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, January 18, 2018 6:30 PM	Special	District Office Board Room, 1555 SW 35th Street, Corvallis, OR 97333	See attached.

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

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

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

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

Corvallis
SCHOOL DISTRICT

Thursday, January 18, 2018
6:30 PM

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

Meeting Details: Thursday, January 18, 2018, 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. EXECUTIVE SESSION – 5:30-6:15 p.m. The Board will meet in Executive (closed) Session under ORS 192.660(2)(i) - Superintendent's Mid-Year Evaluation/Check-in on Goals. **Note: this is not part of the public meeting.**

II. CALL TO ORDER AND ROLL CALL – 6:30 p.m.

III. PLEDGE OF ALLEGIANCE

IV. SCHOOL BOARD RECOGNITION

V. PUBLIC/STAFF COMMENT REGARDING SUSTAINABILITY **Note: this will be the sole topic for 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		

Date: 01/18/18

To: Corvallis School Board

From: Annette Mills

Subject: Sustainability Coordinator Position

Good evening, Chairman Adams and members of the School Board. My name is Annette Mills, and I'm here speaking as an individual, not representing any organization.

First, I'd like to thank you for your service to our community – for your hard work, for the long hours you put in, and for your willingness to address the broader issues that face us.

I believe that creating a Sustainability Coordinator position for the school system is essential to the education and well-being of our children. Clearly, these are very turbulent times. Because of the accessibility and prevalence of social media, many of our children are aware of the enormous challenges we face – from the equity crisis and the widening gap between the rich and the poor, to the ecological crisis that threatens the very existence of human civilization.

Sustainability is not just about environmental health. It encompasses social and economic health, as well. Having a Sustainability Coordinator for the school system will send an important message first and foremost to our children, who need to feel empowered to play a role in visualizing and creating the world they will live in as adults. When children in our elementary schools today are my age, it will be the last quarter of the 21st century, and it will be a very different world. Children need to have hope that they will even have a future. I have personally seen young people move from despair to empowerment and hope when they are engaged in programs and activities directly related to sustainability.

I believe that having a person on the 509J staff whose focus is sustainability will send an important message to the Corvallis community. In some ways, the school system is very insular. Many community members, especially those without children or grandchildren in the school system, hear from the school district only when they are being asked for money. Engaging in sustainability and the vital role that our schools play in the development of community sustainability is an important opportunity for our school system to engage with the broader community. I urge you to support the creation of a Sustainabilty Coordinator position.

Thank you.

Corvallis
SCHOOL DISTRICT

VI. SUSTAINABILITY TASK FORCE REPORT

Corvallis
SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Kevin Bogatin, Peg Cornell, Lisa Krause, and Julie Williams
Meeting Date: January 18, 2018

Sustainability Task Force Report — NO ACTION REQUIRED

I. Task Force Work

In 2017, Superintendent Noss convened a Sustainability Task Force charged to create and submit to the superintendent by spring 2018, a five-year sustainability plan for the district with specific recommendations for action and measurable goals. The plan is envisioned to serve as a road map for the district to:

- Set up systems to support and expand on-going sustainability practices
- Change the culture of the district to incorporate sustainability into all aspects of district work and to ensure that sustainability values guide future decisions
- Engage with programs that provide recognition and support for sustainability work in school districts

The charge included the development of a plan in which the scope will include:

- Operations/Procurement (transportation, energy, waste, buildings)
- Food
- Facilities
- Sustainability Literacy (professional development, place-based learning)

The task force was coordinated by Assistant Superintendent Kevin Bogatin and included staff and community members, some of whom (noted in bold below) were active with the now-inactive Corvallis School District Sustainability Steering Committee. The following community members participated in the Sustainability Task Force: Jen Brown, Lisa Grisham, Aaron Lesan, Maggie Livesay, Sarah McCullough, Sean McGuire, Annette Mills, Cassidy Radloff , **Anne Schuster**, Brandon Trelstad, Harrison Schriver, and, Peter Zaremba. Staff members included, Brenda Downum, **Peg Cornell**, **Sharon Gibson**, Lynne Griffin, Brikena Haxhiraj, Lisa Krause, **John Meyer**, Aaron McKee, and **Julie Williams**. School board liaisons included Vincent Adams and Scott Newsham. Jeanne Holmes served as the facilitator.

Over the course of five meetings, the committee reviewed activities and accomplishments of the earlier sustainability efforts and discussed the importance of sustainability in the district. They participated in a strengths/weaknesses/opportunities/threats exercise to determine areas of focus for a five-year plan. The group agreed that there had been significant goal-setting work accomplished by the previous Sustainability Steering Committee and many components of a recommended plan are well documented but not

fully implemented. They also agreed that further goal setting without a dedicated sustainability coordinator would result in a plan with no real chance of success.

At the conclusion of the fourth meeting, the group unanimously agreed that there is a compelling need for a dedicated staff person to champion a systemic and district-wide approach to sustainability. Furthermore, the task force strongly believes that a district sustainability plan should be developed and implemented as part of an internal process.

This was the work leading up to the development by district staff of a Sustainability Specialist position under the non-represented employee salary and benefits agreement. At the October 12, 2017 board meeting, the position was recommended as an item in the consolidated action portion of the agenda. The board pulled this item from consolidated action and tabled the discussion on approving the position. This report is intended to provide additional support of staff's recommendation.

II. Defining Sustainability

We believe it is the role of education to prepare students for the future. This of course includes teaching skills like reading and mathematics, but it is so much more. It is also about providing our students with the broader skills that will enable them to help preserve and even improve our society, our economy, and our environment. Implementing sustainable practices in a systematic way throughout the district as well as educating for sustainability in K-12 classrooms is an effective way to develop these more inclusive skills.

A truly sustainable practice is one that meets the following four conditions:

1. Respect the rights of all people to have their needs met. The goal is to fully implement the standards of social justice and equity, which are clear district-supported values.

2. Protect natural ecosystems. The goal is to preserve our life-support systems on the planet – air, water, food, and space.

3. Take only renewable materials from the earth. The goal is to reduce or eliminate our reliance on fossil fuels and the extraction of all non-renewable materials (e.g., metals).

4. Make only materials that earth systems can degrade. The goal is to reduce or eliminate our use of persistent chemicals and materials that do not break down (e.g., plastic).

Another way to determine whether a practice is sustainable is to apply what is called the "triple bottom line," in which the values of equity, economics, and environment are equally balanced, and are equally important in the decision-making process. (See graphic illustration on next page.)

Some aspects of sustainability clearly fall within the facilities and operations functions of the school district and can be used to guide such things as purchasing decisions and energy and water conservation practices.



All aspects of sustainability can be integrated into the K-12 curriculum, not "in addition to" but "instead of" within the adopted standards. Our goal is to have a seamless, systems-wide commitment to sustainable practices, in which all district practices and operations follow and model the conditions for sustainability. This serves to reinforce the education for sustainability happening in classrooms.

III. Sustainability in the Corvallis Community

Sustainability is a value expressed by many in our community. In 2004, the City of Corvallis adopted an organizational sustainability policy with long-term goals in five areas. This work led to the hiring of sustainability staff and the formation and adoption of the Climate Action Plan. On October 16, 2017, the Corvallis City Council adopted an ordinance to create a Climate Action Advisory Board, charged with fully implementing the Climate Action Plan.

Benton County also has a sustainability program with a sustainability coordinator. The Benton County Board of Commissioners developed and adopted the first Benton County Sustainability Policy in 2002. The policy directed development of a Sustainability Committee to implement Sustainability Policy Goals. Those goals were adopted in 2014. Current policy focuses on improving internal operations to improve economic, environmental, and social sustainability at Benton County.

Oregon State University was recently recognized as a top 20 university in sustainability by the Sierra Club. They have staffed a Sustainability Coordinator position since 2005. In addition, there has been a Student Sustainability Initiative on campus since 2007. There are also several degree programs in the area of sustainability.

Formed in 2007, the Corvallis Sustainability Coalition has grown to include 350 member organizations, including the Corvallis School District, along with hundreds of individual community members. The coalition has 12 action teams and has set measurable community goals in each area, including education.

IV. The Need for Coherent Sustainability Efforts in Corvallis 509J

There are a number of sustainability-related practices currently happening in the Corvallis School District; however, they are not coordinated, and most are not systemic but rather are dependent on individual staff efforts. This patchwork approach is not viable for the long run, nor does it maximize positive outcomes. The role of a sustainability coordinator would be to know all the sustainability practices currently in place, determine gaps in the practices, develop and implement systems-wide and coherent sustainable practices, and ultimately to make sustainability the lens through which all district decisions are made. If implemented with fidelity, the coordinator position and the projected outcomes from having this position will support all aspects of the Core Values for Educational Design.

Members of the task force believe it is the role of education to prepare students for the future. This of course includes teaching skills like reading and mathematics, but it is so much more. It is also about providing our students with the broader skills that will enable them to help preserve and even improve our society, our economy, and our environment. Implementing sustainable practices in a systematic way throughout the district as well as educating for sustainability in K-12 classrooms is an effective way to develop these more inclusive skills. Recommendations include:

Continued implementation of sustainability systems and support

- Establish a Sustainability Coordinator position.

Coordinated exchange of information and support for staff

- Recognize and celebrate sustainability achievements and activities within the district and share with the Corvallis community,
- Sustain quality staff support including technical support and a variety of professional development opportunities for staff.

Align district-wide school operations with Green Ribbon Schools

- Utilize the Oregon Green Schools standards to guide operational practices, community outreach, and teaching and learning in our district.

If we do not make sustainability a district priority, we will be significantly out of alignment with our community. A strong case can also be made that we are failing our students morally and ethically if we do not take steps that are more deliberate in this area.

If we truly want to prepare students for the 21st century, we must embrace the tenets of sustainability and educate our students to do the same.

V. Supplemental Materials

Attachment A, which was prepared by district office staff, provides a broad overview of sustainability in the Corvallis School District.

Attachment A

Sustainability in the Corvallis School District

Sustainability is central to our children's future. There are limits to the capacity of the planet's ecosystems to accommodate current human demand, and the scientific community has concluded that we must take action. This concept is not new to our district and we have a renewed commitment to both 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. To support this work, we are considering creating a Sustainability Specialist position. This person would be responsible for planning, strategically implementing, and monitoring sustainability and wellness activities and programs throughout the district.

Background

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 when 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."

Why Sustainability?

In 2009, HB 2544, also known as the "No Oregon Child Left Inside Act" was signed into law including the following requirements:

a. Prepare students to understand and address the major environmental challenges facing this state and country, including the relationship of the environment to national security, energy sources, climate change, health risks and natural disasters.

b. Contribute to students establishing a healthy lifestyle by making outdoor experiences part of the regular school curriculum and creating programs that promote healthy lifestyles through outdoor recreation and sound nutrition.

c. Create opportunities for enhanced and ongoing professional development of teachers by improving teachers' knowledge of environmental issues, skill in teaching environmental issues in the classroom and skill in teaching environmental issues in settings outside of the classroom.

"Sustainability means to act in a manner that exhibits awareness of how all things are connected and make well-considered choices for the greater good of all... We are living in an age of dwindling resources and growing health awareness, one in which the interconnectedness of systems has been shown to offer solutions for some of what ails us..."
Oregon School Boards Association statement on sustainability

Voters in the state of Oregon confirmed their commitment to environmental literacy as part of the public educational system with the November, 2016 passage of Measure 99. This measure, also known as "Outdoor School for All" provides every 5th or 6th grade student a week-long outdoor learning experience. What this means for Corvallis students, is that all fifth grade classes will be attending outdoor school and funding will come from lottery and district funds and parents will not be required to fundraise or pay tuition for this learning opportunity.

While we are eager to provide this experience for all fifth graders, we need a system-wide plan if we want to change the way students view the world and its resources. We are committed to provide an ongoing coordinated effort to focus on the skills and concepts associated with environmental education, health and wellness, and sustainability.

Current Board Policy

On January 10, 2011, the board adopted Resolution No. 11-0101 to join the No Oregon Child Left Inside (NOCLI) Coalition. The resolution is included in the appendix of this report.

Additionally, the board adopted Board Policy EDDA on March 14, 2011. The policy states: "The district recognizes sustainability as a guiding principle and believes that our education system should lead the way in developing an ethic of sustainability in all of its practices. Sustainability will be demonstrated through:

1. Leadership in sustainable management - striving to balance educational, economic, social, and environmental issues in our daily decision-making;
2. Leadership in student achievement-incorporating environmental, social, and economic sustainability concepts in our education of students;
3. Leadership in fostering student health and well-being - providing a physical environment that promotes the health, productivity, and safety of students and staff;
4. Continual improvement - seeking new, expanded, and improved ways to create a sustainable and restorative future including partnering with community individuals and organizations focused on sustainability.

Operational Guidelines and Practices

Operational practices include waste reduction, energy conservation, water conservation, and sustainable cleaning and maintenance supplies. These items came about simultaneous to the work of the sustainability matrix developed in 2008. The matrix is included in the appendix of this report.

Lighting Systems

- Replacement of conventional fixtures: moving from CFL to LED
- Lamp recycling program
- Focus on energy efficiency

Integrated Pest Management

- Alternatives to toxics
- Reduced use of chemical agents

Custodial Supplies

- Chemical use reduction, toxics reduction/elimination
- Paper products use recycled paper

Energy Conservation

- Meter level energy use monitoring and analysis
- 3rd party energy audit
- Vehicle fleet upgrades for fuel efficiency
- Organic waste diversion in cafeterias (at half of our schools)

In schools

- Bottle filling stations
- Active transportation promoted, updated bike parking
- Food Services- Farm to School, local foods incorporated into school menus

School-based Focus

In an effort to equitably support sustainability in each school, a school-based program was developed and initiated in 2009 to carry out sustainability activities in all schools (Sustainability Activities Matrix, included in the appendix of this report.) The Volunteers from each school received training in energy conservation and became part of a district-wide SPARKS (School Personnel Advocating a Reduction in Kilowatts) Team. Team members then taught and modeled energy-saving strategies for fellow teachers and students at their school sites. Due to the lack of a coordinated effort, this program was discontinued in 2013. Starting in 2016, resources were allocated for a similar program. Each school has a designated School Sustainability Leader (SSL) to support student, staff and parent/guardian efforts to make the school's operations and activities more environmentally sustainable. With support and guidance from the Facilities and Maintenance Department and the school principal, the SSL's work may include:

1. Reducing the use of non-renewable resources (i.e. fossil fuels, metals and minerals);
2. Reducing energy consumption;
3. Increasing the school's rates of recycling and composting;
4. Facilitating efforts to protect local ecosystems and habitats; and
5. Promoting environmental sustainability throughout the school community.

Sustainability in the Classroom

District educators have been a driving force in many environmental literacy and school sustainability projects. School gardens, outdoor learning including Dixon Creek, field trips to Mary's Peak, local watershed areas, and other local natural area locations are a few examples of the ways that students are learn about sustainability in the classroom. The standards are well suited to allow the integration of sustainability in all subject areas. We have barely scratched the surface of what is possible in providing real-world and meaningful sustainability education to our students.

Prepared by Kevin Bogatin, Assistant Superintendent and Brenda Downum, Communications Coordinator

APPENDIX

School Sustainability Leaders – 2017-18	
Adams Elementary School	Connie Ash
Garfield Elementary School	Joel Inman
Hoover Elementary School	Libby LaFontaine
Jefferson Elementary School	John Nelson
Lincoln Elementary School	Marilyn Polo
Mt. View Elementary School	Lisa Haag
Wilson Elementary School	Kristen Boock
Linus Pauling Middle School	Matthew Stalter
Cheldelin Middle School	Elizabeth Wieland
Franklin K-8 School	Paige Hawkinson
College Hill High School	Kate Beran
Corvallis High School	Julie Williams
Crescent Valley High School	Peg Cornell, Sara McCune

Timeline of CSD Sustainability Activities and Achievements

2003-05

- New LPMS and CHS are LEED certified
- First high school class offered in Corvallis with focus on environmental issues (2003 CVHS: Seminar on Human Ecology and Environmental Ethics, precursor to AP Environmental Science)
- Sustainable Oregon Schools Initiative (SOSI) Steering Committee forms in Portland (Anne Schuster served on this committee)

2006-07

- CVHS joins the CSC and becomes an Oregon Green School
- Corvallis 509J conducts Community Vision for Education process, and Natural Resources "Dream Team" forms and meets regularly to discuss environmental education opportunities offered by local organizations

2007-08

- Corvallis 509J joins the Corvallis Sustainability Coalition
- CVHS APES students use SOSI matrix, No Idling signs installed at all schools

2008-09

- Marin Academy/Center for Eco-Literacy/Eco Council used as a model for Corvallis
- Corvallis 509J Sustainability Steering Committee forms. Committee uses SOSI matrix to conduct an initial inventory and generates a document showing current practices and future goals
- Today's OEA publishes two articles of interest to our work (Education for Sustainability and No Child Left Inside)

- April 2009: Peg Cornell is the keynote speaker at the Hope in Action Youth Conference in Eugene, Oregon and published in Skipping Stones
- Summer 2009: Oregon Environmental Literacy Task Force convenes (Anne is affiliated with this committee)

2009-10

- A district emphasis on conserving energy produced a savings of nearly $111,000.
- Volunteers from each school received training in energy conservation and became part of a district-wide SPARKS (School Personnel Advocating a Reduction in Kilowatts) Team. Team members then taught and modeled energy-saving strategies for fellow teachers and students at their school sites.
- The district received over $427,000 in American Recovery and Reinvestment Act (ARRA) funds through the State Energy Program for lighting upgrades which were completed in June 2010. The lighting retrofit was expected to save the district nearly $22,500 per year.
- APES students use the National Education for Sustainability K-12 Student Learning Standards to inventory sustainability topics taught in CSD schools to determine gaps and identify professional development needs
- April 2010: Anne Schuster, Peg Cornell, and Jack Nickerson (LBL ESD Sustainability Management Coordinator) attend a two-day conference sponsored by Sustainable Oregon Schools Initiative (SOSI) and funded by the EPA to promote education for sustainability and green jobs at the ESD level
- May 2010: CV student Lauren DeCarolis chosen as an intern to attend sustainability steering committee meetings and write articles for the district website.

2010-11

- August: Sustainability in the Classroom workshop at OSU Organized by Kari Van Zee, Gail Gerdeman and Peg; presenters included Julie Williams, Peg Cornell, Janice Rosenberg, Gerhard Behrens, John Meyer, Skip Rochefort, Paul Nash, Chris Vitello, Brandon Trelstad, Julie Jackson and Dave Lettero
- Sustainability Focus: Waste Reduction, SPARKS group takes on this work
- E-cycling became a primary emphasis throughout the district.
- CV AP Environmental Science students conduct a district carbon footprint (partner with Alsea Geospatial), design first school arboretum (partner with David Eckert and Sierra Club), and help schools in Oregon Green School certification process (Garfield, Hoover, MV, Franklin, Lincoln, Cheldelin, Linus Pauling, College Hill, and CHS)
- March: School Board adopts Sustainability Policy
- April: Corvallis 509J, First Alternative Co-op, and the Corvallis Sustainability Coalition share the Governor's Award on Sustainability. These annual awards are designed to recognize organizations that have taken dramatic and comprehensive steps to incorporate sustainability into their operations and set themselves up as examples for other organizations of their type and size.

2011-12

- June 2011: Dawn Tarzian, Gail Gerdeman, Anne Schuster and Peg Cornell attend and present at the Sustainable Schools – Sustainable Solutions Conference at Gladstone HS
- Sustainability Focus: Water Conservation
- Water hydration stations have been installed at Crescent Valley High School and the district office to encourage the use of personal, rather than disposable water bottles.
- A review of the district's outdoor water usage practices was also conducted.
- Gray Family Fund of the Oregon Community Foundation: The Outdoor Educational Experiences Project conducted – year long professional development for secondary teachers and table of outdoor education opportunities provided by local organizations
- High School Counts (career education handbook) adds green options for each career pathway
- October 2011: School Board passes Environmental Literacy (No Child Left Inside) resolution

2012-13

- Sustainability Focus: School Composting
- 509J Food Services (Sharon Gibson) and Corvallis Environmental Center (Sara McCune) partner to provide local lunches on the 2nd Tuesday of each month.
- Monthly tasting tables have been available at all elementary schools since 2008.

2013-2015

- Spring 2013: Final Sustainability Steering Committee meeting
- Sustainability activities and student projects continue across the district

2015-2016

- Julie Williams and Peg Cornell partner with the CEC in the Georgetown Energy Challenge as staff liaisons for student participation in the Communities Take Charge efforts to reduce GHGs (e.g., signing up people on the Action website, distributing over 6000 LED bulbs to 509J students, etc.)

2016-17

- School Sustainability Leaders (SSL) identified for each school building.

Corvallis School District 509J
Board of Directors

BOARD MEETING DATE: January 10, 2011 **FOR ACTION**

SUBJECT: Resolution No. 11-0101 to Join the No Oregon Child Left Inside (NOCLI) Coalition

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Issue: Creating an environmentally sustainable future is a task for all Oregonians, particularly our youth, as they will be the decision-makers charged with addressing increasingly difficult decisions facing Oregon's natural resources. Preparing our youth to respond to mounting natural resources challenges is complicated by the fact that they have largely lost an intimate understanding of and connection to the natural world and working agricultural landscapes.

The No Oregon Child Left Inside (NOCLI) Bill was successfully passed by the 2009 State Legislature and signed into law by Governor Ted Kulongoski on July 22, 2009. NOCLI establishes a collaborative task force, made up of officials from state environmental and education agencies and others, to develop an Oregon Environmental Literacy Plan. The plan will ensure that our students graduate as ecological problem solvers and informed and engaged citizens, and that they are prepared with the objective knowledge and skills needed to devise creative solutions to the complex natural resources challenges facing Oregon and beyond. This framework will support our youth in getting outside and reconnected with their local forests, their backyard streams, and their nearby rivers. It will result in no new educational mandates, nor will it take away funding from current educational programs and efforts.

The task force is charged with developing a state environmental literacy plan for Oregon's K-12 students, to be completed by October 2010. Opportunities for assisting with the development of the plan will be announced as they become available.

By joining the NOCLI Coalition, we are enabling the Coalition leaders to utilize Corvallis School District's name and constituency to demonstrate the need for NOCLI. Coalition members are charged with keeping organizational affiliates informed of NOCLI's progress. There is no cost to join.

ACTION REQUESTED: Adopt Resolution No. 11-0101 to Join the No Oregon Child Left Inside (NOCLI) Coalition.

CONTACT PERSON: Anne Schuster, School Board Chair

Corvallis School District 509J
Resolution No. 11-0101
To Join the No Oregon Child Left Inside (NOCLI) Coalition

WHEREAS, environmental education is critical now because of the complex environmental challenges confronting Oregon, our nation and the world, including human-induced climate change, air and water pollution and the loss of sensitive habitats; and

WHEREAS, we will be passing these complicated problems on to future generations. We must give them a solid understanding of these problems and the basic tools to overcome them and make informed choices in their own lives; and

WHEREAS, understanding the environment and our natural resources is a critical need for our young people; and

WHEREAS, the No Oregon Child Left Inside legislation will provide new resources and incentives for enhancing environmental education. It will not add any new requirements for schools, school systems, teachers or students; and

WHEREAS, the new funding and incentives to expand environmental education will give school systems and environmental education program providers new tools to improve such offerings; and

WHEREAS, environmental education can generally be incorporated into courses already being taught including science or social studies classes; and

WHEREAS, the legislation will help establish relevant, rigorous standards for environmental-related instruction and will help train teachers to use the best methods to teach these topics; and

WHEREAS, beyond the critical importance of teaching young people about the planet and its challenges, research has shown that environmental education leads to improved student performance. Students enjoy learning about the environment and become more engaged with their schoolwork;

BE IT RESOLVED, that the School Board of Corvallis School District 509J hereby joins the No Oregon Child Left Inside (NOCLI) Coalition.

Adopted by the Board of Directors of School District No. 509J (Corvallis) of Benton and Linn Counties, Oregon, at a regular meeting this 10th day of January, 2011.

ATTEST:

Anne Schuster, Board Chair

Roy Burling, Deputy Clerk

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K-12 School and School District Sustainability Topics
As of June 11, 2009

Category	Topic Area	Potential Data to Collect
EDUCATION AND CAREER AWARENESS	**Education for Sustainability K-12**	• Identify and adopt sustainability standards • Designate where each standard will be addressed (grade level, subject area) • Determine which standards are addressed with current curriculum • Adopt additional curriculum materials to fully address standards • Train teachers around standards and where they are addressed (grade, subject) • Train teachers in use of new curriculum materials • Make teachers aware of additional resources for sustainability education, particularly community partners
	Career Preparation K-12	• Provide information in high school course catalogs identifying sustainability career pathways • Identify sustainability careers and the sustainability connection in all careers • Facilitate community connections with business, non-profits, and other organizations to provide students opportunities to explore careers with a sustainability focus
	Sustainability Education for Staff	• Develop a list of skills, knowledge, and activities that the district wants each staff member to possess • Identify a pilot group of staff members from across grade levels and buildings to begin sustainability education for students AND for staff • Develop a sustainable teacher training plan for sustainability (including year-to-year follow-up plan) • Develop a program assessment tool, i.e. How do we know if we're making progress?
	Service-Learning K-12	• Provide students opportunities to participate in service learning projects with a sustainability connection • Determine district and diploma requirements for service-learning projects with sustainability component
FACILITIES AND OPERATIONS	**Buildings**	• Is there an Energy Policy/Procedure? • Annual district energy costs, track monthly consumption of all school buildings • Compare energy cost per sq. ft. to other districts. • Age and condition of buildings. Building profile-size, occupancy, heating/cooling system, fuel type, etc. • Assessment of Physical Plants, age/upkeep of systems, ability to track/schedule maintenance. • Results/recommendations of recent energy audits, changes made? • Training available for O & M staff? Needs? • Role of outside vendors/agencies in O & M. • What maintenance records are kept?
	Grounds and Landscaping	• Are there invasive species (terrestrial and/or aquatic) at the building site? • If you have a creek on site, what is the overall health of the creek? Examples of creek health components: water quality (temperature is the most common parameter to monitor, but also dissolved oxygen, turbidity, bacteria, pH, nutrients, etc.); riparian vegetation (species composition and cover); in-stream habitat (channel complexity - pools, riffles, large wood, undercut banks, etc.); presence of invasive vegetation; erosion; impervious surface (parking lots and/or structures near the creek); storm drain run-off effects; floodplain connectivity; fish and invertebrate presence (traps, snorkel surveys, etc.). • Do you have a garden or greenhouse? • Do you have a compost area? • Energy costs & emissions for mowing. • Water usage for irrigation (Ex: athletic fields). • Any planting & fertilizing costs? • Do you have an integrated pest management plan?

	Indoor Environment/ Toxics	• What cleaning supplies are used? Are they environmentally friendly? Are they safe to breathe? • How is the indoor air quality? Do you have an indoor air quality concern response plan? • Do you have a chemical management plan? • Do other teachers have a chemical management plan? • Is there record maintenance of bldg ventilation system, duct work and replacement of filters? • Age of carpeting, assessment of paint types
SYSTEMS AND SERVICES	**Managing Sustainability**	• Do you have a sustainability Creation and Awareness plan? • Do you have a sustainability advisory/steering committee? • Do you have a sustainability framework? • Is there a sustainability coordinator or a sustainability team? • Do you have a sustainability management system? Policy?
	Food and Wellness	***Part I: District Questions*** • How many vegan or vegetarian options are offered in your cafeteria? • How many low-fat and cholesterol-free food options are offered on the school campus, including cafeteria à la carte items, vending machines, etc.? • How many fresh fruits and vegetables options are available? • How many nondairy beverage offerings are there? • How many miles does the food travel? • How many local food options are available? • How many organic food options are available? • Are any food offerings grown on site? • What is the nutrition content of the food offered? • Are the nutrition facts and other food facts information readily available to students? • Are there any Fair Trade food/beverages served on campus? • Are there social justice/environmental issues with any of the food served on campus? • Is bottled water sold? • Food costs – Supplies and preparation • Food Sources – local, regional, national, global • Contracted or District Staffing. • Wellness program in place? Active – measurable • Packaging of food, e.g., milk containers • Parents driving to school: reduce fuel dependency/ get exercise • Want mandated monthly walk/bike to school day • Walking school buses • Safer routes determined • Mandated health teams (like safety teams or site council) for all schools • Admin/teacher training around wellness District focus around wellness—e.g., policy around fundraising—no junk • Bus drivers give out junk too • Covered bike parking which is close to school—city contractual resources tell best practice about where they should be located • Safe Routes to School grant. Dollars will go away. Stalled. Need district help. • Curriculum to address sustainable food and wellness ***Part II: Site-Based Questions*** • If you have a garden or greenhouse, do you grow food for either the school's use or for your local community? • How much food do you grow? • Any food waste composting? • Is there enough PE • PE as physical activity—walking, cycling, getting to school

		• Is principal supportive?—mandate teacher participation but done by 3:30 • Dedicated staff meeting time for discussion/training • School rewards policy—no junk. Only recycled, useful, US made items or high fives • At schools: ✓Greenhouses ✓Plots ✓Gardens ✓Food waste is composted ✓Farm to school focus ✓Use contracts with local farmers
	Transportation	• How far does the average student travel to get to school? • How far does the average staff member travel to get to school? • How do students and staff travel to and from school? • Are there incentives for students and staff to walk, ride a bike, take the school bus, take public transportation, or carpool (e.g., enforced preferential parking with danglers for carpool participants)? • How much is spent each month on diesel for the bus routes? • Is the option of using biodiesel in school buses being explored? • Are the bus routes the most efficient? How often are they evaluated? • Is there a "No Idling" policy at every building for school buses and private vehicles? • Is there an education plan to improve the mileage of existing vehicles (e.g., students check the tire pressure of cars)? • Do district vehicles other than buses use alternative fuels? • Annual fuel, maintenance costs • Age of equipment • Contracted or District Staffing • Efficiency of Bus routes. • Are buses retrofitted to be less polluting? • Average age of bus-fuel efficient and reduced pollution. • Request that District shop uses sustainable practices • Total fuel consumption by buses • Total miles driven by buses • Using existing district or city buses • Encouraging carpooling for staff and students • Eco-Biz certified shop used by District • Any efficiency gained by working with local transit district? • Safe Routes to Schools
	Procurement and Resource Management	***Part I: Materials*** • What are the major purchases on campus each year? • What are the carbon footprint, life cycle effects and other environmental impacts of each purchase made on campus? • What items do you buy in bulk? • What items do you buy in bulk with other schools or other school districts? • What items are made locally? • What factors are considered when making a purchase? Is the true cost considered, or strictly what is cheapest? • Do you purchase sustainable/reusable/biodegradable utensils & napkins for the cafeteria? • How many disposable utensils and napkins are used each year? • Can you purchase these types of items in bulk with other districts? • Does your campus sell items that are either not reusable or not recyclable? • Do you have a recycling program? If you do, who is involved? • Do you have recycling available at extracurricular events? • Do you recycle in the halls, cafeteria, library and other common areas? • What is the ratio of trashcans to recycling bins at your building? • What is the ratio of total trash collected each week to total recycling collected?

		• If you have a greenhouse or garden on site, do you recycle newspapers for the garden/composting? • Do you purchase recycled-content printer paper? • Do you purchase recycled-content toilet paper and paper towels? • Do you purchase printer paper with a low chlorine content and/or low brightness rating? • Is one-sided paper available at copy machines? Are there clear instructions for loading one-sided paper? • Are teachers, administrators and classified staff encouraged to reduce paper use? • Do teachers use websites for their classes? • Do teachers collect assignments electronically? • Do teachers accept work on paper that has been used? • Do teachers reduce the margins on assignments, accept single-spacing, and encourage double-sided printing? • Where is the school-logo clothing for your athletes, school store and staff manufactured? • What are the working conditions for the people making the school-logo clothing? • Of what material is the school-logo clothing made? ***Part II: Energy*** • Have you conducted an energy use audit? • How much electricity does your building use each month? • What uses energy/electricity in classrooms? • What uses energy/electricity in the common areas (halls, offices, cafeteria. library, etc.) • Where is the most energy used? • How can the energy be reduced? • Do you have solar panels? Alternative energy? • Evaluate solar panels output, and determine the feasibility of expanding the number of solar panels. • What is the carbon footprint for the school? • Identify strategies to achieve the Governor's announced greenhouse gas reduction goals (arrest increases by 2010; reduce to 10% below 1990 levels by 2020; reduce to 75% below 1990 levels by 2050). • Energy per square foot • How much daylight being used? • What % is coming from renewable energy sources? ***Part III: Water*** • Have you conducted a water use audit? • How much water does each site use each month? • How much water does each building at a particular site use each month? • Identify (if possible) where the majority of water is used at each site. • Are there any damaged or leaking drinking fountains, faucets, toilets, showers, or any other issues in bathrooms and the kitchen/cafeteria? Are there any older, high flow toilets? What plan is in place to evaluate all water systems? How often is the water system evaluated? • Are there any automatic water devices in bathrooms? • In places where there aren't automatic watering devices, are there signs reminding users to conserve water? • What methods are used for watering the grounds at each site, including the fields. • Are there any damaged or leaking exterior watering or sprinkler systems? • Are rain and/or runoff storage being used as a source of water for watering the grounds? Do you capture water run-off from roofs for use in outdoor watering? • Are there other gray water solutions? • Track of utility bills, waste removal costs per bldg. • Is there a district purchasing policy?

		• % of Purchases of sustain/green products • Building vs. Centralized purchasing? • Recycling % of total waste • Is your water quality regularly tested? • Bottled water ***Part VI: Buildings*** • New construction needs to be addressed and contained in building standards.
COMMUNITY AND CULTURE	**Community Involvement**	• Identify community partners that are working on sustainability issues or could provide education support, including community colleges and universities. • Organize community partners and resources so that they are easy for teachers and staff to use (organized by levels, key contacts). • Identify opportunities for students (e.g. SPROG, Help Focus the Nation) • Identify post secondary and ESD partners and the support/resources they can provide • Create community wide opportunities for input to be given, direction set and vision established • Support the interest and leadership of secondary school students in their commitment to sustainability.
	Multi-Cultural Proficiency	• Translation of district program into Spanish and/or other first languages • Seek guidance from minority communities through cultural advisory groups to tailor programs and communications to ethnic or culturally unique groups • Involve high school diversity or cultural clubs in sustainability communication, seeking guidance on multi-cultural involvement
	Communications	• Plan for communicating energy saving measures developed • District web page information on sustainability initiatives/savings • Logo to communicate energy savings as purpose for conserving and using • Communicate regularly the success of energy efficiencies • Highlight Sustainability work/projects success on the district and school websites • Sustainability committee prepare a monthly sustainability article that includes logo • Start with school branch and home saving • Post sustainability efforts and opportunities in school offices and classrooms • Bulletin board at schools and Board room to highlight efforts and opportunities

School sustainability is also impacted by other areas including: funding, budgeting, land use planning, readiness for kindergarten, human resource practices and much more.

Corvallis
SCHOOL DISTRICT

VII. LIBRARY UPDATE

Corvallis SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Dana Zachary
Meeting Date: January 18, 2018

Library Media Center Program – Status and Plan

NO ACTION REQUIRED

Background

The purpose of this report is to provide details about the plan to establish a coordinated library media program that serves as a full educational partner in the Corvallis School District.

1. Current Status of Library Services

Positive top-level changes in the first part of the 2017-2018 school year:

- A certified media specialist was hired through LBL ESD to develop a vision and plan for the Library Media Department and to coordinate library services.
- A new Integrated Library System, Follett Destiny, was implemented at the start of the school year. It provides an effective solution to manage inventory, collection control, and circulation.
- CIMC and Teaching and Learning staff conducted a comprehensive evaluation and weed (discard of obsolete material) of the curriculum support resource collection at CIMC.
- We have started a large-scale weed of school library collections. We have already been able to decrease the average book publication date by 2 years across the libraries.

Level	Paid Library Hours/ Day	Avg. Age of Collection in Years	Building Funds Collection Budget in Cash (approx.)	Additional Funding and Sources of Books (2016-2017)
Elementary (7)	2-5.5	17-23	$0-$2000	District Special Category (Equity/World Languages), PTO/A, Book Fair, Grants
K-8 (1)	2	23	$0	PTA
Middle (2)	8	20-26	$1000	District Special Category (Spanish Language), Book Fair, PTO/CPO
Secondary (3)	5.5 – 8 (open 8)	25-20	$1175-$1200	

2. Library Program Vision

A vision statement to guide our district library program is in development. Key elements of that vision will include a coordinated library program in which well-trained and supported library staff run dynamic, student-centered spaces that foster student engagement, literacy and reading enthusiasm, information literacy proficiency, active and collaborative learning, and academic inquiry.

Research shows effective, modern, and vibrant school libraries are uniquely poised and qualified to make substantial contributions to the achievement and enrichment of students and schools. I believe improvements to our libraries will help them reach this potential. As part of the intention to be a fully integrated partner, the priorities of the library department connect directly to district-wide priorities. Please see the attached crosswalk chart.

3. Initiatives for 2017-2018:

The overarching goal for the 2017-18 school year is to plan and begin the steps needed to implement comprehensive improvements in library service. Our focus:

A. Program Coordination - Training and best practices (increased professional development, Media Center best practices and handbook, factoring in equity and diversity into all policies and practices), development of the outline of a standards-based K-5 library skills curriculum, publicizing use of the resources we have (OSLIS, Follett).

B. Collection improvement – grants for books, collection analysis and weeding, long term planning for increasing digital resources.

C. Increase in student engagement – programming, examining usage needs in each school.

4. Activities to Date

Program Coordination

- Program guidelines documents (mission, vision, goals, best practices, Library Media Assistant handbook) are in the early draft stage.
- Ongoing Library Media Assistant team building and trainings including: 8 hours of Follett start-up training, an increase from 1 group PD hour per month to 2-3 group hours, and extensive, one-on-one training on-site in each library.
- Ongoing attendance at regional and national workshops, conferences, and meeting. Work has started with regional librarians on cooperative projects, such as curriculum building and standards mapping.
- Regular meetings with Teaching and Learning administration (Amy Lesan and Rynda Gregory) to craft big-picture goals and monitor progress of improvements, with building administration and parent groups, and with Technology Department staff.

Collection Improvement/Access to Resources

- Collection development: We have been awarded a $5000 grant for a shared set of books celebrating diversity from the Corvallis Public Schools Foundation. We will update our STEM nonfiction books in all libraries thanks to district funding. We are compiling data for an-depth collection analysis in every library, planning to focus first on age and condition of nonfiction.
- Alternative funding: we are continually seeking grant resources.
- Access to digital (multi-format) resources: OSLIS digital resources (databases and ebooks) are being linked to the library catalog and the District web page. Plans to publicize these resources in schools are underway. We're increasing the web presence for academic resources. The Library Resources web page/CIMC subpages will provide an easy and central access point for students, staff, and families.
- Teacher training: Follett teacher training sessions in schools has started.

Student Engagement

- Library Media Assistant/District Librarian programs – I am and will continue to be in the school libraries daily conducting instruction and programming. Examples: read-alouds, story times, library instruction during class time, book talks and book discussions. Special programs launched before break: creation of library instruction videos and a traveling story time troupe (CMS).
- Cooperative Programming with the Corvallis Public Library – This Spring, the CBCPL will provide Maker's Kits for use in all CSD libraries, the teen librarian is conducting ongoing book discussion programming in the secondary schools, and the youth librarians are expected to help plan and conduct parent night and summer reading special programs in late Spring.
- We are establishing a social media presence for the libraries designed to increase student and community engagement. Examples: District Facebook posts on literacy-related topics and themes and creation of a "Library Roadshow" Instagram account to connect with secondary students.

5. Looking Ahead

I am most excited about providing a "voice" for the library program to help establish its place as an educational partner by modeling the ways the libraries can foster access to and use of reading and information resources by school staff and students. By training library staff and by sharing curricula, resources, and tools with them, by publicizing and offering workshops to teaching staff on our information resources and educational tools, and by interacting directly with students, I hope to show the exciting ways that school libraries contribute to student and school success. There will be continued work on long-term goals, progress steps, and development of policy and best practice guidelines. I plan seek and nurture connections in the school and larger community, including establishing a district-wide library committee composed of representatives of all stakeholder groups to plan and implement goals of the library program.

DISTRICT PRIORITES			LIBRARY GOAL: Provide access and exposure to quality materials and services to students and teachers.	LIBRARY GOAL: Create and communicate a shared vision and plan for the role of school libraries and library staff.	LIBRARY GOAL: Provide opportunities to foster student engagement in the libraries, with reading, with information, and in school.
EQUITY	EVERY STUDENT A GRADUATE	**Relationships build a community of trust.**	Library staff: go-to (responsive, knowledgeable, available) resources for meeting information/literacy needs in schools, educational partners	Building unifying vision for the library program with the CSD Executive and building admin. * Culture of seeking and including all viewpoints in the vision * Connecting to stakeholder groups in multiple ways and via multiple platforms.	Library staff as literacy and information advisors guide who are versed in literacy, literature, learning. * Libraries that are fully integrated, nurturing, welcoming, and useful "learning common" spaces that encourage student expression and exploration of multiple viewpoints.
		Inclusive learning environments are culturally relevant.	Systematic collection analysis, development, and maintenance that prioritizes diversity of content, format, relevance, cultural sensitivity.	All segments of the school community asked to contribute with the goal of incorporation of a diversity of thought * "Open door and open ear" policy in all libraries. * Library staff articulating and engaging in conversations about policy and practice.	Equity and diversity key to policy development, program implementation, library service. * Programming and instruction diverse enough to support a variety and learning styles, to ensure different ways "in." * Quality service to all.
		Real-world, experiential learning is meaningful and applied.	Flexible, dynamic library spaces that support different kinds of activities. * Access to libraries possible at point-of-need, during and beyond class time.	Library instruction and activities guided by a suggested K-12 standards-based curriculum (in development).	Students exposed to a wealth of information in many formats in libraries and provided guidance for its use. * Library programming and instruction created to increase engagement.
		Community connections support learning.	Relationships sought and developed with funding and grant agencies to bolder library collection budgets and for special programs.	Open communication up and down the staffing hierarchy * Library staff as literacy and education advocates * Regular reporting of goals, plans, statistics, and library outcomes.	Cooperative programming with community partners, such as the Corvallis Benton County Public Library. * Frequent programming by specialists, guests, and visitors, such as authors, in-person and virtually.
		Adaptability is critical to our success.	Systematic and regular collection maintenance, development, analysis. * Incorporation of multiple formats (print and digit) *Robust PD for library staff.	Collection development plans that include expectation to follow and adapt to changing and evolving CSD educational priorities. * Library staff invited to the table in the early phases of new projects/initiatives.	Involvment in discussions in schools and in the district as a whole to monitor for and adapt to evolving priorities for serving students. * Robust PD for library staff.

Corvallis
SCHOOL DISTRICT

VIII. HOMELESS EDUCATION AND FOSTER CARE UPDATE

Corvallis
SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Chris Hawkins and Amy Lesan
Meeting Date: January 18, 2018

Homeless Education and Foster Care Update — NO ACTION REQUIRED

Background

Corvallis School District, in accordance with the federal McKinney-Vento Act, identifies students as homeless when the sleeping and/or living situation is:

- Motels, hotels, trailer parks or camping grounds
- Shelters (homeless, domestic violence, youth)
- Cars, parks, public places
- Substandard housing (i.e. lack of plumbing, electricity, dirt floor)
- Shared housing due to economic or other hardship
- Unaccompanied Youth (any age living without their parent or guardian)
- Lacking a fixed, regular, and adequate nighttime residence

District-level Staff Support for Students Experiencing Homelessness

- Jeffrey Burns (Liaison; special focus on food insecurity) ,
- Carolyn Hinds (Liaison; special focus on vision health),
- John Caster (Linn Benton Lincoln Education Service District working specifically with Wilson and Mt. View elementary schools), and
- Chris Hawkins (Teacher on Special Assignment; Oregon Department of Education Liaison for Homelessness and Foster Care).
- Oversight and guidance provided by district administrators Amy Lesan and Rynda Gregory.

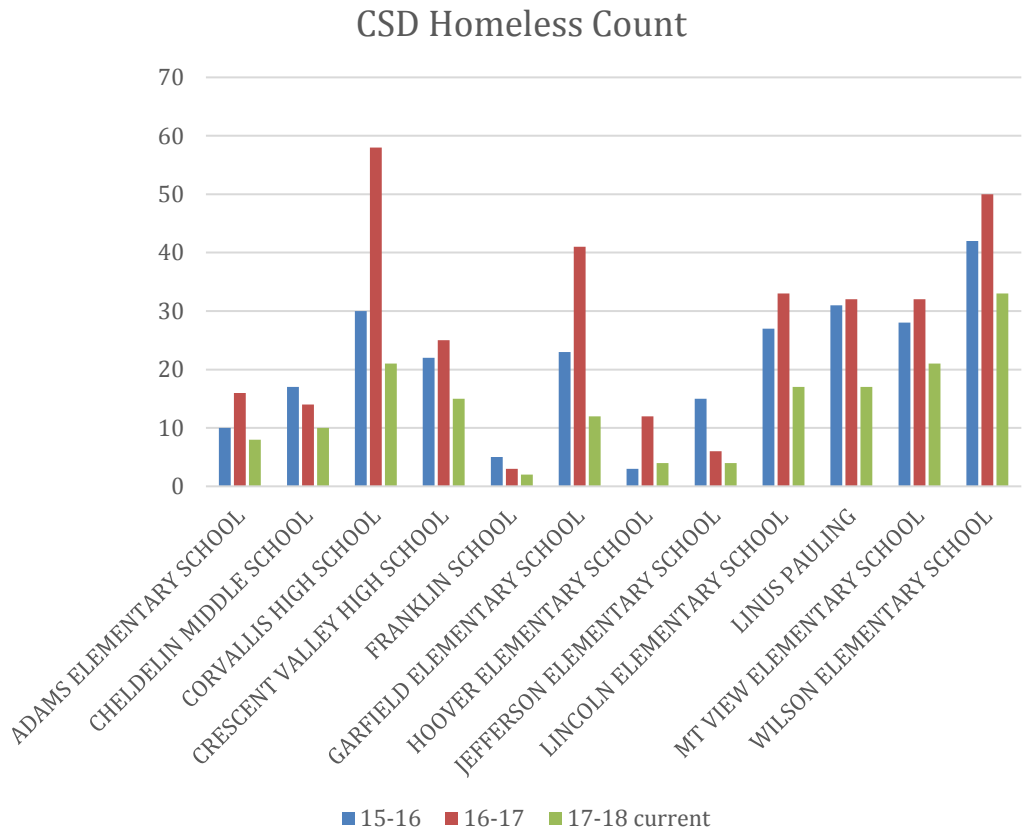
Typical supports for students and families either provided directly by district staff or through family liaisons and school counselors:

- Food insecurity support for students and families via:
    - Weekend "Power Packs" – currently serving 108 students
    - Pantry at Welcome Center focusing on students and families experiencing homelessness
    - Connections to Linn Benton Food Share and local food banks
- Clothing (shoes, coats, sports attire, etc.) and laundry cards
- Gas cards/vouchers
- Afterschool support (Boys and Girls Club, rec. sports, etc.)
- Transportation to and from school (to school of origin if most appropriate)
- Medical/dental/vision support (transportation, connections, insurance signup)
- Utility support (electricity, rent, phone, etc.)

Community Involvement by District Staff

- Adult Services Team – County team that offers multiple services around housing that include case management
- Youth Service Team – County team that works voluntarily with families to coordinate a list of services or interventions based on the student or family's needs and requests. We work collaboratively with the family as an important part of our team, and try to develop creative solutions and reduce or minimize barriers to accessing services.
- Child and Family Care Coordination – Providing wrap-around care coordination services for youth.
- Homeless Opportunities Action Committee, including work on subcommittees:
    - Mental/Behavioral Health subcommittee
    - Coordination of Care subcommittee
- Close working relationship with the Corvallis Public Schools Foundation and Chief Executive Officer Liv Gifford

Homelessness by the Numbers

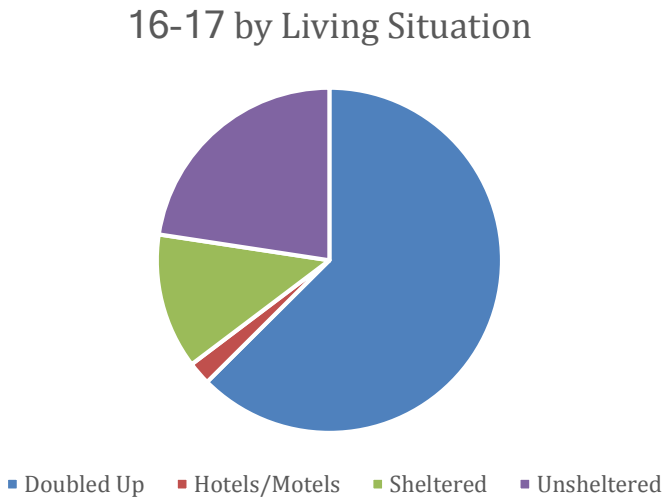


Year	2015-16	2016-17	2017-18*
Homeless Count	253	323	164

*year to date

2016–17 Statistics – Students Experiencing Homelessness

- 89% were born in the United States
- 76% identify English as the primary language
- 72% were enrolled for at least half of the school year (47% enrolled the entire school year)
- 57% were born in Oregon
- 50% White; 31% Hispanic; 10% Multiracial; 4% Black
- 19% are identified as students with disabilities
- 17% identify Spanish as the primary language



2016-17 Statistics – Student Living Situation

Category	Number of Students
Doubled Up	202
Unsheltered	73
Sheltered	41
Hotels/Motels	7
Total	**323**

Foster Care

- Students in foster care are receiving similar supports as students experiencing homelessness
- ESSA (Every Student Succeeds Act) now requires tracking of students in Foster Care
- To date, knowing this is a newer reporting requirement, 20 students in Foster Care
- Students in Foster Care are allowed the same opportunity as students experiencing homelessness by being provided transportation and enrollment to and from the students' school of origin (prior to placement in foster care)
- Each district is required to have an official contact for DHS/Foster Care, our official contact is Chris Hawkins

Corvallis
SCHOOL DISTRICT

IX. 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