$ 1,224,331	100.0%
State Sources	25,000	660	2.6%	31,854	127.4%	34,800	2,125	6.1%	34,800	100.0%
Federal Sources	1,810,240	78,146	4.3%	1,601,773	88.5%	1,814,020	67,273	3.7%	1,814,020	100.0%
Total Operating Revenues	\$ 3,059,571	\$ 193,891	6.3%	\$ 2,851,763	93.2%	\$ 3,073,151	\$ 187,869	6.1%	\$ 3,073,151	100.0%
Interfund Transfers	\$ 1	\$ -	0.0%	\$ -	0.0%	\$ 1	\$ -	0.0%	\$ 1	100.0%
Beginning Fund Balance	490,428	342,358	69.8%	342,358	69.8%	342,357	280,048	81.8%	280,048	81.8%
TOTAL RESOURCES	\$ 3,550,000	\$ 536,249	15.1%	\$ 3,194,121	90.0%	\$ 3,415,509	\$ 467,917	13.7%	\$ 3,353,200	98.2%
REQUIREMENTS										
Salaries	\$ 935,302	\$ 149,416	16.0%	\$ 942,378	100.8%	\$ 1,029,886	\$ 162,486	15.8%	\$ 1,029,886	100.0%
Associated Payroll Costs	828,506	93,842	11.3%	778,020		812,244	91,992	11.3%	812,244	100.0%
Purchased Services	41,080	1,419	3.5%	42,609	103.7%	41,080	10,604	25.8%	41,080	100.0%
Supplies and Materials	1,209,439	59,064	4.9%	1,100,270	91.0%	996,626	45,837	4.6%	996,626	100.0%
Capital Outlay	30,673	-	0.0%	-	0.0%	30,673	-	0.0%	30,673	100.0%
Other Objects	60,000	15,293	25.5%	50,796	84.7%	60,000	14,736	24.6%	60,000	100.0%
Total Operating Expenditures	\$ 3,105,000	\$ 319,034	10.3%	\$ 2,914,073	93.9%	\$ 2,970,509	\$ 325,655	11.0%	\$ 2,970,509	100.0%
Contingency	\$ 445,000	\$ -		\$ -		\$ 445,000	\$ -		\$ -	
TOTAL REQUIREMENTS	\$ 3,550,000	\$ 319,034		\$ 2,914,073		\$ 3,415,509	\$ 325,655		\$ 2,970,509	
ENDING FUND BALANCE	\$ -	\$ 217,215		\$ 280,048		\$ -	\$ 142,262		\$ 382,691	

Notes:

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

Corvallis School District 509J
Statement of Resources and Requirements
Fiscal Year to Date as of Sept 30, 2015 and 2016 Respectively (Unaudited)

District Donation Fund

	FY 2015-16					FY 2016-17				
	Amended Budget	Actuals thru 9/30/2015	% of Budget	Actuals thru 6/30/2016	% of Budget	Amended Budget	Actuals thru 9/30/2016	% of Budget	Projected thru 6/30/2017	% of Budget
RESOURCES										
Local Sources	\$ 600,000	\$ 115,000	19.2%	425,450	70.9%	\$ 600,000	\$ 70,000	11.7%	\$ 600,000	100.0%
TOTAL RESOURCES	\$ 600,000	\$ 115,000	19.2%	\$ 425,450	70.9%	\$ 600,000	\$ 70,000	11.7%	\$ 600,000	100.0%
REQUIREMENTS										
Salaries	\$ 62,891	\$ 10,569	16.8%	89,495	142.3%	\$ 64,274	\$ 19,555	30.4%	\$ 64,274	100.0%
Associated Payroll Costs	33,454	3,875	11.6%	32,393	96.8%	22,985	5,498	23.9%	22,985	100.0%
Purchased Services	86,542	7,633	8.8%	90,640	104.7%	92,890	15,556	16.7%	92,890	100.0%
Supplies and Materials	402,112	21,167	5.3%	197,281	49.1%	404,851	12,497	3.1%	404,851	100.0%
Capital Outlay	15,001	-	0.0%	15,042	100.3%	15,000	-	0.0%	15,000	100.0%
Other Objects	-	-	-	599	-	-	-	-	-	-
TOTAL REQUIREMENTS	\$ 600,000	\$ 43,244		\$ 425,450		\$ 600,000	\$ 53,106		\$ 600,000	
ENDING FUND BALANCE	\$ -	\$ 71,756		\$ -		\$ -	\$ 16,894		\$ -	

Notes:

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

Corvallis School District 509J
Statement of Resources and Requirements
Fiscal Year to Date as of Sept 30, 2015 and 2016 Respectively (Unaudited)

Designated Facilities Fund

	FY 2015-16					FY 2016-17				
	Amended Budget	Actuals thru 9/30/2015	% of Budget	Actuals thru 6/30/2016	% of Budget	Amended Budget	Actuals thru 9/30/2016	% of Budget	Projected thru 6/30/2017	% of Budget
RESOURCES										
Local Sources	\$ 690,000	\$ 21,792	3.2%	\$ 348,854	50.6%	\$ 685,000	\$ 21,298	3.1%	\$ 300,000	43.8%
Total Operating Revenues	\$ 690,000	\$ 21,792	3.2%	\$ 348,854	50.6%	\$ 685,000	\$ 21,298	3.1%	\$ 300,000	43.8%
Beginning Fund Balance	\$ 2,025,000	\$ 2,200,035	108.6%	\$ 2,200,035	108.6%	\$ 2,370,000	\$ 1,975,406	83.4%	\$ 1,975,406	83.4%
TOTAL RESOURCES	\$ 2,715,000	\$ 2,221,827	81.8%	\$ 2,548,889	93.9%	\$ 3,055,000	\$ 1,996,704	65.4%	\$ 2,275,406	74.5%
REQUIREMENTS										
Purchased Services	\$ 1,160,000	\$ 42,580	3.7%	\$ 66,955	5.8%	\$ 1,400,000	\$ 98,866	7.1%	\$ 150,000	10.7%
Supplies and Materials	-	-	-	-	-	-	31,420	-	31,420	-
Capital Outlay	1,555,000	856,316	112.9%	506,528	69.5%	1,655,000	272,298	16.5%	1,000,000	60.4%
TOTAL REQUIREMENTS	\$ 2,715,000	\$ 898,896	33.1%	\$ 573,483	21.1%	\$ 3,055,000	\$ 402,584	13.2%	\$ 1,181,420	38.7%
ENDING FUND BALANCE	\$ -	\$ 1,322,931		\$ 1,975,406		\$ -	\$ 1,594,120		\$ 1,093,986	

Notes:

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

Corvallis School District 509J
Statement of Resources and Requirements
Fiscal Year to Date as of September 30, 2015 and 2016 Respectively (Unaudited)

Designated Revenue Fund

	FY 2015-16					FY 2016-17				
	Amended Budget	Actuals thru 9/30/2015	% of Budget	Actuals thru 6/30/2016	% of Budget	Amended Budget	Actuals thru 9/30/2016	% of Budget	Projected thru 6/30/2017	% of Budget
RESOURCES										
Local Sources	\$ 1,000,000	\$ 106,993	10.7%	\$ 1,091,708	109.2%	\$ 921,148	\$ 47,482	5.2%	\$ 921,148	100.0%
Total Operating Revenues	\$ 1,000,000	\$ 106,993	10.7%	\$ 1,091,708	109.2%	\$ 921,148	\$ 47,482	5.2%	\$ 921,148	100.0%
Beginning Fund Balance	\$ 475,000	\$ 679,760	143.1%	\$ 679,760	143.1%	\$ 475,000	\$ 785,926	165.5%	\$ 785,926	165.5%
TOTAL RESOURCES	\$ 1,475,000	\$ 786,753	53.3%	\$ 1,771,468	120.1%	\$ 1,396,148	\$ 833,408	59.7%	\$ 1,707,074	122.3%
REQUIREMENTS										
Salaries	\$ 313,973	\$ 32,633	10.4%	\$ 227,530	72.5%	\$ 292,113	\$ 67,464	23.1%	\$ 292,113	100.0%
Associated Payroll Costs	134,798	10,869	8.1%	80,014	59.4%	114,645	19,494	17.0%	114,645	100.0%
Purchased Services	455,494	10,364	2.3%	297,588	65.3%	466,494	17,833	3.8%	466,494	100.0%
Supplies and Materials	550,734	53,645	9.7%	344,441	62.5%	502,896	53,488	10.6%	502,896	100.0%
Capital Outlay	20,001	-	0.0%	29,772	148.9%	20,000	8,730	43.7%	20,000	100.0%
Other Objects	-	750	-	6,197	-	-	150	-	-	-
TOTAL REQUIREMENTS	\$ 1,475,000	\$ 108,261	7.3%	\$ 985,542	66.8%	\$ 1,396,148	\$ 167,159	12.0%	\$ 1,396,148	100.0%
ENDING FUND BALANCE	\$ -	\$ 678,492		\$ 785,926		\$ -	\$ 666,249		\$ 310,926	

Notes:

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

Corvallis School District 509J
Statement of Resources and Requirements
Fiscal Year to Date as of Sept 30, 2015 and 2016 Respectively (Unaudited)

Student Body Fund

	FY 2015-16					FY 2016-17				
	Amended Budget	Actuals thru 9/30/2015	% of Budget	Actuals thru 6/30/2016	% of Budget	Amended Budget	Actuals thru 9/30/2016	% of Budget	Projected thru 6/30/2017	% of Budget
RESOURCES										
Local Sources	\$ 1,070,000	\$ 324,573	30.3%	\$ 1,220,838	114.1%	\$ 1,070,000	\$ 312,776	29.2%	\$ 1,070,000	100.0%
Total Operating Revenues	\$ 1,070,000	\$ 324,573	30.3%	\$ 1,220,838	114.1%	\$ 1,070,000	\$ 312,776	29.2%	\$ 1,070,000	100.0%
Beginning Fund Balance	\$ 250,000	\$ 662,506	265.0%	\$ 662,506	265.0%	\$ 250,000	\$ 797,490	319.0%	\$ 797,490	319.0%
TOTAL RESOURCES	\$ 1,320,000	\$ 987,079	74.8%	\$ 1,883,344	142.7%	\$ 1,320,000	\$ 1,110,266	84.1%	\$ 1,867,490	141.5%
REQUIREMENTS										
Salaries	\$ 175,530	\$ 8,599	4.9%	122,986	70.1%	\$ 175,331	\$ 9,433	5.4%	\$ 175,331	100.0%
Associated Payroll Costs	45,463	1,706	3.8%	20,903	46.0%	45,307	1,722.00	3.8%	45,307	100.0%
Purchased Services	488,916	45,199	9.2%	446,499	91.3%	488,916	71,157.00	14.6%	488,916	100.0%
Supplies and Materials	546,091	61,514	11.3%	411,446	75.3%	546,446	68,093.00	12.5%	546,446	100.0%
Capital Outlay	-	-	-	4,000	-	-	-	-	-	-
Other Objects	64,000	42,050	65.7%	80,020	125.0%	64,000	3,503.00	5.5%	64,000	100.0%
TOTAL REQUIREMENTS	\$ 1,320,000	\$ 159,068	12.1%	\$ 1,085,854	82.3%	\$ 1,320,000	\$ 153,908	11.7%	\$ 1,320,000	100.0%
ENDING FUND BALANCE	\$ -	\$ 828,011		\$ 797,490		\$ -	\$ 956,358		\$ 547,490	

Notes:

1. The District acts as an agent on behalf of student groups who have raised money for activities and participation fees.
2. These funds are for athletics and activities at Corvallis High School, Crescent Valley High School, Cheldelin Middle School, and Linus Pauling Middle School. For management purposes, these funds are in a central account where the District provides banking services and purchasing oversight.

Corvallis School District 509J
Statement of Resources and Requirements
Fiscal Year to Date as of Sept 30, 2015 and 2016 Respectively (Unaudited)

Early Retirement Incentive Fund

	FY 2015-16					FY 2016-17				
	Amended Budget	Actuals thru 9/30/2015	% of Budget	Actuals thru 6/30/2016	% of Budget	Amended Budget	Actuals thru 9/30/2016	% of Budget	Projected thru 6/30/2017	% of Budget
RESOURCES										
Local Sources	\$ 1,250	\$ 726	58.08%	\$ 4,592	367.36%	\$ 1,500	\$ 752	50.1%	\$ 1,500	100.0%
Total Operating Revenues	\$ 1,250	\$ 726	58.08%	\$ 4,592	367.36%	\$ 1,500	\$ 752	50.1%	\$ 1,500	100.0%
Beginning Fund Balance	\$ 752,000	\$ 741,085	98.5%	\$ 741,085	98.5%	\$ 577,430	\$ 607,692	105.2%	\$ 607,692	105.2%
TOTAL RESOURCES	\$ 753,250	\$ 741,811	98.5%	\$ 745,677	99.0%	\$ 578,930	\$ 608,444	105.1%	\$ 609,192	105.2%
REQUIREMENTS										
Salaries	\$ 634,700	\$ 29,900	4.7%	\$ 130,950	20.6%	\$ 518,750	\$ 69,450	13.4%	\$ 518,750	100.0%
Associated Payroll Costs	48,550	1,416	2.9%	7,035	14.5%	39,685	4,750	12.0%	39,685	100.0%
Total Operating Expenditures	\$ 683,250	\$ 31,316	4.6%	\$ 137,985	20.2%	\$ 558,435	\$ 74,200	13.3%	\$ 558,435	100.0%
Contingency	\$ 70,000	-	0.0%	-	0.0%	\$ 20,495	-	0.0%	-	0.0%
TOTAL REQUIREMENTS	\$ 753,250	\$ 31,316	4.2%	\$ 137,985	18.3%	\$ 578,930	\$ 74,200	12.8%	\$ 558,435	96.5%
ENDING FUND BALANCE	\$ -	\$ 710,495		\$ 607,692		\$ -	\$ 534,244		\$ 50,757	

Notes:

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

Corvallis School District 509J
Statement of Resources and Requirements
Fiscal Year to Date as of Sept 30, 2015 and 2016 Respectively (Unaudited)

Grant Funds

	FY 2015-16					FY 2016-17				
	Amended Budget	Actuals thru 9/30/2015	% of Budget	Actuals thru 6/30/2016	% of Budget	Amended Budget	Actuals thru 9/30/2016	% of Budget	Projected thru 6/30/2017	% of Budget
RESOURCES										
Local Sources	\$ 50,000	\$ 49,845	99.7%	10,569	21.1%	\$ 50,000	\$ -	0.00%	\$ 50,000	100.0%
Intermediate Sources	100,000	-	0.0%	55,612	55.6%	200,000	10,142	5.07%	200,000	100.0%
State Sources	400,000	77,243	19.3%	608,360	152.1%	928,500	81,036	8.73%	928,500	100.0%
Federal Sources	4,010,000	232,178	5.8%	2,855,157	71.2%	4,021,500	272,360	6.77%	4,021,500	100.0%
Total Operating Revenues	\$ 4,560,000	\$ 359,266	7.9%	\$ 3,529,698	77.4%	\$ 5,200,000	\$ 363,538	6.99%	\$ 5,200,000	100.0%
Beginning Fund Balance	\$ 800,000	\$ 557,239	69.7%	\$ 558,339	69.8%	\$ 50,000	\$ -	0.00%	\$ 50,000	100.0%
TOTAL RESOURCES	\$ 5,360,000	\$ 916,505	17.1%	\$ 4,088,037	76.3%	\$ 5,250,000	\$ 363,538	6.92%	\$ 5,250,000	100.0%
REQUIREMENTS										
Salaries	\$ 1,917,610	\$ 186,735	9.7%	1,778,279	92.7%	\$ 1,607,077	\$ 175,105	10.90%	\$ 1,607,077	100.0%
Associated Payroll Costs	1,256,431	98,820	7.9%	992,877	79.0%	1,066,809	83,796	7.85%	1,066,809	100.0%
Purchased Services	748,019	61,808	8.3%	616,849	82.5%	640,231	79,763	12.46%	640,231	100.0%
Supplies and Services	1,335,598	452,887	33.9%	542,672	40.6%	1,808,558	15,886	0.88%	1,808,558	100.0%
Capital Outlay	1	-	0.0%	14,626	-	-	-	-	-	-
Other Objects	102,341	6,950	6.8%	142,734	139.5%	127,325	8,988	7.06%	127,325	100.0%
TOTAL REQUIREMENTS	\$ 5,360,000	\$ 807,200	15.1%	\$ 4,088,037	76.3%	\$ 5,250,000	\$ 363,538	6.92%	\$ 5,250,000	100.0%
ENDING FUND BALANCE	\$ -	\$ 109,305		\$ -		\$ -	\$ -		\$ -	

Notes:

1. The District has approximately 38 grant awards from federal, state, and private sources estimated at \$5.25 million. The larger awards typically span a several year time period.
2. Indirect costs are administrative costs such as audit, legal, business, human resources, and technology that are paid for by the General Fund but also utilized by the grant funds. Board policy calls for the District to recover indirect costs related to grants. This amount shows as a revenue in the General Fund and is used to offset General Fund operations. The District indirect cost rate is the maximum allowed by the State and varies from year to year. The State approves this rate each year. The rate for 2016-17 decreased to 4.13% from 4.43% in the prior year.

Corvallis School District 509J
Statement of Resources and Requirements
Fiscal Year to Date as of Sept 30, 2015 and 2016 Respectively (Unaudited)

Insurance Fund

	FY 2015-16					FY 2016-17				
	Amended Budget	Actuals thru 9/30/2015	% of Budget	Actuals thru 6/30/2016	% of Budget	Amended Budget	Actuals thru 9/30/2016	% of Budget	Projected thru 6/30/2017	% of Budget
RESOURCES										
Local Sources	\$ 11,910,500	\$ 2,083,142	17.5%	\$ 12,313,498	103.4%	\$ 12,784,000	\$ 2,071,624	16.2%	12,784,000	100.0%
Total Operating Revenues	\$ 11,910,500	\$ 2,083,142	17.5%	\$ 12,313,498	103.4%	\$ 12,784,000	\$ 2,071,624	16.2%	\$ 12,784,000	100.0%
Beginning Fund Balance	\$ 2,700,000	\$ 4,426,119	163.9%	\$ 4,426,119	163.9%	\$ 2,750,000	\$ 5,070,925	184.4%	\$ 5,070,925	184.4%
TOTAL RESOURCES	\$ 14,610,500	\$ 6,509,261	44.6%	\$ 16,739,617	114.6%	\$ 15,534,000	\$ 7,142,549	46.0%	\$ 17,854,925	114.9%
REQUIREMENTS										
Salaries	\$ 94,470	\$ 18,199	19.3%	\$ 198,016	209.6%	\$ 88,536	\$ 44,187	49.9%	88,536	100.0%
Associated Payroll Costs	47,823	8,608	18.0%	96,099	200.9%	43,933	21,232	48.3%	43,933	100.0%
Purchased Services	196,400	41,666	21.2%	193,234	98.4%	206,100	111,705	54.2%	206,100	100.0%
Supplies and Materials	17,730	13,412	75.6%	32,108	181.1%	22,802	-	0.0%	22,802	100.0%
Capital Outlay	-	-	-	26,455	-	-	-	-	-	-
Other Objects	14,254,076	1,672,798	11.7%	11,122,780	78.0%	15,172,629	2,213,731	14.6%	15,172,129	100.0%
Total Operating Expenditures	\$ 14,610,499	\$ 1,754,683	12.0%	\$ 11,668,692	79.9%	\$ 15,534,000	\$ 2,390,855	15.4%	\$ 15,533,500	100.0%
Interfund Transfers	\$ 1	\$ -	0.0%	\$ -	0.0%	\$ -	\$ -	-	-	-
TOTAL REQUIREMENTS	\$ 14,610,500	\$ 1,754,683	12.0%	\$ 11,668,692	79.9%	\$ 15,534,000	\$ 2,390,855	15.4%	\$ 15,533,500	100.0%
ENDING FUND BALANCE	\$ -	\$ 4,754,578		\$ 5,070,925		\$ -	\$ 4,751,694		\$ 2,321,425	

Notes:

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

Corvallis School District 509J

Schedule of Investments

September 30, 2016

Type of Investment	Investment Date	Maturity/ Call Date	No. of Days	Bond Equivalent Yield	Purchase Price	Par (Maturity) Value
US Government-Sponsored Enterprises (Total):	03/29/16	09/29/17	549	0.850%	\$100.00	1,000,000.00
	04/20/16	10/20/17	548	0.850%	\$100.00	1,000,000.00
	05/17/16	11/17/17	549	0.875%	\$100.00	1,000,000.00
Total Investments outside of Local Government Investment Pool:					\$ -	\$ 3,000,000
<u>Local Government Investment Pool:</u>				Average Annualized Rate		
General Account				0.92%		\$ 22,267,360
Debt Service Account				0.92%		46
Subtotal LGIP ¹						\$ 22,267,406
<u>Local Government Investment Pool - Pension Bond Debt Service:</u>						
Pension Bond Debt Service Account: ²				0.92%		\$ 744,903
<u>Total Investments</u>						<u>\$ 26,012,309</u>

1. The maximum amount (in any combination of accounts) that the Local Government Investment Pool (LGIP) allows in an account is \$47,012,858
2. The PERS Bond Debt Service Account is outside of the LGIP limit, and collects the PERS intercept payments from the Basic School Fund for payment twice a year to the bond holders of the PERS bond debt.

Compliance with Investment Policy

Type of Investment	Maximum Percent of Portfolio per Policy	Current Percent
US Government-Sponsored Enterprises (Total):	90.0%	11.5%
US Treasury Obligations	100.0%	0.0%
Local Government Investment Pool	100.0%	88.5%
Bankers Acceptances	25.0%	0.0%
Repurchase Agreements	25.0%	0.0%
State and Local Government Securities	25.0%	0.0%
Time Certificates of Deposit & Collateralized Money Market	50.0%	0.0%
Commercial Paper (bonds and promissory notes issued by corporations)	10.0%	0.0%
TOTAL		100.00%

Benchmarks as of 8/31/16:

3-Month U. S. T-Bill bond equivalent yield:	0.33%
3-Mo. Jumbo CDs	0.81%

Corvallis School District 509J
Schedule of Cash Disbursements greater than or equal to \$1,000
For the period of September 1, 2016 - September 30, 2016

Vendor by Fund and Object	Check Total
100 - General Fund	
Accounts Payable	
BENTON COUNTY PUBLIC WORKS	21,532.00
Charter School Payments	
INAVALE COMMUNITY PARTNERS, INC	58,136.59
Computer Software	
ALEKS CORPORATION	3,325.00
LEARNING A-Z	1,344.30
LIBRARY CORPORATION	2,845.00
OETC	29,871.60
OREGON CAREER INFORMATION SYSTEM	7,903.80
RACKSPACE - CREDIT CARD	1,678.73
TECHNOLOGY INTEGRATION GROUP	26,379.00
UNIVERSITY OF OREGON	1,270.00
Consumable Supplies and Materials	
AIR REPS, LLC	1,648.00
AMAZON.COM CREDIT SERVICES	5,003.39
BIG ASS SOLUTIONS	1,800.00
CASCADE CASEWORK CORP	3,700.00
CHOWN HARDWARE	2,125.00
CHRISTENSON ELECTRIC, INC.	1,377.00
COASTWIDE LABORATORIES	9,964.18
FRED MEYER CUSTOMER CHARGES	1,531.15
GRAINGER	8,138.00
GRAYBAR ELECTRIC COMPANY INC	1,139.59
HOME DEPOT CREDIT SERVICES	2,843.51
INDUSTRIAL PIPE & SUPPLY CO INC	1,054.52
KLINGSPOR'S WOODWORKING SHOP	1,319.29
MILLER PAINT COMPANY	2,148.15
MOUNTAIN HOME BIOLOGICAL	1,608.92
NCS PEARSON INC.	2,189.25
NORTHWEST HARDWARE CONSULTANTS	1,508.73
OETC	2,862.00
OFFICE MAX	19,429.52
PANERA BREAD	1,341.21
PART WORKS INC	3,666.97
PINKHAM SPECIALTY CO	2,100.00
PLATT ELECTRIC SUPPLY CO	3,681.42
RAM STEELCO INC	1,128.08

Corvallis School District 509J
Schedule of Cash Disbursements greater than or equal to \$1,000
For the period of September 1, 2016 - September 30, 2016

Vendor by Fund and Object	Check Total
REXIUS	3,735.50
SCHOOL DATEBOOKS	1,822.08
SCHOOL FIX CATALOG	2,021.20
SCHOOL SAVERS	21,738.40
SCHOOL SPECIALTY	3,436.99
VARIDESK	1,140.00
WILBUR-ELLIS COMPANY	1,116.22
Dues and Fees	
AVID CENTER	4,825.00
Electricity	
CONSUMERS POWER INC	11,337.55
PACIFIC POWER AND LIGHT	36,656.33
Fuel	
BENTON COUNTY PUBLIC WORKS	2,263.41
NW NATURAL	2,600.66
Garbage	
COFFIN BUTTE LF C/O VALLEY LANDFILLS	1,311.97
REPUBLIC SERVICES	7,564.95
Instructional, Professional and Technical Service	
BUREAU OF EDUCATION AND RESEARCH	5,423.00
CORWIN PRESS / SAGE PUBLICATIONS INC	1,146.14
DHS RECEIVING AND TRUST	18,054.50
Other Communication Services	
CENTURYLINK	4,110.73
COMCAST/INSTITUTIONAL NETWORKS	13,066.18
Other Non-instructional Professional and Technical	
MAXIM HEALTHCARE SERVICES	4,462.50
PACIFIC EDUCATIONAL GROUP, INC.	11,500.00
TECHNOLOGY INTEGRATION GROUP	6,825.00
Other Property Services	
US Bank Equipment Finance	4,177.42
Periodicals	
SCHOLASTIC INC	1,315.14
Postage	
GARTEN SERVICES, INC	3,747.64
Printing and Binding	
FRANKLIN PRESS	2,057.00
OFFICE DEPOT, INC	5,859.14
Reimbursable Student Transportation	

Corvallis School District 509J
Schedule of Cash Disbursements greater than or equal to \$1,000
For the period of September 1, 2016 - September 30, 2016

Vendor by Fund and Object	Check Total
DYE, MINDY	1,179.36
FIRST STUDENT INC	77,534.27
Rentals	
CORVALLIS RENTAL INC	3,480.37
PHILOMATH SCOUT LODGE, INC	3,750.00
Repairs and Maintenance Services	
ANALYTICAL LABORATORY & CONSULTANTS INC	17,998.00
ATHLETIC REPAIR SERVICE, INC	6,642.00
BENSON'S INTERIORS, INC	9,199.00
BENTON COUNTY PUBLIC WORKS	1,575.90
BOILER & COMBUSTION SERVICE INC	16,827.80
CARRIER COMMERCIAL SERVICE	4,077.00
CHOWN HARDWARE	40,741.70
COASTWIDE LABORATORIES	1,167.10
DAIKIN APPLIED	4,122.00
DIG-IT FENCING	1,440.00
E.D. HUGHES EXCAVATING INC.	28,605.00
ENCORE OILS LLC	1,085.00
HARVEY & PRICE MECHANICAL CONTRACTORS	6,434.50
PACIFIC SPORTS TURF, INC	3,206.00
PROCTOR SALES INC.	12,191.00
REYNOLDS ELECTRIC, INC.	15,377.60
STOM PAINTERS, INC	33,383.29
SYNERGY SECURITY SOLUTIONS	3,434.00
TECHNOLOGY INTEGRATION GROUP	7,137.00
VALLEY CUSTOM SEALCOATING	12,100.00
Telephone	
AT&T MOBILITY-ACCT#837370420 (TECH)	1,549.09
Textbooks	
CAMBIUM LEARNING INC	30,261.90
MATH LEARNING CENTER	14,260.00
MCGRAW-HILL SCHOOL EDUCATION HOLDINGS	22,865.70
MPS	8,491.69
PEARSON EDUCATION INC	16,834.86
PERMA-BOUND	2,568.30
SMC CURRICULUM	85,964.86
WILEY CUSTOMER SERVICES	3,254.78

Corvallis School District 509J
Schedule of Cash Disbursements greater than or equal to \$1,000
For the period of September 1, 2016 - September 30, 2016

Vendor by Fund and Object	Check Total
Travel, Out of District	
AASA SCHOOL SUPERINTENDENT ASSOC CREDIT	1,790.00
Bland, Darren M	1,069.40
CORWIN PRESS / SAGE PUBLICATIONS INC	6,965.00
COSA	1,120.00
HIGH DESERT ESD	1,000.00
MTR WESTERN	2,141.10
SOUTHWEST AIRLINES CREDIT CARD CHARGE	3,462.18
Welch-Radabaugh, Trinity N	1,464.91
Water and Sewage	
CITY OF CORVALLIS	38,516.98
Legal Services	
HUNGERFORD LAW FIRM LLP	1,375.00
LUVAAS COBB	1,009.00
Technology Equipment <\$1,000	
APPLE, INC	11,220.00
GOVCONNECTION INC	28,702.32
100 - General Fund Total	1,019,483.51
203 - Food Service Fund	
Food - Food Service Only	
CHARLIES PRODUCE	6,262.39
DUCK DELIVERY PRODUCE INC	2,634.93
FRANZ FAMILY BAKERIES	5,200.74
LOCHMEAD DAIRY	10,778.15
RIVERWOOD ORCHARD AND FARM	2,120.00
SYSCO FOOD SERVICE	2,260.08
Inventories	
CURTIS RESTAURANT EQUIPMENT	2,014.40
LEISURE LINE TABLEWARE	1,142.30
MCDONALD WHOLESALE CO	95,901.91
NORTHWEST DISTRIBUTION SERVICES	7,940.37
SMITH & GREENE COMPANY	1,235.96
Repairs and Maintenance Services	
ADVANCED ENVIRONMENTAL SYSTEMS	7,349.50
BENTON COUNTY PUBLIC WORKS	1,275.55
203 - Food Service Fund Total	146,116.28
204 - District Donation Fund	
Computer Software	
LEARNING A-Z	1,044.45
Consumable Supplies and Materials	
ACP DIRECT	1,264.05

Corvallis School District 509J
Schedule of Cash Disbursements greater than or equal to \$1,000
For the period of September 1, 2016 - September 30, 2016

Vendor by Fund and Object	Check Total
AMAZON.COM CREDIT SERVICES	1,517.18
Leamy, Blake	1,349.01
SHIRT CIRCUIT	1,031.70
Non-reimbursable Student Transportation	
FIRST STUDENT INC	2,174.41
Repairs and Maintenance Services	
REYNOLDS ELECTRIC, INC.	1,546.56
Travel, Student Out of District	
BOYS & GIRLS CLUB OF CORVALLIS	3,912.20
BREAKAWAY LODGE	3,134.00
204 - District Donation Fund Total	16,973.56
208 - Designated Facilities Fund	
Buildings Acquisition	
UMPQUA ROOFING COMPANY INC	72,665.45
WEATHERPROOFING TECHNOLOGIES, INC.	29,784.94
Equipment \$5,000 and greater	
REYNOLDS ELECTRIC, INC.	105,763.18
Architect/Engineer Services	
KPFF	4,950.00
208 - Designated Facilities Fund Total	213,163.57
296 - Grants Fund	
Consumable Supplies and Materials	
SHIRT CIRCUIT	1,001.10
Dues and Fees	
AVID CENTER	8,585.00
Non-reimbursable Student Transportation	
FIRST STUDENT INC	8,221.80
Periodicals	
AVID CENTER	1,557.00
Textbooks	
NORTHWEST TEXTBOOK DEPOSITORY	3,956.30
Travel, Out of District	
COSA	1,020.00
STANFORD CENTER FOR PROFESSIONAL DEVELOP	2,475.00
Food	
HUMMINGBIRD WHOLESALE	1,496.28
TAKENA KIWANIS	3,050.00
296 - Grants Fund Total	31,362.48
297 - Student Body Funds	
Advertising	
MOM MAGAZINE	1,147.50
Consumable Supplies and Materials	

Corvallis School District 509J
Schedule of Cash Disbursements greater than or equal to \$1,000
For the period of September 1, 2016 - September 30, 2016

Vendor by Fund and Object	Check Total
B & H ELECTRONICS/PHOTO/VIDEO	4,986.60
BSN SPORTS	4,880.65
CORVALLIS SPORTS PARK	1,065.00
COSTCO - ALBANY	4,813.59
EASTBAY	1,261.25
ELEMENT GRAPHICS, INC	1,565.50
FRED MEYER CUSTOMER CHARGES	1,328.96
LES & BOBS SPORTS AND APPAREL	1,524.50
NO DINX INC	3,575.13
OACA	1,320.00
PEPSI-COLA	2,575.10
Dues and Fees	
MID WILLAMETTE CONFERENCE	3,000.00
Equipment-like items \$1,000 - \$4,999	
B & H ELECTRONICS/PHOTO/VIDEO	4,253.90
Non-reimbursable Student Transportation	
FIRST STUDENT INC	4,507.83
Other Non-instructional Professional and Technical	
MID-VALLEY SOCCER REFEREES ASSN	13,311.75
MID-VALLEY VOLLEYBALL OFFICIALS ASSN	6,078.64
MID-WESTERN FOOTBALL OFFICIALS ASSN	7,138.00
Periodicals	
SCHOLASTIC INC	1,385.04
Repairs and Maintenance Services	
CAMPBELL CONSTRUCTION NW	12,950.00
Textbooks	
WILLIAM H SADLIER, INC	1,062.94
Travel, Student Out of District	
LA QUINTA INN - BEND	1,406.99
MID WILLAMETTE CONFERENCE	3,000.00
OREGON SCHOOL ACTIVITIES ASSOCIATION	2,425.00
OREGON SHORES VACATION RENTALS	1,281.78
297 - Student Body Funds Total	91,845.65
298 - Designated Revenue Fund	
Consumable Supplies and Materials	
DICK BLICK	1,777.61
FLINN SCIENTIFIC INC	1,154.80
LOONEY, DOUG	1,150.00
OETC	1,526.40
OFFICE MAX	1,566.53
PC & MACEXCHANGE	2,988.00
REXIUS	1,000.00

Corvallis School District 509J
Schedule of Cash Disbursements greater than or equal to \$1,000
For the period of September 1, 2016 - September 30, 2016

Vendor by Fund and Object	Check Total
RIO GRANDE	1,114.60
SCHOOL OUTFITTERS	1,432.89
SCHOOL SPECIALTY	3,190.82
UNCOMMON CABINETRY	2,000.00
WENGER CORPORATION	4,085.00
Equipment-like items \$1,000 - \$4,999	
OCTAVE SYSTEMS INC.	2,049.00
WOODCRAFT OF EUGENE	7,544.97
Non-reimbursable Student Transportation	
FIRST STUDENT INC	4,144.00
Repairs and Maintenance Services	
REYNOLDS ELECTRIC, INC.	1,195.32
Textbooks	
HANDWRITING WITHOUT TEARS	5,552.32
Travel, Out of District	
ASHFORD TRS. LAS VEGAS, LLC.	1,001.28
Equipment \$5,000 and greater	
LOBERG, ALISSA	8,730.00
Architect/Engineer Services	
KPFF	2,500.00
298 - Designated Revenue Fund	Total
	55,703.54
601 - Insurance Fund	
Other Non-instructional Professional and Technical	
BARKER-UERLINGS INSURANCE, INC	83,200.00
CPR WORKS, LLC	3,180.00
Group Insurance	
LIFEMAP ASSURANCE COMPANY	20,337.52
PACIFICSOURCE HEALTH PLANS	398,725.00
REGENCE BCBS OF OREGON	383,862.90
WILLAMETTE DENTAL GROUP (GROUP Z1329)	34,920.00
Property Insurance Premiums	
AMERICAN BANKERS INSURANCE CO	2,326.00
601 - Insurance Fund	Total
	926,551.42
Grand Total	2,501,200.01



Corvallis
SCHOOL DISTRICT

XI.C. Board Policy GBE—Staff Health and Safety—Revised—First Reading



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Kerry Richey
Meeting Date: November 7, 2016

NO ACTION REQUIRED

Board Policy GBE—Staff Health and Safety—Revised—First Reading

Background

This policy was last reviewed in 1999. When reviewing our emergency response plans several district staff members reviewed policy as well. We asked OSBA for their current policy and felt we should replace our old one in its entirety.

This policy comes highly recommended from OSBA.

Involvement

Staff members: Kevin Bogatin, Brenda Downum, Olivia Meyers Buch, Kerry Richey, Jennifer Schroeder, Karen Selander

Staff Health and Safety

The Board directs the superintendent to take appropriate means to provide for the health and safety of all employees while engaged in the performance of their duties. The input of staff will be encouraged in the development of district health and safety plans.

The superintendent will develop a district plan for dealing with hazardous chemicals in the workplace. This plan will include proper labeling, storage, and disposal of all such materials.

The superintendent will develop districtwide training activities to deal with the use of hazardous chemicals. Training will include the identification, use, storage, and disposal techniques needed to assure safety of staff and students.

In meeting the requirements of the law, employees will be trained to recognize and respond appropriately to the presence of hazardous chemicals. All personnel who may be exposed to hazardous materials during the performance of their duties or in an emergency will be so informed and trained to appropriately deal with these materials.

The superintendent will provide staff members with the Safety Data Sheets, which must accompany any hazardous substance used in the school setting.

~~The Board authorizes the superintendent to take appropriate means to provide for the health and safety of all employees while engaged in the performance of their duties.~~
~~The superintendent, in consultation with district and building safety committees, will develop training and written procedures necessary to accomplish this goal and to meet the requirements of the law.~~
~~All employees will be trained to recognize and to respond appropriately to the presence of hazardous materials.~~
~~All employees shall conduct their work in compliance with the safety rules of the district.~~

END OF POLICY

Legal References:

[ORS 243.650](#)
[ORS 329.095](#)
[ORS 453.001—453.275](#)

[OAR 437-001-0760](#)
[OAR 437-002-0020 to -0075](#)
[OAR 437-002-0140](#)
[OAR 437-002-0144](#)

[OAR 437-002-0145](#)
[OAR 437-002-0180](#) to -0182
[OAR 437-002-0360](#)
[OAR 437-002-0368](#)
[OAR 437-002-0377](#)
[OAR 437-002-0390](#)
[OAR 437-002-0391](#)
[OAR 581-022-1420](#)

OAR Chapter 437 Subdivision 2/D [Walking-Working Surfaces]
OAR Chapter 437 Subdivision 2/E [Means of Egress]
OAR Chapter 437 Subdivision 2/F [Powered Platforms, Manlifts and Vehicle-Mounted Work Platforms]
OAR Chapter 437 Subdivision 2/J [General Environmental Controls, Specifications for Accident Prevention Signs and Tags]
OAR Chapter 437 Subdivision 2/L [Fire Protection]
OAR Chapter 437 Subdivision 2/Z [Toxic and Hazardous Substances, Asbestos]
OAR Chapter 437 Subdivision 2/Z [Toxic and Hazardous Substances, Carcinogens]
OAR Chapter 437 Subdivision 2/Z [Toxic and Hazardous Substances, Hazard Communications]
OAR Chapter 437 Subdivision 40 [General Provisions]
OAR Chapter 437 Subdivision 136 [General Occupational Health Regulations]
OAR 581-022-1420

Cross References:

Policy EB—Safety Policy

Policy EBCB—Emergency Drills



Corvallis

SCHOOL DISTRICT

XI.D. Board Policy GBM—Staff Complaints—Revised—First Reading



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Kerry Richey
Meeting Date: November 7, 2016

NO ACTION REQUIRED

Board Policy GBM—Staff Complaints—Revised—First Reading **Board Policy GBMA—Whistleblower—New—First Reading**

Background

The Legislature passed House Bill 4067 in 2016 effectively changing the Whistleblowing section in the Oregon Revised Statute and added new provisions for whistleblowers. Due to the new provisions for whistleblowers, OSBA created a new separate required policy, GBMA—Whistleblower, and revised the policy language in policy GBM—Staff Complaints.

These policies are required.

Involvement

Staff members: Jennifer Duvall, Kerry Richey

Staff Complaints

The superintendent or designee will develop a complaint procedure that will be available for all employees who believe there is:

- Evidence of and wish to report a violation or inappropriate application of district personnel policies and/or administrative regulations;
- A mismanagement, gross waste of funds, or abuse of authority; or
- Believe there is evidence that the district created a substantial and specific danger to public health and safety by its actions.

The complaint procedure will provide an orderly process for the consideration and resolution of problems in the application or interpretation of district personnel policies.

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.

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):

[ORS 332.107](#)

[ORS 659A.199](#) to [659A.224](#)

[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).

Cross Reference(s):

KL—Public Complaint Procedure



Corvallis

SCHOOL DISTRICT

XI.E. Board Policy GBMA—Whistleblower—New—First Reading

Whistleblower*

When an employee in good faith has reasonable belief that the employer has violated any federal, state, or local law, rule, or regulation; has engaged in mismanagement, gross waste of funds, or abuse of authority; or created a substantial and specific danger to public health and safety by its actions, and that employee then discloses such information, it is an unlawful employment practice for an employer to:

1. Discharge, demote, transfer, reassign, or take disciplinary action against that employee or threaten any of the previous actions.
2. Withhold work or suspend that employee.
3. Discriminate or retaliate against that employee with regard to promotion, compensation, or other terms, conditions, or privileges of employment.
4. Direct that employee or to discourage that employee not to disclose or to give notice to the employer prior to making any disclosure.
5. Prohibit that employee from discussing, either specifically or generally, the activities of the state or any agency of or political subdivision in the state, or any person authorized to act on behalf of the state or any agency of or political subdivision in the state, with:
 - a. Any member of the Legislative assembly;
 - b. Any Legislative committee staff acting under the direction of any member of the Legislative assembly; or
 - c. Any member of the elected governing body of a political subdivision in the state or any elected auditor of a city, county or metropolitan service district.

The district will use the complaint process in administrative regulation KL-AR—Public Complaints Procedure to address any alleged violations of this policy. The district shall make available a written or electronic copy of this policy to each staff member.

END OF POLICY

Legal Reference(s):

[ORS 192](#).501 to 192.505

[ORS 659A](#).199 to 659A.224

[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).



Corvallis

SCHOOL DISTRICT

XI.F. Board Policy IGAEB—Drug, Alcohol, and Tobacco Prevention and
Health Education—New—First Reading



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Kerry Richey
Meeting Date: November 7, 2016

NO ACTION REQUIRED

Board Policy IGAEB—Drug, Alcohol, and Tobacco Prevention and Health Education—New—First Reading

Background

OSBA Policy Services recently updated this policy to include “inhalant delivery systems.” A review of our policy handbook by Teaching & Learning department staff showed that we had not yet adopted this policy. We are presenting this policy as provided by OSBA.

This policy is required.

Involvement

Staff members: Rynda Gregory, Kerry Richey

Drug, Alcohol, and Tobacco Prevention and Health Education**

Students have a right to attend school in an environment conducive to learning. Since student use of drug, alcohol, tobacco products, or inhalant delivery systems is illegal and harmful and interferes with both effective learning and the healthy development of students, the school has a fundamental legal and ethical obligation to prevent the use of unlawful drug, alcohol, tobacco products, or inhalant delivery systems, and to maintain a drug-free educational environment.

After consulting with parents, teachers, school administrators, local community agencies, and persons from the drug, alcohol, or health service community who are knowledgeable of the latest research information, the Board will adopt a written plan for a drug, alcohol, and tobacco prevention and intervention program.

Drug Prevention Program

The district's drug, alcohol, and tobacco curriculum will be age-appropriate, reviewed annually, and updated as necessary to reflect current research and Oregon's Health Education Academic Content Standards.

Drug, alcohol, and tobacco prevention instruction will be integrated in the district's health education courses for grades K-12. Students not enrolled in health education shall receive such instruction through other designated courses. At least annually, all high school students, grades 9-12, shall receive instruction about drug and alcohol prevention. Instruction shall, at a minimum, meet the requirements set forth in Oregon Administrative Rules.

The district will include information regarding the district's intervention and referral procedures, including those for drug-related medical emergencies in student/parent and staff handbooks. Intervention is defined as the identification and referral of students whose behavior is interfering with their potential success socially, emotionally, physiologically, and/or legally as a result of prohibited use of drug, alcohol, tobacco products, or inhalant delivery systems.

Any staff member who has reason to suspect a student is in possession of, or under the influence of, unlawful drugs, alcohol, other intoxicants or tobacco on district property, on a school bus or while participating in any district-sponsored activity, whether on district property or at sites off district property, will escort the student to the office or designated area and will report the information to the principal or his/her designated representative.

Students possessing, using, and/or selling unlawful drugs, including drug paraphernalia, alcohol, or tobacco on district property, in district vehicles, at district-sponsored activities on or off district grounds, including parking lots, shall be subject to discipline up to and including expulsion. When considering disciplinary action for a child with disabilities, the district must follow the requirements of Board policy JGDA/JGEA—Discipline of Disabled Students

including those involving functional behavioral assessment, change or placement, manifestation determination, and an interim alternative educational setting. Students may also be referred to law enforcement officials.

In general, drug-related medical emergencies will be handled like a serious accident or illness. Immediate notification of the community emergency care unit is required. Trained staff members will assist the student in any way possible. Parents shall be contacted immediately. A staff member shall be designated to accompany the student to the hospital or emergency medical facility. Procedures to be taken, including those for students participating in district-sponsored activities off district grounds, shall be included in the district's comprehensive first aid/emergency plan.

The district will actively seek funds from outside sources either independently or through coordinated efforts with other districts, community agencies, or the education service district, for drug-free schools grants.

A planned staff development program that includes current drug, alcohol, and tobacco prevention education and an explanation of the district's plan and staff responsibilities within that plan will be developed by the superintendent. The input of staff, parents, and the community is encouraged to ensure a staff development program that best meets the needs of district students. The district will develop a public information plan for students, staff, and parents.

The district's Drug, Alcohol, and Tobacco Prevention and Health Education policy, related Board policies, rules, and procedures will be reviewed annually and updated as needed.

END OF POLICY

Legal Reference(s):

ORS 163.575	OAR 581-015-2060	OAR 581-015-2420
ORS 336.067	OAR 581-015-2070	OAR 581-015-2425
ORS 336.222	OAR 581-015-2075	OAR 581-015-2430
ORS 339.873	OAR 581-015-2205	OAR 581-015-2435
ORS Chapter 475	OAR 581-015-2220	OAR 581-015-2440
	OAR 581-015-2225	OAR 581-015-2600
OAR 581-011-0052	OAR 581-015-2230	OAR 581-015-2605
OAR 581-015-2000	OAR 581-015-2235	OAR 581-021-0050
OAR 581-015-2040	OAR 581-015-2240	OAR 581-021-0055
OAR 581-015-2045	OAR 581-015-2325	OAR 581-022-0413
OAR 581-015-2050	OAR 581-015-2410	OAR 581-022-1210
OAR 581-015-2055	OAR 581-015-2415	

Drug-Free Workplace Act of 1988, 41 U.S.C. §§ 701-707 (2006); General Principles Relating to Suspension and Debarment Actions, 34 C.F.R. §§ 85.600 - 85.645 (2006).

Controlled Substances Act, 21 U.S.C. § 812; Schedules of Controlled Substances, 21 C.F.R. §§ 1308.11 - 1308.15 (2006).

Safe and Drug-Free Schools and Communities Act, 20 U.S.C. §§ 7101-7117 (2006).
34 C.F.R. §§ 300.108.



Corvallis
SCHOOL DISTRICT

XI.G. Board Policy IIBGB-AR—Web-Page Guidelines—Revised—For
Information



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Kerry Richey
Meeting Date: November 7, 2016

NO ACTION REQUIRED

Board Policy IIBGB-AR—Web-Page Guidelines—Revised—For Information

Background

During our discussions about how technology is utilized through our district, several policies and administrative regulations are being reviewed for current practice. This administrative regulation was reviewed by Technology department staff and updated.

This administrative regulation is considered optional by OSBA.

Involvement

Staff members: Rob Singleton, Kerry Richey

Web-Page Guidelines

All web pages must follow district guidelines and be approved by the building principal and/or webmaster prior to publication.

Content

All web pages must:

1. Contain the name, address, and district e-mail address of the author. Student web pages shall cite the sponsoring staff member;
2. Be grammatically correct with no spelling errors. Spell checking and proofreading are required;
3. Contain current and accurate information;
4. Include a copyright statement, if appropriate;
5. Use district-approved templates;
6. Contain a created or modified date and the name or initials of the person responsible; and
7. Identify district affiliation and contain a link to return to the district's home page.

Links to other than district sites are subject to approval by the webmaster. All links should be checked regularly and revised as necessary.

Use of web pages for personal financial gain is prohibited.

Standards

Web-page authors shall:

1. Comply with Board policies, administrative regulations, these guidelines, and copyright laws;
2. Respect the rights of others;
3. Maintain the privacy of others;
4. Use websites for academic, educational and research purposes only; and
5. Use conventions of standard English or other languages.

Web-page authors shall not:

1. Display abusive, harassing, libelous, obscene, offensive, profane, pornographic, threatening, sexually explicit, or illegal material; ~~or~~
2. Use website for commercial, purchasing, or illegal purposes.

Disclaimer

The district has made every reasonable attempt to ensure that the district's web pages are educationally sound and do not contain links to any questionable material or anything that can be deemed in violation of the district's electronic communications policy. However, system users and parents of student system users are advised that use of the district system may provide unintentional access to materials that may be considered objectionable and inconsistent with the district's mission and goals. Parents should be aware of the existence of such materials and monitor their student's home usage of the district system accordingly.

Student Safeguards

1. Web and web-based social media content ~~-page documents~~ may include only the first name and the initial of the student's last name. Last names may be used with parent permission.
2. Documents may not include a student's phone number, address, names of other family members, or names of friends.
3. Published e-mail addresses are restricted to staff members or to a general group e-mail address where mail is forwarded to a staff member.
4. Decisions on publishing student pictures will be made by the supervising teacher, after checking with the school office to determine if the student's parents have approved ~~objected to~~ such publication.

Maintenance

Maintenance of web pages, including the timely update of information and periodic verification checks of web links, is the responsibility of the author. Web pages that are not up to date may be removed by the webmaster.

The district reserves the right to remove web pages, and if necessary, access to user accounts, without prior notice, if the content is determined to be unacceptable.

Privacy

There shall be no expectation of privacy for information stored on or transmitted with district equipment. The district webmaster may review web pages to maintain system integrity and to monitor appropriate use of district equipment. Illegal activities will be reported to the appropriate authorities.



Corvallis School District 509J
Student Permission to Publish Form

Parent or Guardian:

It is our practice when publishing your child's photo, work, or web pages electronically, such as on the Internet, to seek your written permission in accordance with the Family Educational Rights and Privacy Act (FERPA).

Staff Person _____ School Phone Number _____

PLEASE FILL OUT THE FOLLOWING INFORMATION AND RETURN TO SCHOOL

_____ has my permission to publish as indicated by checkmarks below.
(School or Staff Person)

- ☐ Photo of my child. (Full names will not be published with photos without specific parental permission).
- ☐ Full name of my child in association with photos and other published documents.
- ☐ Work done by my child.
- ☐ Web pages created by my child.

I understand that personally identifiable information, such as address and telephone numbers, will not be published electronically regardless of permission granted by this form. (Refer to board policy in the School Board Policy Handbook, Section J: Students, Education Records Management, and Personally Identifiable Information).

Student Name _____ Date _____

Parent Signature _____ Date _____

Daytime Phone _____ Evening Phone _____



Corvallis
SCHOOL DISTRICT

XI.H. Board Policy IGBAJ—Special Education—Free Appropriate Public
Education (FAPE)—Revised—First Reading



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Kerry Richey
Meeting Date: November 7, 2016

NO ACTION REQUIRED

Board Policy IGBAJ—Special Education—Free Appropriate Public Education (FAPE)—Revised—First Reading

Background

The revision of ORS 338.165 modifies policy IGBAJ—Special Education—Free Appropriate Public Education (FAPE) to place responsibility on the district to provide FAPE to children with disabilities enrolled in a public charter school that is located in the district. A review of our policy handbook by Teaching & Learning department staff showed that we had not yet included this update.

This policy is required.

Involvement

Staff members: Rynda Gregory, Kerry Richey

Special Education—Free Appropriate Public Education (FAPE)

1. The district admits all resident school-age children with disabilities and makes special education and related services available at no cost to those ~~who~~:
 - a. ~~Who~~ Have reached five years of age but have not yet reached 21 years of age on or before September 1 of the current school year, even if they have not failed or have not been retained in a course or grade or are advancing from grade to grade;
 - b. ~~Who~~ Have not graduated with a regular diploma;
 - c. ~~Who~~ Have been suspended or expelled in accordance with special education discipline provisions; or
 - d. ~~Who~~ Reach age 21 before the end of the school year. These students remain eligible until the end of the school year in which they reach 21.
2. The district determines residency in accordance with Oregon law.
3. The district takes steps to ensure that its children with disabilities have available to them the variety of educational programs and services available to nondisabled children in the area served by the district and provides a continuum of services to meet the individual special education needs of all resident children with disabilities ~~and children with disabilities who are enrolled in public charter schools located in the district.~~
~~including resident children enrolled in district charter schools.~~
4. The district may, but is not required to, provide special education and related services to a student who has graduated with a regular diploma.
5. State law prohibits the district from recommending to parents, or requiring a child to obtain, a prescription for medication to affect or alter thought processes, mood, or behavior as a condition of attending school, receiving an evaluation to determine eligibility for early childhood special education or special education, or receiving special education services.
6. If the **individualized education program** (IEP) team determines that placement in a public or private residential program is necessary to provide FAPE, the program, including nonmedical care and room and board, must be at no cost to the parents of the child.

7. If a parent revokes consent for a student receiving a special education and related services, the district will not be considered to be in violation of the requirement to make FAPE available to the student because of the failure to provide the student with further special education and related services.

END OF POLICY

Legal Reference(s):

[ORS 338.165](#)

[ORS 339.115](#)

[ORS 343.085](#)

[ORS 343.224](#)

[OAR 581-015-2020](#)

[OAR 581-015-2035](#)

[OAR 581-015-2040 to-2065](#)

[OAR 581-015-2050](#)

[OAR 581-015-2075](#)

[OAR 581-015-2530](#)

[OAR 581-015-2600](#)

[OAR 581-015-2605](#)

[OAR 581-021-0029](#)

Assistance to States for the Education of Children with Disabilities, 34 C.F.R. §§ 300.17, 300.101-110, 300.113 (2006).

Assistance to States for the Education of Children with Disabilities, 34 C.F.R. §§ 300.300 (2008).



Corvallis
SCHOOL DISTRICT

XI.I. Board Policy IICC-AR—Volunteers—Revised—First Reading



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board

Prepared by: Kerry Richey

Meeting Date: November 7, 2016

NO ACTION REQUIRED

Board Policy ICC-AR—Volunteers—Revised—First Reading

Background

The district has moved to an all-in-one online application and background check. Therefore, paper applications are no longer needed. This administrative regulation was reviewed by Human Resources department staff and updated to reflect this.

This policy is considered optional by OSBA.

Involvement

Staff members: Jennifer Duvall, Kerry Richey

VOLUNTEERS

The district encourages ~~maximum~~ the involvement of volunteers. This involvement promotes good school-community relations and allows us to enhance our educational program. The presence of volunteers encourages caring and respectful communication between youth and adults, and it also allows the volunteer to share his/her knowledge about the educational process in Corvallis public schools with the community.

The Board encourages constructive participation of groups and individuals in the school to perform appropriate tasks during and after school hours under the direction and supervision of district personnel. Every effort should be made to use volunteer resources in a manner which will ensure maximum contribution to the safety, welfare, and educational growth of students.

1. Volunteers must:
 - a. Complete the ~~form~~ online volunteer application/criminal history background check.
 - ~~b. Complete the criminal history background check form;~~
 - ~~b.e.~~ If transporting students in a privately owned vehicle, volunteers must complete the Permission for Use of Private Vehicle form and be approved by the building principal. (Refer to and comply with Board policy EEAE and administrative regulation EEAE-AR).
2. Criminal history background checks will be processed for all volunteers. This background check must be cleared before the person may volunteer. Any confirmed criminal record or falsification of any answer on the criminal history background check shall subject the individual to termination as a volunteer.
3. All applications ~~should~~ will be retained ~~by school year for five years.~~ electronically by the district for five school years.
4. Programs and instances that would require a volunteer to complete the volunteer process (step 1. above) would include, but not be limited to:
 - a. Any time a volunteer works one-on-one with a student in the absence of a supervisor;
 - b. Mentoring program;
 - c. Student shadowing program, when contact is primarily one-on-one;
 - d. Lunch buddy program; or
 - e. Field trips.

5. Programs that may not require the volunteer process (step 1. above) could include, but not be limited to:
 - a. When as part of an educational program, a student is volunteering in a school or business; e.g., students volunteering in a business setting, school offices, or administration building.
 - b. When a class or group of students assists another classroom of students in a supervised environment; e.g., ESL assisting another class of students.
6. Volunteers will not meet or take students off campus.
7. Volunteers will not work with students one-on-one outside of normal school hours. The exception is if there is an agreement arranged between the parent/guardian and the volunteer. The district views this arrangement as an agreement between the parent/guardian and volunteer, and not a district responsibility.
8. Nonexempt district employees may not volunteer to perform services on behalf of the district unless they are considered “bona fide volunteers.” An employee is a bona fide volunteer if:
 - a. The employee’s services are offered freely and without pressure or coercion, direct or implied, from the district; and
 - b. The employee does not engage in the same or similar type of volunteer services as he/she performs in his/her regular job.

As provided by law, nonexempt employees will not be permitted to volunteer to perform their regular work duties or the same type of duties off the clock and without compensation. The requirements of the Fair Labor Standards Act (FLSA) cannot be waived by the employee or the district. Nonexempt employees who volunteer to perform services for the district will be required to complete the district’s Volunteer Agreement form verifying that they are volunteering to perform services and such services are not performed in the course of their regular employment.

Volunteer Application

BUILDING: _____

Our district welcomes volunteers from among students' parents and other community patrons. District administrative procedures require that volunteers complete a Volunteer Application and criminal history background check which can be found at the following link. We appreciate your help and understanding with this process. <http://www.csd509j.net/enus/districtinformation/departmentservices/volunteeropportunities.aspx>

While working at school, volunteers may be exposed to information and overhear conversations that should be kept confidential. It is vital that volunteers understand the importance of not sharing with others what they see and hear at school. Any questions, concerns, or comments about confidential information should be directed to the building principal.

Name: _____ **Home Phone:** _____
Address: _____ **Alternate Phone:** _____
City/State/Zip: _____ **Email Address:** _____

PERSONS TO NOTIFY IN CASE OF EMERGENCY

Name Relationship to You Phone

Name Relationship to You Phone

VOLUNTEER AGREEMENT

I, _____ agree to volunteer for Corvallis School District 509J and agree to the following: (please initial each statement).

_____ I understand I may learn things of a confidential nature while volunteering, and I agree I will maintain absolute confidentiality regarding staff and students.

_____ I have full knowledge of any risks involved in this activity.

_____ I am physically fit and sufficiently trained to participate in this activity.

_____ I will follow all policies and procedures applicable to this activity.

_____ I understand that I have no medical coverage as a volunteer if I am hurt or injured.

_____ I understand that as a volunteer, I am not covered by the district's workers compensation.

_____ I agree to complete a criminal history background check that will be processed by the Corvallis School District.

_____ I agree to check in and out through the office every time I come to school to volunteer. I will return my volunteer badge to the school office before I leave campus.

_____ If I am under 18 years of age, my parent/guardian approves my participation. (Parent initial here) _____

I hereby certify that this application contains no misrepresentations or falsifications and that the information given is true and complete to the best of my knowledge and belief. I understand that misrepresentation or omission of facts called for in this application is cause for cancellation of the application and/or dismissal from the program. I authorize Corvallis School District 509J to make any necessary and appropriate investigations to verify the information contained herein.

Signature of Applicant Date Received By

SCHOOL VOLUNTEER OPPORTUNITIES*

Grade Level Preferred: K 1 2 3 4 5 6 7 8 9 10 11 12

Do you speak Spanish? Yes No Do you speak another language? If so, what? _____

What days/hours can you serve? Indicate specific time, morning or afternoon:

Time	Monday	Tuesday	Wednesday	Thursday	Friday
AM					
PM					

Additional comments regarding availability: _____

VOLUNTEER ASSIGNMENTS (Please indicate areas of interest)

☐ Instruction	☐ Cafeteria	☐ Special Projects
General Classroom	Lunchroom Facilitator	Arts & Crafts
Computer	Food Server	Bulletin Board
Language Arts Tutor		Calligraphy
Mathematics Tutor	☐ Clerical	Display Case
English As A Second Language Tutor	Duplicating	Drama
Bi-Lingual Tutor/Interpreter	Filing	Music
Talented & Gifted (TAG)	Telephoning	Child Care
Vocational Education	Typing	Field Trip
Learning Resource Center		
Special Needs Education	☐ Resource Person	
	Subject Area	
☐ Library	Other	
Mending & Binding		
Shelving & Cataloging	☐ Publishing Center	☐ Playground
Storytelling		

*This page may be modified for school use

RETURN THIS FORM TO YOUR SCHOOL SECRETARY



Corvallis

SCHOOL DISTRICT

XI.J. Board Policy IKF—High School Graduation Requirements—Revised—
First Reading



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Kerry Richey
Meeting Date: November 7, 2016

NO ACTION REQUIRED

Board Policy IKF—High School Graduation Requirements—Revised— First Reading

Board Policy IL—Assessment Program—Revised—First Reading

Background

HB 2655 amended ORS Chapter 329 to include that school districts and public charter schools must annually provide notice to adult students and parents of students of the time frame in which the statewide assessments will take place, and of the right of an adult student or a student's parent to request an exemption from taking the statewide summative assessments.

The State Board of Education changed the criteria for demonstrating proficiency in Essential Skills, in the student's language of origin, to allow students to demonstrate English language skills through the end of high school (rather than to the end of their 11th grade year).

In addition to these changes, for Board policy IKF—High School Graduation Requirements, Teaching & Learning department staff have changed formatting under the different diploma options to match that of the OSBA suggested policy.

Board policy IKF—High School Graduation Requirements is required.
Board policy IL—Assessment Program comes highly recommended from OSBA.

Involvement

Staff members: Rynda Gregory, Kerry Richey

High School Graduation Requirements

The Board will establish graduation requirements for the awarding of a high school diploma, a modified diploma, an extended diploma, and an alternative certificate that meet or exceed state requirements. A student may satisfy graduation requirements in less than four years. The district will award a diploma to a student fulfilling graduation requirements in less than four years if consent is given by the student's parent or guardian or by the student if he/she is 18 years of age or older or emancipated.

1. Diploma

A high school diploma will be awarded to students in grades 9 through 12 who complete a minimum of 24 credits which include at least:

- a. Three credits of mathematics (shall include one unit at the Algebra I level and two units that are at a level higher than Algebra I);
- b. Four credits of English (shall include the equivalent of one unit in written composition);
- c. Three credits of science;
- d. Three credits of social sciences (including history, civics, geography, or economics (including personal finance));
- e. One credit in health education;
- f. One credit in physical education; and
- g. Three credits in career and technical education, the arts, or world language (units shall be earned in any one or a combination).

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

To receive a diploma or a modified diploma, in addition to credit requirements, as outlined in OAR 581-022-1130 and OAR 581-022-1134, respectively, a student must:

- h. Demonstrate proficiency in the Essential Skills of reading, writing, and applied mathematics;
- i. Develop an education plan and build an education profile;
- j. Demonstrate extended application through a collection of evidence;
- k. Participate in career-related learning experiences.

1. High School Diploma

A high school diploma will be issued to students who complete all of the district graduation requirements. The State Board of Education has specified a requirement of 24 credits for high school graduation.

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

Subject	Class of 2014 and Beyond
English/Language Arts	4 (one unit in written composition)
Mathematics	3 Algebra Content and above
Science	3
Social Sciences	3
Physical Education	1
Health	1
Second Language, Arts, Career/Technical Education	3 (any combination)
Career Education	½
Electives	5 ½
Total Credits Required to Graduate	24

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

In addition to credit requirements, as outlined in OAR 581-022-1130 and OAR 581-022-1134, respectively, a student must

a. Demonstrate proficiency in the essential learning skills⁴. These are the 21st century skills needed for success in college, the workplace, and civic life:

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

(a) Read and comprehend a variety of text.

(b) Write clearly and accurately.

(c) Apply mathematics in a variety of settings.

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

(a) Read and comprehend a variety of text.

(b) Write clearly and accurately.

(c) Apply mathematics in a variety of settings.

(d) Any additional Essential Skills adopted by the State Board of Education.

b. Meet Personalized Learning Requirements

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

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

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

2. Essential Skills

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

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

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

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

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

⁴Each student shall demonstrate proficiency in essential skills adopted by the State Board of Education as provided in OAR 581-022-0615. Proficiency is required in reading in 2012, writing in 2013, and applied math in 2014.

- c. ~~a.~~ Are on track to meet all other graduation requirements;
- d. ~~b.~~ Are unable to demonstrate proficiency in the Essential Skills in English;
- e. ~~c.~~ Have been enrolled in a U.S. school for five years or less; and
- f. ~~d.~~ Have demonstrated sufficient English language skills using the English Language Proficiency Assessment for the 21st Century (ELPA21). Received at least a level 3 (Intermediate) on the English Language Proficiency Assessment (ELPA).

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

3. Essential Skills Appeal

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

4. Expanded Options Diploma

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

5. Modified Diplomas for Students Who Meet Individual Plans

A modified diploma will be awarded only to students who have met specific requirements established by the State Board of Education and OAR 581-022-1134 and have demonstrated the inability to meet the full set of academic standards established by the State Board of Education for a standard diploma while receiving even with reasonable accommodations. A modified diploma may be awarded only to a student who meets the eligibility criteria below:

- a. Has a documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers; or
- b. Has a documented history of a medical condition that creates a barrier to achievement.

Having met the above eligibility criteria, a modified diploma will be awarded to students, who while in grade nine through completion of high school, complete 24 credits which shall include:

- c. Three credits in English;
- d. Two credits in mathematics;
- e. Two credits in science;
- f. Two credits in social sciences;
- g. One credit in health;
- h. One credit in physical education; and
- i. One credit in career technology, the arts or a world language.

In addition to credit requirements as outlined in OAR 581-022-1134, a student must:

- j. Develop an education plan and build an education profile;
- k. Demonstrate extended application through a collection of evidence.

A student must also demonstrate proficiency in the Essential Skills with reasonable modifications and accommodations.

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

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

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

- l. ~~a.~~ For a student on an individualized education program (IEP), any modifications to work samples must be consistent with the requirements established in the IEP. Modifications are changes to the achievement level, construct, or measured outcome of an assessment. This means that IEP or school teams responsible for approving modifications for a student's assessment may adjust the administration of the assessment and/or the assessment's achievement standard.
- m. ~~b.~~ For a student not on an IEP, any modifications to work samples must have been provided to the student during their instruction in the content area to be assessed in the year in which the student is being assessed, and modifications must be approved by the school team that is responsible for monitoring the student's progress toward the modified diploma.

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

A student's school team shall decide that a student should work toward a modified diploma no earlier than the end of grade six and no later than two years before the

student's anticipated exit from high school. A student's school team may decide to revise a modified diploma decision.

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

6. **Extended Diploma for Students Who Met Individual Plans**

An extended diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic content standards for a diploma while receiving modifications and accommodations. To be eligible for an extended diploma, a student must:

- a. While in grade nine through completion of high school, complete 12 credits, which may not include more than six credits in a self-contained special education classroom and will include:
 - i. Two credits of mathematics;
 - ii. Two credits of English;
 - iii. Two credits of science;
 - iv. Three credits of history, geography, economics or civics;
 - v. One credit of health;
 - vi. One credit of physical education; and
 - vii. One credit of the arts or a world language.
- b. Have a documented history of:
 - i. An inability to maintain grade level achievement due to significant learning and instructional barriers;
 - ii. A medical condition that creates a barrier to achievement; or
 - iii. A change in the student's ability to participate in grade level activities as a result of a serious illness or injury that occurred after grade eight.

Beginning in grade five or after a documented history to qualify for an extended diploma has been established, the district shall annually provide to the parents or guardians of the student, information about the availability and requirements of a modified diploma, an extended diploma, and an alternative certificate.

— An extended diploma will be awarded only to students who have met specific requirements established by the State Board of Education and have demonstrated an inability to meet the full set of academic standards even with reasonable modifications and accommodations. To be eligible for an extended diploma a student must have a documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers or a documented history of a medical condition that creates a barrier to achievement. A student must participate in an alternate assessment beginning no later than grade six and lasting for two or more assessment cycles, or have a serious illness or injury that occurs after grade eight that changes the student's ability to participate in grade-level activities and that results in the student participating in alternate assessments. Of the 12 credits required for an extended diploma, no more than six credits may be earned in a self-contained special education classroom. Students earning an extended diploma are exempt from demonstrating proficiency in the Essential Learning Skills and from demonstrating Personalized Learning Requirements.

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

Subject	Extended Diploma Requirements
English/Language Arts	2
Mathematics	2

Science	2
History, geography, economics, or civics	3
Social Sciences	
Physical Education	1
Health	1
World Second Language or Arts	1
Total	12

7. Alternative Certificates

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

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

8. Other District Responsibilities

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

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

The district may award a modified diploma or extended diploma to a student only upon the written consent of the student's parent or guardian. The district shall receive the written consent during the school year in which the modified diploma or extended diploma is awarded. A student who is emancipated or has reached the age of 18 at the time the modified or extended diploma is awarded may sign the consent.

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

A student may satisfy the requirements for a modified diploma, extended diploma, or alternative certificate in less than four years but not less than three years. In order to

satisfy the requirements for a modified diploma, extended diploma, or alternative certificate in less than four years, the student's parent or guardian or a student who is emancipated or has reached the age of 18 must provide written consent ~~that~~ ^{which} clearly states that the parent, guardian, or student is waiving the fourth year and/or years until the student reaches the age of 21. A copy of the consent will be forwarded to the district superintendent who will annually report to the Superintendent of Public Instruction the number of such consents.

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

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

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

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

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

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

The district may not deny a diploma to a student who has opted out of statewide assessments if the student is able to satisfy all other requirements for the diploma. Students who opt-out will need to meet the Essential Skills graduation requirement using another approved assessment option. Students may opt out of the Smarter Balanced or alternate Oregon Extended Assessment by completing the Oregon Department of Education's Opt-out Form² and submitting the form to the district.

²www.ode.state.or.us; or navigate to Teaching & Learning > Testing - Student Assessment > Smarter Balanced

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

The district shall establish conduct and discipline consequences for student-initiated test impropriety. “Student-initiated test impropriety” means student conduct that is inconsistent with the *Test Administration Manual* or accompanying guidance; or results in a score that is invalid.

END OF POLICY

Legal Reference(s):

[ORS 329.095](#)

[ORS 329.451](#)

[ORS 329.479](#)

[ORS 332.107](#)

[ORS 332.114](#)

[ORS 338.115](#)

[ORS 339.115](#)

[ORS 339.505](#)

[ORS 343.295](#)

[OAR 581-022-0615](#)

[OAR 581-022-0617](#)

[OAR 581-022-1130](#)

[OAR 581-022-1131](#)

[OAR 581-022-1133](#)

[OAR 581-022-1134](#)

[OAR 581-002-1135](#)

[OAR 581-022-1210](#)

[OAR 581-022-1215](#)

[OAR 581-022-1350](#)

[OAR 581-022-1910](#)

TEST ADMINISTRATION MANUAL, ~~APPENDIX L-REQUIREMENTS FOR ASSESSMENT OF ESSENTIAL SKILLS~~, PUBLISHED BY THE OREGON DEPARTMENT OF EDUCATION (FEBRUARY 4, 2016).
ESSENTIAL SKILLS AND PERFORMANCE ASSESSMENT MANUAL, PUBLISHED BY THE OREGON DEPARTMENT OF EDUCATION (MARCH 17, 2016).

Cross Reference(s):

IKFA—Early Graduation

³The policy applies to any person who:

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



Corvallis
SCHOOL DISTRICT

XI.K. Board Policy IL—Assessment Program—Revised—First Reading

ASSESSMENT PROGRAM**

The district's assessment program shall be designed for the purpose of determining district and school program improvement and individual student needs according to including the requirements of the Oregon Administrative Rules (OAR) ~~581-022-0606, 581-022-1210 and 581-022-1670~~. Each year the district shall determine each student's progress toward achieving federal, state, and local achievement requirements.

Assessments shall be used to measure the academic content standards and Essential Skills and to identify students who meet or exceed the performance standards and Essential Skills adopted by the State Board of Education. Accordingly, the district shall maintain the following assessment program:

1. Criterion-reference assessments, including performance-based assessments, content-based assessments, and other valid methods as may be required by state and federal requirements;
2. Assessment of Essential Skills;
3. ~~2.~~ Individual diagnostic and ability evaluations in all grades when students have been referred and parental permission obtained;
4. ~~3.~~ Assessments by individual teachers;
5. ~~4.~~ Optional schoolwide and grade-level wide assessments, as recommended by the superintendent and as approved by the Board.

It is the intent of the Board that progress be measured in a manner that clearly enables the student, and parents, and the district to know whether the student is making progress toward meeting or exceeding academic content standards and Essential Skills. District, school, and individual results shall be reported to the Board, parents, and the community, as prescribed by law.

The district shall make additional services or alternative educational or public school options available to any student who has not met or has exceeded all of the state-required academic content standards. Additionally, students in schools receiving Title I moneys that have been identified as in need of improvement, corrective action, or restructuring by ODE will be provided supplemental services and public school options as required by law.

The district shall not discriminate in the methods, practices and materials used for assessment, evaluating, and counseling students on the basis of race, color, national origin, religion, sex,

sexual orientation,¹ age, disability, or marital status. Discrimination complaints shall be processed in accordance with established procedures.

Staff will receive in-service education in the use of designated assessments and interpretation of assessment results.

A student may opt-out of the Smarter Balanced and/or alternate Oregon Extended Assessments in English language arts and mathematics as provided in state law. The district shall provide the required notice and necessary forms to the student. The district shall provide supervised study time for students who are excused from participating in the assessment. A student may be excused from the Oregon Statewide Assessment Program for disability or religious reasons. Parents and adult students will be provided the required notices² that include the timeframe in which statewide assessments will take place, and an adult student's or parent's right to request an exemption from taking the statewide summative assessments.³

The district shall establish conduct and discipline consequences for student-initiated test impropriety. "Student-initiated test impropriety" means student conduct that is inconsistent with the *Test Administration Manual* or accompanying guidance; or results in a score that is invalid.

The superintendent shall ensure a periodic review and evaluation of the district's assessment program is conducted.

END OF POLICY

Legal Reference(s):

[ORS 40.245](#)
[ORS 326.565](#)
[ORS 326.575](#)
[ORS 329.485](#)
[ORS 336.187](#)
[ORS 659.870](#)

[OAR 581-021-0030](#)
[OAR 581-022-0606](#)
[OAR 581-022-0610](#)
[OAR 581-022-0612](#)
[OAR 581-022-0615](#)
[OAR 581-022-1140](#)

[OAR 581-022-1210](#)
[OAR 581-022-1510](#)
[OAR 581-022-1670](#)
[OAR 581-022-1910](#)
HB 2655 (2015)

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2011) (2006); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2011) (2006).
Protection of Pupil Rights, 20 U.S.C. § 1232h (2006); Student Rights in Research, Experimental Programs and Testing, 34 C.F.R. Part 98 (2006).
Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400 - 1427 (2006).
No Child Left Behind Act of 2001, 20 U.S.C. §§ 6311-6322 (2006).
Elementary and Secondary Education Act (ESEA) Flexibility Waiver; July 23, 2015.

¹"Sexual orientation" means an individual's actual or perceived heterosexuality, homosexuality, bisexuality, or gender identity, regardless of whether the individual's gender identity, appearance, expression, or behaviors differ from that traditionally associated with the individual's sex at birth.

²Districts are required to provide notice twice each year: once at the beginning of the year; and second time at least 30 days prior to the administration of the test.

³Required by state law House Bill 2655 (HB 2655).



Corvallis

SCHOOL DISTRICT

XI.L. Board Policy JFCF—
Hazing/Harassment/Intimidation/Menacing/Bullying/Cyberbullying/
Teen Dating Violence/Domestic Violence—Students—Revised—First Reading



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Kerry Richey
Meeting Date: November 7, 2016

NO ACTION REQUIRED

Board Policy JFCF—Hazing/Harassment/Intimidation/Menacing/ Bullying/Cyberbullying/Teen Dating Violence/Domestic Violence— Students—Revised—First Reading

Background

Senate Bill 790 added the term “domestic violence” to new or existing, age-appropriate training programs for students in grades 7 through 12 and for school employees. Additionally, it requires districts to include notice of this policy in communication to students and parents, i.e., the district’s student/parent handbook. It further adds that districts will cause the posting of the required posters, as provided by the Oregon Department of Education when available, in clearly visible locations in appropriate school campuses.

This is required policy.

Involvement

Staff members: Rynda Gregory, Kerry Richey

**Hazing/Harassment/Intimidation/Menacing/Bullying/Cyberbullying/
Teen Dating Violence/Domestic Violence—Students****

The Board is committed to providing a positive and productive learning and working environment. Hazing, harassment, intimidation, menacing, bullying, or acts of cyberbullying by students, staff, and third parties toward students is strictly prohibited and shall not be tolerated in the district. Teen dating violence is unacceptable behavior and prohibited. Retaliation against any person who reports, is thought to have reported, files a complaint, or otherwise participates in an investigation or inquiry also is strictly prohibited. Every effort will be made by the administration to preserve confidentiality and protect the student's privacy to the extent the investigative process allows. False charges also shall be regarded as a serious offense and will result in disciplinary action or other appropriate sanctions.

Students whose behavior is found to be in violation of this policy will be subject to discipline, up to and including expulsion. The district also may file a request with the Oregon Department of Transportation to suspend the driving privileges or the right to apply for driving privileges of a student 15 years of age or older who has been suspended or expelled at least twice for menacing another student or employee, willful damage or injury to district property, or for use of threats, intimidation, harassment, or coercion. Students also may be referred to law enforcement officials.

The building administrator, district department director, and superintendent are responsible for ensuring that this policy is implemented.

Definitions

“District” includes district facilities, district premises, and nondistrict property if the student is at any district-sponsored, district-approved, or district-related activity or function, such as field trips or athletic events or where students are under the control of the district.

“Third Parties” include, but are not limited to, coaches, school volunteers, parents, 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.

“Hazing” includes, but is not limited to, any act that recklessly or intentionally endangers the mental health, physical health, or safety of a student (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 student) for the purpose of initiation or as a condition or precondition of attaining membership in, or affiliation with, any district-sponsored activity or grade level attainment; 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. It is not a defense against hazing that the student subjected to hazing consented to or appeared to consent to the hazing.

“Harassment, intimidation, or bullying” means any act that substantially interferes with a student’s educational benefits, opportunities, or performance that takes place on or immediately adjacent to district grounds, at any district-sponsored activity, on district-provided transportation, or at any official district bus stop, that may be based on, but not limited to, the protected class status of a person, having the effect of:

- a. Physically harming a student or damaging a student’s property;
- b. Knowingly placing a student in reasonable fear of physical harm to the student or damage to the student’s property;
- c. Creating a hostile educational environment, including interfering with the psychological well being of the student.

“Protected class” means a group of persons distinguished, or perceived to be distinguished, by race, color, religion, sex, sexual orientation,¹ national origin, marital status, familial status, source of income, or disability.

“Teen dating violence” means:

- a. A pattern of behavior in which a person uses or threatens to use physical, mental, or emotional abuse to control another person who is in a dating relationship with the person, where one or both persons are 13 to 19 years of age; or
- b. Behavior by which a person uses or threatens to use sexual violence against another person who is in a dating relationship with the person, where one or both persons are 13 to 19 years of age.

“Domestic violence” means abuse as defined by Oregon Revised Statute (ORS) 107.705 between family and household members, as those terms are described in ORS 107.705.

¹“Sexual orientation” means an individual’s actual or perceived heterosexuality, homosexuality, bisexuality or gender identity, regardless of whether the individual’s gender identity, appearance, expression, or behaviors differs from that traditionally associated with the individual’s sex at birth.

“Cyberbullying” may be considered to be the use of any electronic communication device to harass, intimidate, or bully. Students and staff will refrain from using personal communication devices or district property to harass or stalk another.

“Retaliation “means hazing, harassment, intimidation, menacing, bullying, teen dating violence, or acts of cyberbullying toward a person in response to a student for actually or apparently reporting or participating in the investigation of hazing, harassment, intimidation, menacing, bullying, teen dating violence, or acts of cyberbullying, or reprisal.

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

Reporting

The building principal or district department director² will take reports and conduct a prompt investigation of any report of an act of hazing, harassment, intimidation, bullying, menacing, acts of cyberbullying, or incidents of teen dating violence.

Any employee who has knowledge of conduct in violation of this policy that took place on district property, at a district-sponsored activity, or in a district vehicle or vehicle used for transporting students to a district activity shall immediately report his/her concerns to the building principal or district department director who has overall responsibility for ~~all~~ investigations. Failure of an employee to report an act of hazing, harassment, intimidation, bullying, menacing, cyberbullying, or teen dating violence to the building principal or district department director may be subject to **disciplinary** ~~remedial~~ action, up to and including dismissal. **Disciplinary Remedial** action may not be based solely on an anonymous report.

Any student who has knowledge of conduct in violation of this policy or feels he/she has been hazed, harassed, intimidated, menaced, bullied, cyberbullied, or a victim of teen dating violence in violation of this policy is encouraged to immediately report his/her concerns to the building principal or district department director who has overall responsibility for ~~all~~ investigations. Any volunteer who has knowledge of conduct in violation of this policy is encouraged to immediately report his/her concerns to the building principal or district department director who has overall responsibility for ~~all~~ investigations.

This report may be made anonymously. A student or volunteer also may report concerns to a teacher or counselor who will be responsible for notifying the appropriate district official.

Complaints against the principal or department director shall be filed with the superintendent. Complaints against the superintendent shall be filed with the Board chair.

The complainant shall be notified of the findings of the investigation and, as appropriate, that remedial action has been taken. The complainant may request that the superintendent/designee

²Required by state law House Bill 2599 (HB 2599)

review the actions taken in the initial investigation, in accordance with administrative regulations.

The district shall incorporate into existing training programs for students information related to the prevention of, and the appropriate response to, acts of harassment, intimidation, bullying, and cyberbullying.

The district shall incorporate ~~into new or existing training programs for students in grades 7 through 12.~~ into new or existing training for students in grade 7 through 12 age-appropriate education about teen dating violence and domestic violence.

The district shall incorporate into existing training programs for staff information related to the prevention of, and the appropriate response to, acts of hazing, harassment, intimidation, bullying, cyberbullying, ~~or~~ teen dating violence, and domestic violence.

The superintendent/designee shall be responsible for ensuring annual notice of this policy is provided in a student or employee handbook, school and district's ~~W~~ website, and school and district office, as well as developing the development of administrative regulations, including reporting and investigative procedures.

Domestic violence posters provided by the Oregon Department of Education (ODE) shall be posted in clearly visible locations on school campuses in accordance with rules adopted by the ODE.

END OF POLICY

Legal References:

[ORS 163.190](#)
[ORS 166.065](#)
[ORS 166.155 to -166.165](#)
[ORS 174.100\(6\)](#)
[ORS 332.072](#)
[ORS 332.107](#)
[ORS 339.240](#)
[ORS 339.250](#)

[ORS 339.254](#)
~~[ORS 339.351 to 339.364](#)~~
[ORS 339.351 to -339.366](#)
[OAR 581-021-0045](#)
[OAR 581-021-0046](#)
[OAR 581-021-0055](#)
[OAR 581-022-1140](#)
~~HB 4077 (2012)~~
~~SB 1555 (2012)~~

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2006).

Cross References:

Policy JBA/GBN-AR—Sexual Harassment Complaint Procedures
Policy JFCM-AR—Violence and Threats of Violence



Corvallis
SCHOOL DISTRICT

XII. DECLARE VACANT POSITION ON THE BOARD

XIII. ADOPT PROCESS FOR INTERIM BOARD MEMBER SELECTION



Interim Board Member Selection Timeline

Position #7

Term: December 5, 2016 – June 30, 2017¹

Appointment: December 5, 2016

November 7, 2016	School Board declares vacancy and adopts selection process. To qualify, an applicant must: 1. Have been a resident of the District for one year as of December 5, 2016. 2. Be a qualified voter of the District. 3. Not be an employee of the District. 4. Attend the December 5, 2016 School District Board of Directors meeting and participate in the selection process The board seeks greater diversity in its membership.
November 18, 2016 5:00 p.m.	Application Deadline In order to be considered, applications must include <u>all</u> of the requested information and be <u>received</u> <u>by</u> 5:00 p.m. on Friday, November 18, 2016. Applicants must submit a letter of interest with <u>all of the following information</u>: 1. Name as it appears on their voter registration record. 2. Home address. 3. Email address. 4. Date of birth (for voter registration verification). 5. Daytime, mobile, and message telephone numbers. 6. Reason for wanting to serve on the board. 7. Qualifications for the position. 8. Skills that would be brought to the board. 9. Names and telephone numbers for two personal references and one professional/business reference. 10. Answers to the following questions: A. Effective board members must engage in a variety of relationships; for example, with the superintendent, staff, other board members, parents, and the community. How do you perceive a board member's relationship with each of these? B. Looking ahead to the end of your appointment in June 2017, what do you think will be the two most difficult issues facing the school district, and what would you do? C. What is your definition of equity in the school district, and what would you do to improve equity in the district? D. Are you interested in the position only until the end of the interim term (June 30, 2017) or do you plan to run for a four year term?
November 22-29, 2016	Board members conduct reference checks.
December 5, 2016	Interview/Selection • Applicants must attend the December 5, 2016 board meeting. • Applicants must participate in the selection process. • Failure to attend and/or participate will eliminate an applicant from further consideration.

¹ Applicants who desire to remain in position #7 beyond June 30, 2017, must file for the May 2017 election by the statutory deadline through the Benton County Elections Department. There is no guarantee that the interim appointee will be elected.



Interim Board Member Selection Timeline

Position #7

Term: January 9, 2017 – June 30, 2017¹

Appointment: January 9, 2017

November 7, 2016	School Board declares vacancy and adopts selection process. To qualify, an applicant must: 1. Have been a resident of the District for one year as of January 9, 2017. 2. Be a qualified voter of the District. 3. Not be an employee of the District. 4. Attend the January 9, 2017 School District Board of Directors meeting and participate in the selection process. The board seeks greater diversity in its membership.
December 9, 2016 5:00 p.m.	Application Deadline In order to be considered, applications must include <u>all</u> of the requested information and be <u>received</u> <u>by</u> 5:00 p.m. on Friday, December 9, 2016. Applicants must submit a letter of interest with <u>all of the following information</u>: 1. Name as it appears on their voter registration record. 2. Home address. 3. Email address. 4. Date of birth (for voter registration verification). 5. Daytime, mobile, and message telephone numbers. 6. Reason for wanting to serve on the board. 7. Qualifications for the position. 8. Skills that would be brought to the board. 9. Names and telephone numbers for two personal references and one professional/business reference. 10. Answers to the following questions: A. Effective board members must engage in a variety of relationships; for example, with the superintendent, staff, other board members, parents, and the community. How do you perceive a board member's relationship with each of these? B. Looking ahead to the end of your appointment in June 2017, what do you think will be the two most difficult issues facing the school district, and what would you do? C. What is your definition of equity in the school district, and what would you do to improve equity in the district? D. Are you interested in the position only until the end of the interim term (June 30, 2017) or do you plan to run for a four year term?
December 14-31, 2016	Board members conduct reference checks.
January 9, 2017	Interview/Selection • Applicants must attend the January 9, 2017 board meeting. • Applicants must participate in the selection process. • Failure to attend and/or participate will eliminate an applicant from further consideration.

¹ Applicants who desire to remain in position #7 beyond June 30, 2017, must file for the May 2017 election by the statutory deadline through the Benton County Elections Department. There is no guarantee that the interim appointee will be elected.



Corvallis

SCHOOL DISTRICT

XIV. ELECT NEW BOARD LEADERSHIP

XV. RECOGNIZE DEPARTING BOARD MEMBER

XVI. EXECUTIVE SESSION - The Board will meet in Executive Session at 5:30 p.m. under ORS 192.660(2)(i) - Superintendent's Mid-Year Evaluation/Check-in on Goals

XVII. 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