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 |
|---|---|---|---|
| Thursday, October 12, 2017<br>6:30 PM | Regular | District Office Board Room,<br>1555 SW 35th Street,<br>Corvallis, OR 97333 | See attached. |

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

**If you would like to watch live-streaming of the School Board meeting, please navigate to the District's YouTube channel: https://www.youtube.com/channel/UC9Jtpte5dmilZl9kySBJbVQ?**
**A recording of the meeting will also be posted to that channel.**

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

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

Corvallis
SCHOOL DISTRICT

Thursday, October 12, 2017
6:30 PM

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

Meeting Details: Thursday, October 12, 2017, 6:30 PM in the District Office Board Room, 1555 SW 35th Street, Corvallis, OR 97333.

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

I. CALL TO ORDER AND ROLL CALL

II. PLEDGE OF ALLEGIANCE

III. REPORTS FROM BOARD LIAISONS TO DISTRICT WORK GROUPS/COMMITTEES

IV. BOARD-SCHOOL LIAISON REPORTS

V. INTRODUCE 2017-18 STUDENT REPRESENTATIVES

VI. SUPERINTENDENT'S REPORT

Corvallis
SCHOOL DISTRICT

# Superintendent's Update

Shared with the Corvallis School Board during the October 12, 2017 meeting.

**Welcome Student Representatives**
Tonight we welcome our 2017-18 student representatives. Crescent Valley students are Marco Sanchez-Ruiz and Sarita Ahmad, Corvallis High students are Rose Martines and Mona Wong, and College Hill students are Logan Barnett and Elias Melchor. I want to thank our student representatives for their willingness to interact and participate in our school board meetings this year. Our student representatives lead busy lives, between the rigor of high school academics, extracurricular activities, family and friends, they are keeping a number of plates spinning. As you know, I believe student voice is vital at all levels of our organization and our student representatives will play an important role for our school board. Welcome Marco, Sarita, Rose, Mona, Logan, and Elias.

**Update on public meetings on the Long Range Facilities Plan**
This month there will be a total of 13 Community Information Night meetings to gather feedback on the draft Long Range Facilities Plan. We have held seven meetings so far and will complete this series of meetings on October 25. What has stood out to me at these meetings has been the importance of safety, eliminating portable classrooms and addressing critical maintenance issues. All feedback is documented and will be summarized and shared with the board at the board's October 26 work session and with the Facilities Planning Committee at their November 8 meeting. For those who are unable to attend a meeting, feedback can be submitted by e-mail to our Facilities and Transportation Director, Kim Patten at kim.patten@corvallis.k12.or.us.

Since a majority of the proposed projects are for our elementary schools, I have been attending staff meetings to share the draft plan and gather staff feedback.

**Eco-Charrette**
Last weekend we held a meeting focused on sustainability and how best to incorporate sustainability into our facilities plan. Some of the features of sustainable buildings include the use of renewable energy sources, energy efficient lighting, energy efficient building shell and HVAC systems, indoor environmental quality, and water conservation. While there are a number of sustainability features already included in the draft plan, we are continuing to gather input on sustainability priorities for our facilities. We will be conducting a follow-up meeting to allow for more time for community discussion and feedback.

**Welcome Center Open House**
The Corvallis School District and Casa Latinos Unidos de Benton County are hosting an open house at the new Welcome Center, located in the Western View Center at 1435 SW 35th Street. The open house will be held Tuesday, October 24, 2017 3-6 pm. The welcome center is a safe place where families can access school district and local services. This will be a welcoming place for families where they will receive assistance in navigating community agencies, resources and informational referrals. Supplemental food, hygiene items, and school supplies will also be available at the Welcome Center. Donations of food and hygiene items will gladly be accepted during the open house.

**Student Mental Health Support**
On October 26 from 1-4 pm, we will host an annual meeting of community stakeholders (parents, staff, and organizations) to discuss our shared interests and goals related to youth mental health. Linn and Benton counties have suffered the impact of several completed suicides in the past few years and we would like to support a collective movement to a "zero suicide" mindset.
During this meeting students will share their perspective of navigating through mental health issues while in school and the new Youth Mental Health Coalition sub-committees will discuss goals and action plans. Attendees will also spend time discussing how, as school districts and a community, we can follow best practices after a suicide, based on the Project Connect training. The meeting will be held at the Western View Center. While the school district is convening this meeting, it is my hope that the community as a whole will support our next steps and coordination.

**School Board Governance and Equity Initiative**
The Corvallis School District was selected for a year-long pilot project, sponsored by Chalkboard Project, in collaboration with the Center for Reform of School Systems (CRSS) and the Medford School District. The collaboration is focused on improving student achievement by using the levers of good governance and equity.

Chalkboard Project is an initiative of Foundations for a Better Oregon – six independent, nonpartisan Oregon foundations united by a common purpose: a better state for all Oregonians. Chalkboard Project's goal is elevating student achievement, eradicating achievement inequalities, and making Oregon K-12 public schools among the best in the nation. The Center for Reform of School Systems (CRSS) has a 15-year track record of delivering effective school district governance training across the country.

The training and collaboration kicks off in Roseburg, Oregon, October 27 and 28, 2017. Topics covered include:

- effective school board governance models;
- board and superintendent self-evaluation;
- the characteristics of effective boards and effective board members, and the roles of the superintendent and board members;
- effective school board governance models and the use of data in evaluation and continuous improvement;
- the use of equity as a lever in raising student achievement, and the use of an equity lens in policy development and budgeting;
- the roles of the superintendent and board members;
- strategic planning, goal setting, metrics and evaluation; strategic planning, goal setting, metrics and evaluation;
- the development of board policies to support the board work;
- and, the use of data in evaluation and continuous improvement.

Additional training and collaboration sessions will be scheduled throughout the year. I'm looking forward to getting started on this work with the board.

Ryan Noss, Superintendent

Corvallis
SCHOOL DISTRICT

VII. 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.*

Corvallis
SCHOOL DISTRICT

# Providing Input to the School Board

***(Revised 08-31-17)***

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; 541-240-4055 | Ed Junkins | 801-706-1892 |
| Sami Al-AbdRabbuh | 541-283-6611 | Terese Jones | 541-230-1673 |
| Judy Ball | 541-758-1671; 240-997-1222 | Sarah Finger McDonald | 541-908-3756 |
| Jay Conroy | 541-912-4380 | | |

Good evening Chairman Adams, Board members and Superintendent Noss.

My name is Scott Newsham. I'm here to speak on improving connections, engagement and transparency with the Corvallis community.

In the Summer 2017 Community Update, the Superintendent's Message closed with this sentence.

"With the combined impact of effective school leadership, excellent staff, a continued focus on equity, and the engagement of parents and community, we can all help students reach their full potential."

The board's Guiding Principles and Priorities presented at your September 28 meeting include:

"Our Communication with the Corvallis Community is Important

- We are committed to public participation and district and board transparency.
- We will seek opportunities for public communication.
- Communicating with students, families, and the larger Corvallis community is vital to achieving equity."

The 2015 and 16 Comprehensive Annual Financial Reports included the following sentence in the Superintendent's transmittal letter:

"Strategic planning and conversations with staff, School Board, Budget Committee, partners, and the community will continue to be held to provide input on how to structure a sustainable budget plan on a multi-year basis to best meet the needs of our students."

Virtually identical wording can be found in the reports for fiscal years 2011, 12, 13 and 14.

I agree with the sentiments in those statements. Community engagement and transparency are essential to a public school system's success.

Having either spoken or listened to each of you, I am confident you share the view that school boards represent the community's beliefs and values. This was expressed in your recent reaffirmation of the board resolution on Rights of Undocumented students.

However, I am concerned that board and district actions, when it comes to community engagement and transparency, may not be matching the words.

I was heartened to see the new board commit to developing a 5 year strategic plan. But how can a process that did not actively engage the public at the outset deliver a product that can claim to represent the community's beliefs and values?

I have never begrudged my tax payments for vital public services. What does concern me is when I don't believe the recipients of these payments are truly interested in public input or transparent in their decision making.

To remedy this I encourage the board to:

- Take to heart the National School Board Association's guidebook, The Key Work of School Boards;

- Adhere to existing board policy on the Adoption and Revision of Policies and follow the steps detailed there, particularly the public announcement of proposed policies or amendments before they come for a first reading;

- Discontinue the practice of "small group meetings" - private meetings between the superintendent and 3 board members;

- Actively solicit public comment on the 2018 amended budget;

- Develop the annual budget parameters with public input and at a minimum the first draft should be done in a public meeting of all seven members; and

- Aside from purely administrative matters, all updates by the superintendent to the school board outside of board meetings should be publicly posted. Seattle's superintendent sends a memo to the school board each Friday providing updates from various departments and information requested by the board. Maybe a modified version of this could work in Corvallis? I've seen this used very effectively by other school boards.

Thank you for your time this evening.

Corvallis
SCHOOL DISTRICT

VIII. REQUEST TO CHANGE THE NAME OF CORVALLIS HIGH SCHOOL'S SPARTAN FIELD TO "BOB HOLT STADIUM AT SPARTAN FIELD"

Corvallis
SCHOOL DISTRICT

Prepared for: Corvallis School Board

Prepared by: Matt Boring, Corvallis High School Principal, and members of the Corvallis schools community, including coworkers (past & present) and volunteers, acting on behalf of the Corvallis athletic and educational communities

Meeting Date: October 12, 2017

## Change the Name of Corvallis High School's Spartan Field to "Bob Holt Stadium at Spartan Field" ACTION REQUESTED

On September 28, 2017, you received a proposal to change the name of Corvallis High School's (CHS) "Spartan Field" to "Bob Holt Stadium at Spartan Field." This change is intended to recognize and honor the character and huge contributions made by Bob Holt, a longtime cornerstone of support for the Corvallis community, especially its young people.

### Educator, Community Contributor, and CHS Cornerstone for Kids, Athletics, and Facilities

Bob Holt, who turns 75 this month, has spent much of his adult life working and volunteering in service to Corvallis youngsters. His work at CHS has included the positions of athletic director, coach, and math teacher.

Prior to that time, Mr. Holt spent hundreds of hours volunteering in the community – work which earned him the award of Corvallis First Citizen in 1991. Much of that effort centered on working with youngsters, including volunteering as a track coach at Crescent Valley High School (CV), and organizing and working in numerous youth activities including varied roles from public address announcer to fun-meet support. Recognized by his peers as Oregon Athletic Director of the Year in 2007, he is uniformly acknowledged and admired by high school and university officials around the state as a great ambassador and representative of Corvallis schools.

Mr. Holt's commitment to youngsters is not about "winning" but about providing opportunities for them to learn, both in the classroom and on the athletic field, helping them grow in physical and emotional good health. He is recognized by students, staff, administrators (locally and around the state), and community members as a man who works long, long hours with a genuine humble character.

His coworkers, parents, students and members of the community are asking that Mr. Holt's remarkable service and contribution to the community be recognized by naming the athletic stadium "Bob Holt Stadium at Spartan Field."

### The Following Material is Offered in Support of This Request

**Professional Background**

- Mr. Holt's first job was assistant football coach at Evergreen High School in Vancouver WA.

- He was employed by Centennial High School in Portland, Oregon. He became head of the math department, head coach of Varsity football, assistant coach of Varsity track team.
- He was hired by CHS in 1977 as a math teacher, Head Track Coach and assistant football coach under Chuck Solberg.
- After a number of years, he was offered a position as station manager for KFLY/KEJO. He continued helping out as a volunteer with the track program under Clyde Marshall at CV.
- Mr. Holt did numerous volunteer services during this time. One area that Mr. Holt gave of his time was transporting medical equipment or furniture for Hospice.
- The radio station was sold and he became a realtor for Town and Country real estate.
- His love of teaching and sports drew him back to education and CHS, where he has been the Athletic Director, math teacher, Leadership teacher (2 years) and assistant track coach since 2000.

**A "Typical Day"** [As witnessed by coworkers, coaches and students. Compiled by Elaine Markley (retired teacher, and volunteer at CHS athletics), Jan Walker (retired administrative assistant at CHS athletics), Dana Strowbridge, (retired teacher, volunteer CHS math class aide, and volunteer with CHS Athletics.)]

A typical day for Bob Holt begins before the sun comes up and ends after the sun goes down. His car is often the first one in the parking lot in the morning and the last one to leave in the evening. Mr. Holt's day varies from season to season, but the constant from fall through spring is that he is always on the go, doing something for everyone else.

Throughout every day, students, staff or members of the community come into the Athletic Office and ask "Where's Bob?" In the fall, the answer to that question is:

- Bob is teaching class until lunch
- Bob is power washing the bleachers to get the bird droppings off the seating area
- Bob is lining the real grass soccer field at Taylor Field
- Bob is lining the field for the marching band or for the freshman football team practice on the softball outfield
- Bob is setting up the gym for volleyball
- Bob is moving the soccer goals
- Bob is cleaning up garbage out in the stadium
- Bob is grooming the artificial turf field at the football stadium
- Bob is checking and cleaning the bathrooms at the stadium
- Bob is putting down the rugs in the halls so the football teams don't scuff the floor with their cleats
- Bob is setting up the football field for the Thursday or Friday football games
- Bob is putting signs on the locker room doors so CHS students don't go into the visitors' locker room after 4:30 p.m. on game day
- Bob is taking a team to their away game in the activity bus or van since the bus company cannot get them there

- Bob is at his Athletic Director league meeting in Salem
- Bob is helping set up the Franklin School Fun Run at the track
- Bob went to pick up the district trophies and take them to the other schools
- Bob is taking the nets off the soccer goals
- Bob is recording the scores from the varsity sporting event to the Oregon School Activities Association (OSAA) website
- Bob is hosting the Fall sports dessert

In the winter, the question is answered:

- Bob is teaching class until lunch
- Bob is setting up the gym for either the girls or boys basketball game
- Bob is sweeping the gym floor to be sure it is safe for the basketball players
- Bob is announcing the girls basketball game
- Bob is announcing the boys basketball game
- Bob is setting up the gym for the home wrestling match
- Bob is announcing the wrestling match
- Bob is cleaning out the closets in the upper gym
- Bob is hanging banners in the lower gym
- Bob is taking a team to their away game in the activity bus since the bus company cannot get them there
- Bob is out on the track working with the throwers
- Bob is at Western Oregon University (WOU) meeting with the track coach to secure a site for the district meet
- Bob is putting signs on the locker room doors so CHS students don't go in after 4:30 p.m. on game day
- Bob is hosting the sports dessert
- Bob is at the Athletic Director league meeting in Salem
- Bob drove to the OSAA state offices in Portland to represent the Mid-Willamette Conference in the redistricting hearing
- Bob is recording scores from the varsity sporting event to the OSAA website
- Bob is meeting with students that need help with math
- Bob is in Beyond CHS with students/athletes and parents who are signing letters of intent to play their sport at college

In the spring, the question is answered:

- Bob is teaching math until lunch
- Bob is ordering medals for district track
- Bob is designing the district track t-shirts
- Bob is lining the baseball field
- Bob is lining the softball field
- Bob ran to get more paint to line the baseball and softball fields
- Bob is contacting coaches to build the game schedules for next year
- Bob ran to Robnett's to get some screws to fix something
- Bob is at the Rotary luncheon with students

- Bob is at the Athletic Director league meeting in Salem
- Bob is coaching track—his role primarily with throwers, but he supports head coach in numerous ways
- Bob is cleaning up garbage out in the stadium
- Bob is checking and cleaning the bathrooms at the stadium
- Bob is taking a team to their away game in the activity bus since the bus company cannot get them there
- Bob is helping set up the track and field area for the State Middle School track meet
- Bob is hosting the sports dessert
- Bob drove to Portland, Beaverton, Tigard, Salem, etc. to pick up equipment to save the athletic department the cost of shipping and handling

During the regular school day, when his door is closed, Bob will be meeting with students who have perhaps violated the code of conduct and will be helping them realize the consequences. He might be meeting with the administrative staff. Parents are in his office to discuss issues, be it pro or con, with something that happened involving their child and their coach. At the end of each season Bob is evaluating and visioning with each coach for the following year. He is visiting with former students who came back to share their adventures beyond CHS.

Regardless of the reason, Bob is always there for anyone at the drop of a hat. When he answers his phone with, "This is Bob, how can I help you?" he will always have time to do just that. Help.

## School and Community Servant Leader

Mr. Holt's perseverance and service to the community include the following recognition and awards:

- Golden Apple recipient (Member of CHS Math Dept. 2010)
- First Citizen of Corvallis (1991)
- OADA Athletic Director of the Year (2007)
- High School Community Service award (1988)
- Distinguished Service award (2003)
- He is currently League President of the Mid-Willamette Conference.
- Spartan Award for outstanding contributions to Corvallis High School (2006)
- While at Centennial High School he was honored as Teacher of the Year by students and staff.

## Testimonials

**Matt Boring**, CHS principal, offers the following: *"Bob's ability to relate to all types of students is inspiring. I'm thinking of the regular posse of Latina girls that frequently congregate in his office, or the delight that many of our Life Skills students show every time they encounter Bob. Additionally, as I travel around the state and talk to various administrators and athletic directors, I am struck by how positively everyone speaks of Bob. I*

*cannot think of any other educator that I know who is so universally acknowledged as a great guy. Wherever I go, people ask me, 'How's Bob?'*

*"Bob also personifies the concept of life-long learner. He is constantly reading about a variety of subjects, and just today, he mentioned applying a teaching strategy that we discussed in yesterday's staff meeting. I wish all teachers were like this!"*

**Jan Walker**, retired CHS athletics administrative assistant who was there throughout Bob's tenure as athletic director, offers the following observations: *"Through other people, you will hear about the many awards Bob has received, the many volunteer hours he has given to the community, and the tasks he completes on a daily basis. I would like to contribute a picture of Bob, the person.*

*"Bob is a very service driven individual. He has earned a great reputation over his many years as a leader and, by title, "director", Bob consistently chooses to lead through service. He goes above and beyond what anyone would describe as "normal" to create environments in which young people can enjoy opportunities to operate and to succeed. Bob does any task with a sense of importance.*

*"Bob has high standards, but is understanding. On the one hand, he will spend countless hours making sure a facility is groomed, lined, and washed to make ready for an event. He likes things to be perfect. On the other hand, in working with people, he gives great space for people to learn, grow, fail, and, in the end to do and be their best. Students and adults alike have learned that Bob is someone who will listen to them, and treat them with respect. He is approachable to anyone who needs to be heard. In his quiet way, Bob draws out the best in people. This is all evidence of his love of excellence but, moreover, his love of people.*

*"Bob is one of the most honest, principled individuals that I have ever met. It is the essence of who he is as a person. His transparency is there in everything he does and everyone he interacts with. He is a man of integrity and grace. Bob consistently treats all people with optimism, finding the good in all and seeking the best in all situations. While he has deep and longstanding ties in the community, and is a great listener to those speaking to all sides of an issue, he is strong enough to make a decision that may or may not be popular based on a set of time tested principles and values.*

*"Bob has incredible personal power. He is able to calm angry situations and manage the many gray areas that come up in high school life/athletics. His transparent leadership leads to trust that expands his vision and power to a school and community culture that is healthy for kids. His tireless energy is always used to help people every day. He is such a huge part of what is good and meaningful at Corvallis High School."*

**Jay Conroy**, CHS principal from 2002-2007, offered the following observations about working with Bob, including Mr. Holt's key role in the design and building of the new CHS building: *"Bob has been truly a 'servant leader.' He humbly and joyfully handled each and every day, both the administration side and the student support side of his work. At the same time, faced with very tight budgets, he often personally took on the day to day tasks of*

*cleaning and painting and picking up and setting up that are associated with a large high school's athletic program.*

*"Bob's focus was always about helping students—getting more students participating on the school teams, even if they weren't top athletes or were reluctant because their parents might not be able to afford the participation fees. He approached the value of school sports competition with the wisdom of years involved in high schools—high school sports are about winning, but more important to Bob was that those sports were going to "teach" student athletes the value of teamwork, of self-discipline and preparation, of perseverance in the face of setbacks like injury or losing a contest. And, for the sake of helping students grow to be good adults, Bob never shied away from enforcing school rules around academic and behavior standards, but he always did so with a kind heart and helping attitude that helped students get through "stumbles" or "slip-ups.*

*"Bob's work with students was always kind, positive, friendly and, yet, firm and fair. I never heard him raise his voice in anger or exasperation towards students, coaches or even unruly fans.*

***"**Bob played a huge role in helping the CHS community come up with the design of athletic fields and gymnasium/locker room facilities in the new CHS building. Bob's work helped to accomplish the district's ultimate goal of keeping the new CHS downtown in a very small acreage "footprint" in order to provide a real community feel and easy access. He was very thoughtful and creative in enabling the new design to squeeze in the new artificial football/soccer/lacrosse field, track, and softball fields into the Pierce Street neighborhood in a way that was providing a first-class facility for students while respecting the neighborhood and its character. His leadership and thoughtfulness included providing for "low light spillover" on game nights into nearby home sites, and shielding those homes from errant tennis balls, soccer kicks and over-exuberant fans. Equally impressive is the actual quality, layout and design of the athletic facilities— efficiently useful, durable, safe and economical, they are also attractive and very positively represent our school district and community."*

## Community Contribution

Mr. Holt's work in the community has centered on helping others. Below is a list of some of that work:

- Announcing the Center Against Rape and Domestic Violence (CARDV) Run every year
- Summertime finds Mr. Holt and his wife, Gloria, delivering meals to the elderly, with Meals on Wheels
- Announcing at Special Olympics events
- Announcing at the Hershey Track Meet
- Announcing all of the middle school track meets when it was an intramural sport
- Announcing at the Corvallis Public Schools Foundation's Spring Run for Kids
- Co-host of all-comer track meets. This began as a way to get elementary children interested in track events and expanded to anyone interested in participating.

- Volunteers with the OSAA state softball tournament finals at Oregon State University

In summary, Mr. Holt has been a backbone of knowledge, wisdom, experience, and servant leadership to the Corvallis High School community. He does not seek publicity but we feel his tireless energy toward helping students better themselves physically, academically, and emotionally needs to be honored by naming the track and field area in his good name.

## ACTION REQUESTED:

Approve the request to change the name of Corvallis High School's Spartan Field to Bob Holt Stadium at Spartan Field.

## MOTION REQUESTED:

"I move to change the name of Corvallis High School's Spartan Field to Bob Holt Stadium at Spartan Field."

Corvallis School District 509J

Code: **FF**
Adopted: 2/08/99
Orig. Code(s): 8410

# Naming or Renaming of Facilities or Areas

It is the policy of the district that only the Board will name or rename a district facility or a portion of a district facility. The superintendent will establish administrative rules that specify the process to be followed in making this determination.

END OF POLICY

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**Legal Reference(s):**

ORS 332.107

Corvallis School District 509J

Code: **FF-AR**
Revised/Reviewed: 10/11/04

# Naming or Renaming of Facilities or Areas

Generally, the district will name schools or other district facilities as a total facility.

1. A building or area may be named in a manner descriptive of its geographic location or using thematic names which reflect the character of the community culturally and historically or which identify it by reference to indigenous and characteristic flora and fauna.

2. A building may be named in recognition of noted local, state, national or international figures. Preference will be given to naming a building after individuals who are deceased or no longer active in their careers.

3. Occasionally, the district may name a specific area or subpart of a facility for an individual, organization, or geographic region. Generally, these names will follow the guidelines specified above in 1. and 2. Subparts will not be named for living individuals except in extenuating circumstances.

   Extenuating circumstances for naming partial facilities may include exceptional contributions, either by lifetime effort or financial donations, for a particular building or location. The Board and/or a committee designated by the Board will conduct a specific review of these contributions. The kinds of contributions that may be considered will include:

   a. Length and magnitude of service;
   b. Relationship of service to the particular facility or area. Prior to taking final affirmative action on a proposal to give a facility or area the name of a local person, the Board chair or designee will contact the person or members of the immediate family (spouse, children, siblings) to solicit their views on the appropriateness of the proposed recognition. Responses of these relatives will be given consideration.
   c. The Board will review any proposed individual's background to ensure that he or she represents the Board's values for our district.

4. The Board may specify additional requirements for each new request/recommendation.

**Process**

Proposals for the naming and/or renaming of district locations or facilities will be filed in writing with the superintendent. Proposals will be considered by the Board as determined by the Board chair and the superintendent.

Corvallis
SCHOOL DISTRICT

## IX. SCHOOLWIDE INTEGRATED FRAMEWORK FOR TRANSFORMATION (SWIFT)

Corvallis
SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Melissa Harder, Jefferson Elementary School Principal
Meeting Date: October 12, 2017

## Schoolwide Integrated Framework for Transformation (SWIFT)

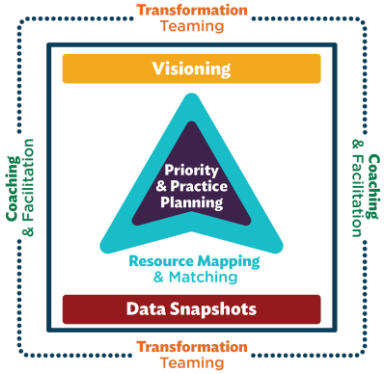
**NO ACTION REQUIRED**

Background

At the October 12, 2017, board meeting, Jefferson Elementary School principal Melissa Harder will share an abbreviated version of a presentation she and her staff gave at the 2017 National Multi-Tiered System of Support Professional Learning Institute, and at the Oregon Department of Education/Confederation of Oregon School Administrators Special Education Fall Conference.

Jefferson Elementary School is in its second year of a grant from the Oregon Department of Education (ODE) to implement the Schoolwide Integrated Framework for Transformation (SWIFT). SWIFT Center helps whole education systems build capacity to provide academic and behavioral instruction and support for all students. SWIFT technical assistance uses six research-based practices to differentiate support as each community travels its unique path to being a highly effective education system in which all students achieve and fully participate in their school communities.

SWIFT Center is funded by the U.S. Department of Education, Office of Special Education Programs, and is dedicated to transforming U.S. public education so that all students are welcomed and included in their neighborhood schools and general education classrooms with support. SWIFT currently works with the University of Oregon and receives support from the University of Kansas.




ODE selected 15 elementary or K-8 schools serving both urban and rural communities through the SWIFT grant. SWIFT districts and schools in Oregon work toward the implementation of a SWIFT framework, which includes the five priority areas: administrative leadership, multi-tiered system of support, integrated education, family engagement, and inclusive policy.

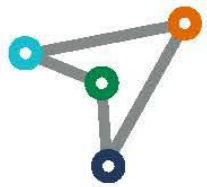

JEFFERSON
ELEMENTARY
Home of the Jaguars

# Our Beliefs

- All students are entitled to the opportunity to learn in their general education classroom
- All students learn differently – All students can learn

# SWiFT

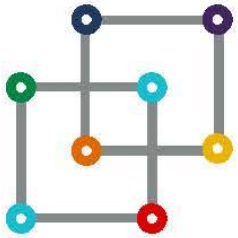
schoolwide integrated framework for transformation



**Administrative**
Leadership



**Multi-Tiered**
System of Support



**Integrated**
Educational Framework



**Family & Community**
Engagement



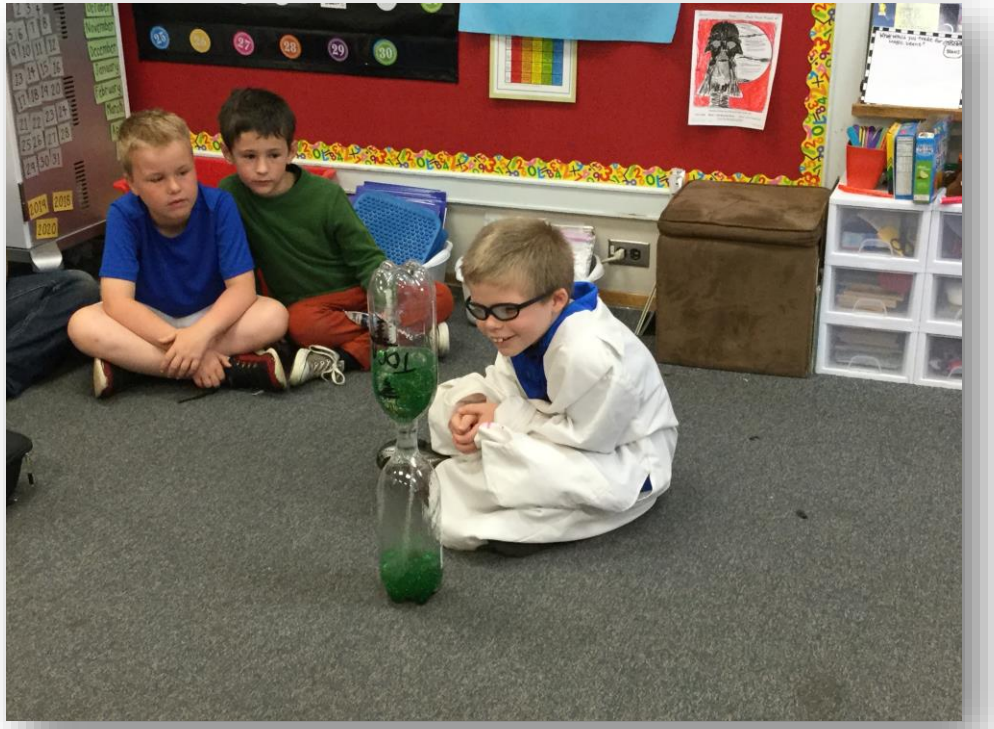
**Inclusive Policy**
Structure & Practice

# The SWIFT Framework helped us put our beliefs into action



# Action Steps

- Use of Language
- Non-Categorical Service
- Scheduling
- Response to Intervention (RTI)



# RTI Success Story

Student A (general education) and Student G (Life Skills)

Data suggested both would benefit from same intervention program

| Sight Word Acquisition | | | | |
|---|---|---|---|---|
| | Sept. | Jan. | April | June |
| A | 3 | 13 | 25 (started Edmark) | 58 |
| G | 5 | 32 | 47 (started Edmark) | 95 |

# Inclusion Success Story

Third Grade

Student C = student in Life Skills

- Final Writing Assignment – adaptation of a fairy tale

Adapting a fairytale: red ridinghood

Classroom teacher knew his sight words from talking with the Life Skills teacher

Once upon a time there was a little girl named Little red Coconut.

Every day she brings Coconut to her grandma.

One day she meets a snake.

"Salutations" he says. Let us play hide and seek.

~~Because of that~~

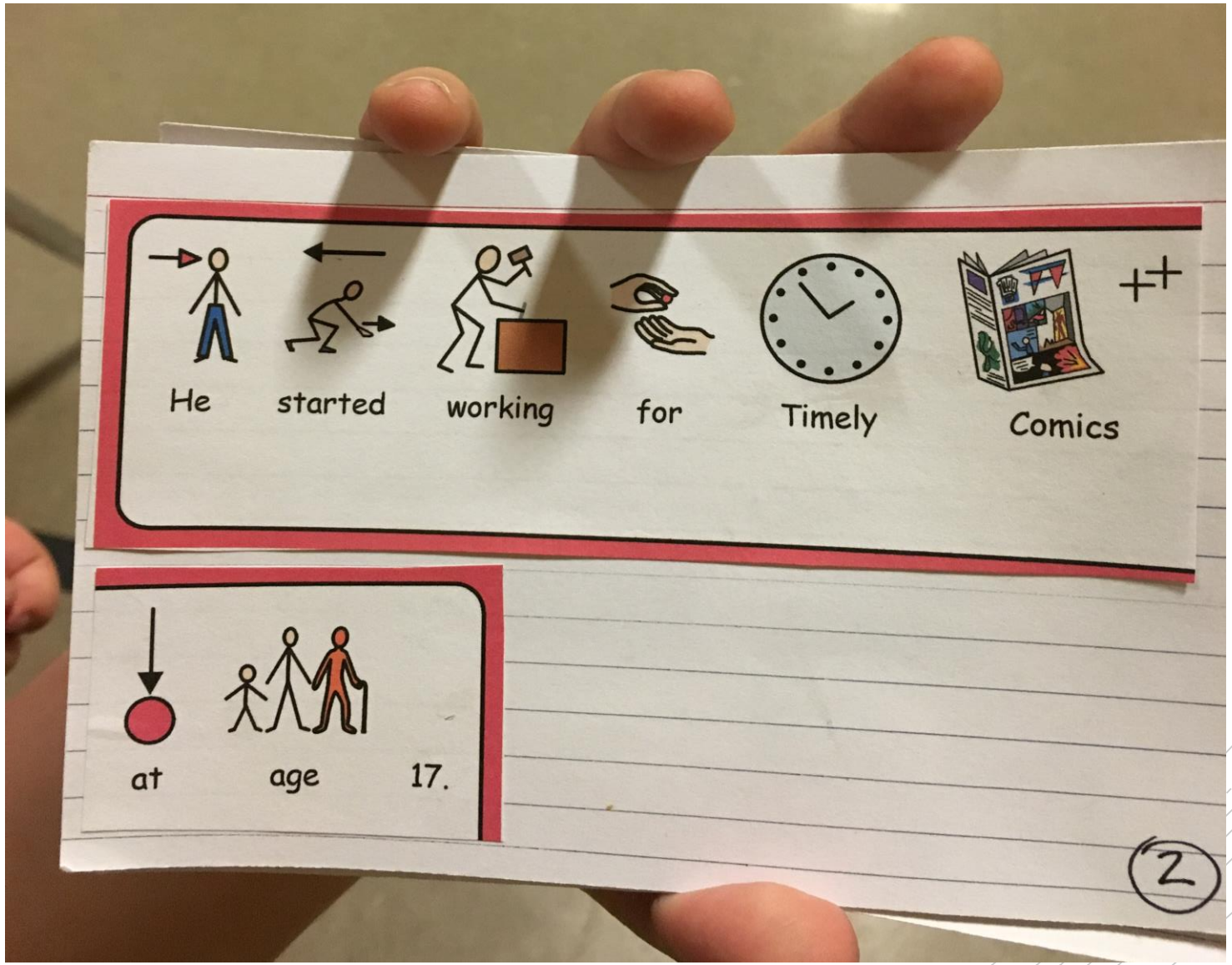
Finally,

- Student participated in the classroom read aloud of Charlotte's Web
- Student conferenced w/ teacher and came up w/ snake character
- then decided that snakes live in jungles and the main character should be called Coconut

- Assignment is modified by teacher; sentence frames
- Teacher conferenced w/ student 1:1 for 10 minutes
- EA in room during literacy; both teacher and EA run reading groups.

# Another Inclusion Success Story

## Third Grade Wax Museum Project



Start

# What's Next?

- Continued intentional scheduling for success of ALL learners
- Inclusive Behavior Intervention through Collaborative Problem Solving
- Speech Language Pathologist support in the general education classrooms

Corvallis
SCHOOL DISTRICT

X. CORVALLIS PUBLIC SCHOOLS FOUNDATION

Corvallis
SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Liv Gifford, Executive Director, Corvallis Public Schools Foundation
Meeting Date: October 12, 2017

## Corvallis Public Schools Foundation Update — NO ACTION REQUIRED

### Background

The Corvallis Public Schools Foundation unites private donors with public educators in a common effort to provide the best possible education to all students. Our three major areas of focus are **reducing barriers** for students navigating poverty, **creating pathways** to graduation, and **expanding excellence** through enrichment.

The Foundation has a staff of 1.3 FTE (full-time equivalent) and a Board of Trustees made up of 14 community members. In addition to monthly board meetings, we have four committees: Finance, Governance, Grants and Scholarships, and Development.

### 2016-17 Financial Overview

Our assets total $1,325,713 ($139,783 in cash and $1,185,930 in investments). We have no liabilities. Our assets are distributed in the following manner:

- Unrestricted, $221,120
- Temporarily restricted, $483,073
- Permanently restricted, $621,520

Total contributions for the 2016-17 school year were $556,630. This includes donations for two new endowed funds, The Better World Endowment for Equity and Inclusion and the Corvallis High School Class of 1966 Student Participation Fund.

### Major 2017-18 Budget Items for Foundation Giving

- 2017 Summer Programs, $56,000 (see overview of summer programs, below)
- Fall Learning Enrichment Grants, $40,000
- SOS (Student Opportunity for Success) and Homeless Education Grants, $25,000
- Golden Apple Awards, $3,330

### Major 2017-18 Development Activities

- Business Leaders' Reception (October 19, 2017, at Reser Stadium)
- Fall mailing (~600 households)
- Hands Across Corvallis Breakfast (February 2, 2018, at Corvallis High School)
- Spring solicitation for graduation rate interventions (focused on businesses)
- Miscellaneous grant writing (TBD)

## 2017 Summer Programs Overview

The Foundation has been supporting summer programs since 2013 as part of our focus on graduation rates. This year we funded a kindergarten component in addition to the more standard programs. Our total investment was $56,000.

| School(s) | Summer Program |
|---|---|
| Adams, Garfield, Lincoln, Mt. View and Wilson | Kindergarten Academy* |
| Mt. View | Summer Literacy Boost |
| Wilson | Summer Skill Boost |
| Linus Pauling/Cheldelin Middle Schools | Summer Math Camp |
| Corvallis High School | English Credit Recovery |
| | AVID Summer Camp |
| | ELD Literacy Camp |
| Crescent Valley High School | Credit Recovery |
| Crescent Valley High School | Passing Camp for English |
| | AVID Summer Camp |
| | Math Essential Skills Camp |

**Kindergarten funds were used during the first two weeks of school rather than in August as originally planned.*

## Student Profile I: Students Served & Demographics (Excluding Kindergarten)

- 247 unique students served
- 41% students of color
- 26% students with disabilities
- 51% students navigating poverty (includes 8 homeless students)
- 23% multilingual students (11 languages represented)

**Elementary boost**
18 students in grades 1-3 participated in two-week programs hosted at Mt. View and Wilson.

**Middle school math**
43 fifth graders participated in 2-week programs hosted at Cheldelin and Linus Pauling to help them prepare for middle school math classes.

**High school programs**
Some programs were designed to cover entire course content (credit recovery) while others were to allow extra time to finish course requirements for credit. In both cases, these programs provided the means for students to earn credits toward graduation. In addition, there was a credit-bearing program for Emerging Bilinguals as well as Math Essential Skills and AVID.

*Credit-bearing programs*
146 students participated in these programs, earning a total of 169 half-credits.

| Content Area | Course Credits (0.5) Attempted* |
|---|---|
| English | 118 |
| Social Studies | 23 |
| Science | 15 |
| Math | 5 |
| Health | 8 |
| **Total** | **169** |

**Reflects 22 students who pursued more than one course credit. (One student completed 3 courses.)*

**Graduation Impact**
Of the 6 senior participants:
- 4 graduated as a result of the summer programs
- 2 are continuing enrollment in 17-18

| | |
|---|---|
| Students of Color | 49 (34%) |
| Students with Disabilities | 46 (32%) |
| Students Experiencing Poverty* | 78 (53%) |
| Multilingual Students | 26 (18%) |
| Number of Languages other than English | 6 |

**Includes 7 homeless students*

*Math Essential Skills*
Juniors participated in a program that began before school was out and was extended into summer for two students. Neither met his or her essential skill.

*AVID (Advancement Via Individual Determination)*
38 eighth grade students (out of the 42 planned) participated in 2-day or 3-day camps hosted at Corvallis High (29) and Crescent Valley (9). (In addition, there were 8 student volunteers who assisted with the CHS program. CV did not provide similar feedback on student volunteers.)

| | |
|---|---|
| Students of Color | 25 (66%) |
| Students with Disabilities | 7 (18%) |
| Students Experiencing Poverty | 19 (50%) |
| Multilingual Students | 17 (45% |
| Number of Languages other than English | 4 |

## Student Profile II: Kindergarten students served

The original proposal for Kindergarten Academy entailed three weeks of instruction for a subset of 75-100 students during August. The purpose of the Academy was to provide an early start with an emphasis on social and emotional learning. School staff planned to invite emerging bilinguals, students experiencing poverty or homelessness, students who did not attend preschool, and students with disabilities. However, the district was unable to recruit qualified teachers for the summer program, and requested that the Foundation shift support to these students during the first two weeks of school.

Foundation funds provided 840 hours of support (both licensed teachers and educational assistants) in kindergarten classrooms across the district between September 6, and 19, 2017.

| | |
|---|---|
| Students of Color | 154 (34%) |
| Students with Disabilities | 33 (7%) |
| Students Experiencing Poverty* | 117 (26%) |
| Multilingual Students | 65 (14%) |
| Number of Languages other than English | 19 |

**Includes 8 homeless students*

Thank you for your interest in the goals and activities of the Corvallis Public Schools Foundation. We look forward to discussion at the School Board meeting on October 12.

# CORVALLIS PUBLIC SCHOOLS FOUNDATION



October 2017 Update

# Our three priorities

- Improving access for all students to a quality education
- Increasing graduation rates
- Expanding excellence through enrichment



# SOS Grants and Homeless Ed Support

- Student navigating poverty
- Students experiencing homelessness

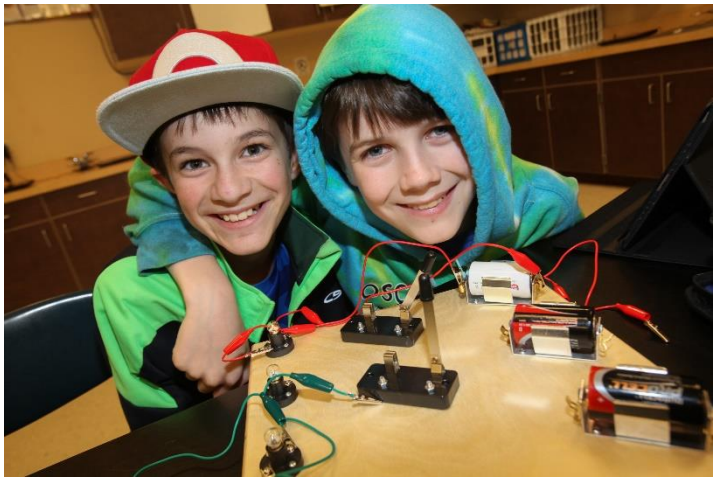


# Learning Enrichment Grants









# Summer Program Grants

| Schools(s) | Program | Students Served |
|---|---|---|
| All elementary | Kindergarten Academy (shifted to Sept.) | 458 |
| Mountain View | Summer Literacy Boost | 247 |
| Wilson | Summer Skill Boost | |
| LPMS/Cheldelin | Summer Math Camp | |
| Corvallis High School | English Credit Recovery | |
| | AVID Summer Camp | |
| | ELD Literacy Camp | |
| All High Schools | Credit Recovery | |
| Crescent Valley High School | Passing Camp for English | |
| | AVID Summer Camp | |
| | Math Essential Skills Camp | |
| | TOTAL | **705** |

# Boosting Skills

*"This was a wonderful opportunity for students who needed to build their reading and writing skills over the summer. This group of students was very enthusiastic about their learning and loved to share with each other."*

– Shayna Hicks, Mountain View



# Building Confidence

*"Students came each day with a smile. It was such a joy for me to be part of something so amazing and impactful."* – Jared Callis, Cheldelin Math Camp teacher



# Earning Credits

*"[This class] gave them the opportunity to conquer a challenging text. Now, many of these same students are coming and borrowing novels from me to read outside of class."* – Bonnie Arning, ELD Literature Class at CHS



# Easing Transitions

*"In kindergarten you don't get to plan what your chaos will be. The additional support allowed our teachers to be calm and present with each child."* – Leigh Santy, Garfield Principal



# Finding success

*"To me, this… is what the summer program is all about. A different format, personal connections, another chance at academic progress, and a student who found success."* – Kathleen Muravez, Summer Credit Recovery



# Lessons Learned

- Start recruitment early; invitations should come from a trusted teacher
- Select teachers who will have a positive impact
- Provide transportation, food, water, and supplies
- Seek Spanish-speaking educators
- For students new to a school, tour facilities
- Stay flexible, nimble
- Focus on student outcomes

# Thank you!

Corvallis Public Schools FOUNDATION

Anissa Arthenayake, Chair
Lisa Langeliers, Secretary
Todd Yee, Treasurer
Jen Costa
Bronwyn Evans
Elizabeth French
Joel Howe
Steve Kunke
Daniel Lopez-Cevallos
Ken Pastega
Mike Sheets
Scott Spiegelberg
Kyle Tegner
Sunita Vasdev
Liv Gifford, Executive Director



Corvallis
SCHOOL DISTRICT

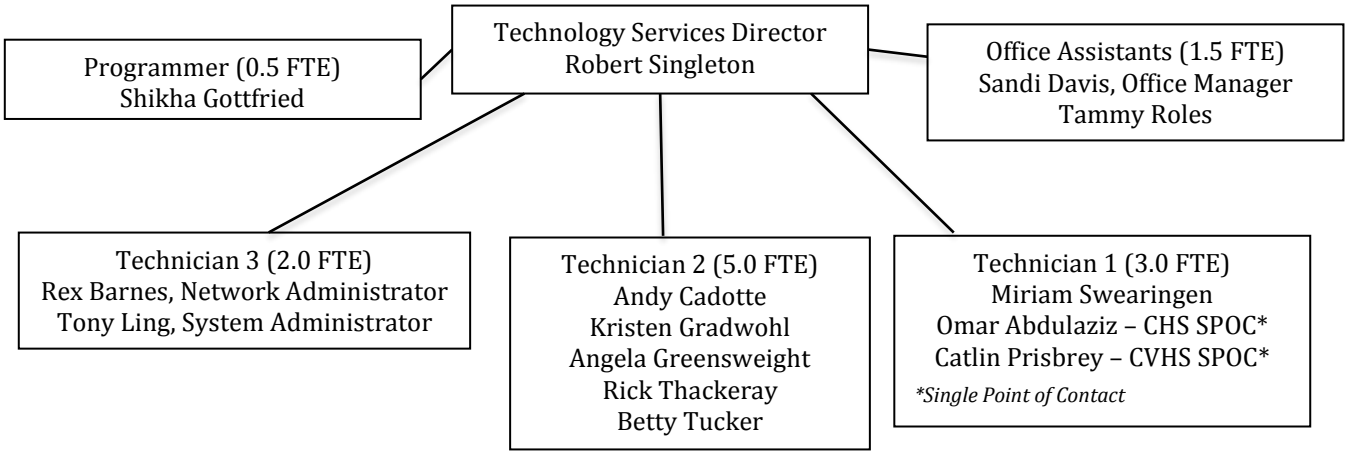
XI. TECHNOLOGY SERVICES DEPARTMENT SPOTLIGHT

Corvallis
SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Robert Singleton, Technology Services Director
Meeting Date: October 12, 2017

## Technology Services Department Spotlight

**NO ACTION REQUIRED**




### Scope of the Department

The Technology Services Department services a total of approximately 2,200 PC desktops and laptops and over 5,600 mobile devices for staff and students combined. The department also supports the daily needs of staff and students through onsite and help desk support. In addition, the Technology Services Department participates in and leads district- and school-level strategic planning of instructional technology adoption and implementation.

Following are key responsibilities for technology staff:

- Ensure all classrooms meet the district's standard of a future ready classroom, including a mounted projector, an interactive whiteboard or standard LED TV, a document camera, a classroom amplification system, and wireless-device projection.
- Ensure learning spaces that depend on technology are working at a consistent and high level of dependability.
- Provide consolidated purchasing of technology software and hardware.
- Provide network infrastructure design and maintenance.
- Research best-practices and innovate solutions that promote the goals and vision of the district.
- Maintain a datacenter of 56 physical and 32 virtual servers that provide network, security, email, phone, backup and various specialty educational systems.

- Maintain the district's five-year computer replacement cycle in the order of classified staff, student labs, and certified staff.
- Develop and maintain data flow between Linn Benton Lincoln Education Service District (LBL ESD) business and student information systems and district applications.
- Liaise between LBL ESD's District Technology Advisory Committee and Student Information System Steering Committee.
- Coordinate work between school technical SPOCs and the Technology Services Department.
- Administer filing of federal E-Rate program for annual reimbursement rate of 60%.
- Chair the district's Technology Advisory Committee.

## Key Activities in the Last 12 Months

- Completed final adoption of 1:1 mobile devices for all students in grades 1-8, and classroom sets in kindergarten, learning resource centers, and life skills centers.
- Continued high school pilot of Chromebooks and Windows tablets (300 devices).
- Refreshed the remaining 1,720 iPad 2s with newer iPads.
- Increased bandwidth capacity between secondary schools and between the district and LBL ESD.
- Adopted the Registar Online Student Registration™ system.
- Adopted the Follett Destiny Library Manager system.
- Improved the iPad check out system at elementary and middle schools.
- Improved assistive technology (AT) device support to students on Individualized Educational Plans (IEPs)[1] and 504 Plans[2].
- Automated processes for onboarding new students and staff and provisioning them with network and cloud-based accounts.
- Hosted the Engage Corvallis parent-focused technology conference.
- Administered future ready schools funds to schools based on equity.

[1] A plan or program developed to ensure that a child who has a disability identified under the law and is attending an elementary or secondary educational institution receives specialized instruction and related services.

[2] A plan developed to ensure that a child who has a disability identified under the law and is attending an elementary or secondary educational institution receives accommodations that will ensure their academic success and access to the learning environment.

## Key Activities Planned for the Next 12 Months

- Continue to collaborate with the Teaching and Learning Department on effective implementation of technology tools that support and improve the effectiveness of instructional technology integration.
- Continue to evaluate and improve the department's effectiveness at supporting the technology needs of all staff and students in the district.
- Investigate other models for building and maintaining the district's network infrastructure (e.g. leased vs. district-owned).
- Continue to evaluate internal vs. external (cloud-based) hosting options for storage, email and calendaring and lead the district in adoption of effective workflows and solutions.
- Refresh all classified computers.
- Continue to develop a sustainable refresh model for student mobile devices based on a four-year replacement cycle.
- Submit a 1:1 high school device rollout plan to the superintendent that includes implementation, support and sustainable refresh protocols.
- Host the second annual Engage Corvallis parent technology conference.

## Department Impact on Student Learning

The Technology Department collaborates with instructional staff to surround teachers with supports and technology-rich environments so they can find new and powerful ways to integrate technology into their learning spaces.

Corvallis
SCHOOL DISTRICT

XII. BOARD GOALS UPDATE

Corvallis
SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Ryan Noss, Superintendent
Meeting Date: October 12, 2017

## Board Goals Update

**NO ACTION REQUIRED**

At the September 28, 2017 meeting, board members discussed draft goals for 2017-22. One of the requests was for me to bring the goals back tonight with performance measures for each goal. There was lengthy discussion about utilizing data already collected and about the importance of measuring growth for all students.

In some areas, performance measures are readily available and regularly gathered and reported. In other areas, our activities supporting the goal make the most sense in terms of district resources and staff capacity. In setting performance metrics for board goals, there are three possible approaches:

a. Set performance goals based on readily available data
b. Set performance goals with readily available data and use activities to measure performance
c. Direct staff to develop new performance measures

| 1. Student Achievement | Data Available |
|---|---|
| Read grade level texts by 3rd grade | SBAC 59% (2016-17) |
| Successfully complete Alg 1 by end of 9th grade | 82% (2016-17) |
| Freshman on track to graduate | 91% (2016-17) |
| Four-year graduation rate | 82% (2015-16) |
| Student growth | SBAC* (2016-17) |

Teaching and Learning Department staff are currently reviewing student growth measures that highlight the growth of every student. A student growth report was presented at the November 7, 2016 board meeting and is available here:
https://v3.boardbook.org/Public/PublicItemDownload.aspx?ik=39606850

I recommend that we set performance measures based on the readily available student achievement data with the addition of a performance measure for student growth at the completion of the Teaching and Learning Department review.

| 2. Equity | Data Available |
|---|---|
| Read grade level texts by 3rd grade | Measures by student group* |
| Successfully complete Alg 1 by end of 9th grade | * |
| Freshman on track to graduate | * |
| Four-year graduation rate | * |

*Data is available for 2016-17. I recommend that we set performance measures based on the student achievement data for student groups.

| 3. Real-World Learning | Data Available |
|---|---|
| Bright Bytes Survey (grades 3-8) | * |
| CTE Participants (.5 HS credit) | 88% grad rate (2015-16) |
| CTE Concentrator (1.0 HS credit) | 89% grad rate (2015-16) |

*Data is available for 2016-17. The Bright Bytes Survey looks at 21st century skills of communication, collaboration, creativity and critical thinking solely through the use of technology. It is an additional indicator of the development of real world skills.

CTE means content, programs, and instructional strategies based on business and industry workplace skills and technical skill sets and needs. Instruction incorporates standards-based academic content, technical skills and workplace behaviors necessary for success in careers and the 21st century.

I recommend that we set performance measures based on the CTE participants and concentrators graduation rates and also use activities to measure performance.

| 4. Health and Wellness | Data Available |
|---|---|
| Oregon Healthy Teen Survey | 2015-16 survey |
| Oregon Student Wellness Survey | 2016-17 survey |

The Oregon Healthy Teen Survey is collected bi-annually and collects information from students in grades 8 and 11. Physical activity data is collected in the survey. The CDC recommends that children and youth should be physically active at least 60 minutes per day, including aerobic, muscle strengthening and bone strengthening activities.

During past seven days, physically active for a total of 60 minutes per day.

| 2015-16 | Grade 8 | | Grade 11 | |
|---|---|---|---|---|
| | District % | State % | District % | State % |
| 0 Days | 4.2 | 9.7 | 8.2 | 11.2 |
| 1 Day | 4.2 | 5.8 | 5.6 | 6.5 |
| 2 Days | 5.5 | 8.0 | 8.2 | 9.6 |
| 3 Days | 5.5 | 8.3 | 12.3 | 10.0 |

| | | | | |
|---|---|---|---|---|
| 4 Days | 7.1 | 8.0 | 9.7 | 8.6 |
| 5 Days | 10.0 | 9.1 | 8.7 | 10.0 |
| 6 Days | 12.3 | 8.2 | 11.3 | 7.9 |
| 7 Days | 51.2 | 42.9 | 35.9 | 36.2 |

The Oregon Student Wellness Survey is collected bi-annually. The survey collects information from students in grades 6, 8, and 11; it asks questions about emotional and mental health including a series of five questions known as the Mental Health Inventory (**MHI-5**). When all five responses are considered together the result is an estimate of the level of psychological distress that youth are experiencing.

This table shows the percentage of students with high levels of psychological distress during the past 30 days of the survey.

| **2016-17** | **Grade 6** | | **Grade 8** | | **Grade 11** | |
|---|---|---|---|---|---|---|
| | District % | State % | District % | State % | District % | State % |
| Below MHI-5 Cutoff | 94.2 | 93.5 | 88.9 | 87.9 | 86.2 | 85.3 |
| At or above MHI-5 Cutoff | 5.8 | 6.5 | 11.1 | 12.1 | 13.8 | 14.7 |

I recommend that you direct staff to develop new performance measures due to the length of time between surveys.

| **5. Long Range Facilities Planning** | **Data Available** |
|---|---|
| Building Assessments | 2013 report |
| Election results | |

I recommend that we set a performance measure based on community support of a Long Range Facility Plan through the election process.

Corvallis
SCHOOL DISTRICT

XIII. ENROLLMENT REPORT

Corvallis
SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Olivia Meyers Buch, Finance and Operations Director
Meeting Date: October 12, 2017

## Enrollment Update

**NO ACTION REQUIRED**

The fall enrollment report is a representation of the preliminary number of K-12 students enrolled on the first school day in October each year. On October 1, 2017 a total of 6,851 students were enrolled in the district's schools and programs, including all regular, alternative, charter schools and programs.

Compared to the final 2016-17 Fall Membership Report, total enrollment has increased by 137 students or 2.0%. Compared to five years ago, total enrollment has increased by 426 students or 6.2%. While we have experienced growth in the last five years, total enrollment is just 103 students or 1.5% more than it was ten years ago at 6,748 students.

### Actual vs. Projected

Our total enrollment of 6,851 students is 84 students more than what we projected for this year. Actual elementary enrollment is higher than projected by 40 students, while actual secondary enrollment is higher than projected by 44 students.

### Student:Teacher Ratios

The average student:teacher ratio at district elementary schools (excluding Muddy Creek Charter School) is 25, with a low of 24 (Lincoln) and a high of 28 (Franklin). The average student:teacher ratio at district secondary schools (excluding alternative programs) is 28.

Additional information and details will be presented during the board meeting.



# FALL 2017 ENROLLMENT REPORT

## Corvallis School District
## October 12, 2017

# 1 Enrollment

## Current Year + 10 Year Summary

# 6,851

currently enrolled

# +137

compared to last year

# +426

compared to five years ago

6,851

currently enrolled

+137

compared to last year

+426

compared to five years ago

6,851

currently enrolled

+2.0%

compared to last year

+426

compared to five years ago

# 6,851
currently enrolled

# +2.0%
compared to last year

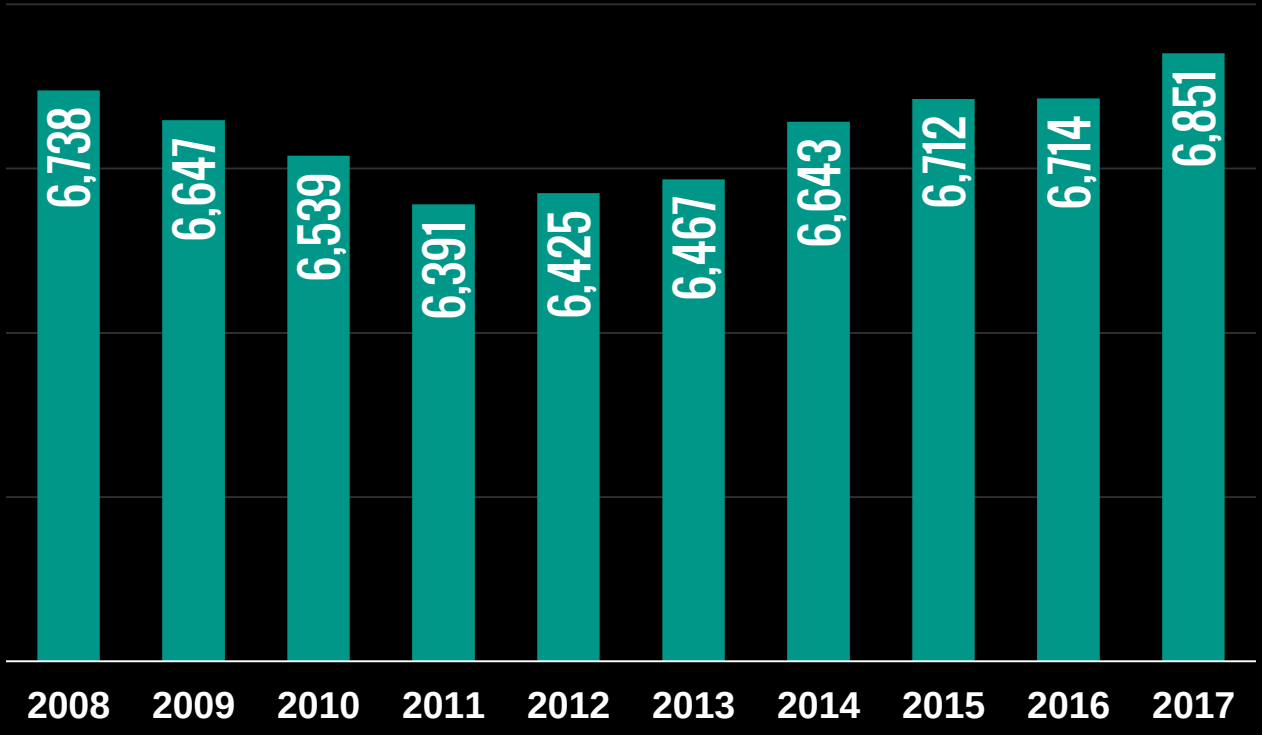
# +426
compared to five years ago

# 6,851
currently enrolled

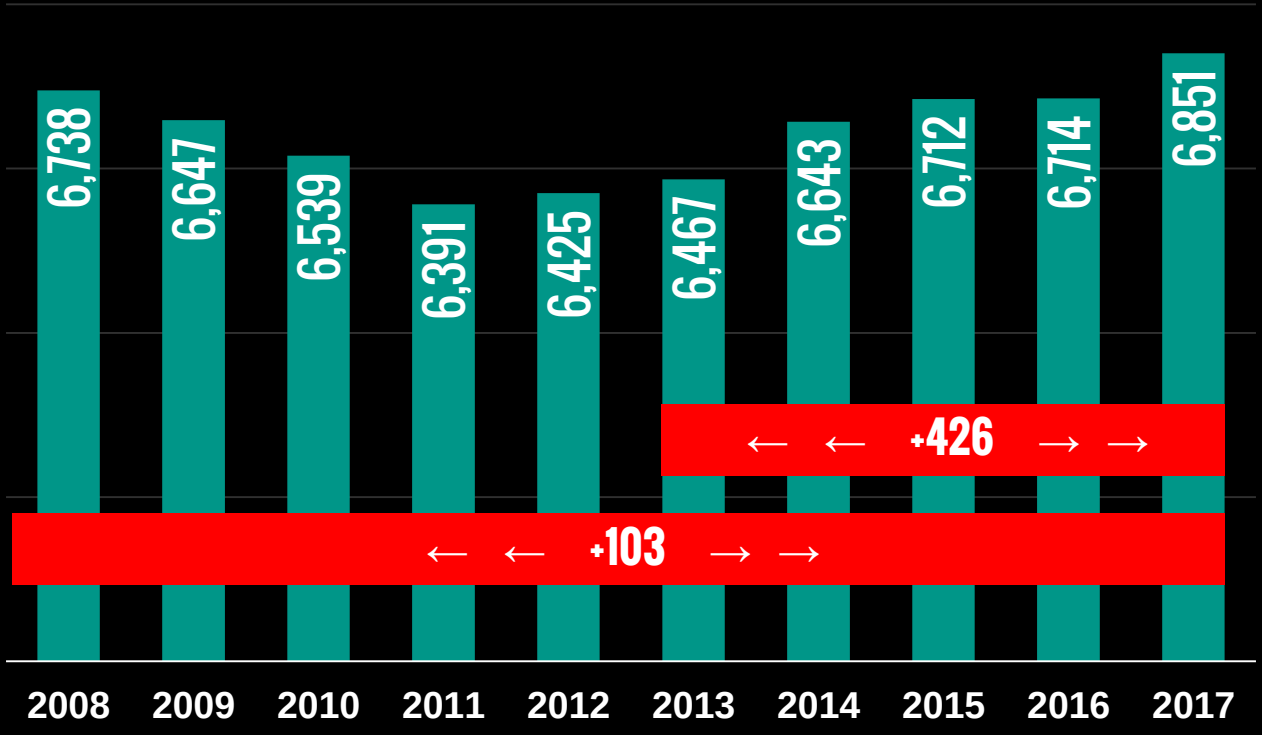
# +2.0%
compared to last year

# +6.2%
compared to five years ago

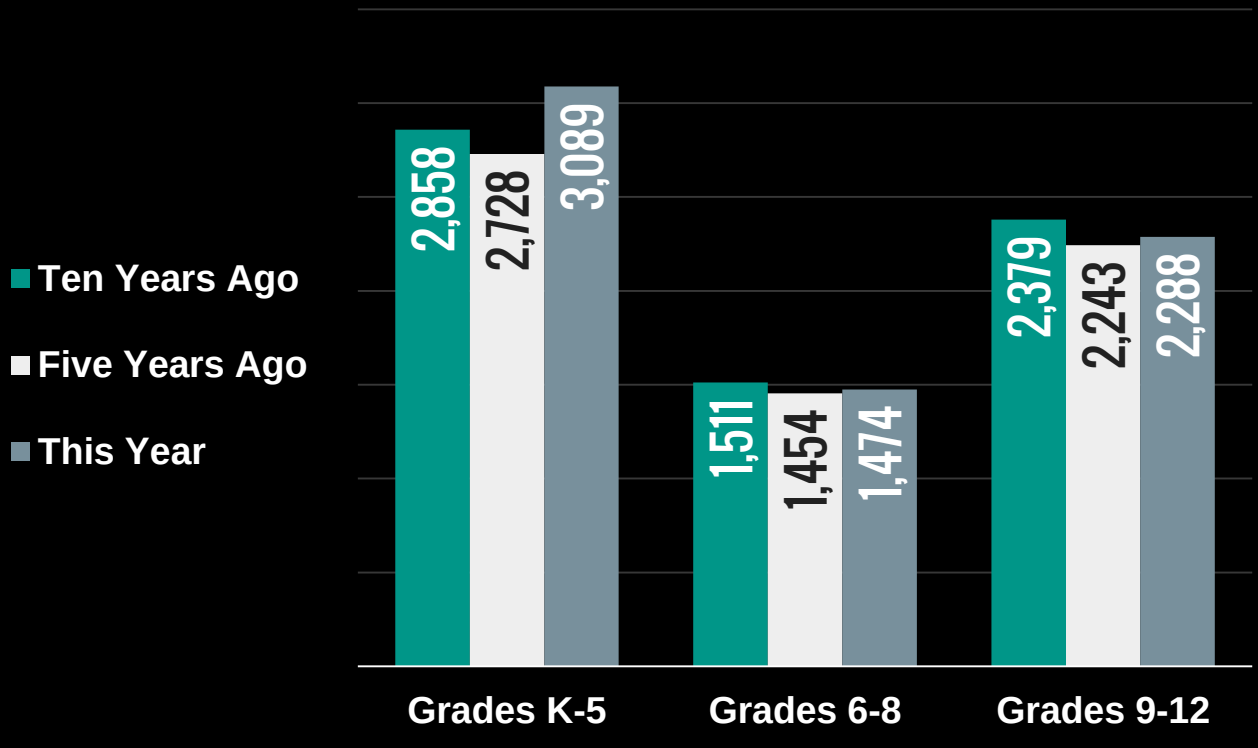
# TEN YEAR ENROLLMENT SUMMARY



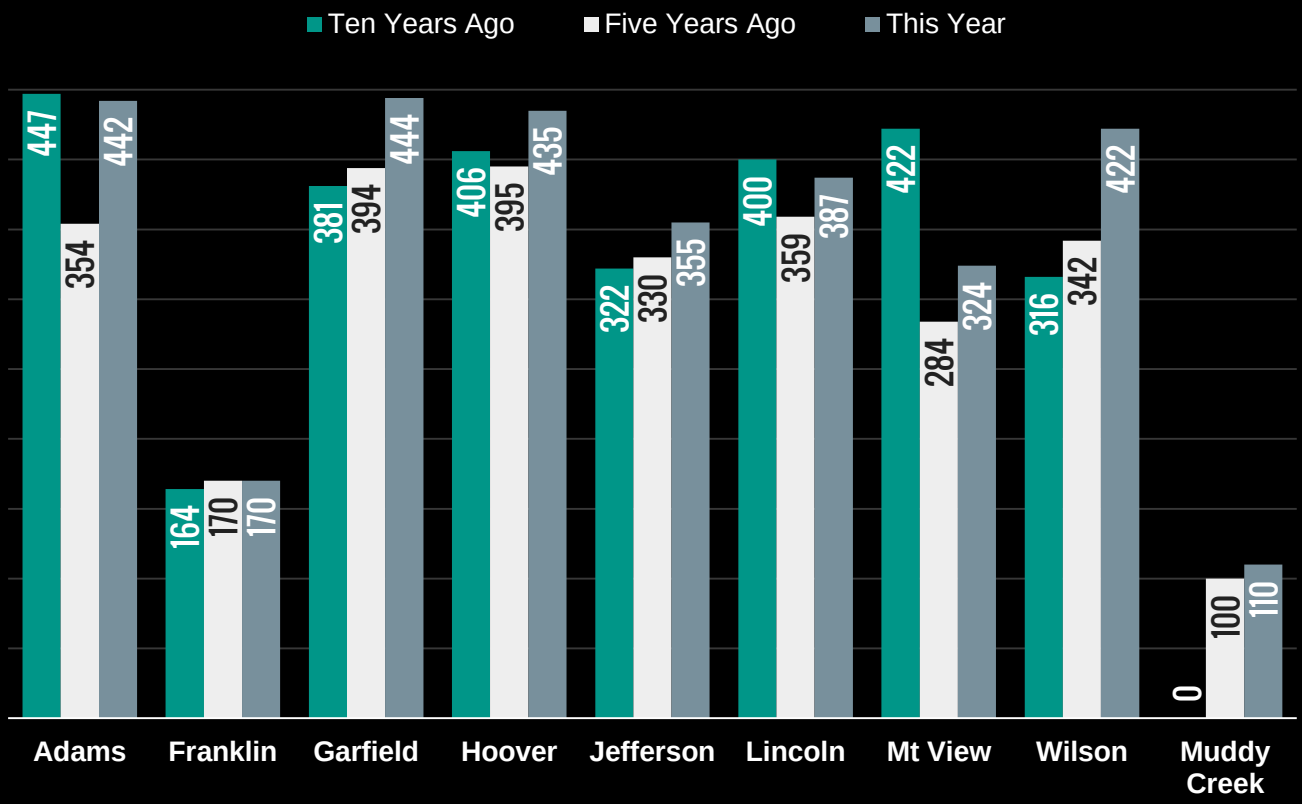
# TEN YEAR ENROLLMENT SUMMARY



# TEN YEAR ENROLLMENT SUMMARY



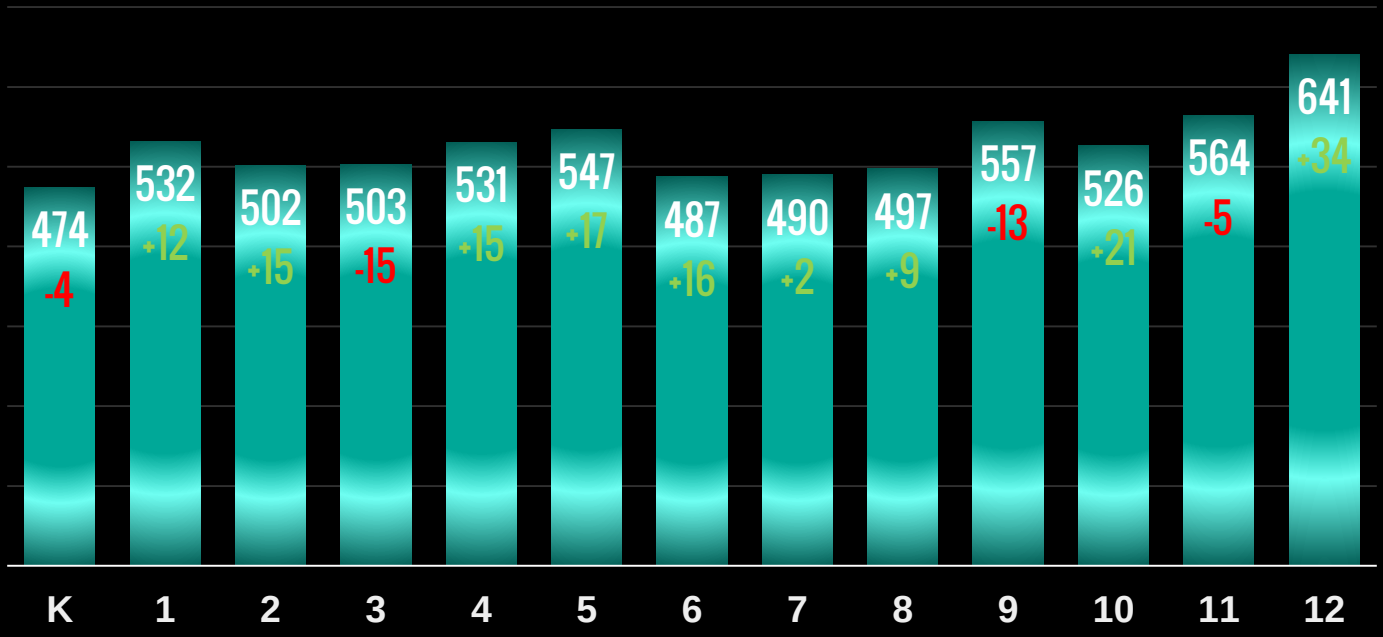
# TEN YEAR ELEMENTARY ENROLLMENT



# 2 Enrollment

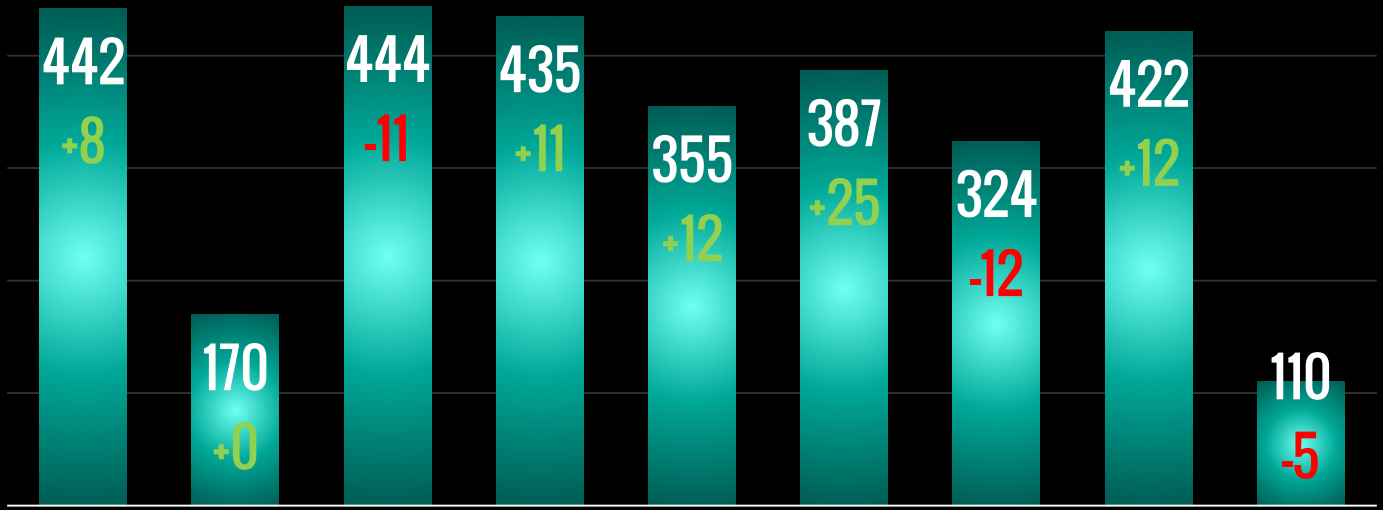
## Actual vs. Projected

# TOTAL ENROLLMENT BY GRADE



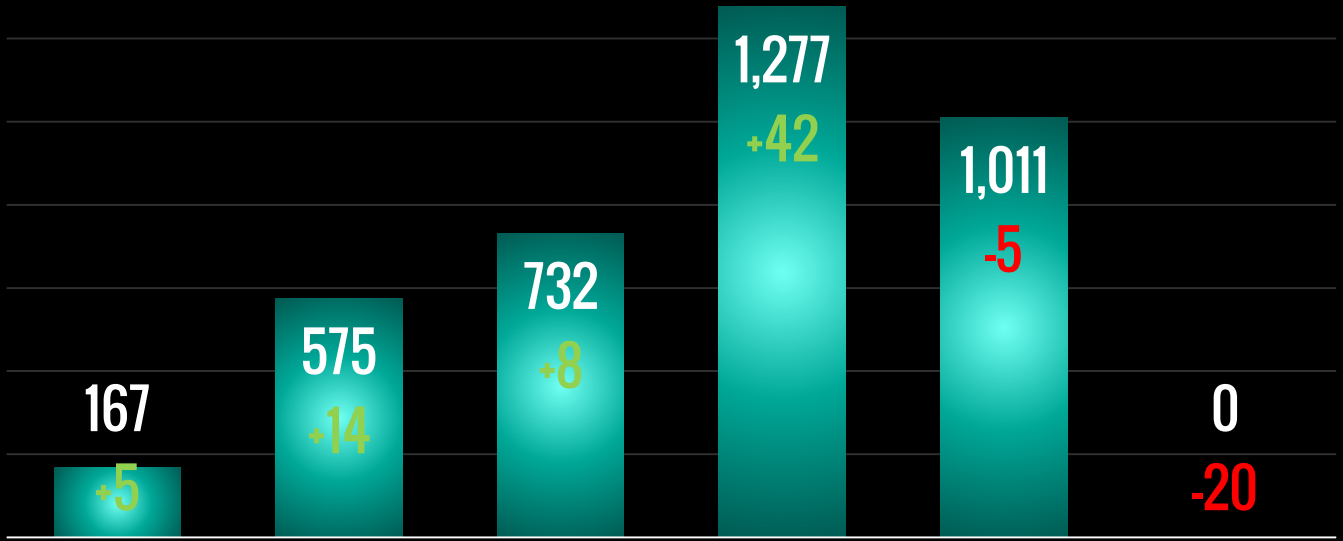

TOTAL 6,581 +84

# ELEMENTARY ENROLLMENT BY SCHOOL




TOTAL 3,089 +40

# SECONDARY ENROLLMENT BY SCHOOL



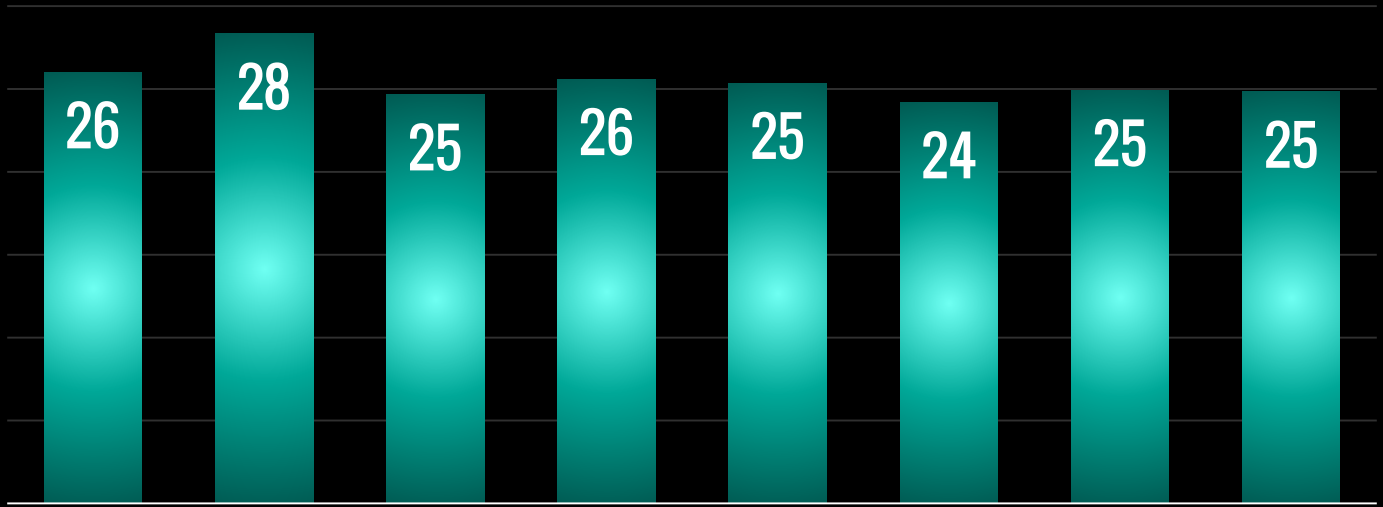

TOTAL 3,762 +44

# 3 Enrollment

## Student:Teacher Ratios

# ELEMENTARY STUDENT:TEACHER RATIOS

Excludes Muddy Creek Charter School

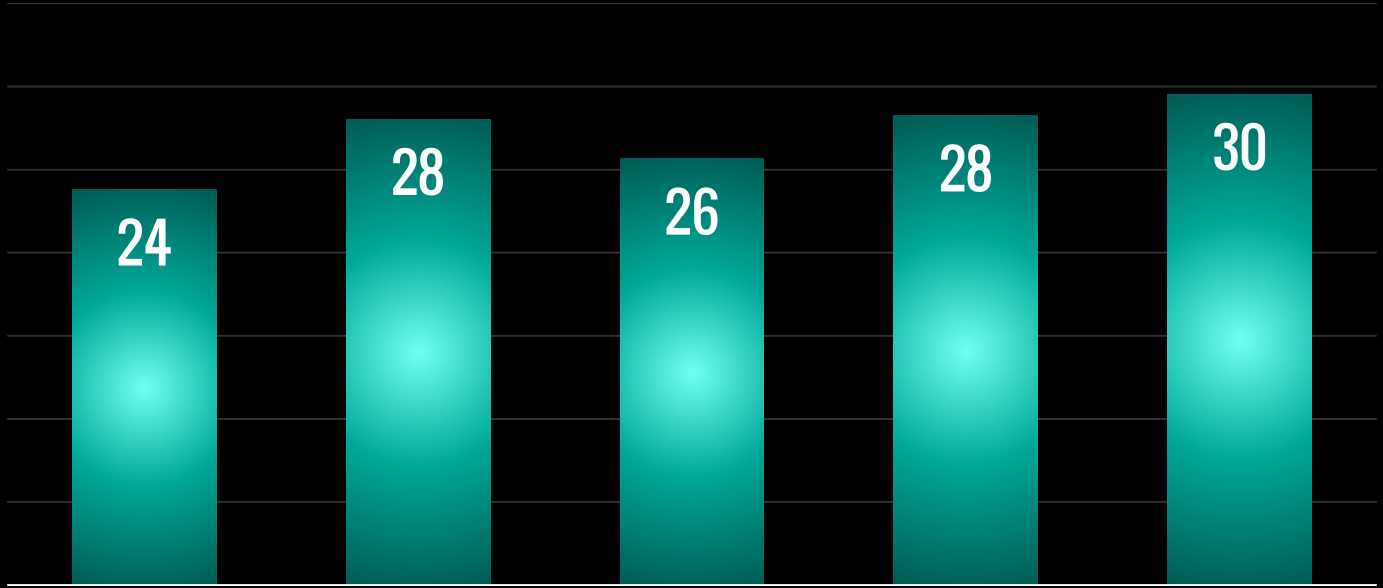



| Adams | Franklin | Garfield | Hoover | Jefferson | Lincoln | Mt View | Wilson |
|---|---|---|---|---|---|---|---|

TOTAL 2,979 118 FTE 25

# SECONDARY STUDENT:TEACHER RATIOS

Excludes Alternative Programs




TOTAL 3,612 130 FTE 28

Corvallis
SCHOOL DISTRICT

XIV. CONSOLIDATED ACTION

XIV.A. Minutes

XIV.A.1. September 14, 2017

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

## I. CALL TO ORDER AND ROLL CALL

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

| BOARD MEMBERS PRESENT | EXECUTIVE STAFF PRESENT |
|---|---|
| Vincent Adams, Chair | Ryan Noss, Superintendent |
| Sami Al-AbdRabbuh, Vice Chair | Kevin Bogatin, Assistant Superintendent |
| Judy Ball | Jennifer Duvall, Human Resources Director |
| Jay Conroy | Olivia Meyers Buch, Finance and Operations Director |
| Terese Jones | |
| Ed Junkins | |
| Sarah Finger McDonald | |

A quorum was present and due notice had been published.

## II. PLEDGE OF ALLEGIANCE

Chair Adams led the Pledge of Allegiance.

Chair Adams announced his desire to revisit Resolution No. 16-1201 – Rights of Undocumented Students, which was adopted by the board December 5, 2016. The topic will be added to an upcoming agenda.

## III. REPORTS FROM BOARD LIAISONS TO DISTRICT WORK GROUPS/ COMMITTEES

Board members provided brief updates regarding the committees to which they liaise.

## IV. BOARD-SCHOOL LIAISON REPORTS

Board members provided brief updates regarding their visits to schools and attendance at school events.

## V. SUPERINTENDENT'S REPORT

Superintendent Noss offered highlights from the start of the school year and information regarding current and future work of the district. (His report will be filed with the official 2017-18 board minutes.)

Unadopted Minutes

## VI. PUBLIC/STAFF COMMENT

Loren Chavarria, 2618 NW Maser Drive, Corvallis, spoke regarding the perception from the Latinx community, adding that she had the privilege of being a member of the Fundraising Task Force but was the only member of color. She expressed appreciation for the board's efforts to talk about equity and said it is a very important gesture for the Latinx community to feel they have allies. She said the task force's report has been an important first step but more work is needed in the future to strengthen it and create change. She said that just as we have asked our community to support equity in education, she hopes that the schools themselves will have more teachers that represent the diversity of students as well as curriculum that represents their culture.

## VII. SPECIAL REPORTS

### A. Fundraising Task Force Recommendations; Review and Discussion Regarding Revised DEDA-AR - Fundraising for Programs, Activities, or Projects

Superintendent Noss expressed appreciation for the work of Scott Perry, facilitator of the Fundraising Task Force (FTF), and said it means a lot to our community to have someone of Mr. Perry's caliber helping the district.

Mr. Perry praised the members of the FTF, calling them an amazing group of people. He said he has facilitated many committees but never one that was so dedicated and hard working as this one; they were very serious, very concerned, very compassionate, and really did their homework. He added that the group met for a total of 20 hours of meeting time and dedicated untold hours of time in between meetings reading, researching, and learning. Mr. Perry went over the executive summary provided to the board under separate cover. He noted that the full report is now available online. (The executive summary and the full report will be filed with the official 2017-18 board minutes.)

With regard to the task force's recommendation that "All schools will be encouraged to…dedicate a portion of their fundraising efforts…." to the district, Mr. Perry said the word "encouraged" is very intentional because PTAs are their own 501(c)(3) entities; the district can't require them to donate.

Superintendent Noss said that after he received the task force's recommendations, he used them to revise existing Administrative Regulation DEDA-AR – Fundraising for Programs, Activities or Projects. He added that his revisions were reviewed by the Oregon School Boards Association.

Superintendent Noss noted that the revised administrative regulation will go into effect July 1, 2018, because many schools had already begun fundraising for 2017-18. He noted that the board hadn't received the full task force report prior to the meeting so he would be happy to bring it back to the board for further discussion if they so desired.

Unadopted Minutes

Board members asked questions of Superintendent Noss and Mr. Perry. Some of the information conveyed in response included:

- The Corvallis Public Schools Foundation will oversee the 10-25% of fundraised monies that will be donated to the district. The equity funds would be used to further the goals that the group identified in the administrative regulation comes up with. It is the logical place for oversight and the district would be able to access those funds for whatever the group wanted to use it for.
- The Foundation won't charge the district for holding the equity fund money.
- The Corvallis community has a lot to offer to help others; the revised administrative regulation (AR) represents that very well in terms of sharing of resources and ways to partner to support all kids of the district.
- There are a lot of improvements in the AR that help to create a stronger, more unified community overall.
- There is flexibility for PTAs to fundraise separately for the equity fund rather than dedicating a portion of their other fundraisers, as was encouraged by the task force.
- The FTF wanted to make sure the donation levels were monitored to make sure there was no decline following implementation of the revised AR. Generally, FTF members feel the impact would be positive district-wide on activities that would increase access, opportunities, and learning – especially for kids who have learning disadvantages in one way or another.
- Mr./Ms. Spartan and Mr./Ms. CV programs raise funds for other organizations in the community rather than for district schools, so they could choose to make a contribution to the equity fund but they aren't required to do so.
- Details regarding school access to equity funds will fall under the purview of the district.

Director Ball said she has suggestions for ways to make the AR clearer; she will send them to Superintendent Noss. Superintendent Noss said he welcomed the comments and would run the suggestions by Mr. Perry to make sure they align with the intent of the FTF.

Director Ball said that, in the past, she has heard board members and staff say that policies have to be broad and vague; however, they don't have to be. This was an issue discussed at length during deliberations on the equity policy. She opined that policy DEDA doesn't fit the district's needs well; it is disappointing to have the FTF go through all of this time and work and not have the policy comport with the outcome of the AR.

Mr. Perry said the FTF didn't recommend changes to the AR because they felt it sufficiently covered the elements of the AR they were trying to implement.

**B. Facilities and Transportation Department Spotlight**

Superintendent Noss said over the course of this year, the board will receive reports about different departments in the district. Chair Adams indicated that the reports provide important information for new board members and are good refreshers for people who have been on the board for a while.

Unadopted Minutes

Facilities and Transportation Director Kim Patten and Finance and Operations Director Olivia Meyers Buch responded to questions from the board regarding the report that had been provided under separate cover. (The document will be filed with the official 2017-18 board minutes.) Some of the information conveyed as a result included:

- It's been a good start to the year in terms of transportation. First Student, the district's transportation provider, has implemented some changes that are working well.
- Some routes will be revised to address time issues.
- Drivers received training on Positive Behavioral Interventions & Supports (PBIS) and then met with school staff to work on a "tools for student success" program that would replace the existing referral program. It will make a big difference for students.
- The tools for student success program encourages drivers to issue five "positives" to students for every one "negative" every day.
- The State of Oregon reimburses the district 70% of a portion of the district's transportation costs.
- Transportation for athletics doesn't qualify for reimbursement; however, transportation for academic trips, such as Outdoor School, does qualify.
- The State School Fund is a complex formula set by statute and the transportation piece is just one part of the formula.
- Part of the money the district receives from the state each month includes the transportation grant based on what we spend.

## VIII. BOARD AND SUPERINTENDENT WORKING AGREEMENTS

Director Conroy announced his desire to use tonight's meeting to discuss the working agreements and to delay action on them until next month.

Superintendent Noss reminded the group that at last month's board governance training provided by the Oregon School Boards Association (OSBA), board members highlighted their priorities for the elements they wanted to include in the working agreements. The superintendent and board chair crafted the draft working agreements to include the priorities identified by board members. Superintendent Noss said items were removed from the existing working agreements that were not germane, such as information about district work groups and committees, which is now on the web.

Director Conroy said that when he received the draft under consideration tonight, he didn't recognize that it was the working agreements; he would have preferred to see the 2017-16 working agreements with the edits made by the chair and superintendent.

Director Ball offered recommendations for verbiage changes.

Director Conroy offered recommendations for verbiage changes.

Unadopted Minutes

**MOTION:**
**It was moved by Director Junkins and seconded by Vice Chair Al-AbdRabbuh to adopt the 2017-18 Board and Superintendent Working Agreements with the edits recommended by Directors Ball and Conroy.**

Director Conroy opined that taking action the first time the board has seen the draft is not a good precedent for making decisions. He added that unless there's an emergency, it's wise to ask oneself *why push when we want to encourage deliberation?*

Chair Adams said that if he felt the draft was contentious, he would be much more inclined to haggle, but it isn't and all board members seem comfortable with the edits. He added that the board will revisit the working agreements annually.

Director Jones said that although she understands the point Director Conroy was trying to make regarding public input, she is comfortable taking action tonight because the board already worked on which elements to include in the working agreements, and had adequate reflection time.

**The motion was voted on and unanimously approved.**

## IX. CONSOLIDATED ACTION

**MOTION:**
**It was moved by Director Conroy and seconded by Director Finger McDonald to approve the Consolidated Action items. The motion was voted on and unanimously approved.**

The following items were approved:

**A. Minutes** – August 17, 2017; August 22, 2107

**B. Licensed Personnel Recommendations** – (This document will be filed with the official 2017-18 board minutes.)

**C. Declare Vacancies on the Budget Committee** – (This document will be filed with the official 2017-18 board minutes.)

## X. CONSOLIDATED INFORMATION

The board received the following information:

**A. Non-Licensed Personnel Information** – (This document will be filed with the official 2017-18 board minutes.)

**B. Unaudited Financial Statements – July 31, 2017** – (This document will be filed with the official 2017-18 board minutes.)

Unadopted Minutes

Director Ball asked about the large payment to the Confederation of Oregon School Administrators (COSA). Ms. Meyers Buch said it consists mostly of membership dues on behalf of principals and administrators, which is part of their employment contracts. She said the payment also could have included payment for conference registrations. She went on to say that the district makes a coordinated payment to COSA for membership dues rather than having each principal submit payment individually.

Superintendent Noss pointed out that COSA hasn't increased their dues for the past seven years.

## XI. ADJOURNMENT

There being no further business before the Board, Chair Adams adjourned the meeting at 8:51 p.m.

_____ _____

Vincent Adams, Board Chair Ryan Noss, Superintendent

Prepared By: Julie Catala
S:\DO\Super\Julie\BOARD\MINUTES\2017\09-14-17 minutes.docx

Unadopted Minutes

Corvallis
SCHOOL DISTRICT

XIV.A.2. September 28, 2017

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

## I. CALL TO ORDER AND ROLL CALL

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

| BOARD MEMBERS PRESENT | EXECUTIVE STAFF PRESENT |
|---|---|
| Vincent Adams, Chair | Ryan Noss, Superintendent |
| Sami Al-AbdRabbuh, Vice Chair | Kevin Bogatin, Assistant Superintendent |
| Judy Ball | Jennifer Duvall, Human Resources Director |
| Jay Conroy | Olivia Meyers Buch, Finance and Operations Director |
| Terese Jones | |
| Ed Junkins | |
| Sarah Finger McDonald | |

A quorum was present and due notice had been published.

## II. PLEDGE OF ALLEGIANCE

Chair Adams led the Pledge of Allegiance.

## III. UPDATE ON LONG RANGE FACILITIES PLANNING (POLLING RESULTS)

Ben Patinkin from Patinkin Research Strategies and Jeremy Wright from Wright Public Affairs provided a PowerPoint presentation and memorandum, which accompanied a preparatory document submitted by district staff under separate cover. (The presentation, memorandum and preparatory document will be filed with the official 2017-18 board minutes.) The presentation related to opinion polling conducted to gauge community support for a potential facilities bond measure.

## IV. PROPOSAL TO CHANGE THE NAME OF CORVALLIS HIGH SCHOOL'S SPARTAN FIELD TO "BOB HOLT STADIUM AT SPARTAN FIELD"

Matt Boring, Principal of Corvallis High School, reviewed a report he had submitted under separate cover. (The report will be filed with the official 2017-18 board minutes.) Mr. Boring provided additional insight into the reasons he felt the proposal to name the stadium after Bob Holt was worthy of board approval.

Unadopted Minutes

Superintendent Noss noted that the proposal will be brought to the board for a vote in October.

Chair Adams said that if the stadium naming is approved, it would be wise to install an interpretive sign so that even years in the future, people will remember Mr. Holt and know why the stadium was named after him.

## V. HUMAN RESOURCES DEPARTMENT SPOTLIGHT

Human Resources Director Jennifer Duvall responded to questions from the board regarding the report provided under separate cover. (The document will be filed with the official 2017-18 board minutes.)

Director Ball requested a more extensive update on the district's "grow your own" program.

## VI. 2017-2022 BOARD GOALS; 2017-2019 STRATEGIC PLAN; AND,2017-18 SUPERINTENDENT GOALS

Superintendent Noss provided context about the development of the draft board goals and strategies, and how the strategic plan and his goals align with them. He referred to a brief report provided under separate cover (it will be filed with the official 2017-18 board minutes).

In response to a question from a board member regarding how the strategic plan will relate to the annual School Improvement Plans (SIPs) prepared by principals, Superintendent Noss said principals have reviewed the strategic plan and over time, their SIPs will become more and more aligned with it. He added that the board goal areas are being worked on district-wide. He said he had debated giving the strategic plan to the board but did so because he wanted them to see the work of the district team and the discreet steps staff will be taking to achieve the goals.

Board members offered comments, including:

- I was overwhelmed by the detail.
- I liked the detail.
- I want to see the metrics; I'm not so concerned with what they are, I just want to see evidence of the plan tied to our goals, so we can see whether or not we've hit those goals.
- I would like to see the board agree on measures for each of the goals, so we can say *here are the benchmarks we set for ourselves; at the end of the year, did we achieve them?*
- It's the board's obligation to set goals for the district and we should be having a significant contribution to establishing what the metrics are; they're ultimately the measures that we're adopting.
- We need to be parsimonious. When you're trying to measure success or progress, it's not necessary to measure everything. You pick out the few key indicators that you can track that will give you evidence that you're achieving the goals.

Unadopted Minutes

- I don't want to get in staff's way. I don't want to be part of how they arrived at the metrics, but I would like to be able to ask, *have you thought of…?* I don't want to get out of the board's "lane."
- Up to this point, the sharing of data with the board has been sort of ad hoc and often at the request of specific board members. We're trying to have data reported to us on a regular basis.
- We participated in establishing the overall goals at the retreat. The board needs to have some input into what those metrics are because they are things we've said are important and we have to have answers as to whether or not the goals are met.
- I would still like to get input from those doing the work because I am not an expert in how you measure academic achievement. I'm not at a place where I can tell you *this is the measure we need.*

Superintendent Noss said we need to look at what measures are available to us because there's a tendency to get assessment heavy and teachers are overwhelmed with all of the surveys we ask them to complete. STAR data is collected during fall and winter because so much time is devoted in the spring to Smarter Balanced Assessment Consortium (SBAC) testing. He gave another example of a challenge in obtaining data: the standards for algebra 1 are spread over two years. He said that if the board wishes to decide what the metrics are, he would like the opportunity to come back to the board with the pros and cons of each; however he advocated that staff create the metrics and bring them back to the board with the associated pros and cons.

Consensus was reached to have staff develop metrics and bring them back to the board for review. Board members were asked to share with the superintendent any indicators they felt strongly about using, but didn't guarantee that they would make it through the process.

Board members continued to offer comments about the board goals, including:

- The statement of principles and priorities is something we're declaring we support but it's also something the administration should claim; I don't see that in the strategic plan.
- We owe it to all of the kids to talk about growth of individual students because there are some kids that come in way above the bar. How do we measure that? I strongly feel we need to have that in our strategies somewhere.
- I want metrics and measurements available when we set the budget priorities for next year.
- We shouldn't shy away from things that are hard to measure – qualitative things are important. We can't throw up our hands up and say it can't be done.
- We need to be careful not to be assessment heavy; we should study what we're currently collecting, especially the things we are required to collect and can't opt out of.
- Think of non-traditional tools we use that could even be imbedded in our classrooms. There are a lot of really great resources available for us to use that might not even feel like research.

Unadopted Minutes

Chair Adams referred to an email the board had received from a constituent that was critical of the board goals. Chair Adams said it seemed as if the constituent didn't have a good understanding of what these goals are about; but that's not on that person, that's on the board. We have an opportunity to have a conversation with the community to seek feedback; it's not fair for us to work in a vacuum. But the public doesn't come to us – we need to go to them. He said he is testing the waters to see how much interest there is to have community meetings to go through this document.

Board members continued offering comments, including:

- It's a good idea to have community meetings to go through the draft goals document because I believe there's a disconnect between the board and the community.
- When asked about what's going on at my schools, I list the five priorities and say *these are priorities that the board has coalesced around and have handed off to the superintendent and staff*.
- We have a lot of opportunities individually to spread information and I suggest we take advantage of that.
- The state has a wealth of people who are probably trying on these same priorities – ask them how they're measuring so we're taking advantage of what the state has already done.
- We are stewards of the vision and I believe we should turn it over to the staff and welcome guidance.
- A parent once said to me *I don't want to leave out the Pulitzer Prize winner or the Nobel Prize winner.* When we talk about all students showing growth, I would like to capture a broader range of kids and a broader range of abilities that we may miss if we're only looking at hitting these specific goals. A lot of kids drop out of school because they're bored, not because they're behind.
- There's a huge group of kids who have opted out of the state testing; that hit me in terms of measurement tools. If we required all kids to take the ACT, we could track them from year to year. Parents are looking at those test scores and they're measuring us.
- Currently the ACT and SAT are biased toward kids who are already planning college and have the money to take the test more than once, or who have the knowledge that the district can offer a waiver. I like the idea of paying for the test because everyone would be able to take it.
- It would also be great if all kids could have test preparation available at no cost. We have to be able to figure out what testing won't tell us.
- Perhaps we should develop some materials around these goals to share with the community as a first step.
- I think it's premature to share out this document until it has meat on it. Part of the lack of understanding had to do with the immense amount of detail without the background; to take all of that detail out into the community we're asking for trouble because it's not

Unadopted Minutes

going to present the level of information our constituents need – it's going to be distracting to the core message.

- Later on it would be great to have a post card with bullet points to share with the community – something appealing.
- So many of these goals can have the facilities conversation run into them; they're really one conversation. We can be talking about achievement and then talk about facilities and vice versa. I recommended not making the talking points separate.
- The focus on growth is coming from a good place; people want to be able to recognize we have a lot of students who are capable of growing more than a year's worth in one year. I always get uncomfortable when talking about growth as a measure because it can also be used to justify students who are not meeting benchmarks. We need to do whatever it takes to get all kids over the bar, whether it be by growing a lot or a little.
- I am interested in looking at a lagging skills inventory. If a student can't figure out how to collaboratively work in a group, eventually their lack of growth in that area will result in a lack of academic growth. If you address lagging skills, student growth will be more meaningful but if you don't, students will never succeed.

Superintendent Noss reminded the board that during their recent retreat, they determined that five was the appropriate number of goals. He pointed out that the goals document is not comprehensive of all of the things happening in the district; there is an incredible amount of work being done every day that isn't reflected in the goals document.

Superintendent Noss said his 2017-18 goals were developed in consideration of the board goals; the strategies and activities that align with those goals are areas about which he will report back to the board. He added that the goals are still developing but at the same time, his contract requires him to bring goal areas to the board in September.

## VII. REAFFIRM RESOLUTION NO. 16-1201 – RIGHTS OF UNDOCUMENTED STUDENTS AND PROTOCOLS FOR IMMIGRATION AND CUSTOMS ENFORCEMENT (ICE) ACCESS TO SCHOOLS

Chair Adams had provided an explanatory report under separate cover. (It will be filed with the official 2017-18 board minutes.)

**MOTION:**
**It was moved by Director Finger McDonald and seconded by Director Ball to reaffirm Resolution No. 16-1201 – Rights of Undocumented Students and Protocols for Immigration and Customs Enforcement (ICE) Access to Schools.**

Discussion ensued and included some of the following comments:

- I support reaffirming the resolution because I want to make sure everything is being done that can be done to ensure the safety of our students, staff and their families on district property and, to the extent we can, on surrounding property.

Unapproved Minutes

- If there are any adjustments that need to happen in the training as a result of recent changes in ICE practices, reaffirming the resolution would allow them to happen in a very timely way.
- After Election Day, we stood in the hallway crying with families; after the DACA discussion, those feelings were raw all over again. Reaffirming this resolution is a way to say this is still what we stand for even as things are shifting and changing on the federal level.
- I feel it's our moral duty to reaffirm this resolution. I went out of my comfort zone and talked with people who were not in support of the resolution. I asked them *do you feel public education is a human right and that people should be safe in school?* Reaffirming this resolution will say that this governmental body agrees that this is a human right.

Director Junkins said a constituent sent an email to the board regarding this reaffirmation, and that Chair Adams responded to the email in a very thoughtful and accurate way.

Chair Adams commented that by virtue of being on this board, he has become closer to the immigrant population and has heard their stories. He added that the constituent who emailed the board asserted that reaffirming the resolution was just political shenanigans; however, Chair Adams brought forth the request to reaffirm the resolution because there has been another change in federal policy and it has caused a shockwave in the community.

**The motion was voted on and unanimously approved.**

## VIII. NOMINATION FOR OREGON SCHOOL BOARDS ASSOCIATION BOARD OF DIRECTORS POSITION 10, LINN/BENTON/LINCOLN REGION

Vice Chair Al-AbdRabbuh had provided an explanatory report under separate cover. (It will be filed with the official 2017-18 board minutes.)

Vice Chair Al-AbdRabbuh said he found out about this opportunity very recently; otherwise, he would have brought it to the board sooner. He added that the reason he is seeking the nomination is twofold: 1) to be a liaison with other boards and, if there are shared interests, to advocate on the state level; and, 2) to work together to find innovative ways to manage resources. He said he plans to reach out to all school boards in the tri-county area.

**MOTION:**
**It was moved by Director Jones and seconded by Director Conroy to nominate Sami Al-AbdRabbuh for the OSBA Board of Directors position #10. The motion was voted on and unanimously approved.**

## IX. ADJOURNMENT

Chair Adams solicited suggestions from board members for future board meeting topics. Director Ball asked for a report about the district's "grow your own" program.

Unadopted Minutes

Director Ball referred to the upcoming facilities planning community information nights. She said they are a wonderful idea, but there appears to be a misunderstanding about their purpose; there is a sense that there's no need to come to the meetings because the draft plan is carved in stone. Board members offered ideas for reaching more community members.

There being no further business before the Board, Chair Adams adjourned the meeting at 9:21 p.m.

_____ _____

Vincent Adams, Board Chair Ryan Noss, Superintendent

Prepared By: Julie Catala
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Unadopted Minutes

Corvallis
SCHOOL DISTRICT

XIV.B. Licensed Personnel Action

Corvallis
SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Jennifer Duvall, Human Resources Director
Meeting Date: October 12, 2017

## Licensed Personnel Action — ACTION REQUESTED

1. Issue:
   a. Recommendation to Hire

      **Lisa Holcomb:** Special Education Teacher, 1.0 FTE, Cheldelin Middle School, effective December 1, 2017 until June 30, 2018 (Re-hire/Temporary)

      **Katelyn Burwell:** Science STEM Teacher, 0.5 FTE, Cheldelin Middle School, effective September 11, 2017 (Temporary)

      **Jacob Dorr:** Special Education Teacher, 1.0 FTE, Crescent Valley High School, effective September 21, 2017 (Temporary)

      **Joel Applebaum:** Special Education Teacher, 1.0 FTE, Linus Pauling Middle School, effective September 25, 2017 (Temporary)

      **Ashley Gerding:** Fourth Grade Teacher, 1.0 FTE, Hoover Elementary School, effective October 3, 2017 (Temporary)

   b. Leave/Termination/Resignation/Layoff/Retirement

      **Brikena Haxhiraj:** Assistant Coordinator Teaching & Learning, 1.0 FTE, District Office, effective October 12, 2017 (Resignation)

      **Lisa Holcomb:** Special Education Teacher, 1.0 FTE, Cheldelin Middle School, effective November 30, 2017 (Retirement)

   c. For Your Information

      **Kerry Richey:** Instructional Services Support, 1.0 FTE, District Office, effective September 30, 2017 (Non-Represented Retirement). She will finish school year until April 30, 2018.

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

Corvallis
SCHOOL DISTRICT

XIV.C. Addition of Non-Represented Employee
Position: Sustainability Specialist

Corvallis
SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Jennifer Duvall, Human Resources Director
Meeting Date: October 12, 2017

## Addition of Non-Represented Employee Position: Sustainability Specialist

**ACTION REQUIRED**

### Background

Sustainability is central to our children's future. The Corvallis School District defines sustainability as "meeting the educational, environmental, social, and economic needs of present generations without compromising the ability of future generations to meet their own needs." Sustainability has been part of the district vision for many years. As early as 2009, sustainability showed up in board policy, tied to our current mission statement, "Provide all students with a relevant and challenging education that prepares them for future success as engaged citizens and contributing members of our world community." In 2011, policy EDDA – Sustainability was adopted and a renewed commitment has been made to practicing and teaching the concepts of sustainability to assure that current and future generations will enjoy a healthy environment.

This commitment will be evident in the way we build and maintain our facilities, manage our use of energy and resources, provide nutritious food options, and handle our waste. It also guides the development of learning opportunities that will help our students understand the scientific, behavioral and practical issues that affect the quality of our environment now and into the future.

In addition, sustainability can be a key driver in fulfilling our core values as well as addressing the equity, health and wellness goals created by the board and superintendent. To support this work, we are proposing creating a Sustainability Specialist position. This position would be responsible for planning, strategically implementing, monitoring, and providing assistance district-wide around programs and initiatives to promote sustainability in all aspects of district operations, and continually advance the district toward becoming more environmentally, socially and economically sustainable.

A new job description is being developed and comparison data was gathered. This position would fall under the Non-Represented Employee salary and benefits agreement. The recommended salary range for the Sustainability Specialist position on a 260-day contract would be:

**2017-18**

| Step 1 | Step 2 | Step 3 | Step 4 | Step 5 |
|---|---|---|---|---|
| $53,833 | $55,169 | $56,539 | $57,952 | $59,394 |

## Involvement

Human Resources Director Jennifer Duvall, Assistant Superintendent Kevin Bogatin, and Finance and Operations Director Olivia Meyers Buch took the lead in developing this recommendation.

## ACTION REQUESTED

Approve the Sustainability Specialist position and salary range under the Non-Represented Employee salary and benefits agreement.

## MOTION REQUESTED

"I move to approve the Sustainability Specialist position and salary range under the Non-Represented Employee salary and benefits agreement."

Corvallis
SCHOOL DISTRICT

XV. CONSOLIDATED INFORMATION

XV.A. Non-Licensed Personnel Information

Corvallis
SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Jennifer Duvall, Human Resources Director
Meeting Date: October 12, 2017

## Non-licensed Personnel Information NO ACTION REQUIRED

Recommendation to Hire

Sarah Potter: Educational Assistant 2, 6 hours, Mt. View Elementary, effective October 9, 2017 (Regular/Probationary)

Lisa Wolfe: Educational Assistant Life Skills, 7 hours, Linus Pauling Middle School, effective October 2, 2017 (Regular/Probationary)

Isabel Cabrera: Educational Assistant 2, 6 hours, Lincoln Elementary, effective September 27, 2017 (Limited Term)

John Kachaturian-Rosales: Educational Assistant 2, 6 hours, Lincoln Elementary, effective September 27, 2017 (Regular/Probationary)

Debra Bynum: Educational Assistant 2, 6.50 hours, Franklin Elementary, effective August 29, 2017 (Regular/Probationary)

Sydney Henderson: Educational Assistant 2, 3 hours, Crescent Valley High School, effective September 25, 2017 (Regular/Probationary)

James Murray V: Maintenance 1, 8 hours, Corvallis High School, effective September 15, 2017 (Regular/Probationary)

Kristina Stadelman: Educational Assistant Life Skills, 7 hours, Corvallis High School, effective September 15, 2017 (Limited Term)

Andres Nieves-Bernal: Educational Assistant 2, 6.5 hours, Corvallis High School, effective September 15, 2017 (Regular/Probationary)

Kimberly Massari: Library Media Assistant 2/Educational Assistant 2, 4 hours, Franklin Elementary, effective September 15, 2017 (Regular/Probationary)

Emma Palmer: Food Service Assistant, 1.5 hours, Harding Center, effective September 18, 2017 (Regular/Probationary)

Sandra Schreiber: Food Service Assistant, 3 hours, Philomath Elementary, effective September 13, 2017 (Regular/Probationary)

Kristen Parker: Food Service Assistant, 2.5 hours, Linus Pauling Middle School, effective September 18, 2017 (Regular/Probationary)

Jonathan Stukel: Educational Assistant 2, 6.5 hours, Lincoln Elementary, effective September 15, 2017 (Limited Term)

Teri Garrett: Educational Assistant 2, 6 hours, Lincoln Elementary, effective September 15, 2017 (Limited Term)

## Termination/Resignation/Layoff/Retirement

Stephanie Rose: Educational Assistant 2, 6.5 hours, Corvallis High School, effective September 22, 2017 (Resignation)

Catlin Prisbrey: Information Services Tech Support 1, 8 hours, Mt. Crescent Valley High School, effective October 13, 2017 (Resignation)

James (Dan) Nelson: Staff Accountant, 8 hours, District Office, effective September 13, 2017 (Resignation)

Laquita Garbarino: Educational Assistant 2, 4 hours, Lincoln Elementary, effective September 22, 2017 (Resignation)

Samantha Gonzalez: Educational Assistant Life Skills, 7 hours, Linus Pauling Middle School, effective October 2, 2017 (Resignation)

Corvallis
SCHOOL DISTRICT

XV.B. Unaudited Financial Statements – August 31, 2017

Corvallis
SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Olivia Meyers Buch, Finance and Operations Director
Meeting Date: October 12, 2017

## August 31, 2017 Financial Statements (Unaudited) NO ACTION REQUIRED

### Background

The Statement of Resources and Requirements for the General Fund for the period ending August 31, 2016 and August 31, 2017 follow this report.

Year-to-date operating revenues through the end of August 2017 total $9.01 million or 13.1% of total budgeted operating revenues as compared to $8.31 million or 12.9% through the end of August 2016. As usual, revenues from the state school fund constitute the significant source of funds at this point in the year. The beginning fund balance reflects an increase of $0.67 million over the adopted budget of $9.47 million. Overall, total resources in 2016-17 were 100.5% of budget while total expenditures were 98.2% of budget.

Year-to-date operating expenditures through the end of August 2017 total $4.21 million or 6.0% of total budgeted operating expenditures as compared to $4.37 million or 6.6% through the end of August 2016.

Projected resources and requirements through June 30, 2018 result in an ending fund balance of $11.8 million, or 16.8% of projected operating revenues. All General Fund reserves are projected to be at or above the designations outlined in board policy on June 30, 2018. The projected ending fund balance reflects a change in fund balance, or operating surplus, of $1.7 million; however, as state school funds are being distributed equally over the biennium, a large portion of surplus funds will be set aside to cover a portion of roll up costs in 2018-19. Staff are also preparing a supplemental budget scheduled for board review in December that will propose adjusting appropriations to account for school and department carryover allowances (as allowed per board policy) and staffing or programmatic changes made after the budget was adopted.

Fiscal year 2016-17 financial records are in the process of being closed and staff are preparing schedules in anticipation of the annual fall visit from the auditors. The district's auditors will be on site later this month to complete final fieldwork.

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

### Supplementary Materials

1. Statements of Resources and Requirements as of August 31, 2016 and 2017
2. Schedule of Investments as of August 31, 2017
3. Schedule of Cash Disbursements greater than or equal to $1,000 for the period of August 1 – August 31, 2017

Corvallis School District 509J
Statement of Resources and Requirements
Fiscal Year to Date as of August 31, 2016 and 2017 Respectively (Unaudited)

## General Fund

| | FY 2016-17 | | | | | FY 2017-18 | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Amended Budget | Actuals Thru 8/31/2016 | % of Budget | Actuals Thru 6/30/2017 | % of Budget | Adopted Budget | Actuals Thru 8/31/2017 | % of Budget | Projected Thru 6/30/2018 | % of Budget |
| **RESOURCES** | | | | | | | | | | |
| State School Fund Formula Revenue | | | | | | | | | | |
| State School Fund - General Support | $ 31,748,251 | $ 8,288,292 | 26.1% | $ 30,803,517 | 97.0% | $ 34,106,224 | $ 8,984,997 | 26.3% | $ 36,515,043 | 107.1% |
| Property Taxes Levied by District | 26,014,907 | - | 0.0% | 26,014,937 | 100.0% | 26,747,906 | - | 0.0% | 26,729,029 | 99.9% |
| Common School Fund | 834,692 | - | 0.0% | 1,184,612 | 141.9% | 829,828 | - | 0.0% | 829,828 | 100.0% |
| County School Funds | 140,000 | - | 0.0% | 373,614 | 266.9% | 140,000 | - | 0.0% | 140,000 | 100.0% |
| Local Option Taxes Levied by District | 4,545,040 | - | 0.0% | 4,554,757 | 100.2% | 4,769,350 | - | 0.0% | 4,764,824 | 99.9% |
| Earnings on Investments | 180,000 | 12,887 | 7.2% | 314,241 | 174.6% | 170,000 | 20,131 | 11.8% | 170,000 | 100.0% |
| State School Fund Prior Year Adjustment | (54,226) | - | - | 274,920 | - | - | - | - | (57,672) | - |
| Other | 795,003 | 4,119 | 0.5% | 1,032,618 | 129.9% | 2,165,500 | 6,877 | 0.3% | 1,368,475 | 63.2% |
| **Total Operating Revenues** | **$ 64,203,667** | **$ 8,305,298** | **12.9%** | **$ 64,553,217** | **100.5%** | **$ 68,928,808** | **$ 9,012,005** | **13.1%** | **$ 70,459,527** | **102.2%** |
| Transfers | $ - | $ - | - | $ - | - | $ - | $ - | - | $ 103,299 | - |
| Beginning Fund Balance | 10,278,573 | 10,278,573 | 100.0% | 10,278,573 | 100.0% | 9,469,325 | 10,138,976 | 107.1% | 10,138,976 | 107.1% |
| **TOTAL RESOURCES** | **$ 74,482,240** | **$ 18,583,871** | **25.0%** | **$ 74,831,790** | **100.5%** | **$ 78,398,133** | **$ 19,150,981** | **25.6%** | **$ 80,701,803** | **102.9%** |
| **REQUIREMENTS** | | | | | | | | | | |
| Salaries | $ 34,920,419 | $ 1,298,590 | 3.7% | $ 34,848,046 | 99.8% | $ 36,718,304 | $ 1,295,569 | 3.5% | $ 36,351,121 | 99.0% |
| Associated Payroll Costs | 19,366,811 | 646,862 | 3.3% | 18,557,192 | 95.8% | 20,509,491 | 669,880 | 3.3% | 20,304,396 | 99.0% |
| Purchased Services | 7,702,555 | 817,578 | 10.6% | 7,892,125 | 102.5% | 8,047,371 | 705,735 | 8.8% | 7,966,897 | 99.0% |
| Supplies and Materials | 2,929,169 | 795,690 | 27.2% | 2,449,145 | 83.6% | 3,076,655 | 700,117 | 22.8% | 3,045,888 | 99.0% |
| Capital Outlay | 86,000 | 22,900 | 26.6% | 106,601 | 124.0% | 286,000 | - | 0.0% | 283,140 | 99.0% |
| Other Objects | 861,009 | 785,039 | 91.2% | 839,703 | 97.5% | 926,809 | 837,135 | 90.3% | 917,541 | 99.0% |
| **Total Operating Expenditures** | **$ 65,865,963** | **$ 4,366,659** | **6.6%** | **$ 64,692,813** | **98.2%** | **$ 69,564,630** | **$ 4,208,437** | **6.0%** | **$ 68,868,984** | **99.0%** |
| Contingency | $ 1,530,092 | $ - | | $ - | | $ 1,723,220 | $ - | | $ - | |
| Rainy Day Reserves | 3,210,183 | - | | - | | 3,446,440 | - | | - | |
| Unappropriated Reserves | 2,553,183 | - | | - | | 2,750,794 | - | | - | |
| Unappropriated Reserve (PERS) | 1,322,819 | - | | - | | 913,049 | - | | - | |
| **TOTAL REQUIREMENTS** | **$ 74,482,240** | **$ 4,366,659** | | **$ 64,692,813** | | **$ 78,398,133** | **$ 4,208,437** | | **$ 68,868,984** | |
| **ENDING FUND BALANCE** | | **$ 14,217,212** | | **$ 10,138,976** | | | **$ 14,942,544** | | **$ 11,832,819** | |
| Contingency | | | | 1,613,830 | 2.5% * | | | | 1,761,488 | 2.5% * |
| Rainy Day Reserves | | | | 3,227,661 | 5.0% * | | | | 3,522,976 | 5.0% * |
| Unappropriated Reserves | | | | 3,974,666 | 6.2% * | | | | 4,165,735 | 5.9% * |
| Unappropriated Reserve (2018-19 Roll up) | | | | - | 0.0% * | | | | 1,469,570 | 14.5% * |
| Unappropriated Reserve (PERS) | | | | 1,322,819 | 2.0% * | | | | 913,049 | 1.3% * |
| * Percent of Operating Revenue | | | | **10,138,976** | **15.7%** * | | | | **11,832,819** | **16.8%** * |

# Corvallis School District 509J
## Schedule of Investments
## August 31, 2017

| 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 |
| | 05/17/16 | 11/17/17 | 549 | 0.875% | $100.00 | 1,000,000 |
| | 11/17/16 | 02/08/18 | 448 | 0.825% | $100.06 | 1,000,000 |
| | 11/17/16 | 03/08/18 | 476 | 0.850% | $99.94 | 1,000,000 |
| | 11/17/16 | 04/09/18 | 508 | 0.869% | $99.84 | 1,000,000 |
| | 11/17/16 | 05/14/18 | 543 | 0.891% | $99.76 | 1,000,000 |
| Total Investments outside of Local Government Investment Pool: | | | | | | $ 6,000,000 |

| Local Government Investment Pool: | Average Annualized Rate | |
|---|---|---|
| General Account | 1.45% | $ 21,929,426 |
| Debt Service Account | 1.45% | 539 |
| Subtotal LGIP [1] | | $ 21,929,964 |
| Local Government Investment Pool - Pension Bond Debt Service: | | |
| Pension Bond Debt Service Account: [2] | 1.45% | $ 589,294 |
| Total Investments | | $ 28,519,259 |

1. The maximum amount (in any combination of accounts) that the Local Government Investment Pool (LGIP) allows in an account is $47,012858
2. The PERS Bond Debt Service Account is outside of the LGIP limit, and collects the PERS intercept payments from the Basic School Fund for payment twice a year to the bond holders of the PERS bond debt.
3. This investment was purchased at a premium to (or in excess of) the par (maturity) value. The investment includes semi-annual coupon payments, that together with the par values exceed their purchase price and yield the Bond Equivalent Yield displayed.

### Compliance with Investment Policy

| Type of Investment | Maximum Percent of Portfolio per Policy | Current Percent |
|---|---|---|
| US Government-Sponsored Enterprises (Total): | 90.0% | 21.0% |
| US Treasury Obligations | 100.0% | 0.0% |
| Local Government Investment Pool | 100.0% | 79.0% |
| 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 8/31/17:**

| | |
|---|---|
| 3-Month U. S. T-Bill bond equivalent yield: | 0.99% |
| 3-Mo. Jumbo CDs | 1.26% |

Corvallis School District 509J
Schedule of Cash Disbursements greater than or equal to $1,000
For the period of August 1, 2017-August 31, 2017

| Vendor by Fund and Object | Check Total |
|---|---|
| **100 - General Fund** | |
| **Advertising** | |
| MID VALLEY NEWSPAPERS | 1,390.59 |
| **Cash Donations to Other Agencies** | |
| CORVALLIS PUBLIC SCHOOLS FOUNDATION | 65,000.00 |
| **Change Fund** | |
| CASH BOX - CORVALLIS HIGH SCHOOL ATHLET. | 2,000.00 |
| CASH BOX FOR CRESCENT VALLEY HIGH SCHOOL | 2,000.00 |
| **Charter School Payments** | |
| INAVALE COMMUNITY PARTNERS, INC | 64,105.60 |
| **Computer Software** | |
| ALEKS CORPORATION | 3,500.00 |
| JAMF SOFTWARE | 48,512.00 |
| OREGON CAREER INFORMATION SYSTEM | 7,925.70 |
| PAYSCHOOLS | 1,214.91 |
| **Consumable Supplies and Materials** | |
| ENGINEERED CONTROL PRODUCTS INC | 1,100.25 |
| FRED MEYER CUSTOMER CHARGES | 1,477.43 |
| HEINEMANN | 3,723.44 |
| HOME DEPOT CREDIT SERVICES | 2,992.67 |
| MILLER PAINT COMPANY | 1,022.33 |
| OETC | 3,595.00 |
| OFFICE MAX | 3,041.86 |
| PART WORKS INC | 1,183.34 |
| PLATT ELECTRIC SUPPLY CO | 2,581.97 |
| PLAYCRAFT SYSTEMS | 1,139.29 |
| REXIUS | 18,780.00 |
| SAFEGUARD BUSINESS SYSTEMS | 1,781.60 |
| SPAETH LUMBER & HOME CENTER | 4,036.42 |
| TECHNOLOGY INTEGRATION GROUP | 3,330.00 |
| VARIDESK | 1,185.00 |
| WAXIE SANITARY SUPPLY | 6,021.40 |
| **Dues and Fees** | |
| ALBANY AREA CHAMBER OF COMMERCE | 10,000.00 |
| **Electricity** | |
| CONSUMERS POWER INC | 11,351.95 |
| PACIFIC POWER AND LIGHT | 44,943.02 |
| **Equipment-like items $1,000 - $4,999** | |
| VENTURE PRODUCTS | 3,657.00 |
| **Fuel** | |
| BENTON COUNTY PUBLIC WORKS | 1,624.35 |

Corvallis School District 509J
Schedule of Cash Disbursements greater than or equal to $1,000
For the period of August 1, 2017-August 31, 2017

| Vendor by Fund and Object | Check Total |
|---|---|
| NW NATURAL | 7,143.12 |
| **Garbage** | |
| REPUBLIC SERVICES | 7,183.19 |
| VALLEY LANDFILLS | 1,044.65 |
| **Instructional, Professional and Technical Service** | |
| APPLE, INC | 33,432.00 |
| DHS RECEIVING AND TRUST | 22,583.39 |
| FESER, KATHLEEN | 1,003.75 |
| **Non-reimbursable Student Transportation** | |
| CITY OF CORVALLIS_ | 7,238.33 |
| **Other Communication Services** | |
| COMCAST/INSTITUTIONAL NETWORKS | 15,113.36 |
| **Other Non-instructional Professional and Technical** | |
| OPTIMIZON | 6,236.75 |
| SELECTEMP EMPLOYMENT SERVICES | 3,767.40 |
| WORKFORCE SOFTWARE | 17,820.00 |
| **Other Property Services** | |
| US Bank Equipment Finance | 4,090.41 |
| **Postage** | |
| GARTEN SERVICES, INC | 2,168.28 |
| **Printing and Binding** | |
| FRANKLIN PRESS | 4,993.00 |
| OFFICE DEPOT, INC | 2,114.16 |
| **Reimbursable Student Transportation** | |
| FIRST STUDENT INC | 85,820.97 |
| **Rentals** | |
| CORVALLIS RENTAL INC | 1,474.06 |
| SUNBELT RENTALS, INC. | 1,063.34 |
| **Repairs and Maintenance Services** | |
| BENTON COUNTY PUBLIC WORKS | 2,809.75 |
| CARRIER COMMERCIAL SERVICE | 4,077.00 |
| DAIKIN APPLIED | 4,908.00 |
| ECO HOME COMFORT, LLC | 15,392.00 |
| LIMBWALKER TREE CARE | 4,725.00 |
| OMLID & SWINNEY | 2,225.00 |
| PACIFIC OFFICE AUTOMATION | 1,315.13 |
| PACIFIC POWER PRODUCTS | 1,600.00 |
| REYNOLDS ELECTRIC, INC. | 1,027.00 |
| SYNERGY SECURITY SOLUTIONS | 13,467.00 |
| **Technology Taggable Equip <$5,000** | |
| APPLE, INC | 9,992.00 |
| CTL CORPORATION | 64,800.00 |

Corvallis School District 509J
Schedule of Cash Disbursements greater than or equal to $1,000
For the period of August 1, 2017-August 31, 2017

| Vendor by Fund and Object | Check Total |
|---|---|
| GOVCONNECTION INC | 3,750.00 |
| OETC | 3,385.00 |
| **Telephone** | |
| AT&T MOBILITY-ACCT#837370420 (TECH) | 1,467.50 |
| CENTURYLINK | 4,384.65 |
| **Textbooks** | |
| CAMBIUM LEARNING INC | 6,797.00 |
| HOUGHTON MIFFLIN HARCOURT | 4,310.50 |
| NCS PEARSON INC | 1,741.06 |
| **Travel, Out of District** | |
| Bland, Darren M | 1,189.10 |
| Bogatin, Kevin T | 1,128.69 |
| GOVERNMENT FINANCE OFFICERS ASSOCIATION | 1,700.00 |
| HILTON - ANAHEIM | 16,541.25 |
| HOTEL 116 CREDIT CARD CHARGE | 1,022.70 |
| Kollath, Jennifer M | 1,151.10 |
| PORTLAND METRO STEM CREDIT CARD CHARGE | 1,500.00 |
| SALISHAN CREDIT CARD CHARGE | 1,511.52 |
| WRIGHT, AMY | 1,141.10 |
| **Water and Sewage** | |
| CITY OF CORVALLIS | 39,118.00 |
| **100 - General Fund Total** | **766,684.33** |
| **203 - Food Service Fund** | |
| **Dues and Fees** | |
| BENTON COUNTY HEALTH DEPARTMENT | 2,486.00 |
| **Food - Food Service Only** | |
| DUCK DELIVERY PRODUCE INC | 2,581.74 |
| FRANZ FAMILY BAKERIES | 1,043.64 |
| LOCHMEAD DAIRY | 2,112.95 |
| **Inventories** | |
| ES FOODS | 13,325.76 |
| **Repairs and Maintenance Services** | |
| BENTON COUNTY PUBLIC WORKS | 1,281.76 |
| **203 - Food Service Fund Total** | **22,831.85** |
| **204 - District Donation Fund** | |
| **Computer Software** | |
| FRONT ROW EDUCATION | 2,145.00 |
| NEWSELA | 1,200.00 |
| **Textbooks** | |
| COLLABORATIVE CLASSROOM | 3,400.00 |
| **Travel, Student Out of District** | |

Corvallis School District 509J
Schedule of Cash Disbursements greater than or equal to $1,000
For the period of August 1, 2017-August 31, 2017

| Vendor by Fund and Object | Check Total |
|---|---|
| BOYS & GIRLS CLUB OF CORVALLIS | 5,095.10 |
| **204 - District Donation Fund Total** | **11,840.10** |
| **208 - Designated Facilities Fund** | |
| **Repairs and Maintenance Services** | |
| ECO HOME COMFORT, LLC | 8,264.00 |
| REYNOLDS ELECTRIC, INC. | 2,698.16 |
| **208 - Designated Facilities Fund Total** | **10,962.16** |
| **296 - Grants Fund** | |
| **Travel, Out of District** | |
| AVENUE OF THE ARTS HOTEL CREDIT CARD AUT | 2,996.20 |
| EXPEDIA CREDIT CARD CHARGE | 1,279.20 |
| **296 - Grants Fund Total** | **4,275.40** |
| **297 - Student Body Funds** | |
| **Consumable Supplies and Materials** | |
| BASHORS TEAM ATHLETICS | 1,511.74 |
| COSTCO - ALBANY | 1,131.23 |
| EASTBAY | 5,110.10 |
| FERGUSON WATER WORKS | 2,174.35 |
| GREEN & WHITE ROCK PRODUCTS INC | 2,984.33 |
| MEDCO COMPANY | 3,599.80 |
| PEPSI-COLA | 1,284.60 |
| RAM STEELCO INC | 2,258.49 |
| VARSITY FASHIONS | 8,748.05 |
| WILLAMETTE GRAYSTONE, INC | 2,163.22 |
| XTRAMAN FUNDRAISING | 1,980.00 |
| **Repairs and Maintenance Services** | |
| BENTON COUNTY PUBLIC WORKS | 1,916.81 |
| REYNOLDS ELECTRIC, INC. | 6,249.75 |
| **Travel, Student Out of District** | |
| OREGON SCHOOL ACTIVITIES ASSOCIATION | 3,114.50 |
| **297 - Student Body Funds Total** | **44,226.97** |
| **298 - Designated Revenue Fund** | |
| **Consumable Supplies and Materials** | |
| ELEMENT GRAPHICS, INC | 1,724.50 |
| **Technology Taggable Equip <$5,000** | |
| APPLE, INC | 2,940.00 |
| **Travel, Out of District** | |
| Nicol, Gregory A | 1,245.72 |
| OREGON FAMILY SUPPORT NETWORK | 5,000.00 |
| **298 - Designated Revenue Fund Total** | **10,910.22** |
| **601 - Insurance Fund** | |
| **Liability Insurance** | |

Corvallis School District 509J
Schedule of Cash Disbursements greater than or equal to $1,000
For the period of August 1, 2017-August 31, 2017

| Vendor by Fund and Object | | Check Total |
|---|---|---|
| PACE | | 131,923.00 |
| **Other Non-instructional Professional and Technical** | | |
| BARKER-UERLINGS INSURANCE, INC | | 79,216.00 |
| CITY OF CORVALLIS_ | | 6,342.00 |
| MCCARTIN ANALYTICAL SERVICES | | 1,762.25 |
| **601 - Insurance Fund** | **Total** | **219,243.25** |
| **Grand Total** | | **1,090,974.28** |

Corvallis
SCHOOL DISTRICT

XVI. 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 |