



Corvallis
SCHOOL DISTRICT

NOTICE

NOTICE IS HEREBY GIVEN of a meeting of the Corvallis School District Board of Directors.

| Date & Time | Meeting Type | Location | Agenda |
|-------------------------------------|---------------------|--|---------------|
| Monday, November 4, 2013 6:30 PM | Regular | District Office Board Room, 1555 SW 35th Street, Corvallis, OR 97333 | See attached. |

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

If you would like to watch live-streaming of the School Board meeting, please navigate to the District's YouTube channel: <https://www.youtube.com/channel/UC9Jtpte5dmilZl9kySBjVQ?> A recording of the meeting will also be posted to that channel.

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

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



Corvallis

SCHOOL DISTRICT

Monday, November 4, 2013
6:30 PM

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

Meeting Details: Monday, November 4, 2013, 6:30 PM in the District Office Board Room, 1555 SW 35th Street, Corvallis, OR 97333.

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

- I. CALL TO ORDER AND ROLL CALL
- II. PLEDGE OF ALLEGIANCE
- III. COMMITTEE/BOARD MEMBER ITEMS
- IV. SUPERINTENDENT'S REPORT
- V. SPECIAL REPORTS
 - V.A. 509J By The Numbers



Corvallis School District 509J

School Board Meeting Information Packet

November 4, 2013

SPECIAL REPORTS:

2013-14 509J By The Numbers

509J BY THE NUMBERS

A SUMMARY REPORT TO THE SCHOOL BOARD
AND A GUIDE FOR OUR COMMUNITY



November 4, 2013

This document is the third year of a combination of three key reports previously reported individually: A Budget Guide for our Community (*The ABC Guide*), *Class Size Reports* by level, and the *Vital Signs Report*.

The ABC Guide was produced in conjunction with the district's budgeting process, published as a "pull-out" section of the budget document, and provided an overview of district demographics and budget. This document, first included in the 2006-07 budget document, was last printed in the 2009-10 budget document.

Class Size Reports with information regarding class sizes at the elementary and secondary level were previously provided to the board each fall.

The *Vital Signs Report* was started in 2005-06 at the request of the school board and upon the recommendation of the Program and Resources Review (PR2) Committee. This report focused on key indicators regarding facilities usage and subsequent distribution of students and budget among schools. Factors identified within this report were intended to prompt discussion in the areas of school boundaries, reconfiguration, and the opening or closing of schools, as well as to inform annual budget prioritizations.

Due to the overlapping nature of these individual reports, they have been combined to create a more comprehensive overview of the district's demographics, facility utilization, and budget. Suggestions regarding the format and content of this report are welcomed by the Finance and Operations Department.

This document has been formatted to facilitate double-sided printing.

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STUDENT DEMOGRAPHICS

WHO ARE OUR STUDENTS?

ENROLLMENT STATISTICS & TRENDS

The Corvallis School District's overall enrollment has been declining since 1994-95, when the district had 7,769 students. Over the past ten years, total enrollment has dropped by over 8 percent, despite a small increase since 2011-12. The table below shows actual enrollment totals by level as of October 1, 2013, as well as the previous ten years.

Table 1: District Enrollment by Level as of October 1, 2013 and previous 10-yrs, excluding Muddy Creek Charter School and YES House

| | Elementary (K-5) | Middle (6-8) | High (9-12) | Total District | Total Change from Previous |
|-----------------------|---------------------|-----------------|----------------|-------------------|-------------------------------|
| 2003-04 | 2,856 | 1,596 | 2,481 | 6,933 | (2%) |
| 2004-05 | 2,814 | 1,547 | 2,481 | 6,842 | (1.3%) |
| 2005-06 | 2,816 | 1,518 | 2,408 | 6,742 | (1.5%) |
| 2006-07 | 2,857 | 1,504 | 2,399 | 6,760 | 0.3% |
| 2007-08 | 2,853 | 1,506 | 2,367 | 6,726 | (0.5%) |
| 2008-09 | 2,794 | 1,560 | 2,309 | 6,663 | (0.9%) |
| 2009-10 | 2,757 | 1,521 | 2,268 | 6,546 | (1.8%) |
| 2010-11 | 2,728 | 1,479 | 2,242 | 6,449 | (1.5%) |
| 2011-12 | 2,650 | 1,413 | 2,215 | 6,278 | (2.7%) |
| 2012-13 | 2,631 | 1,448 | 2,220 | 6,299 | 0.3% |
| 2013-14 | 2,704 | 1,407 | 2,237 | 6,348 | 0.8% |
| 3-year change | (0.9%) | (4.9%) | (0.2%) | (1.6%) | |
| 10-year change | (5.3%) | (11.8%) | (9.8%) | (8.4%) | |

✓ VITAL SIGN: *District-wide by grade level cumulative change in students over a 3-year period did not exceed +/-10%.*

In addition to district-wide enrollment by level, it can be useful to track students by grade as they move from kindergarten through twelfth grade. When this information is viewed (Table 2), an increase can be observed between the 8th and 9th grades across all years. This is likely due to students entering the Corvallis school system from local private K-8 options.

Similarly, there is an increase seen between kindergarten and first grade. District staff believes this is due to families choosing private kindergarten options instead of district kindergarten programs, and then transitioning into first grade in the district.

Table 2: Enrollment history by grade 2002-03 to 2013-14 (October 1)

| Grade | 02-03 | 03-04 | 04-05 | 05-06 | 06-07 | 07-08 | 08-09 | 09-10 | 10-11 | 11-12 | 12-13 | 13-14 |
|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| K | 456 | 436 | 449 | 435 | 446 | 428 | 442 | 422 | 418 | 392 | 420 | 432 |
| 1 | 496 | 496 | 457 | 482 | 458 | 483 | 463 | 459 | 454 | 460 | 432 | 486 |
| 2 | 455 | 491 | 498 | 462 | 477 | 453 | 476 | 462 | 458 | 442 | 450 | 439 |
| 3 | 471 | 463 | 478 | 502 | 471 | 496 | 474 | 475 | 460 | 454 | 424 | 454 |
| 4 | 481 | 486 | 466 | 472 | 523 | 465 | 483 | 468 | 475 | 442 | 462 | 426 |
| 5 | 528 | 484 | 466 | 463 | 482 | 528 | 456 | 471 | 463 | 460 | 443 | 467 |
| 6 | 545 | 506 | 503 | 482 | 488 | 502 | 530 | 471 | 478 | 471 | 482 | 445 |
| 7 | 545 | 536 | 513 | 504 | 495 | 500 | 512 | 526 | 473 | 476 | 466 | 489 |
| 8 | 552 | 554 | 531 | 532 | 521 | 504 | 518 | 524 | 528 | 466 | 500 | 473 |
| 9 | 660 | 643 | 654 | 614 | 657 | 636 | 637 | 661 | 672 | 645 | 557 | 564 |
| 10 | 678 | 622 | 603 | 598 | 573 | 604 | 587 | 554 | 587 | 577 | 590 | 543 |
| 11 | 607 | 612 | 608 | 590 | 584 | 572 | 542 | 520 | 479 | 507 | 520 | 564 |
| 12 | 600 | 604 | 616 | 606 | 585 | 555 | 543 | 533 | 504 | 486 | 553 | 566 |
| Total | 7,074 | 6,933 | 6,842 | 6,742 | 6,760 | 6,726 | 6,663 | 6,546 | 6,449 | 6,278 | 6,299 | 6,348 |

In addition to data for actual enrollment, the difference between projected and actual enrollment is reviewed. Allocation of instructional staff to schools is based on projected enrollment, and, as such, significant disparities between projected enrollment and actual enrollment can be problematic. Over half of the difference (62 percent) between projected and actual enrollment at the elementary level is attributable to a higher kindergarten enrollment; this increase may be due to the addition of full-day kindergarten classes at Mt. View and Wilson.

Table 3: District Enrollment by Level Compared to Projections, excluding Muddy Creek Charter School and YES House (October 1, 2013)

| | Projected | Actual | Difference | Percent Difference |
|------------------|--------------|--------------|------------|--------------------|
| Elementary (K-5) | 2,624 | 2,704 | 80 | 3% |
| Middle (6-8) | 1,408 | 1,407 | (1) | (0.1%) |
| High (9-12) | 2,148 | 2,237 | 89 | 4.1% |
| Total | 6,180 | 6,348 | 168 | 2.7% |

✓ VITAL SIGN: District-wide actual enrollment by grade level did not change between budget forecast and actual by more than 5%.

Another view of 2013-14 estimates and actuals is by school. From this vantage point, it is possible to identify individual school populations that may be increasing or decreasing more than anticipated.

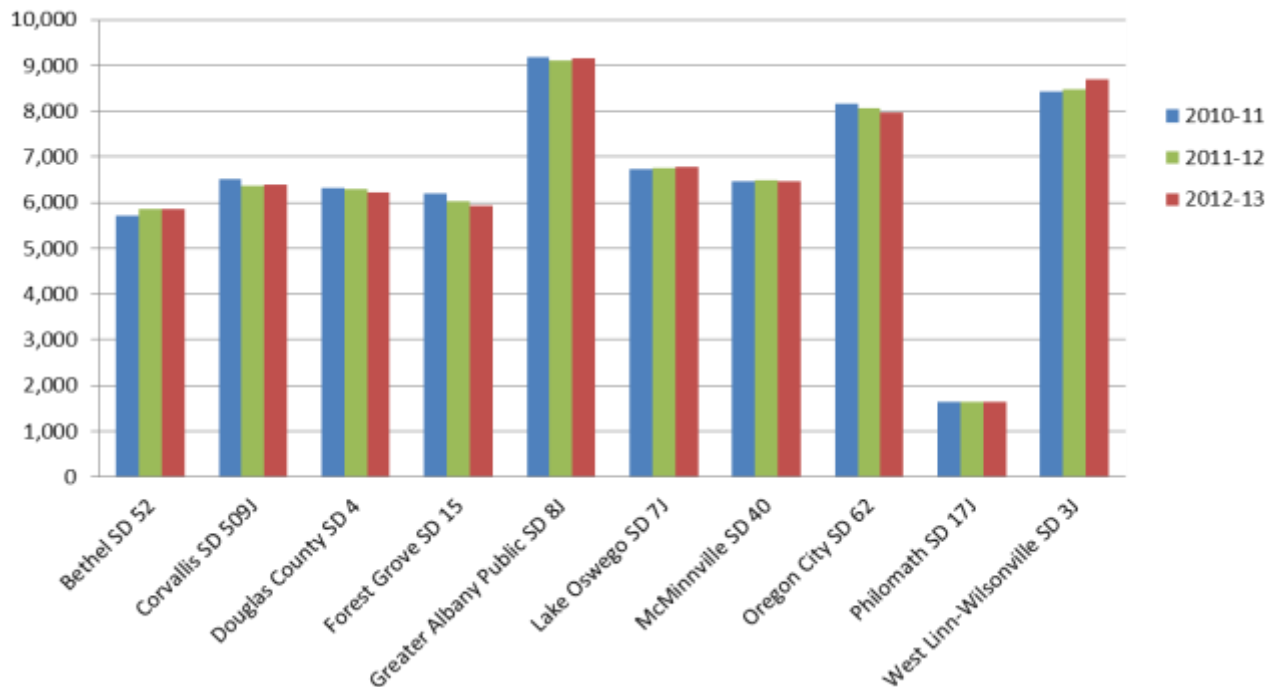
Table 4: 2013-14 Projected and Actual Enrollments by School as of October 1, 2013, not including Muddy Creek Charter School and YES House

| | 2010-11 | 2011-12 | 2012-13 | 2013-14 | | 3-yr |
|-----------------------------|--------------|--------------|--------------|--------------|--------------|---------------|
| | Actual | Actual | Actual | Projected | Actual | Change |
| Adams Elementary School | 390 | 363 | 353 | 353 | 380 | (2.6%) |
| Garfield Elementary School | 380 | 385 | 394 | 413 | 394 | 3.7% |
| Hoover Elementary School | 419 | 413 | 395 | 390 | 406 | (3.1%) |
| Jefferson Elementary School | 329 | 313 | 330 | 318 | 329 | 0% |
| Lincoln Elementary School | 325 | 348 | 361 | 383 | 368 | 13.2% |
| Mt. View Elementary School | 344 | 313 | 287 | 267 | 298 | (13.4%) |
| Wilson Elementary School | 369 | 345 | 341 | 330 | 358 | (3%) |
| Franklin K-8 School | 329 | 343 | 354 | 362 | 355 | 7.9% |
| Cheldelin Middle School | 598 | 543 | 563 | 553 | 546 | (8.7%) |
| Linus Pauling Middle School | 724 | 697 | 701 | 663 | 677 | (6.5%) |
| Corvallis High School | 1,154 | 1,196 | 1,235 | 1,224 | 1,242 | 7.6% |
| Crescent Valley High School | 1,088 | 1,019 | 985 | 924 | 995 | (8.5%) |
| Total | 6,449 | 6,278 | 6,299 | 6,180 | 6,348 | (1.6%) |

X VITAL SIGN: *School-specific cumulative changes in students over a three-year period exceeded +/- 10 percent at Mt. View and Lincoln Elementary Schools. The overall elementary and K-8 enrollment increased by 0.1 percent over three years, the overall middle school enrollment decreased by 7.5 percent, and high school enrollment decreased overall by 0.2 percent.*

This report includes comparisons to other Oregon districts to provide the reader with some perspective. These comparator districts were selected based on size and proximity.

Figure 1: District Enrollment for Comparative Districts 2010-11 to 2012-13



RACE/ETHNICITY AND PRIMARY LANGUAGE

Students within the Corvallis School District are diverse. Statistical data regarding race and ethnicity is compiled based on information provided by parents during the registration process. In situations where data is not provided by parents, school staff make educated guesses in accordance with state requirements.

In comparison to state-wide percentages as reported through the 2010 US Census¹, students in Corvallis are more likely to identify themselves as Hispanic, Asian, American Indian, or Black/African American than the state averages. In only the Hawaiian/Pacific Islander category was the district percentage less than what was reported state-wide.

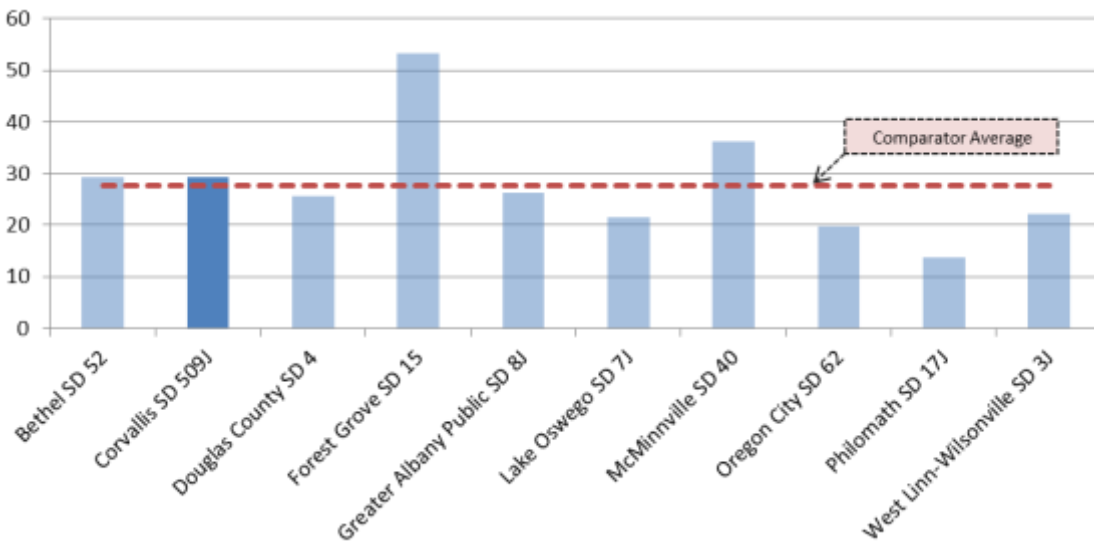
Table 5: District-Wide Student Race/Ethnicity as of October 1, 2012 and 2013 Compared to 2010 State-Wide All Ages Census Data

| Race/Ethnicity as Reported | October 1, 2012 | | October 1, 2013 | | 2010 State-Wide Percentage** |
|----------------------------|-----------------------|------------------------------------|-----------------------|------------------------------------|------------------------------|
| | District-Wide Number* | District-Wide Percentage of Total* | District-Wide Number* | District-Wide Percentage of Total* | |
| Hispanic | 933 | 14.3% | 944 | 14.6% | 11.7% |
| Asian | 643 | 9.8% | 660 | 10.2% | 3.7% |
| American Indian | 642 | 9.8% | 636 | 9.8% | 1.4% |
| Black /African American | 220 | 3.4% | 210 | 3.2% | 1.8% |
| Hawaiian /Pacific Islander | 152 | 2.3% | 151 | 2.3% | 3.0% |
| White | 5,426 | 82.9% | 5,393 | 83.4% | 83.6% |

*Individuals may self-report in multiple categories; number and percentage totals may exceed 100%

**2010 US Census Data

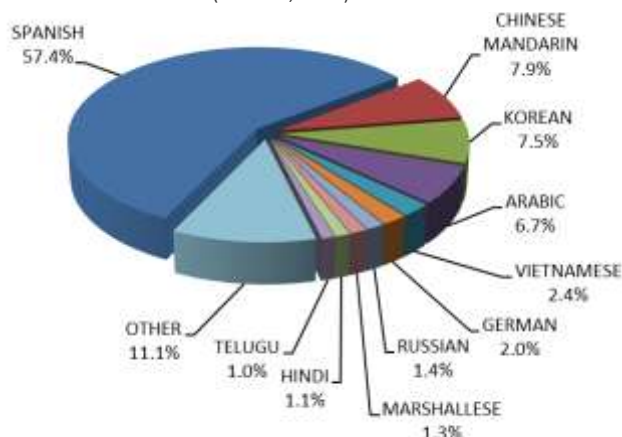
Figure 2: 2012-13 Percent of Total Students Identified as Minorities for Comparator Districts (ODE Data)



¹ 2010 US Census data was downloaded on Oct. 14, 2011, from <http://2010.census.gov/2010census/data/>.

Among district comparators, Corvallis ranked as the third most diverse population based on 2012-13 data compiled by the Oregon Department of Education (ODE), with a total number of students identified as minorities at just over 29 percent, slightly over the comparator group average of nearly 28 percent. Philomath’s minority population of just under 14 percent was the least, while Forest Grove’s population of just over 53 percent was the greatest of our comparator group.

Figure 3: Ten Most Popular Non-English Primary Languages, with All Others, as a Percentage of Total Non-English Languages Reported by Corvallis District Students (October, 2013)



Another indicator of diversity is the self-report of families’ primary languages other than English. As of October 1, 2013, 970 students indicated that their primary language is one other than English, up from 956 reported in 2012, representing 15 percent of the total student body. Forty-nine unique languages other than English are spoken in the homes of our students. The 2010 US Census reports an estimated 11.2 percent of individuals within the Corvallis, Oregon metropolitan area speak a language other than English.²

PARTICIPATION IN SPECIALIZED LEARNING PROGRAMS

In order to meet the diverse needs of students, the district offers a variety of programs aimed at reaching each individual student. These services include those targeted specifically for Talented and Gifted (TAG) students, English Language Learners (ELL), and students on an Individualized Education Plan (IEP).

Table 6: Students Participating in Specialized Learning Programs by Level, as of October 2013

| Academic Level | TAG | | ELL | | IEP | |
|--------------------------|--------------|---------------------------|------------|---------------------------|------------|---------------------------|
| | Number | Percent of Total by Level | Number | Percent of Total by Level | Number | Percent of Total by Level |
| Elementary (K-3) | 6 | 0.3% | 257 | 14.2% | 166 | 9.2% |
| Elementary (4-5) | 73 | 8.2% | 105 | 11.8% | 131 | 14.7% |
| Middle (6-8) | 313 | 22.2% | 61 | 4.3% | 173 | 12.3% |
| High (9-12) | 638 | 28.5% | 46 | 2.1% | 247 | 11.0% |
| All grades (K-12) | 1,030 | 16.2% | 469 | 7.4% | 717 | 11.3% |

The charts below compare Corvallis to comparator districts for overall percentages of students with IEPs and ELL participation. Data for these charts was provided by ODE for 2012-13.

² U.S. Census Bureau, 2010 American Community Survey as reported online at http://factfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=ACS_10_1YR_S1601&prodType=table, October 14, 2011.

Figure 4: Percentage of IEP Students for Comparator Districts 2012-13 (ODE Data)

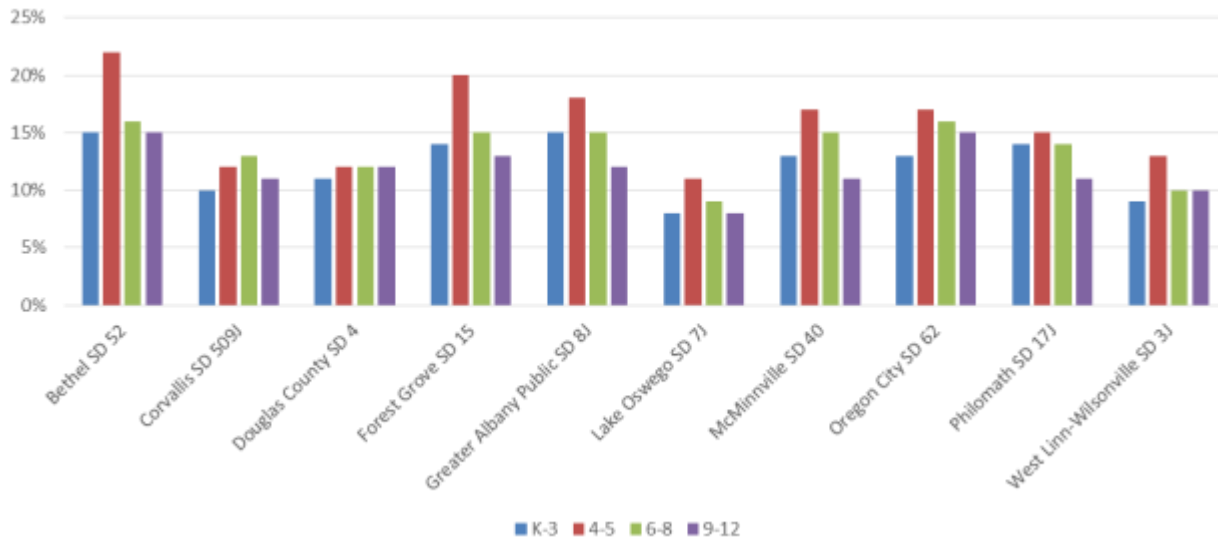
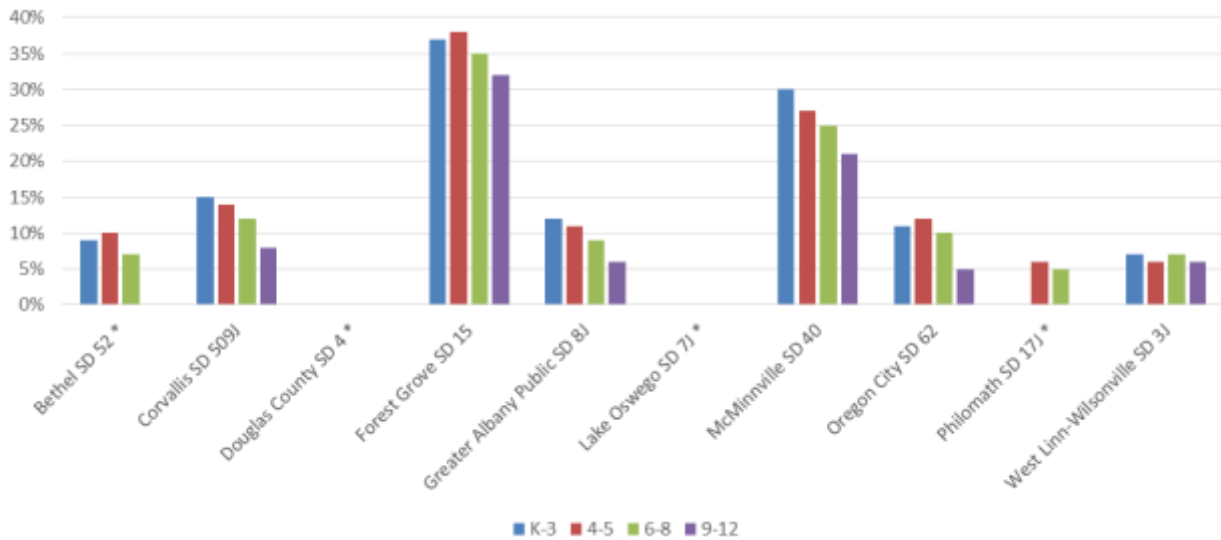


Figure 5: Percentage of ELL Students by grade level for Comparator Districts 2012-13 (ODE Data)



*missing data indicates districts/grade levels reporting less than five percent in any grade cluster

FREE AND REDUCED LUNCH PROGRAMS

The Free and Reduced-Priced Meal Program is a federally-funded program to ensure children from households that meet federal income guidelines have access to nutritious meals while at school. This program is completely confidential. Children from households that receive Food Stamps or Temporary

Assistance to Needy Families (TANF) benefits are eligible for free meals. Additionally, all foster children are approved for free meals.

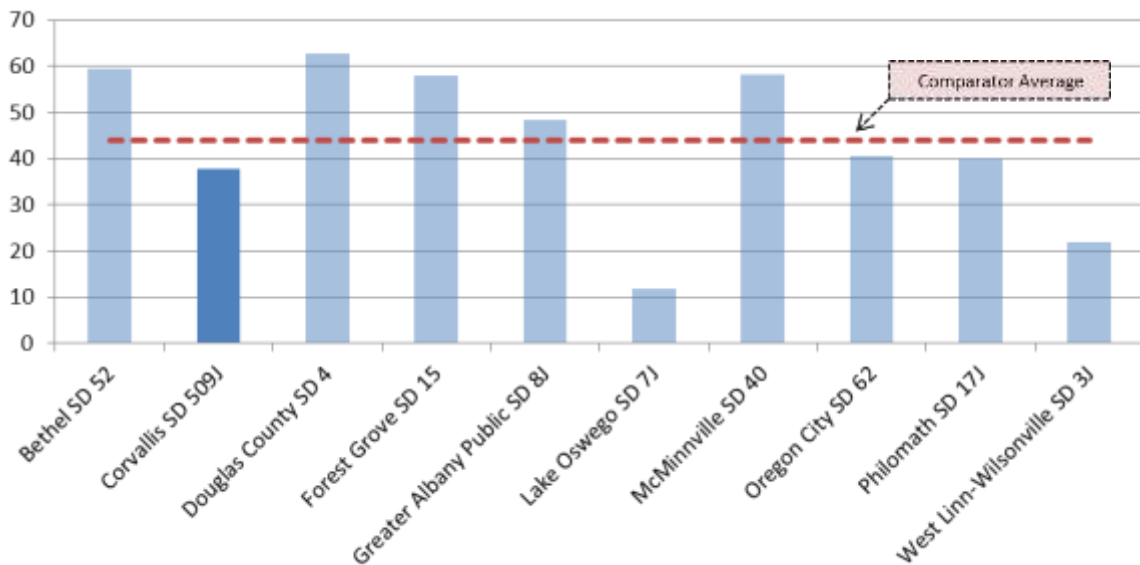
Children from households that meet federal income guidelines are determined eligible for either free or reduced-priced meals. Thanks to the Oregon State Legislature, students who qualify for reduced-priced meals can have breakfast for free. This program provides children the opportunity for a nutritious breakfast that they need to be successful in school.

Overall, participation in this program has increased in Corvallis over the past ten years from 27.4 percent in 2002-03 to 39.7 percent in 2012-13. The district’s 2012-13 average, however, is still less than that of the average of our comparator districts at 43.9 percent.

Table 7: Corvallis School District (CSD) Free and Reduced Lunch Program Participation, CSD Food Service Data 2007-08 to 2012-13

| School | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 |
|-------------------------|--------------|--------------|--------------|--------------|--------------|--------------|
| Adams Elementary | 24.0% | 20.2% | 19.7% | 21.2% | 22.6% | 27.7% |
| Garfield Elementary | 76.8% | 71.1% | 72.5% | 75.1% | 77.7% | 75.6% |
| Hoover Elementary | 14.4% | 12.6% | 18.8% | 17.8% | 18.2% | 18.0% |
| Jefferson Elementary | 24.7% | 19.8% | 17.6% | 20.9% | 25.5% | 26.1% |
| Lincoln Elementary | 74.7% | 66.5% | 70.8% | 68.2% | 69.3% | 68.8% |
| Mt. View Elementary | 45.7% | 45.4% | 51.9% | 49.7% | 53.4% | 56.1% |
| Wilson Elementary | 51.6% | 45.7% | 52.8% | 51.8% | 53.5% | 56.5% |
| Franklin K-8 | 13.5% | 15.7% | 23.9% | 23.7% | 23.4% | 23.3% |
| Cheldelin Middle | 27.3% | 25.2% | 31.9% | 31.3% | 32.7% | 36.5% |
| Linus Pauling Middle | 45.9% | 41.1% | 43.0% | 42.5% | 43.3% | 44.9% |
| Corvallis High | 28.6% | 28.4% | 38.2% | 34.9% | 38.7% | 38.6% |
| Crescent Valley High | 24.3% | 21.7% | 26.6% | 24.8% | 26.7% | 26.1% |
| District Average | 35.4% | 32.6% | 37.8% | 36.5% | 38.8% | 39.7% |

Figure 6: Comparator District Free and Reduced Lunch Participants as a Percentage of Total Enrollment (ODE Data, 2012-13)



HOW ARE OUR STUDENTS PERFORMING?

OREGON ASSESSMENT OF KNOWLEDGE AND SKILLS (OAKS) RESULTS

All Oregon students in grades 3-8 and 11 are required to be tested with the Oregon Assessment of Knowledge and Skills (OAKS). The test results are used annually to determine whether schools, districts, and the state are meeting, or making sufficient progress toward meeting, rigorous state academic standards.

Figure 7: 2012-13 Reading Assessments

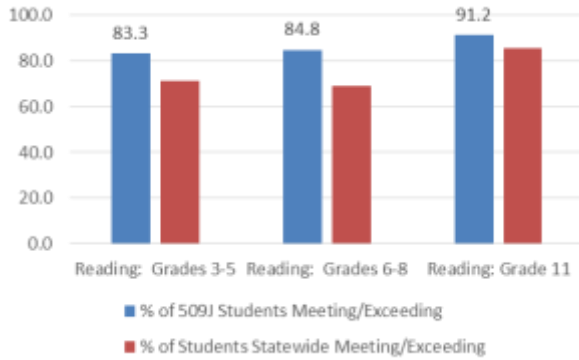


Figure 9: 2012-13 Writing Assessment



Figure 8: 2012-13 Math Assessments

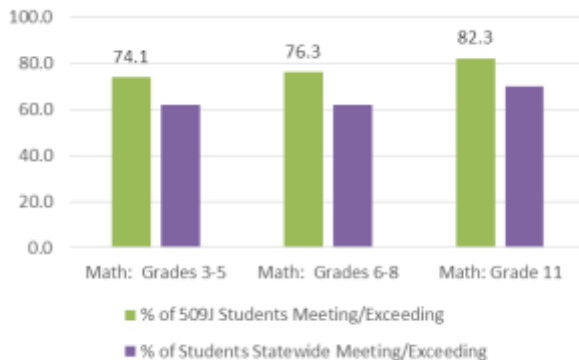
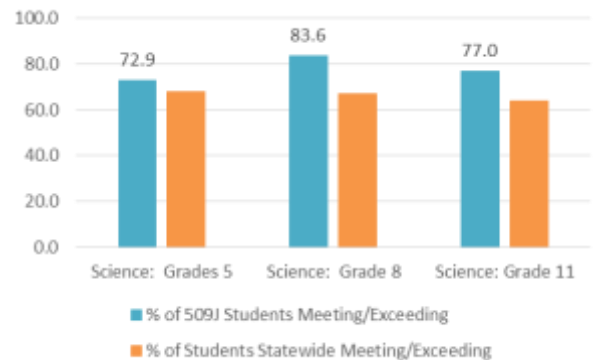


Figure 10: 2012-13 Science Assessments



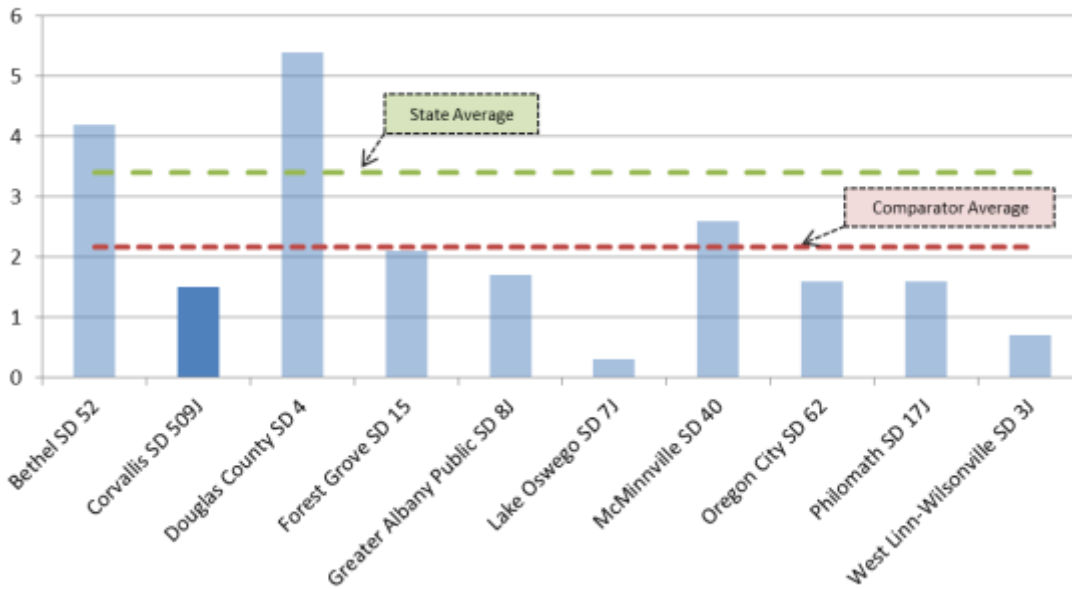
GRADUATION RATES

Corvallis schools consistently exceed the state average when measuring the number of drop-outs each academic year. The Oregon Department of Education defines a drop-out as a student who withdrew from school without transferring or receiving a diploma, modified diploma, or GED. The most recent data available at the time of printing is 2011-12.

Table 8: Dropout Rates 2006-07 to 2011-12

| | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 |
|----------------------|---------|---------|---------|---------|---------|---------|
| Corvallis High | 3.8% | 3.3% | 0.8% | 1.2% | 2.1% | 1.2% |
| Crescent Valley High | 2.6% | 2.0% | 2.1% | 0.2% | 0.5% | 0.8% |
| State of Oregon | 4.2% | 3.7% | 3.4% | 3.4% | 3.3% | 3.4% |

Figure 11: Comparator Group Dropout Percentages 2011-12



WHERE DO OUR STUDENTS GO TO SCHOOL?

ELEMENTARY CLASS SIZES

The school board has consistently made lower class size a budget priority since at least 1999-2000. This focus on class size is in response to teacher testimony, community feedback, the Visioning process adopted by the board in November 2007, and online surveys, all of which stated class size as the number one priority for Corvallis.

Prior to 2011-12, schools received two major allocations during the budget process: basic school support and discretionary. In this model, individual school locations were responsible for budgeting classroom teacher full-time equivalency (FTE) as well as supplies, materials, and other operational expenditures. To assist school leadership in the budgeting process, allocations were further defined since the 2011-12 budget to include three categories: basic school support, classroom teacher FTE, and discretionary.

To allocate classroom teacher FTE, targeted class sizes were identified for each grade. These targets, shown below, narrow the class size ranges previously utilized in reports to the board.

Table 9: 2013-14 Adopted Budget Class Sizes used for Classroom Teacher FTE Allocation

| Grade Level | 2011-12 Targeted Class Size | 2012-13 and 2013-14 | |
|----------------|--------------------------------|---------------------|--------------------|
| | | Targeted Class Size | Maximum Class Size |
| Kindergarten | 22 | 24 | 26 |
| First - Second | 23 | 26 | 28 |
| Third | 25 | 27 | 28 |
| Fourth - Fifth | 28 | 31 | 32 |


The Local Option Levy adds 1.5 FTE classroom teachers at each elementary school, 2.33 FTE at Franklin K-8, 4.0 FTE at each middle school, and between 5.5 and 6.0 FTE at each high school. Local option funds have been used to minimize class size increases over the last few volatile budget years. Further information regarding the Local Option Levy is available in the financial section of this document.

ELEMENTARY SCHOOL ENROLLMENT

Since the district has experienced an overall decrease in enrollment over the years, it is expected that overall school sizes at the elementary school level would follow this trend. School closures, consolidations and reconfigurations implemented over the past decade have helped to maintain schools at cost-effective sizes. The Quality Education Model for elementary schools uses a school size of 340 for an effective size. As of October 1, 2013, two elementary schools fall below that size at 328 and 298 students: Jefferson and Mt. View Elementary Schools, respectively.

DISTRICT-WIDE ELEMENTARY CLASS SIZES

The average district-wide elementary class size is 25.5 students per classroom as of October 1, 2013. In 2012-13, the average was 24.8 students per classroom.

 **VITAL SIGN:** *As of October 1, 2013, district-wide average elementary class size is 25.5, exceeding the vital sign threshold of 25.*

Average elementary class sizes for each grade are shown below from 2007-08 to 2013-14.

Table 10: District-Wide Average Class Sizes by Grade 2007-08 to 2013-14.

| Grade | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 |
|-------|---------|---------|---------|---------|---------|---------|---------|
| K | 20.8 | 21.9 | 21.0 | 21.7 | 20.3 | 19.9 | 21.6 |
| 1 | 23.2 | 21.9 | 24.1 | 23.0 | 24.0 | 23.3 | 23.4 |
| 2 | 22.5 | 24.0 | 24.3 | 24.0 | 23.4 | 24.4 | 24.1 |
| 3 | 24.8 | 24.7 | 25.3 | 24.4 | 24.5 | 24.9 | 23.3 |
| 4 | 24.9 | 23.9 | 25.3 | 27.1 | 25.4 | 28.3 | 22.7 |
| 5 | 24.1 | 23.9 | 25.4 | 26.9 | 26.0 | 27.7 | 27.5 |

Figure 12: District-Wide Average Class Sizes by Grade 2008-09 to 2013-14

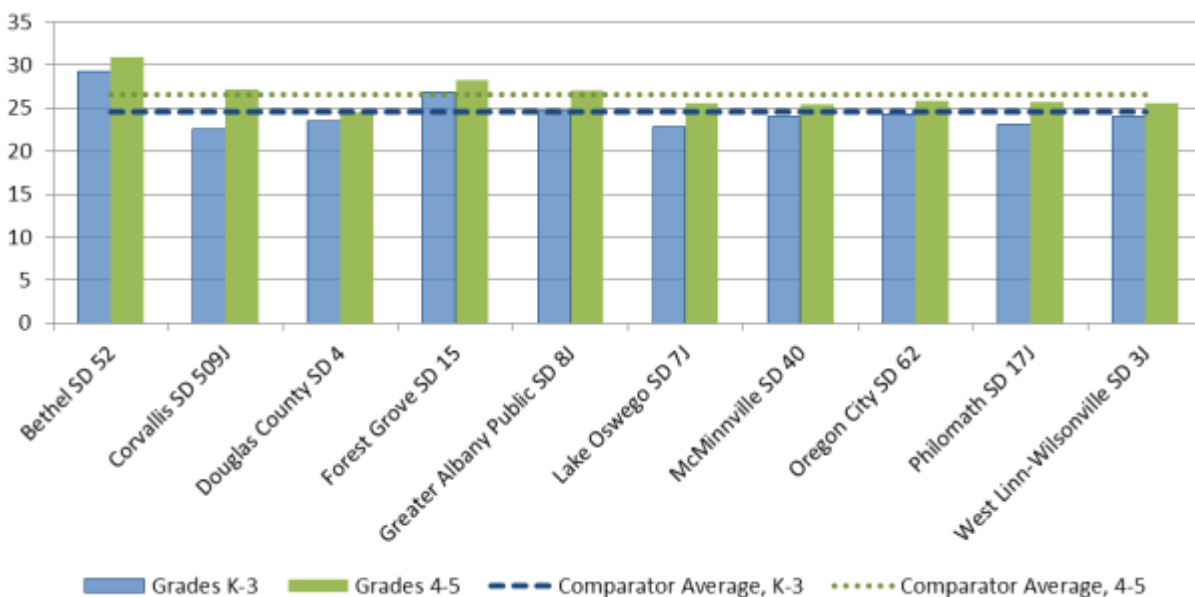


✓ VITAL SIGN: *The 2013-14 General Fund allocation of FTE per student did not change the average class sizes more than +/- 2 students compared to 2012-13.*

As of the 2012-13 school year, ODE collects information regarding class size averages at the elementary level in two categories: grades K-3 and 4-5.

✓ VITAL SIGN: *For 2012-13, Corvallis ranked favorably beside comparator districts. The average class size for grades K-3 in Corvallis was 2.0 less than the comparator district average and less than 1.0 over the average when comparing grades 4-5.*

Figure 13: Elementary Class Sizes by Comparator District as Reported by ODE 2012-13





ELEMENTARY SCHOOL SPECIFIC CLASS SIZE AVERAGES

The following table compares this year's class size averages at each elementary school to their 2011-12 and 2012-13 averages. From 2011-12 to 2012-13, the majority of the schools increased class size averages.

Table 11: Elementary School Average Class Sizes Current and Previous Two Years Comparison

| School | 2011-12 | 2012-13 | 2013-14 | 3-yr Difference |
|----------------------|---------|---------|---------|-----------------|
| Adams Elementary | 24.2 | 27.2 | 27.1 | 2.9 |
| Franklin (K-5 only) | 28.3 | 28.3 | 28.5 | 0.2 |
| Garfield Elementary | 22.3 | 23.2 | 23.2 | 0.9 |
| Hoover Elementary | 24.4 | 23.2 | 27.1 | 2.7 |
| Jefferson Elementary | 26.0 | 26.7 | 27.3 | 1.3 |
| Lincoln Elementary | 24.9 | 22.4 | 23.0 | (1.9) |
| Mt. View Elementary | 24.0 | 23.9 | 24.8 | 0.8 |
| Wilson Elementary | 21.4 | 24.4 | 25.6 | 4.2 |

 **VITAL SIGN:** *As of October 1, 2013, school specific class size averages changed by more than +/-2 at Adams, Hoover, and Wilson elementary schools over a three-year period.*

 **VITAL SIGN:** *School specific staffing allocations are sufficient to maintain educational programs. Fund raising is being used to add art and music instruction (1.56 FTE) and to supplement Intervention Specialist time (0.24 FTE).*

SECONDARY STUDENT-TEACHER RATIOS

Student-Teacher ratios at the secondary school level have traditionally been examined by core subject: language arts, mathematics, science, and social studies. Two additional categories were included beginning 2011-12: foreign languages and health-related activities. While coursework represented by these categories has remained generally the same, titles have changed slightly with the adoption of new course codes effective 2013-14. The new nomenclature is shown in the tables below with old language in parentheses for consistency. As with elementary class size, there is no specific board policy regarding student-teacher ratios at the secondary level. The targeted size used to allocate FTE in 2013-14 continues to be 32 students per teacher, up from 29 used in 2011-12.

Tables 12 and 13 on the next page show 2013-14 averages, maximums, and minimums for student-teacher ratios at the secondary level by school in each core subject. Small figures in the minimum column are due to courses such as English Language Development, Math Skills/Labs, Advanced Independent Math, Advanced Foreign Language classes like German and French, and Adaptive PE courses. In some cases, students may be grouped together in the same room with one teacher (Students in French 3, 4, and 5, for example, may meet together with the same teacher at the same time). Data used for these tables tracks individual students and course numbers with teachers, not individual periods/physical class spaces with teachers and students.

Table 12: First Quarter Middle School Student-Teacher Ratios as of October 1 each year

| School/Subject | 2011-12 | 2012-13 | 2013-14 | | |
|---|---------|---------|---------|-----|-----|
| | Average | Average | Avg | Max | Min |
| Cheldelin Middle School | | | | | |
| Foreign/World Language and Literature (Foreign Languages) | 30.7 | 30.7 | 30.7 | 32 | 28 |
| English Language and Literature (Language Arts) | 22.2 | 27.2 | 22.3 | 34 | 4 |
| Life and Physical Science (Science) | 28.6 | 31.8 | 30.7 | 35 | 24 |
| Mathematics | 27.0 | 27.0 | 23.5 | 35 | 3 |
| Physical, Health and Safety Education (Health-Related Activities) | 33.7 | 37.5 | 36.3 | 40 | 24 |
| Social Science and History (Social Studies) | 27.9 | 30.5 | 29.4 | 36 | 22 |
| Linus Pauling Middle School | | | | | |
| Foreign/World Language and Literature (Foreign Languages) | 31.0 | 32.3 | 27.7 | 40 | 17 |
| English Language and Literature (Language Arts) | 24.3 | 25.3 | 24.7 | 40 | 8 |
| Life and Physical Science (Science) | 29.7 | 31.7 | 32.3 | 39 | 22 |
| Mathematics | 26.5 | 26.9 | 23.5 | 38 | 1 |
| Physical, Health and Safety Education (Health-Related Activities) | 36.7 | 37.6 | 36.1 | 44 | 1 |
| Social Science and History (Social Studies) | 28.3 | 29.7 | 29.5 | 40 | 17 |
| Franklin Middle School | | | | | |
| English Language and Literature (Language Arts) | 24.4 | 26.3 | 28.5 | 32 | 9 |
| Life and Physical Science (Science) | 28.3 | 30.7 | 30.8 | 32 | 29 |
| Mathematics | 24.5 | 26.0 | 23.4 | 33 | 11 |
| Physical, Health and Safety Education (Health-Related Activities) | 28.8 | 30.1 | 30.6 | 32 | 29 |
| Social Science and History (Social Studies) | 27.8 | 30.7 | 31.0 | 32 | 29 |

✓ VITAL SIGN: As of October 1, 2013 district-wide average student-teacher ratios for core subjects at middle school grades is 27.9, just below the vital sign maximum of 28.

Table 13: First Quarter High School Student-Teacher Ratios as of October 1 each year

| School/Subject | 2011-12 | 2012-13 | 2013-14 | | |
|---|---------|---------|---------|-----|-----|
| | Average | Average | Avg | Max | Min |
| Corvallis High School | | | | | |
| Foreign/World Language and Literature (Foreign Languages) | 26.2 | 30.9 | 27.5 | 39 | 5 |
| English Language and Literature (Language Arts) | 28.5 | 27.1 | 23.8 | 40 | 1 |
| Life and Physical Science (Science) | 28.7 | 27.6 | 29.4 | 41 | 16 |
| Mathematics | 28.0 | 26.1 | 24.7 | 39 | 1 |
| Physical, Health and Safety Education (Health-Related Activities) | 32.6 | 33.6 | 30.9 | 51 | 5 |
| Social Science and History (Social Studies) | 29.3 | 29.4 | 27.2 | 39 | 6 |
| Crescent Valley High School | | | | | |
| Foreign/World Language and Literature (Foreign Languages) | 25.2 | 29.4 | 27.7 | 41 | 3 |
| English Language and Literature (Language Arts) | 26.3 | 28.2 | 28.5 | 41 | 1 |
| Life and Physical Science (Science) | 27.7 | 29.7 | 32.0 | 41 | 17 |
| Mathematics | 26.2 | 28.6 | 28.2 | 41 | 1 |
| Physical, Health and Safety Education (Health-Related Activities) | 30.2 | 30.6 | 30.5 | 37 | 15 |
| Social Science and History (Social Studies) | 29.3 | 31.9 | 34.1 | 42 | 19 |

✓ VITAL SIGN: As of October 1, 2013, district-wide average student-teacher ratios for core subjects at high school grades is 28.0 and does not exceed the vital signs target of 30.

PRIVATE SCHOOL, HOME SCHOOL, AND TRANSFER STUDENTS

Some students residing in the district choose alternatives to enrollment in their boundary area school, including enrolling in local private schools, the Linn-Benton-Lincoln Educational Service District (LBL ESD) home school program, and students requesting inter- and intra-district transfers.

PRIVATE SCHOOLS

Each fall, district staff collects two types of data regarding private school enrollment: 1) the number of students enrolled in private schools located within the Corvallis School District boundary area, and 2) the number of students who live within the Corvallis School District boundary area but attend a private school either within or outside of the boundary area.

Data is requested from and provided by individual school locations and accuracy, therefore, cannot be guaranteed. Based on these voluntary reports from the private schools, overall enrollment has decreased for 2013-14 over 2012-13. Private school students as a percentage of 509J total enrollment has held relatively steady at around 10 percent over the past five years.

Table 14: Private School Enrollment 2009-10 to 2013-14 as Reported by Schools

| School | Corvallis Residents 2009-10 | Corvallis Residents 2010-11 | Corvallis Residents 2011-12 | Corvallis Residents 2012-13 | Corvallis Residents 2013-14 |
|---|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|
| Ashbrook Independent School (K-8, Corvallis) | 129 | 132 | 119 | 158 | 121 |
| Central Valley Christian School (K-8, Tangent) | 15 | 11 | 12 | 11 | 11 |
| Christian Leadership Academy* (K-12, Philomath) | 2 | - | - | n/a | - |
| Corvallis Montessori (K-6, Corvallis) | 19 | 50 | 45 | 33 | 88 |
| Corvallis Waldorf School (K-8, Corvallis) | 84 | 110 | 110 | 116 | 125 |
| Good Samaritan School (K-5, Corvallis) | 26 | 30 | 39 | 40 | 43 |
| Marist High School (9-12, Eugene) | 2 | 4 | 3 | 3 | 3 |
| OSU Beaver Beginnings (K, Corvallis) | 13 | 17 | 15 | 18 | 11 |
| Philomath Montessori (K-1, Philomath) | 2 | 2 | 6 | 2 | 5 |
| Santiam Christian School (K-12, Adair Village) | 273 | 220 | 191 | 186 | 147 |
| St. Mary's School (K-8, Albany) | 4 | 9 | 9 | 9 | n/a |
| Standard Christian School (K-12, Albany) | | | | | 2 |
| Stepping Stones Preschool (K, Corvallis) | - | 5 | - | n/a | n/a |
| Sundborn Children's House (K, Albany) | - | 2 | 3 | 3 | - |
| Zion Lutheran School (K-8, Corvallis) | 109 | 99 | 100 | 100 | 84 |
| Total | 678 | 691 | 652 | 679 | 640 |
| Percent change over previous year | (6.5%) | 1.9% | (5.6%) | 4.1% | (5.7%) |
| Corvallis School District 509J Total | 6,546 | 6,588 | 6,387 | 6,299 | 6,348 |
| Private as a percentage of 509J Total | 10.4% | 10.5% | 10.2% | 10.8% | 10.1% |

*formerly Nazarene Christian School

"n/a" indicates closed, no response or no information available

HOME SCHOOL STUDENTS

Home school students must register with LBL ESD. Enrollment is reported to the district quarterly. Students registered as home school students may also attend some classes at Corvallis District schools. These students are not counted in the overall enrollment numbers reported in this document, but do count towards the district's overall Average Daily Membership Weighted (ADMw) through their hours of attendance.

Table 15: Corvallis Students Registered as Home School 2009-10 to 2013-14, per LBL ESD (each October 1)

| | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 |
|--|---------|---------|---------|---------|---------|
| Count of Students Registered Home School | 192 | 197 | 195 | 190 | 182 |
| Percent Change from Prior Year | (8.1%) | 2.6% | (1%) | (2.6%) | (4.2%) |

CHARTER SCHOOLS AND VIRTUAL ACADEMY STUDENTS

State law does not require children to apply for an inter-district transfer to attend public charter schools (both online/virtual and physical), regardless of their residency address.

Students attending charter schools outside of the district are not included in the transfers out tally in Table 16, shown on the next page. Additionally, students from other districts attending Muddy Creek Charter School (29 as of October 1, 2013) are not included in Table 16 as transfers into the district.

As of October 1, 2013, there were 99 children enrolled at MCCS. Of these 99, 70 were residents of the Corvallis School District. The remaining 29 students attending were residents of Philomath (14), Greater Albany (7), Monroe (7), and the North Santiam (1) school districts.

Virtual charter programs are increasing in popularity. These schools are required to keep resident districts informed of enrollment in their programs by resident students. As of October 1, 2013, 48 Corvallis resident students were identified as attending a virtual charter school. The most popular program continues to be the Oregon Connections Academy sponsored by the Scio School District.

STUDENTS ON INTER- AND INTRA-DISTRICT TRANSFERS

The Corvallis School District, in accordance with state law, district policy, and district administrative regulations, regularly allows students to transfer to and from the district as well as between schools within the district upon request by parents.

“Open Enrollment,” also known as HB 3681, was enacted by the 2011 legislature and provides an additional method of school choice for Oregon students. In both 2012 and 2013, the board determined that the Corvallis School District would not be participating, instead opting to continue traditional methods of inter-district transfer as allowed by law.

The district has traditionally conducted a student transfer process with an online application for students expecting to enter grades 1-12 from November to mid-January, and during the spring for those entering

kindergarten in the fall. Additionally, transfers may be requested during the school year to be effective at the quarters for elementary-aged students and at semesters for secondary students.

Transfers are limited based on anticipated enrollment. District administrative regulation requires that secondary schools, in particular, maintain enrollments within seven percent of the average of both schools. When this is exceeded, the school with the greater enrollment is considered to be “closed to transfers.” When the number of requests is greater than the number of seats available, a lottery is conducted and a wait list is started.

For new transfers effective 2013-14, only Linus Pauling Middle School and Corvallis High School were closed to transfers.

INTER-DISTRICT TRANSFERS

The district has not traditionally prohibited or limited transfer requests out to other districts. In cases where the student may require additional services, the Student Services Department contracts with the receiving/home district to ensure funds are exchanged in support of the student.

The majority of inter-district transfers each year involve residents of the Greater Albany School District (GAPS) and Philomath School District boundary areas. This year, 117 students from GAPS and 49 students from Philomath School District transferred into Corvallis District schools, while 20 Corvallis residents transferred to GAPS and 114 transferred to Philomath School District.

Table 16: Number of Inter-District Transfers In/Out as of October each year, excluding YES House and Muddy Creek Charter School

| | <u>2009-10</u> | <u>2010-11</u> | <u>2011-12</u> | <u>2012-13</u> | <u>2013-14</u> |
|-------------------------------|----------------|----------------|----------------|----------------|----------------|
| Transfers Into Corvallis | 173 | 168 | 164 | 203 | 204 |
| Transfers Out of Corvallis | 155 | 150 | 157 | 139 | 147 |
| <u>Enrollment Gain (Loss)</u> | <u>18</u> | <u>18</u> | <u>7</u> | <u>64</u> | <u>57</u> |

INTRA-DISTRICT TRANSFERS

Intra-district (within 509J) transfers are often impacted by school boundary changes, school program offerings, and population shifts due to families moving, because students who are attending a school frequently wish to continue attending the same school despite being in a new boundary area.

The continued expansion of the Dual Language Immersion (DLI) programs at Lincoln and Garfield Elementary schools, as well as full-day kindergarten programs offered in 2013-14 at Wilson and Mt. View Elementary schools, may explain some of the transfer trends seen at the elementary school level.

Table 17: Number of Intra-District (within 509J) Transfers by School, October 1 each year

| School | 2011-12 | | | 2012-13 | | | 2013-14 | | |
|------------------------|---------|-----|------|---------|-----|-------|---------|-----|-------|
| | In | Out | Net | In | Out | Net | In | Out | Net |
| Adams Elementary | 56 | 72 | (16) | 55 | 65 | (10) | 49 | 69 | (20) |
| Garfield Elementary | 112 | 86 | 26 | 117 | 74 | 43 | 122 | 107 | 15 |
| Hoover Elementary | 76 | 40 | 36 | 70 | 45 | 25 | 77 | 33 | 44 |
| Jefferson Elementary | 48 | 58 | (10) | 57 | 54 | 3 | 66 | 38 | 28 |
| Lincoln Elementary | 39 | 65 | (26) | 37 | 82 | (45) | 38 | 84 | (46) |
| Mt View Elementary | 16 | 94 | (78) | 9 | 86 | (77) | 10 | 89 | (79) |
| Wilson Elementary | 53 | 136 | (83) | 46 | 152 | (106) | 55 | 164 | (109) |
| Franklin K-8* | 285 | - | 285 | 340 | - | 340 | 343 | - | 343 |
| <i>Franklin K-5</i> | | | | 167 | - | 167 | 167 | - | 167 |
| <i>Franklin 6-8</i> | | | | 173 | - | 173 | 176 | - | 176 |
| Cheldelin Middle | 20 | 76 | (56) | 19 | 79 | (60) | 14 | 107 | (93) |
| Linus Pauling Middle** | 21 | 91 | (70) | 13 | 126 | (113) | 39 | 122 | (83) |
| Corvallis High*** | 98 | 44 | 54 | 161 | 43 | 118 | 139 | 34 | 105 |
| Crescent Valley High | 44 | 97 | (53) | 43 | 161 | (118) | 34 | 139 | (105) |

Figures represent actual number of students living in the 509J boundary attending a school other than their boundary-area school as captured by district student information system (SIS) October 1 each year. These totals include magnet program assignments (Life Skills and ELL).

*there is no boundary for Franklin K-8, therefore no transfers out are assigned

**Linus Pauling closed to new transfers 2011-12 through 2013-14

***Corvallis High closed to transfers closed to new transfers 2013-14

At the secondary level, Corvallis High School was closed to new transfers in 2013-14, after being closed in 2011-12 and 2012-13. It is likely to remain closed due to the seven percent rule for 2014-15.

2012-13 is the second year that Linus Pauling Middle School has been closed to transfers due to the seven percent rule. Since students may still enter Linus Pauling due to the Jefferson Option³, to follow siblings currently attending Linus Pauling, or to participate in magnet programs including Life Skills and Dual Language Immersion, the full impact of closing the school to transfers may not be seen for several years.

Closely related to the closure of secondary schools to new transfers due to the seven percent rule is the review of school boundaries. Table 18 compares the number of known Corvallis residents to those attending their boundary area schools as of October 1, 2013. This data does not include students inter-district transfers or those who attend MCCS or YES House and shows that 16 percent of Corvallis residents attend a school other than their boundary area school.

³ Due to a November 2007 board decision, the “Jefferson Option” applies as described in JC-AR: “Students living within the Jefferson Elementary School boundary north of Circle Boulevard who attend Jefferson through completion of fifth grade may choose which middle and high school to attend. This is a one-time option, which is available only at the fifth to sixth grade transition.”

Table 18: Comparison of Resident Student Counts to Residents Attending Boundary Schools as of October 1, 2013

| School | Known School Residents | Residents Attending Boundary School | Difference |
|----------------------|------------------------|-------------------------------------|--------------|
| Adams Elementary | 398 | 330 | (68) |
| Garfield Elementary | 368 | 261 | (107) |
| Hoover Elementary | 361 | 328 | (33) |
| Jefferson Elementary | 296 | 258 | (38) |
| Lincoln Elementary | 398 | 315 | (83) |
| Mt View Elementary | 355 | 265 | (90) |
| Wilson Elementary | 457 | 293 | (164) |
| Cheldelin Middle | 612 | 505 | (107) |
| Linus Pauling Middle | 748 | 626 | (122) |
| Corvallis High | 1,093 | 1,059 | (34) |
| Crescent Valley High | 1,053 | 914 | (139) |
| District Wide | 6,139 | 5,154 | (985) |

*Excludes Inter-District Transfers (IDT)

FACILITY DEMOGRAPHICS

BUILDINGS

The Corvallis School District operates 13 school locations: seven elementary schools, one K-8 school, two middle schools, two high schools, and one alternative school. Administrative, facilities, and food service functions are housed at the District Office. Together with the Western View Center that houses a district computer lab and meeting space, these 15 locations comprise nearly 1.2 million square feet.

Original construction dates for district buildings range from 1923 (Harding Center) to 2005 (Corvallis High School). Average school building ages as of 2013 are shown below.

Table 19: Average Ages of District Schools as of 2013

| <u>Category</u> | <u>Average Age in Years</u> | <u>Maximum Age</u> | <u>Minimum Age</u> |
|---------------------|-----------------------------|--------------------|--------------------|
| Elementary Schools* | 56 | 66 | 45 |
| Middle Schools* | 28 | 66 | 9 |
| High Schools | 25 | 42 | 8 |

*Franklin is averaged in both the Elementary and Middle School Categories

Other facilities owned by the district include: Dixie and Inavale schools, which are both rented to other educational entities, and Osborn Aquatic Center, operated by the City of Corvallis. Dixie Elementary School is utilized by Head Start as well as LBL ESD. Muddy Creek Charter School is operating at the Inavale location. Another property, Fairplay Elementary, was leased to the Corvallis Waldorf School for several years. The district finalized its 2011 sale of the Fairplay property to Waldorf School in August, 2013.

UTILIZATION

Utilization as defined in the Vital Signs report is the percentage of available classroom seats used by current students. This measurement was developed by the Program Resources and Review (PR2) Committee in 2005, and is calculated as a percentage of planning capacity and actual enrollment. Planning capacity is calculated per building based on the number of physical classroom spaces available multiplied by the number of students planned per classroom (set at 25 for K-5 and 28 for grades 6-12) multiplied by 85 percent to account for specialized instruction and prep periods.

For the purposes of this section, the students-planned-per-classroom has not been increased to reflect the higher targeted class sizes. The Long Range Facilities Master Planning Committee may address this issue as it updates plans for the district's facilities.

Table 20: 2013-14 School Building Utilization

| Schools | Classrooms | Modular Classrooms | Planning Capacity | 10/1/2013 Enrollment | Utilization |
|--------------------------------|------------|--------------------|-------------------|----------------------|--------------|
| Elementary | | | | | |
| Adams | 20 | 3 | 489 | 380 | 77.7% |
| Garfield | 17 | 3 | 425 | 394 | 92.7% |
| Hoover | 14 | 5 | 404 | 406 | 100.6% |
| Jefferson | 15 | 2 | 361 | 329 | 91.1% |
| Lincoln | 19 | 4 | 489 | 368 | 75.3% |
| Mt. View | 17 | 4 | 446 | 298 | 66.8% |
| Wilson | 20 | - | 425 | 358 | 84.2% |
| Total Elementary | 122 | 21 | 3,039 | 2,533 | 83.4% |
| K-8 School | | | | | |
| Franklin K-8 School | 17 | - | 379 | 355 | 93.6% |
| Middle School | | | | | |
| Cheldelin | 34 | - | 809 | 546 | 67.5% |
| Linus Pauling | 34 | - | 809 | 677 | 83.7% |
| Total Middle Schools | 68 | - | 1,618 | 1,223 | 75.6% |
| High School | | | | | |
| CHS | 72 | - | 1,714 | 1,242 | 72.5% |
| CVHS | 65 | - | 1,547 | 995 | 64.3% |
| Total High Schools | 137 | - | 3,261 | 2,237 | 68.6% |
| Total District Capacity | 344 | 21 | 8,297 | 6,348 | 76.5% |

X VITAL SIGN: *By level, the elementary and middle schools fall within the targeted 75 percent to 90 percent capacity range. By school, Mt. View Elementary School, Cheldelin Middle School, Corvallis High and Crescent Valley High are below 75 percent capacity. Garfield, Hoover, and Jefferson Elementary Schools, and Franklin K-8 are above 90 percent capacity.*

OVERHEAD COSTS

The cost of maintenance overhead is measured by the custodial costs and utilities at each site on a per student basis. The following table shows the site administration and custodial/utility costs per student. Employee costs are based on actual salary and benefits, instead of average. Therefore, discrepancies are seen in the costs.

Table 21: Overhead Costs by Level and School

| School | Enrollment 10/1/13 | Site Administration* | Site Admin Cost per Student | Difference to Average by Level | Site Custodial and Utilities** | Custodial and Utilities per Student | Difference to Average by Level |
|-------------------------------------|-----------------------|-------------------------|-----------------------------------|--------------------------------------|-----------------------------------|---|--------------------------------------|
| Elementary & K-8 Schools | | | | | | | |
| Adams | 380 | \$ 387,991 | \$ 1,021 | (9.3%) | \$ 158,234 | \$ 398 | 4.1% |
| Franklin | 355 | 453,684 | 1,278 | 13.5% | 120,634 | 351 | (8.2%) |
| Garfield | 394 | 417,029 | 1,058 | (6%) | 128,570 | 315 | (17.6%) |
| Hoover | 406 | 396,915 | 978 | (13.2%) | 126,874 | 301 | (21.2%) |
| Jefferson | 329 | 391,068 | 1,189 | 5.6% | 144,502 | 432 | 12.9% |
| Lincoln | 368 | 391,990 | 1,065 | (5.4%) | 141,295 | 381 | (0.3%) |
| Mt View | 298 | 405,256 | 1,360 | 20.8% | 134,393 | 442 | 15.5% |
| Wilson | 358 | 407,153 | 1,137 | 1.0% | 150,068 | 419 | 9.6% |
| Elementary & K-8 Total | 2,888 | \$ 3,251,086 | \$ 1,126 | | \$ 1,104,570 | \$ 382 | |
| Middle Schools | | | | | | | |
| Cheldelin | 546 | \$ 789,689 | \$ 1,446 | 1.8% | \$ 257,031 | \$ 466 | 6.0% |
| Linus Pauling | 677 | 947,221 | 1,399 | (1.5%) | 280,907 | 404 | (8.2%) |
| Middle School Total | 1,223 | \$ 1,736,910 | \$ 1,420 | | \$ 537,939 | \$ 440 | |
| High Schools | | | | | | | |
| CHS | 1,242 | \$ 1,413,420 | \$ 1,138 | (4.8%) | \$ 584,138 | \$ 470 | (9.9%) |
| CVHS | 995 | 1,260,796 | 1,267 | 6.0% | 582,960 | 586 | 12% |
| High School Total | 2,237 | \$ 2,674,216 | \$ 1,195 | | \$ 1,167,098 | \$ 522 | |

*Site Administration is the sum of the principal(s), head secretary, and centrally-funded building staff, excluding department staff.

** Site Custodial and Utilities is the sum of all custodial staff plus utilities for the site. Utilities are actuals from 2012-13.

VITAL SIGN: *School-specific costs for maintenance exceed +/- 10 percent variance of average at Garfield, Hoover, Jefferson, and Mt. View Elementary Schools, and at Crescent Valley High School. The cost-effectiveness of larger elementary schools is illustrated by the lower maintenance costs-per-student of Hoover. Conversely, smaller schools, particularly Jefferson and Mt. View, cost more to run per student. For instance, Hoover's site administration cost is 87 percent of the average site administration cost, and the school's large enrollment reduces the per student maintenance cost to 21 percent below average.*

FINANCIAL MATTERS

509J'S BUDGET

In June of each year, the school board adopts a budget for the upcoming fiscal year. A budget is proposed by the superintendent and district staff based on feedback from staff, parents and community members. The budget committee, comprised of the school board and seven community members, reviews the proposed budget and hears public testimony from our local community. After review and possible revisions, the budget committee forwards an approved budget to the school board. The school board adopts the budget for the coming school year.

TOTAL BUDGET RESOURCES (GENERAL AND GRANT FUNDS)

The district receives most of its operating revenue from sources that are budgeted in the General Fund and in the Grants Funds. The largest source comes from the State School Fund Formula (SSF), which includes property taxes, state and federal timber receipts, and distributions from the state. The SSF is 86 percent of current resources without the beginning fund balance. The largest grants that the district receives are from the federal government for Title IA (supporting programs that serve economically disadvantaged students) and IDEA (funding for education of disabled students).

Figure 14: 2013-14 Selected Adopted Budget Resources

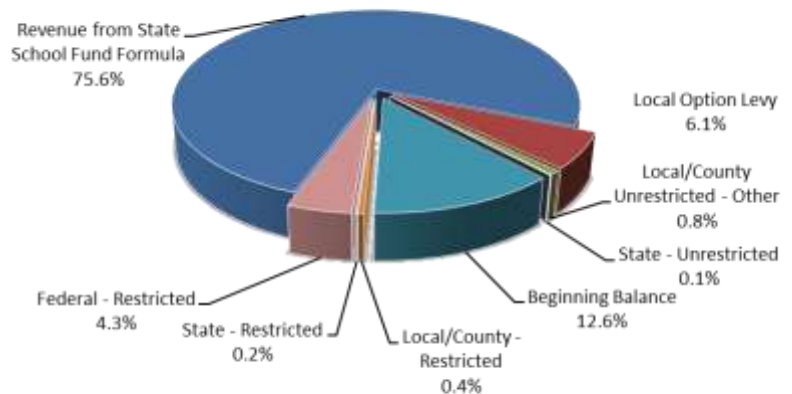


Table 22: 2013-14 Selected Adopted Budget Resources

| Source | Description | Amount |
|--|---|----------------------|
| Revenue from State School Fund Formula | Revenues that fall under the State School Fund formula including general property taxes, common school fund, county school funds, federal forest fees, and state allocations. | \$ 48,255,700 |
| Local Option Levy | Local Option Tax Levy, 5 years beginning 2012-13, ending 2016-17 | 3,890,200 |
| Local/County Unrestricted - Other | Unrestricted local and county revenues, including interest on investments, tuition received, reimbursements for indirect charges made to grants, rental income, and other miscellaneous revenues. | 494,000 |
| State - Unrestricted | Unrestricted state revenue | 50,000 |
| Beginning Balance | Committed, Nonspendable and Assigned beginning balance | 8,033,100 |
| Local/County - Restricted | Revenues received from local sources that may only be used for specific purposes such as ESD money to support developmentally disabled students and from grants. | 260,000 |
| State - Restricted | Restricted grants that must be used for specified purpose only. | 100,000 |
| Federal - Restricted | Restricted grants that must be used for specified purpose only. | 2,750,000 |
| Grand Total | | \$ 63,833,000 |

LOCAL OPTION LEVY

In November, 2010, Corvallis voters renewed a Local Option Levy originally approved in 2006 to support academic achievement, K-5 music skills and appreciation, and the health and physical fitness of all students.

Over the life of the levy, the additional revenue has been targeted to enhance reading and math instruction for kindergarten through fifth grade, to strengthen middle and high school academic instruction in literature, math, science, and social studies, to improve vocational and technical education, to promote wellness and physical fitness for all students, to enhance music instruction for elementary students, and to sustain current classroom academic programs. The renewal authorized the district to levy up to \$1.50 per \$1,000 assessed value each year beginning July 1, 2012 for five consecutive years. An adopted levy rate of \$1.50 is estimated to provide \$3,890,200 in resources, estimated to provide the 2013-14 services below in full-time equivalents (FTE) and dollars.

Due to the recent recession and the effects of tax compression, the district has been experiencing a significant decrease in Local Option Levy revenue. To illustrate the decline, the district received \$5.6 million in 2009-10, but expects to receive less than \$3.9 million in 2013-14 – a 30% decrease over four years. For a larger description of the tax ramifications of compression, see p. A-20 of the 2013-14 Adopted Budget document.

Table 23: 2012-13 and 2013-14 Adopted Budget Local Option Levy Expenditure Plan

| Description | 2012-13 Adopted Budget | 2013-14 Adopted Budget | 2012-13 Adopted FTE | 2013-14 Adopted FTE |
|--|------------------------------|------------------------------|------------------------|---------------------------|
| Use of Current Resources | | | | |
| <u>Continues lower class sizes in core subjects</u> | | | | |
| Additional teachers at the middle schools: 2 FTE in each of science, math, humanities and .33 FTE for math at Franklin | \$ 572,465 | \$ 527,670 | 6.33 | 6.33 |
| Additional teachers at the high schools: 2 FTE for each of language arts, humanities, math and science, prorated by student population | 723,495 | 666,870 | 8.00 | 8.00 |
| <u>Continues lower class sizes</u> | | | | |
| Additional teachers for elementary grades 3-5 | 723,495 | 666,870 | 8.00 | 8.00 |
| <u>Continues focus on literacy</u> | | | | |
| Literacy instruction, grades K - 5: 2.0 FTE Literacy Coaches at elementary schools, plus supplies and staff development | 180,875 | 166,720 | 2.00 | 2.00 |
| <u>Continues additional elementary PE & Music</u> | | | | |
| Music & Physical Education, grades K - 6 | 510,065 | 463,480 | 5.64 | 5.56 |
| <u>Continues focus on Vocational Education</u> | | | | |
| Vocational Education/Service Learning teachers at high school level (\$125,000 per high school) | 250,000 | 250,000 | - | - |
| <u>Continues additional support</u> | | | | |
| Activities and athletics at the high schools (\$157,500 at each) | 315,000 | 315,000 | - | - |
| <u>Lower class sizes district wide</u> | | | | |
| Lower class sizes with additional revenue (Various 1000-level Functions) | 1,266,105 | 833,590 | 14.00 | 10.00 |
| Total Use of Current Resources | \$4,541,500 | \$3,890,200 | 43.97 | 39.89 |

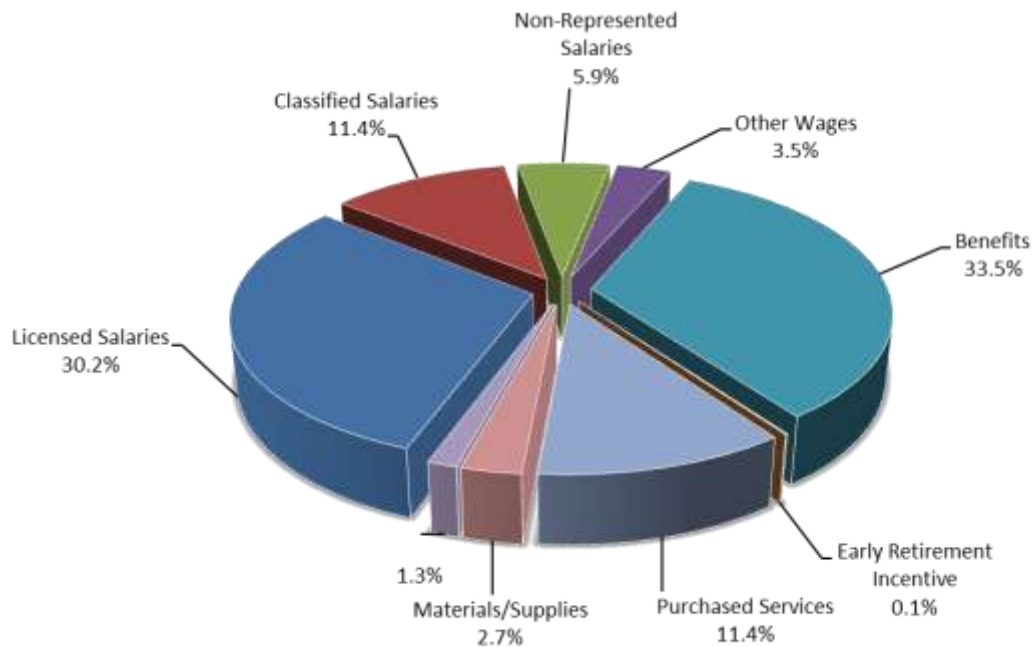
GENERAL FUND

The General Fund is the district's main operating budget. This fund pays for instructional programs, daily operations of schools, and general functions of the district. The 2013-14 Adopted Budget allocates a total of \$53,068,112 in expenditures from the General Fund in the categories described in the table below.

Table 24: 2013-14 Adopted Budget - General Fund Expenditures by Category

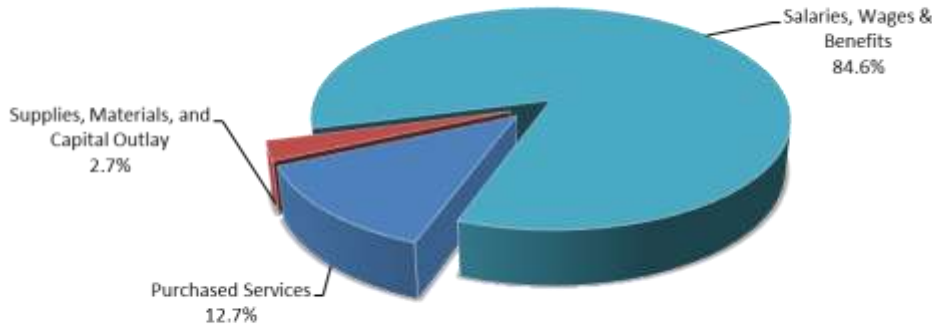
| Category | Description | Amount |
|----------------------------|---|----------------------|
| Licensed Salaries | Salaries for licensed teachers, counselors and specialists. | \$ 16,034,132 |
| Classified Salaries | Salaries for classified staff including classroom assistants, custodians, secretaries and other related costs. | 6,045,057 |
| Non-Represented Salaries | Salaries for all other staff including principals, administrators, supervisors, and other professionals. | 3,127,591 |
| Other Wages | Wages for timecard and substitutes, including extra duty stipends for coaching. | 1,831,964 |
| Benefits | Benefits for all staff including PERS, social security, health insurance, worker's compensation coverage and related costs. | 17,780,242 |
| Early Retirement Incentive | The district is phasing out an early retirement incentive plan created in the early 1980's. Payments to retired teachers will continue to be paid for the next several years, but no further contributions to the Early Retirement Fund are expected. This expenditure is for the 2013-14 Early Exit Stipends to be paid by the General Fund. | 51,620 |
| Purchased Services | Includes utilities, legal services, transportation, contracted work, and other services the district does not provide and must purchase from outside agencies. | 6,033,182 |
| Materials/Supplies | Materials and supplies including equipment and instructional materials. | 1,453,885 |
| Dues and Fees, Other | Includes dues and fees, cash donations made to other agencies, and insurance. | 710,438 |
| Grand Total | | \$ 53,068,111 |

Figure 15: 2013-14 Adopted Budget - General Fund Expenditures by Category



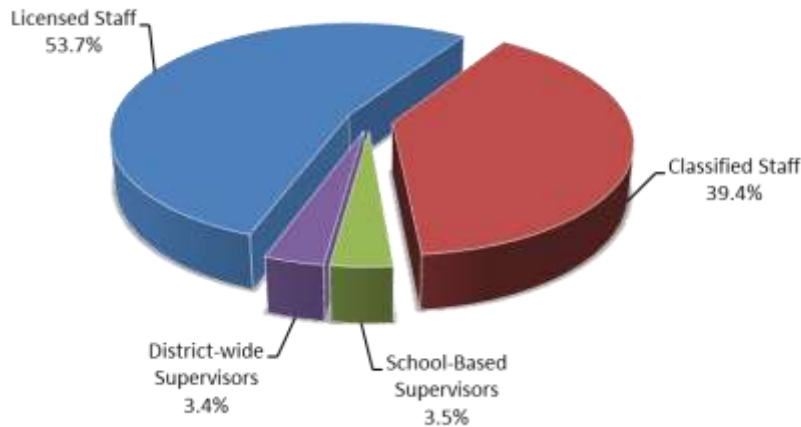
Another, more simplified, version of expenditures expected from the General Fund can be reviewed by collapsing the multiple categories shown above into three main groups: purchased services; supplies, materials, and capital outlay; and labor costs.

Figure 16: 2013-14 Adopted Budget General Fund Expenditures - Simplified



As noted above, the largest portion of anticipated 2013-14 General Fund expenditures is related to labor costs, including salaries, wages and benefits. In line with the district’s focus on class size, the majority of the district’s FTE is allocated to licensed staff and classified staff in direct contact with students.

Figure 17: 2013-14 General Fund Staffing by Category in FTE and Percent of Total



1:WORLD DISTRICT INITIATIVE

The district has begun a new initiative called One to World. The goals of 1:World are to close the opportunity gap, focus on and emphasize 21st century learning skills, create personalized student learning opportunities before, during and after school, connect students to the world, and make every student a graduate. In 2013-14, every teacher has been issued an iPad, and all students at Mt. View Elementary,

Cheldelin Middle, and Linus Pauling Middle School will have access to his or her own iPad. Ultimately, all district students will have access to his or her own iPad.

The district investigated a variety of different tablets and laptops, and decided on the iPad device. Besides the immediate connectivity of the iPads, there is the ability with iTunes University and iBooks to create curriculum and to use free resources that have been developed by professors, teachers, and students across the country. The district has embarked on training sessions and workshops to teach the teachers how to make use of the iPads in the development and delivery of their curriculum. 1:World teachers are being supported by the district's Instructional Technology Teacher on Special Assignment (TOSA). The IT TOSA has a weekly schedule to meet with teacher teams throughout the year to assist them in implementing instructional strategies with the iPad in their curricula. Safeguards are in place to allow teachers to lock students into a particular app during class, and to block students from downloading unapproved apps onto their iPads.

The expense of the program is not being funded by a reduction in teachers. Instead, connectivity infrastructure was funded by revenue from the Construction Excise Tax, and the iPad purchases and peripheral devices such as protective covers and locking classroom carts are being paid for by funds that were previously used to purchase textbooks, laptops, and other technology devices. As the iPad program is rolled out, some of the computer labs in the schools will become obsolete, and instructional material purchases are expected to decline.

AVERAGE ANNUAL COSTS PER SCHOOL AND STUDENT

The actual annual costs associated with the operation of an individual school vary based on a variety of factors – educational/instructional level, building age, number of students enrolled, etc. See Table 23: Overhead Costs by Level and School earlier in this document for specific information regarding site administration and custodial/utility costs.

Another way of looking at the cost of operating schools is to calculate the typical annual cost for a school at each academic level - elementary, middle, and high - to include General Fund expenses in the five categories used by the Open Books Project, more fully described in the next section of this document.




THE OPEN BOOKS PROJECT AND BEYOND

The Open Books Project provides Oregonians with comparative data for a variety of information regarding the state's K-12 districts. Open Books is funded by the Chalkboard Project, a non-partisan, non-profit initiative of Foundations For A Better Oregon. Citizens are encouraged to view this material online at www.openbooksproject.org.

One of the ways the Open Books Project reviews the cost of operating schools is to break down annual costs into five categories: 1) teaching and student resources, 2) buses, buildings and food, 3) principal's office, 4) central administration, and 5) business services and technology.

Teaching and Student Resources includes direct instruction, special education, alternative education, health services, library media, and athletics and activities costs. The Buses, Buildings, and Food category includes those expenses related to student transportation, facilities, and food services. The Principal's Office category includes administration at the school level, while Central Administration details costs associated with the school board and Superintendent's Office. The last category, Business Services and Technology includes activities related to accounting services, payroll, technology, human resources, insurance and judgments.

Figure 18: Average Costs for Corvallis School District Schools by Level and Open Books Project Category (2013-14 Adopted Budget Data)

| | | | | | |
|--------------------------|---|--|--------------------------------|--------------------|----------------|
| Elementary School | Average Annual Cost for an Elementary School | | = | \$3,010,084 | |
| |  | 73.1% | Teaching & Student Resources | | \$2,200,727 |
| | | 14.3% | Buses, Buildings & Food | | \$430,675 |
| | | 7.5% | Principal's Office | | \$225,066 |
| | | 1.0% | Central Administration | | \$28,652 |
| | | 4.2% | Business Services & Technology | | \$124,964 |
| | | Average annual cost per student | | = | \$9,025 |
| Middle School | Average Annual Cost for a Middle School | | = | \$4,618,982 | |
| |  | 70.9% | Teaching & Student Resources | | \$3,274,704 |
| | | 15.5% | Buses, Buildings & Food | | \$715,317 |
| | | 8.1% | Principal's Office | | \$373,817 |
| | | 1.0% | Central Administration | | \$47,589 |
| | | 4.5% | Business Services & Technology | | \$207,555 |
| | | Average annual cost per student | | = | \$8,338 |
| High School | Average Annual Cost for a High School | | = | \$9,440,335 | |
| |  | 71.2% | Teaching & Student Resources | | \$6,725,993 |
| | | 15.3% | Buses, Buildings & Food | | \$1,444,355 |
| | | 8.0% | Principal's Office | | \$754,805 |
| | | 1.0% | Central Administration | | \$96,090 |
| | | 4.4% | Business Services & Technology | | \$419,091 |
| | | Average annual cost per student | | = | \$8,440 |

*Franklin K-8 is pro-rated by number of students in Elementary and in Middle School grades.

In addition to the Open Books Project information available online, additional comparator categories are provided here. All data represented in this section is based on data collected by the Oregon Department of Education (ODE) for 2010-11. This information compares the Corvallis School District's expenditures to other similar districts in Oregon in specific areas. For instance, the first three charts compare the average amount spent in the Teaching and Student Resources category for each district's students by level. For all grade levels, the district spent more per student than the average of the comparator districts.

Figure 19: Elementary School Direct Instruction, Dollars per K-5 Student 2011-12

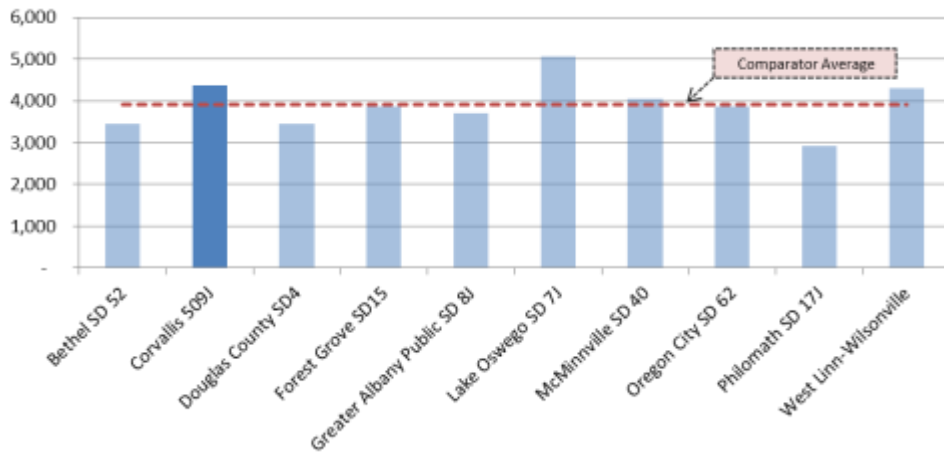


Figure 20: Middle School Direct Instruction, Dollars per 6-8 Student 2011-12

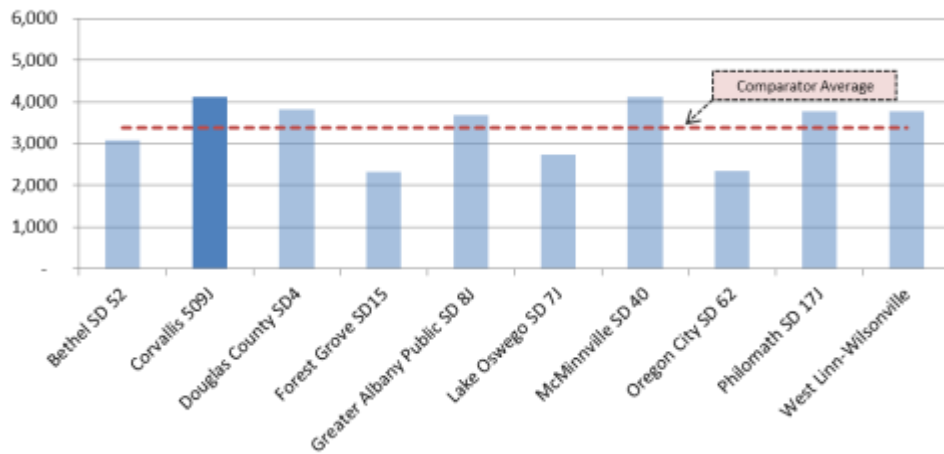


Figure 21: High School Direct Instruction, Dollars per 9-12 Student 2011-12

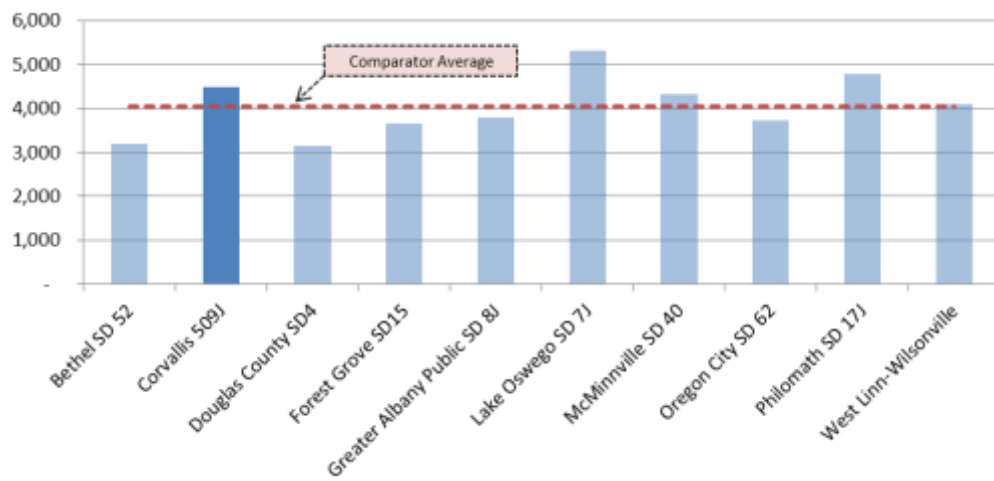


Figure 22: School-Based Administration & Support Services, Dollars per K-12 Student 2011-12

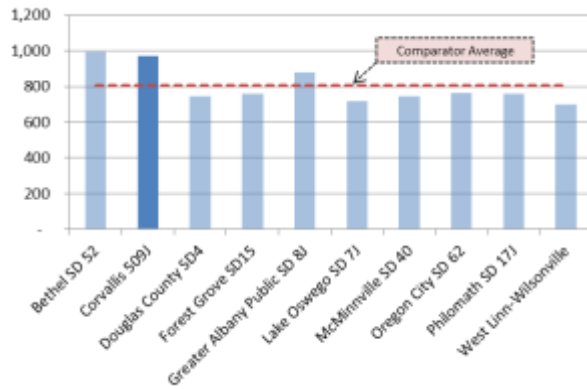


Figure 24: District Administration & Operations, Dollars per K-12 Student 2011-12

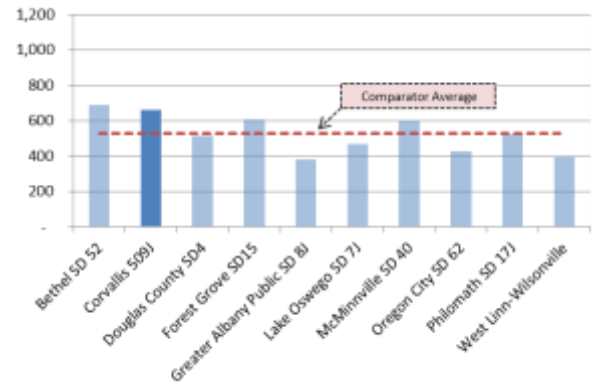


Figure 23: Facility Services, Building Operations, & Capital Projects, Dollars per K-12 Student 2011-12

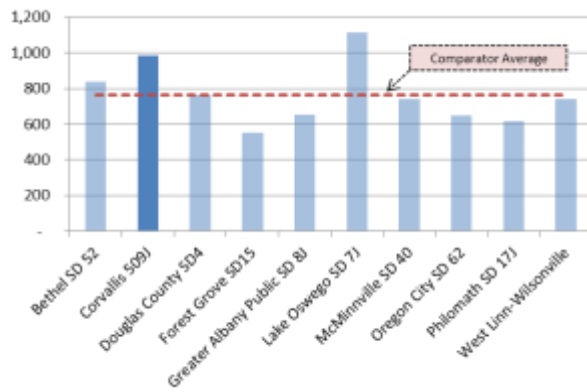
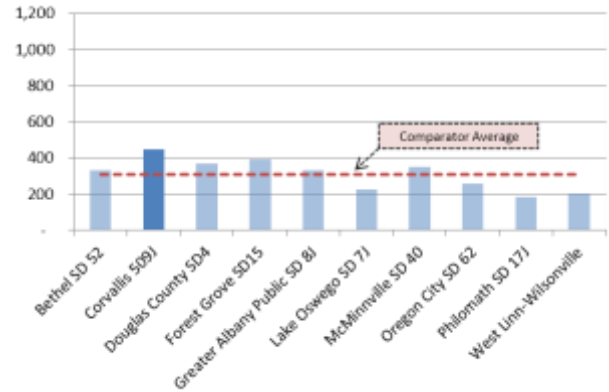


Figure 25: Food Service, Dollars per K-12 Student 2011-12



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Corvallis School District Website

www.csd509j.net



Corvallis

SCHOOL DISTRICT

V.B. Transfer Policies Information



Corvallis School District 509J

School Board Meeting Information Packet

November 4, 2013

SPECIAL REPORTS:

Transfer Policies

Transfers/Open Enrollment/HB2747 Matrix

Board Policy JCA – Student Transfers

Administrative Regulation JCA-AR – Student Transfers

Board Policy JECB – Admission of Nonresident Students

Open Enrollment Law

HB 2747

Transfers/Open Enrollment/HB 2747

| | Transfer Policy/AR | Open Enrollment Law | HB 2747 | Implications of HB 2747 |
|---------------------|--|---|---|---|
| What it Provides | Families may have variety of reasons for requesting school transfer. The district invites families to request transfers outlined in the AR. | Allows Oregon parents to enroll students in any Oregon public school district—as long as district is accepting transfers. Expulsion exception | Describes information and other factors districts may [not] consider or request prior to accepting nonresident student. Expulsion exception | No discrimination for any reason; cannot consider high cost students. Expulsion exception |
| | | Resident district cannot block student’s transfer to another district. | | |
| Transfer Priorities | 1. 509J students with siblings attending. | First priority—families w/i district. | | May continue to establish transfer priorities. |
| | 2. 509J students. 3. Non-509J IDT students with siblings attending. 4. Non-509J IDT students. | Second priority—siblings of resident students; IDT sibling may not be given priority to open spot over student residing w/i district. | May give priority to IDT students who have siblings enrolled. | May continue to establish transfer priorities. |
| Timing/Deadlines | Schools make monthly announcement re online process October-February; 5 th graders receive info in the fall; Info on website. | By March 1—announce transfer openings; may be by school, grade, or combo. | The Board must make determination whether to limit number of openings by an annual given date established by Board. May revise max. number of openings at a time other than annual date IF no pending applications. | Need to establish <ul style="list-style-type: none"> • Annual date declaration of openings. • Openings available by building or by level. |
| | Transfers ordinarily remain in effect until student completes grade 5, 8, or 12; IDT approved annually between districts. | Are considered resident students. | May determine the length of time consent is given (applied consistently). | Need to determine length of time for consent to be given. |
| | Online transfer application period for grades 1-12 is open for approx. 10 weeks—November-January; Kindergarten approx. 6 weeks in spring; Others on case-by-case basis | By April 1—parents must submit transfer request. | | May continue to establish transfer application periods; Administration to change AR. |

| | Transfer Policy/AR | Open Enrollment Law | HB 2747 | Implications of HB 2747 |
|-----------------|--|---|--|--------------------------------|
| | Notification to family of [non] acceptance w/i two weeks after online process closes. | By May 1—district notifies family of [non] acceptance. | | Administration to change AR. |
| | | Law expires summer of 2017; current students grandfathered. | Begins with 2014-2015 school year. | |
| Revocation | Revocation for reasons such as erratic attendance, unsatisfactory academic performance, or substantial misconduct. | Are considered resident students. | Minimum standards may be established for behavior and attendance that student must maintain. | Administration to change AR. |
| | If elementary school exceeds capacity transfers may be revoked first for out-of-district students (and their siblings if applicable), then for in-district students. | | | Administration to change AR. |
| Transportation | In most cases transportation will be the responsibility of the family. | Parents responsible; may use existing bus lines. | | |
| Appeals Process | Parents may appeal denial or wait list placement for special circumstances; decisions made by Asst. Supt. are final. | | | Administration to change AR. |

STUDENT TRANSFERS

The Board believes that schools in the district offer a rich educational experience and that children have access to this through their boundary area school and district programs. The Board recognizes that some families may want to attend a school outside their boundary area. Families may utilize the transfer process set forth within the administrative regulations.

It is the Board's responsibility to maximize the educational value of all district resources and to offer all students a comprehensive and equitable education. The Board and superintendent are responsible for cultivating and maintaining a collaborative relationship among school administrators. Resources and guidance will be provided to maintain a healthy diversity of educational options while ensuring the economic viability of all schools.

A student attending a district school identified for school improvement, corrective action, or restructuring as provided by the No Child Left Behind Act of 2001 (NCLBA), will be allowed to transfer to a safe district school that has not been identified as a school in need of improvement. Transfer will be allowed no later than the first day of the school year following such identification. Transfer priority will be given to the lowest achieving students from low income families. As provided by law, lack of space will not be used as a determining factor for students requesting such transfers. All other transfer requests will be contingent upon adequate classroom space and staff. A student transferring for school improvement purposes will be permitted to remain in the school until he/she completes the highest grade in that school.

A student who becomes a victim of a violent criminal offense while in or on the grounds of a school the student attends, or any student attending a district school that is identified by the Oregon Department of Education (ODE) as persistently dangerous may, as required by the NCLBA, transfer to a safe district school that is meeting adequate yearly progress standards as defined by law.

Students granted transfers will comply with the building and classroom rules of the receiving school.

The superintendent will develop transfer guidelines that balance the district's responsibility to ensure an equitable, high quality education for all students and financial stability for each school with the opportunity available to families to select a school outside their attendance area.

END OF POLICY

Legal References:

ORS 329.485

ORS 332.107

OAR 581-021-0045

No Child Left Behind Act of 2001, P.L. 107-110, Title I, Section 1116 and Title IX, Section 9532

STUDENT TRANSFERS

The district recognizes that families may have a variety of reasons for requesting a school transfer. Likewise, the district may choose to place students with specific educational needs at a school other than that of the student's neighborhood boundary. Based on this knowledge, the district invites families to request transfers with the following understanding:

1. Parents will follow the process for requesting transfers described within this document.
2. In most cases and unless specifically stated within this document, transportation will be the responsibility of the family.

Timing

1. The transfer request period for grades 1-12 is open for about ten weeks. The open online process for the following school year generally will begin in November and end in January.
2. For kindergarten programs, student transfer requests for the following school year generally will be accepted in the spring. The open period for kindergarten transfers will be about six weeks. Transfer requests should be made through the online process. Kindergartners initially should register at their neighborhood schools.
3. Requests also may be made at any time during the school year for transfer at the end of the grading period for elementary school or at the end of the first semester for secondary school students. These will be evaluated on a case-by-case basis and must be approved by the assistant superintendent. Transfer requests should be made at least ten days prior to the end of the grading period/semester.
4. The district reserves the right to make special placement decisions when warranted by special circumstances. As such, transfers initiated by school administrators, in conjunction with the assistant superintendent, may occur and become effective at any time during the school year.

Notification

1. Each school site, as well as the district office, will actively be involved in notifying parents and the community of the school attendance area and transfer policies and administrative rules.

2. Schools will be expected to make monthly announcements regarding this matter between October and February of each year (via the building newsletters, etc.).
3. District staff will give information to all fifth grade students each fall to promote the options available within the district for grades six through eight.
4. Information related to transfers will be made available on the district's website, <http://www.csd509j.net>.

Online Transfer Request Process

1. During the transfer request periods for grades 1-12 and kindergarten, online applications are made accessible via the district's website.
2. If parents do not have access to an internet-accessible computer, they may utilize such equipment necessary at either individual school locations or the district office. Spanish language applications are available via hard copy at individual school locations and/or the district office.
3. Data collected during the online process is compiled by district staff, along with any additional requests gathered through paper applications received within the transfer request period.

Transfer Request Review Process

1. Applications will be processed at the district level within two weeks after the open transfer request period closes, unless the assistant superintendent determines there are special circumstances calling for a delay.
2. District staff compare the number of requests to the estimated number of openings at each grade level at each facility.
 - a. If requests do not exceed the number of available seats at a particular grade level at a particular facility, transfers typically are approved.
 - b. If there are more students requesting to transfer into a school than there are spaces provided by the enrollment capacity, then a lottery will be used to select students and determine the order of a waiting list.
3. Students in specific/unique situations as described within this administrative regulation generally are considered exceptions to this process and will be granted transfers as noted.
4. When a lottery is necessary, each student applicant will be assigned a randomly generated number, and weighted as per the priorities listed below:

STUDENT TRANSFERS—JCA-AR

(continued)

- a. 509J students with siblings currently attending a transfer school and who will attend with the student already enrolled.
 - b. 509J students.
 - c. Non-509J students seeking inter-district transfer with siblings currently attending the 509J transfer school and who will attend with the student already enrolled.
 - d. Non-509J students seeking inter-district transfer.
5. Applicants will be arranged based on the total of their random number assignment plus weighting criteria.
 6. Seats will be offered to applicants based on their priority ranking up to the number of available spots at each grade level for each facility. The remaining ranked list of applicants, if any, will serve as a ranked waiting list should future seats become available.
 7. In the event that an elementary school exceeds capacity because of growth in the number of neighborhood students, or a secondary school exceeds the limit needed to balance student population, the district may choose not to maintain a waiting list until such time when transfers will be accepted.
 8. Multiple birth siblings (twins, triplets, etc.) are treated as individuals during the lottery process. If one sibling is offered a seat and the others are offered a position on the waiting list, parents may choose to accept the seat offered to one while the siblings remain at the neighborhood school. If parents decline the one seat, however, in preference of keeping the students together, all siblings then would be placed on the waiting list at the position held by the first sibling not offered a position. Should open seats become available, this process will repeat.
 9. For schools without a boundary area, the district may reserve spots for students who qualify for the free and reduced lunch program. These spots would be saved to help keep socioeconomic demographics at a school without a boundary within the range of other schools in the district.
 10. The district will notify families of their acceptance, denial, or wait-list status as soon as the lottery process has been completed.
 11. Once offered a seat, parents of students from outside the 509J district boundary area also must complete the “Inter-District (out-of district) Transfer Request” form, available in hard copy at each school location and the district office.
 - a. Parents will complete this form annually and submit it to their local school district.
 - b. Once approved by the local school district, the Inter-District Transfer Request will be forwarded to the appropriate 509J principal and district officials for signature before submitting to the assistant superintendent’s office for final review and processing.

Process for Transfers Outside of the Open Online Transfer Request Period

Requests also may be made at any time during the school year, for transfer at the end of the grading period for elementary school, at the end of the first semester for secondary school students, or for the coming school year. The impact on school budgets, staffing, and programs will be considered as these requests are processed.

1. To make this request, parents living within the 509J boundary will complete the “In-District (intra-district) Transfer Request” form, available in hard copy at each school location and the district office.
 - a. Parents will complete this form and submit it to their boundary area school at least ten days prior to the end of the grading period/semester.
 - b. Once approved by the principal, the In-District Transfer Request will be forwarded to the principal of the new school before submitting to the assistant superintendent’s office for final review and processing.
2. Granted requests will be effective at the end of the grading period for elementary school students and at the end of the semester for middle and high school students unless the assistant superintendent and the principals involved agree to implement the request sooner due to exceptional circumstances.
3. Students applying for transfers outside of the online transfer request process will be placed at the bottom of the waiting list (if any) in the order their applications are received. No preferential treatment (described as weighting criteria, above) will be provided to siblings or in-district students applying outside of the open online transfer process, unless their sibling has been assigned by the district to a school other than their boundary area school for a specialized education program.
4. If there is no waiting list, transfer requests submitted after the online transfer request period will be processed on a case-by-case basis and must be approved by the assistant superintendent.

Conditions of the Transfer and Revocation Processes

1. Once approved, a transfer ordinarily will remain in effect until the student completes grade 5, 8, or 12 (the highest grade at that school). When a student is promoted to a higher level grade outside the attending school, the student will enroll in the school in the attendance area in which his/her parents reside unless a new transfer request is submitted and approved.
2. School administrators may revoke the transfer for reasons such as erratic attendance, unsatisfactory academic performance, or substantial misconduct. Before revoking a transfer, the current school principal will include the assistant superintendent and the principal of the home school to discuss best placement.

STUDENT TRANSFERS—JCA-AR

(continued)

3. In the event that an elementary school exceeds capacity because of growth in the number of neighborhood students a previously approved transfer may be revoked before school starts or at the end of a school year. Transfers will be revoked first for out-of-district students, and their siblings if applicable, and then for in-district students. Students who have exited a district program but who remain at that school will be the last to have their transfers revoked due to overcrowding. The siblings of these students also will be the last to have transfers revoked.
4. Parents may request that a transfer be rescinded by completing a new transfer form at least ten days prior to the end of the grading period/semester.
 - a. Such requests will be effective at the end of the grading period for elementary school students and at the end of the semester for middle and high school students unless the assistant superintendent and the principals involved agree to implement the request sooner due to exceptional circumstances.
 - b. Transfers back to the home school during the school year will be subject to the enrollment capacity in a grade or at the school.
 - c. To ensure continuity for a student's education, the district reserves the right to deny more than one transfer request at each school level within a two-year period.
5. Students who transfer high schools will be eligible to participate in interscholastic athletics in agreement with procedures established by the OSAA. The procedures are intended to prohibit recruiting of athletes without unjustly penalizing students. The procedures in no way are to be interpreted as condoning the recruitment of any athlete from one high school to another since recruitment is a clear violation of the intent of this administrative regulation.
6. Out-of-district transfers are contingent upon the annual approval of both the home and receiving district. Parents must complete the "Inter-District (out-of district) Transfer Request" form, available at each school location and the district office.
 - a. Parents will complete this form and submit it to their local school district.
 - b. Once approved by the local school district, the Inter-District Transfer Request will be forwarded to the appropriate 509J principal and district officials for signature before submitting to the assistant superintendent's office for final review and processing.
 - c. The local/home area district will release state basic funds to the receiving district for the current school year. If the student is determined to be eligible for Special Education services, transfer approval is contingent upon the districts meeting to determine placement and funding (if above first and second weight ADM) for the transfer student.
 - d. Inter-District Transfer Requests must be resubmitted annually for approval and prior to the commencement of the school year.

Specific/Unique Situations

Students Who Move to Another Boundary Area

Students who have moved from the attendance area of their current school may choose to remain and complete the highest grade at that school providing that they resided in that attendance area for a minimum of one school year prior to moving and providing that their new residence is still in the Corvallis School District.

1. Parents will follow the process for requesting in-district transfers described within this document.
2. Transportation will be the responsibility of the family.

Students on Extended Leave or Sabbatical from a Transfer School

When a currently enrolled family on transfer takes an extended leave (sabbatical or other out-of-town absence), the students of the family may have special consideration as described below for re-enrolling at their transfer school upon return provided:

- The student previously attended the school for at least one full school year,
 - The family extended leave lasted no longer than one school year in duration.
1. Parents must complete an Extended Leave Application form (available at each school location and the district office) prior to leaving.
 2. In preparation for their return, parents will follow the process for requesting in-district transfers through the open online transfer request process described within this document.
 3. Students meeting the requirements of this section will be given priority weighting during the transfer process; if the requirements of this section are not met, this priority will be rescinded and their application will be processed as any other.
 4. Transportation will be the responsibility of the family.

Students Assigned by the District and Siblings of Students Assigned by the District to a School Other than their Boundary School for Specialized Educational Programs

Siblings of students assigned to specialized programs are eligible for transfer to the school to which their sibling currently is enrolled.

1. Specialized programs include, but may not be limited to, Life Skills, Transitions, and English Language Learners (ELL).
2. If the student receiving specialized student services separates from the specialized program, the student, and his/her siblings, will return to their neighborhood school at the end of the school year. Parents may choose to request a transfer through the process

outlined in this document should they wish to continue enrollment at the school where the district program is located. These applications will be processed through the regular transfer request procedure. Transportation will be the responsibility of the family, except in situations where space may be available on a district bus that travels an appropriate route.

The Transition Program is designed to prepare students to be successful in their neighborhood school and placement in the school is temporary. Transition students enroll in their neighborhood schools once they have demonstrated success in the program setting or when they reach grade three. Parents may choose to request a transfer through the process outlined in this document should they wish to continue enrollment at the school where the district program is located. These applications will be processed through the regular transfer request procedure.

The Life Skills program is designed to provide the best environment for the unique educational needs for children with disabilities. If a student who has been placed by the district in a Life Skills program separates from the program, the student and siblings have the option of staying through the highest grade offered at that school. For tracking purposes, parents will be asked to complete a transfer request form.

3. In determining the placement for a child with a disability, the placement decision is made by the IEP team and is made in conformity with the Least Restrictive Environment (LRE) provisions of OAR 581-015-2240 to 581-015-2255. Unless the IEP of a child with a disability requires some other arrangement, the child is to be educated in the school that he or she would attend if nondisabled.
4. Siblings of students with placement in specialized programs will be treated as boundary area students at the school where the specialized program is housed while their sibling is attending that school. While a student is assigned to a specialized program, parents may choose to have siblings follow that student's pathway from elementary, to middle, to high school.

For tracking purposes, parents will follow the process for requesting in-district transfers described within this document, citing the student's status as a sibling of a student assigned to a specialized program on their application materials. Once approved, a transfer ordinarily will remain in effect until the student completes grade 5, 8, or 12 (the highest grade at that school). If the district currently provides transportation for the student in the specialized program, transportation may be provided to the sibling as long as space is available and the schedule is consistent with regular routing of the district or the specialized transportation arranged for the sibling assigned to a specialized program.

The goal of these administrative regulations is to keep all children in a family together as they progress through the grades. If students from the same family will not be attending a school simultaneously, a transfer request to attend a school previously attended by a student and their siblings will be approved if it keeps siblings attending the same school together. In the event a sibling is not attending a school concurrently with the student

placed in a specialized program, the school administrator may revoke the transfer for reasons such as erratic attendance, unsatisfactory academic performance, or substantial misconduct.

Appeals Process

Parents may appeal a transfer denial or wait list placement if they believe there are special circumstances that the district should consider. Appeals are to be made in writing to the assistant superintendent and must contain the following elements to be considered:

1. Name of the student
2. Grade level of the student at the time the transfer is to be effective
3. Effective date (term and academic year) of the transfer
4. School from which transfer is requested
5. School/program to which transfer is requested
6. Parent's name and contact information
7. Description of the special circumstances, including any necessary or appropriate supplemental materials.

The assistant superintendent will investigate each situation and notify the parent of his/her decision in writing. Decisions regarding transfer requests made by the assistant superintendent will be final.

Admission of Nonresident Students

Consent by Affected Boards

The district may enroll nonresident students as follows:

1. By written consent of the affected school boards. The student becomes a “resident pupil” of the attending district thereby allowing the attending district to receive State School Fund moneys;
2. By written consent (under ORS 339.133(5)(b)) from the school board for the district in which the receiving school is located as provided by Board policy. The student becomes a “resident pupil” of the attending district thereby allowing the attending district to receive State School Fund moneys;
3. By unilaterally admitting with tuition a nonresident student whereby neither district is eligible for State School Fund moneys;
4. If a juvenile court determines it is in the student’s best interest, a student placed in a substitute care program outside the district will continue to be considered a resident student and allowed to attend the school the student attended prior to placement. The public agency placing the student in a substitute care program will be responsible for the transportation of the student, if public agency funds are available.

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

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

The Board may consider situations such as:

1. Students with academic needs or abilities that can be met more readily by school services available in the Corvallis School District;
2. Students living in remote areas whose school transportation can be met more conveniently and efficiently by the Corvallis School District;

3. Students with disciplinary or emotional problems who may have a greater opportunity to succeed in the environment of the Corvallis School District;
4. Students whose parents move from the district during a school year; and (5) students whose parents are employed within the Corvallis School District.

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

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

The Board may not deny consent or give priority based on race, religion, sex, sexual orientation, ethnicity, national origin, disability, terms of individual education program, income level, proficiency in the English language, or athletic ability.

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

If the number of students seeking consent exceeds the number of students the Board has determined will be given consent, consent will be based on an equitable lottery selection process.

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

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

END OF POLICY

Legal References:

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

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

Cross References:

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

RESIDENCY—Open Enrollment

339.133 Determination of residency of student for school purposes.

- (1) (a) Except as provided in subsections (2) to (6) of this section, children between the ages of **4 and 18** shall be considered resident for school purposes in the school district in which their parents, their guardians or persons in parental relationship to them reside.
(b) **Nonemancipated** individuals between the ages of 4 and 18 living outside the geographic area of the school district for such reasons as attending college, military service, hospital confinement or employment away from home shall be considered resident in the district in which their parents, their guardians or persons in parental relationship to them reside.
(c) **Persons living temporarily** in a school district for the primary purpose of attending a district school may not be considered resident in the district in which they are living temporarily, but shall be considered resident in the district in which they, their parents, their guardians or persons in parental relationship to them reside.
- (2) Individuals considered **legally emancipated** from their parents shall be considered resident in the district in which they actually reside, irrespective of the residence of their parents, their guardians or persons in parental relationship.
- (3) **Children placed** by public or private agencies who are living in licensed, certified or approved substitute care programs shall be considered resident in the school district in which they reside because of placement by a public or private agency.
- (4) (a) Notwithstanding subsection (3) of this section, when a **juvenile court** determines that it is in a child's best interest to continue to attend the school that the child attended prior to placement by a public agency, the child:
 - (A) Shall be considered resident for school purposes in the school district in which the child resided prior to the placement; and
 - (B) May continue to attend the school the child attended prior to the placement through the highest grade level of the school.(b) **The public agency** that has placed the child shall be responsible for providing the child with transportation to and from school when the need for transportation is due to the placement by the public agency.
(c) Paragraph (b) of this subsection applies only to a **public agency** for which funds have been designated for the specific purpose of providing a child with transportation to and from school under this subsection.
- (5) Except as provided in ORS 327.006 (7) and 335.090, persons whose legal residence is not within the district but who attend school in the district are considered residents in the district in which the persons attend school if those persons receive:
 - (a) **Written consent from both of the affected district school boards as provided by policies adopted by the boards; or**
 - (b) **Written consent from the district school board for the district in which the school is located as provided by section 9, chapter 718, Oregon Laws 2011.**
- (6) (a) Children who are **foreign exchange** students and who are residing in Oregon in a dormitory operated by a school district are considered to be residents of the school district in which the dormitory is located.
(b) For the purpose of this subsection:
 - (A) A child may not be considered to be a foreign exchange student for more than one school year.
 - (B) A child may be considered to be a resident of a school district as provided by this subsection only if, for the 2010-2011 school year, the school district had foreign exchange students who were considered to be residents as provided by this subsection.
 - (C) The number of children who are considered to be residents as provided by this subsection may not increase from the number that were considered to be residents as provided by this subsection for the 2010-2011 school year.

(c) As used in this subsection, “**foreign exchange student**” means a student who attends school in Oregon under a cultural exchange program and whose parent, guardian or person in parental relationship resides in another country.

(7) For the purposes of this section:

(a) “**Person in parental relationship**” means an adult who has physical custody of a child or resides in the same household as the child, interacts with the child daily, provides the child with food, clothing, shelter and incidental necessities and provides the child with necessary care, education and discipline. “Person in parental relationship” does not mean a person with a power of attorney or other written delegation of parental responsibilities if the person does not have other evidence of a parental relationship.

(b) “**Substitute care program**” means family foster care, family group home care, parole foster care, family shelter care, adolescent shelter care and professional group care. [Formerly 332.595; 1997 c.821 §21; 2005 c.521 §1; 2007 c.464 §1; 2009 c.11 §42; 2010 c.21 §§1,3; 2011 c.718 §§3,8]

Note 1: See notes 3 and 4 for 339.133, as further amended.

Note 2: Sections 9, 10 and 21, chapter 718, Oregon Laws 2011, provide:

Sec. 9. (1) For purposes of ORS 339.133 (5)(b), a person whose legal residence is not within a school district but who attends school in the district is considered a resident of the district in which the person attends school if the person receives written consent to attend school from the district school board where the school is located, as provided by this section.

(2) (a) By **March 1** of each year, a district school board shall determine whether the board will give consent to persons whose legal residence is not within the school district.

(b) If the district school board will give consent, the board shall establish standards by which consent will be given. The standards must:

(A) **Identify the number of persons to whom consent will be given for the school year.** The district school board may limit the number of persons to whom consent will be given based on **school, grade or a combination of school and grade.**

(B) Allow persons who live within the boundaries of the school district the first opportunity to change to a different school in the district if the district school board will be giving consent to attend that school to persons who do not reside within the district.

(3) A person seeking consent as provided by this section must request consent no later than **April 1** prior to the beginning of the school year for which consent is being requested. Requests may be submitted before the district school board makes the determination and establishes the standards described in subsection (2) of this section, but may not be considered by the board when the board makes the determination and establishes the standards.

(4) (a) A district school board must give consent to a person who requests consent unless:

(A) The **board decides to not give consent** to any person as allowed by subsection (2) of this section;

(B) The **board decides to limit the number of persons** to whom consent will be given and the person was not selected to be given consent based on the selection process described in subsection (5) of this section; or

Expulsions

(C) The board is not required to admit the person, as provided by ORS 339.115 (8).

(8) **Notwithstanding subsection (1) of this section, a school district:**

(a) **May for the remaining period of an expulsion deny admission to the regular school to a resident student who is**

expelled from another school district; and

(b) Shall for at least one calendar year from the date of the expulsion and if the expulsion is for more than one calendar year, may for the remaining period of time deny admission to the regular school program to a student who is under expulsion from another school district for an offense that constitutes a violation of a school district policy adopted pursuant to ORS 339.250 (6).

(b) A district school board may not deny consent or give priority based on **race, religion, sex, sexual orientation, ethnicity, national origin, disability, terms of an individualized education program, income level, proficiency in the English language or athletic ability.**

(5) If the **number of persons seeking consent exceeds the number of persons** to whom the district school board has determined will be given consent, the board shall give consent based on an equitable lottery selection process. The process may give priority to persons who have **siblings currently enrolled** in a school of the school district, but in no event may a sibling be given priority to any open spot in the schools of the school district over any persons who reside within the school district.

(6) (a) Except as provided by paragraphs (b) and (c) of this subsection, a person who receives consent and who is considered a resident of a district as provided by this section shall be considered a resident of the district for all educational purposes. A person who is considered a resident of the district as provided by this section shall continue to be considered a resident of the district until the person:

(A) **Graduates from high school;**

(B) Is no longer required to be admitted to the schools of the school district under ORS 339.115; or

(C) Enrolls in a school in a different school district.

(b) **A school district is not required to provide transportation outside the boundaries of the district to a person who is considered a resident of the district as provided by this section, except that a district:**

(A) **Must allow persons who are considered a resident of the district as provided by this section to use existing bus routes and transportation services of the district.**

Transportation provided under this subparagraph is considered approved transportation costs for purposes of ORS 327.013.

(B) **May provide a stipend for a person** who is a member of a low-income family, as defined in ORS 339.147, in an amount that does not exceed the district's average cost per student for transportation.

(C) Must provide transportation if required by federal law.

(c) **After the first year that a person is considered a resident of a district as provided by this section, the district school board may transfer the person to a different school in the district.** Any transfers must be made consistent with district policy and do not affect the status of the person as a resident of the district.

(7) A district school board shall provide written notification of the attendance of a person who receives consent as provided by this section to the district school board where the legal residence of the person is located. **The written notification required by this subsection must be provided no later than May 1** prior to the beginning of the school year for which consent was given.

(8) Nothing in this section:

(a) **Requires a district school board to give consent to siblings if the board determines that consent will not be given to any students for a school year.**

(b) Prevents a school district from entering into interagency agreements to provide services to persons who do not reside in the school district or are not considered residents of the school district.

(c) Prevents or otherwise limits a district school board from providing consent to a person who has received consent from the district school board for the school district in which the person resides, as provided by ORS 339.133 (5)(a). [2011 c.718 §9]

Sec. 10.

(1) Section 9 of this 2011 Act and the amendments to ORS 339.133 by section 8 of this 2011 Act **become operative on January 1, 2012.**

(2) Section 9 of this 2011 Act and the amendments to ORS 339.133 by section 8 of this 2011 Act **first apply to persons who seek consent for the 2012-2013 school year.**

(3) Nothing in section 9 of this 2011 Act or the amendments to ORS 339.133 by section 8 of this 2011 Act affects the status of a person who was considered a resident as provided by ORS 339.133 (5) prior to the 2012-2013 school year. [2011 c.718 §10]

Sec. 21. Section 9 of this 2011 Act is repealed on July 1, 2017. [2011 c.718 §21]

Note 3: The amendments to 339.133 by section 4, chapter 718, Oregon Laws 2011, become operative July 1, 2013. See section 5, chapter 718, Oregon Laws 2011. The text that is operative from July 1, 2013, until July 1, 2017, is set forth for the user's convenience.

77th OREGON LEGISLATIVE ASSEMBLY—2013 Regular Session
Enrolled
House Bill 2747
Sponsored by COMMITTEE ON EDUCATION
CHAPTER
AN ACT

Relating to admittance of nonresident students; creating new provisions; amending section 20, chapter 718, Oregon Laws 2011; and declaring an emergency.

Be It Enacted by the People of the State of Oregon:

SECTION 1. This Section 1 is all new wording

(1) A district school board that admits nonresident students by giving consent as described in ORS 339.133 (5)(a) may not consider race, religion, sex, sexual orientation, ethnicity, national origin, disability, health, whether a student has an individualized education program, the terms of an individualized education program, income level, residence, proficiency in the English language, athletic ability or academic records when:

- (a) Determining whether to give consent; or
- (b) Establishing any terms of consent.

(2) A district school board that is considering whether to admit a nonresident student by giving consent may require only the following information prior to deciding whether to give consent:

- (a) The name, contact information, date of birth and grade level of the student; and
- (b) Information about whether the school district may be prevented or otherwise limited from providing consent as provided by ORS 339.115 (8).

(8) Notwithstanding subsection (1) of this section, a school district:

- (a) May for the remaining period of an expulsion deny admission to the regular school to a resident student who is expelled from another school district; and
- (b) Shall for at least one calendar year from the date of the expulsion and if the expulsion is for more than one calendar year, may for the remaining period of time deny admission to the regular school program to a student who is under expulsion from another school district for an offense that constitutes a violation of a school district policy adopted pursuant to ORS 339.250 (6).

(3) (a) A district school board that is considering whether to admit a nonresident student by giving consent **may not**:

(A) Request or require any person to **provide or have provided any of the following information** related to a student prior to the district school board deciding whether to give consent to the student:

- (i) Information about the student's race, religion, sex, sexual orientation, ethnicity, national origin, disability, health, whether a student has an individualized education program, the terms of an individualized education program, income level, residence, proficiency in the English language or athletic ability; or
- (ii) Academic records, including eligibility for or participation in a talented and gifted program or special education and related services.

(B) **Request or require the student to participate in an interview**, to tour any of the schools or facilities of the school district or to otherwise meet with any representatives of a school or a school district prior to the district school board deciding whether to give consent to the student.

(C) Request any information used to supplement the information described in subsection (2) of this section prior to deciding whether to give consent to the student.

(b) **Nothing in this subsection prevents a student from voluntarily touring** any of the schools or facilities of a school district or from requesting or receiving any information from a school or the school district.

(4) (a) A district school board that admits nonresident students by giving consent as described in ORS 339.133 (5)(a) may limit the number of students to whom consent is given. **The district school board must make the determination whether to limit the number of students to whom consent is given by an annual date established by the board.**

(b) If the number of students seeking admission exceeds any limitations imposed by the district school board, the board must admit nonresident students based on an equitable **lottery** selection process. **The process may give priority to students who have siblings currently enrolled in a school of the school district.**

(c) **A district school board may revise the maximum number of students to whom consent will be given at a time other than the annual date established by the board if there are no pending applications for consent.**

(5) A district school board that is requested to give consent to allow a resident student to be admitted by another school district as described in ORS 339.133 (5)(a) may not consider race, religion, sex, sexual orientation, ethnicity, national origin, disability, health, whether a student has an individualized education program, the terms of an individualized education program, income level, residence, proficiency in the English language, athletic ability or academic records when determining whether to give consent.

(6) If a district school board decides to not give consent to a student, the board must provide a written explanation to the student.

(7) A district school board that gives consent as provided by ORS 339.133 (5)(a) may determine the length of time for which consent is given. Any limitations in length of time must be **applied consistently** among all students to whom consent is given.

(8) Nothing in this section:

(a) Requires a district school board to admit siblings if the board imposes limitations on the number of students admitted by consent.

(b) Prevents a district school board from denying admission to a nonresident student as provided by ORS 339.115 (8).

(8) Notwithstanding subsection (1) of this section, a school district:

(a) May for the remaining period of an expulsion deny admission to the regular school to a resident student who is expelled from another school district; and

(b) Shall for at least one calendar year from the date of the expulsion and if the expulsion is for more than one calendar year, may for the remaining period of time deny admission to the regular school program to a student who is under

expulsion from another school district for an offense that constitutes a violation of a school district policy adopted pursuant to ORS 339.250 (6).

(c) Prevents a district school board from requesting information or giving consent to a student in the event of an emergency to protect the health, safety or welfare of the student.

(d) Prevents a district school board from establishing minimum standards for behavior and attendance that a student must maintain to remain enrolled in the schools of the school district.

SECTION 2.

(1) Section 1 of this 2013 Act first applies to:

- (a) Nonresident students who seek admission for the **2014-2015** school year; and
- (b) State School Fund distributions commencing with the 2014-2015 distributions.

(2) Nothing in section 1 of this 2013 Act affects the status of a nonresident student who was admitted as provided by ORS 339.125 or 339.133 (5)(a) prior to the 2014-2015 school year.

SECTION 3. (just had minor renumbering edits) Section 1 of this 2013 Act is amended to read:

(1) A district school board that admits nonresident students by giving consent as described in ORS 339.133 (5) may not consider race, religion, sex, sexual orientation, ethnicity, national origin, disability, health, whether a student has an individualized education program, the terms of an individualized education program, income level, residence, proficiency in the English language, athletic ability or academic records when:

- (a) Determining whether to give consent; or
- (b) Establishing any terms of consent.

(2) A district school board that is considering whether to admit a nonresident student by giving consent may require only the following information prior to deciding whether to give consent:

- (a) The name, contact information, date of birth and grade level of the student; and
- (b) Information about whether the school district may be prevented or otherwise limited from providing consent as provided by ORS 339.115 (8).

(8) Notwithstanding subsection (1) of this section, a school district:

- (a) May for the remaining period of an expulsion deny admission to the regular school to a resident student who is expelled from another school district; and
- (b) Shall for at least one calendar year from the date of the expulsion and if the expulsion is for more than one calendar year, may for the remaining period of time deny admission to the regular school program to a student who is under expulsion from another school district for an offense that constitutes a violation of a school district policy adopted pursuant to ORS 339.250 (6).

(3) (a) A district school board that is considering whether to admit a nonresident student by giving consent may not:

(A) Request or require any person to provide or have provided any of the following information related to a student prior to the district school board deciding whether to give consent to the student:

- (i) Information about the student's race, religion, sex, sexual orientation, ethnicity, national origin, disability, health, whether a student has an individualized education program, the terms of an individualized

education program, income level, residence, proficiency in the English language or athletic ability; or

(ii) Academic records, including eligibility for or participation in a talented and gifted program or special education and related services.

(B) Request or require the student to participate in an interview, to tour any of the schools or facilities of the school district or to otherwise meet with any representatives of a school or a school district prior to the district school board deciding whether to give consent to the student.

(C) Request any information used to supplement the information described in subsection (2) of this section prior to deciding whether to give consent to the student.

(b) Nothing in this subsection prevents a student from voluntarily touring any of the schools or facilities of a school district or from requesting or receiving any information from a school or the school district.

(4) (a) A district school board that admits nonresident students by giving consent as described in ORS 339.133 (5) may limit the number of students to whom consent is given. The district school board must make the determination whether to limit the number of students to whom consent is given by an annual date established by the board.

(b) If the number of students seeking admission exceeds any limitations imposed by the district school board, the board must admit nonresident students based on an equitable lottery selection process. **The process may give priority to students who have siblings currently enrolled in a school of the school district.**

(c) A district school board may revise the maximum number of students to whom consent will be given at a time other than the annual date established by the board if there are no pending applications for consent.

(5) A district school board that is requested to give consent to allow a resident student to be admitted by another school district as described in ORS 339.133 (5) may not consider race, religion, sex, sexual orientation, ethnicity, national origin, disability, health, whether a student has an individualized education program, the terms of an individualized education program, income level, residence, proficiency in the English language, athletic ability or academic records when determining whether to give consent.

(6) If a district school board decides to not give consent to a student, the board must provide a written explanation to the student.

(7) A district school board that gives consent as provided by ORS 339.133 (5) may determine the length of time for which consent is given. Any limitations in length of time must be applied consistently among all students to whom consent is given.

(8) Nothing in this section:

(a) Requires a district school board to admit siblings if the board imposes limitations on the number of students admitted by consent.

(b) Prevents a district school board from denying admission to a nonresident student as provided by ORS 339.115 (8).

(8) Notwithstanding subsection (1) of this section, a school district:

(a) May for the remaining period of an expulsion deny admission to the regular school to a resident student who is

expelled from another school district; and

(b) Shall for at least one calendar year from the date of the expulsion and if the expulsion is for more than one calendar year, may for the remaining period of time deny admission to the regular school program to a student who is under expulsion from another school district for an offense that constitutes a violation of a school district policy adopted pursuant to ORS 339.250 (6).

(c) Prevents a district school board from requesting information or giving consent to a student in the event of an emergency to protect the health, safety or welfare of the student.

(d) Prevents a district school board from establishing minimum standards for behavior and attendance that a student must maintain to remain enrolled in the schools of the school district.

SECTION 4. Section 20, chapter 718, Oregon Laws 2011, is amended to read:

(1) The amendments to ORS 327.006, 329.485, 332.405, 339.115, 339.134 and 343.151 by sections 11 to 14, 17 and 18, chapter 718, Oregon Laws 2011, become operative on **January 1, 2012.**

(2) The amendments to ORS 339.133 by section 19, chapter 718, Oregon Laws 2011, and the amendments to section 1 of this 2013 Act by section 3 of this 2013 Act become operative on **July 1, 2017.**

(3) The amendments to ORS 339.133 by section 19, chapter 718, Oregon Laws 2011, first apply to the **2017-2018 school year.**

SECTION 5. **This Section 5 is all new wording**

(1) A district school board that admits nonresident students and charges nonresident students tuition may not consider race, religion, sex, sexual orientation, ethnicity, national origin, disability, health, whether a student has an individualized education program, the terms of an individualized education program, income level, residence, proficiency in the English language, athletic ability or academic records when:

(a) Determining whether to accept a nonresident student; or

(b) Establishing the amount of tuition.

(2) A district school board that admits nonresident students and charges nonresident students tuition may require a student seeking to attend the schools of the school district to provide the following information:

(a) The name, contact information, date of birth and grade level of the student; and

(b) Information about whether the school district may be prevented or otherwise limited from admitting the student as provided by ORS 339.115 (8).

(8) Notwithstanding subsection (1) of this section, a school district:

(a) May for the remaining period of an expulsion deny admission to the regular school to a resident student who is expelled from another school district; and

(b) Shall for at least one calendar year from the date of the expulsion and if the expulsion is for more than one calendar year, may for the remaining period of time deny admission to the regular school program to a student who is under expulsion from another school district for an offense that constitutes a violation of a school district policy adopted pursuant to ORS 339.250 (6).

(3) (a) A district school board that admits nonresident students and charges nonresident students tuition may not:

(A) Request or require any person to provide or have provided any of the following information related to a student prior to the district school board deciding whether to admit the student:

- (i) Information about the student's race, religion, sex, sexual orientation, ethnicity, national origin, disability, health, whether a student has an individualized education program, the terms of an individualized education program, income level, residence, proficiency in the English language or athletic ability; or
- (ii) Academic records, including eligibility for or participation in a talented and gifted program or special education and related services.

(B) Request or require the student to participate in an interview, to tour any of the schools or facilities of the school district or to otherwise meet with any representatives of a school or a school district prior to the district school board deciding whether to admit the student.

(C) Request any information used to supplement the information described in subsection (2) of this section prior to deciding whether to admit the student.

- (b) Nothing in this subsection prevents a student from voluntarily touring any of the schools or facilities of a school district or from requesting or receiving any information from a school or the school district.

(4) If a district school board decides to deny admission to a nonresident student and to charge the nonresident student tuition, the board must provide a written explanation to the student.

(5) Nothing in this section:

- (a) Prevents a district school board from denying admission to a nonresident student as provided by ORS 339.115 (8).

(8) Notwithstanding subsection (1) of this section, a school district:

(a) May for the remaining period of an expulsion deny admission to the regular school to a resident student who is expelled from another school district; and

(b) Shall for at least one calendar year from the date of the expulsion and if the expulsion is for more than one calendar year, may for the remaining period of time deny admission to the regular school program to a student who is under expulsion from another school district for an offense that constitutes a violation of a school district policy adopted pursuant to ORS 339.250 (6).

(b) Prevents a district school board from requesting information or admitting a student in the event of an emergency to protect the health, safety or welfare of the student.

(c) Prevents a district school board from establishing minimum standards for behavior and attendance that a student must maintain to remain enrolled in the schools of the school district.

SECTION 6.

(1) Section 5 of this 2013 Act first applies to:

- (a) **Nonresident students who seek admission for the 2014-2015 school year; and**
- (b) State School Fund distributions commencing with the 2014-2015 distributions.

(2) Nothing in section 5 of this 2013 Act affects the status of a nonresident student who was admitted as provided by ORS 339.125 or 339.133 (5)(a) prior to the 2014-2015 school year.

SECTION 7. Section 8 of this 2013 Act is added to and made a part of ORS chapter 343.

SECTION 8. **This Section 8 is all new wording**

(1) As used in this section:

- (a) 'Long term care facility' has the meaning given that term in ORS 442.015.
- (b) 'Skilled nursing facility' has the meaning given that term in ORS 442.015.

- (2) (a) Notwithstanding ORS 339.133 and 339.134, a student who is admitted to a long term care facility or a skilled nursing facility shall be considered a resident of the school district in which the long term care facility or skilled nursing facility is located.**
- (b) The school district of which the student is a resident as provided by paragraph (a) of this subsection is responsible for providing educational services to the student in the least restrictive environment in which the student can be educated.**

(3) When a student is discharged from a long term care facility or a skilled nursing facility:

- (a) The residency of the student shall be determined as provided by ORS 339.133 and 339.134; and
- (b) The responsibilities imposed by subsection (2)(b) of this section terminate and become the responsibilities of the school district of which the student is a resident.

SECTION 9. Section 8 of this 2013 Act first applies to the 2013-2014 school year.

SECTION 10. Section 8 of this 2013 Act is repealed on June 30, 2014.

SECTION 11. Any distributions of State School Fund moneys made before the effective date of this 2013 Act to a school district for a nonresident student admitted to a long term care facility or a skilled nursing facility located within the boundaries of the school district are validated and approved.

SECTION 12. This 2013 Act being necessary for the immediate preservation of the public peace, health and safety, an emergency is declared to exist, and this 2013 Act takes effect July 1, 2013.

Passed by House April 10, 2013
Repassed by House July 1, 2013
Ramona J. Line, Chief Clerk of House
Tina Kotek, Speaker of House
Passed by Senate June 29, 2013
Peter Courtney, President of Senate
Received by Governor:
.....M.,....., 2013
Approved:
.....M.,....., 2013
John Kitzhaber, Governor
Filed in Office of Secretary of State:
.....M.,....., 2013
Kate Brown, Secretary of State

Corvallis School District 509J
Board of Directors

BOARD MEETING DATE: November 5, 2013

FOR INFORMATION

SUBJECT: HB 2747, Transfers, Open Enrollment

Issue: HB 2747 describes the student characteristics that district school boards are prohibited from considering when determining whether to give consent or accept the nonresident students or when establishing terms of consent or amount of tuition. Some of the key components include:

- Transfers—not more regional agreements—all students from anywhere, or no students (the language added to the discrimination clause “residence”). Districts may not limit acceptance from a certain geographic area.
 - We can no longer ask to review any academic or behavioral records, conduct interviews, or asks if they have IEP, receive ELL services, etc.
 - We may ask if they are currently expelled for a weapon.
 - We may establish behavior and attendance criteria to remain in school once they are admitted.
 - We may limit the acceptance to one year only, they students need to reapply.
 - Tuition student admission—may no longer ask to review any academic or behavioral records, conduct interviews, or asks if they have IEP, receive ELL services, etc., nor use residence as a deciding factor. May ask if they are currently expelled for a weapon.
-

CONTACT PERSON(S): Erin Prince, Kevin Bogatin, Kerry Richey



Corvallis

SCHOOL DISTRICT

- VI. PUBLIC TESTIMONY
- VII. STAFF TESTIMONY
- VIII. CONSOLIDATED ACTION
 - VIII.A. Licensed Personnel Recommendations



Corvallis School District 509J

School Board Meeting Information Packet

November 4, 2013

CONSOLIDATED ACTION: Licensed Personnel Recommendations

Corvallis School District 509J
Board of Directors

BOARD MEETING DATE: November 4, 2013

FOR ACTION

SUBJECT: Licensed Personnel Action

1. Issue: Information on licensed-personnel recommendations

a. Recommendation to Hire:

Jared Callis: Math Teacher/Intervention Specialist, 0.67 FTE, Linus Pauling Middle School, effective October 23, 2013 (Temporary).

Charles Creighton: Orchestra Teacher, 0.50 FTE, Crescent Valley High School, effective October 22 to December 20, 2013 (Temporary).

Derek Michalski: Science Teacher, 0.33 FTE, Cheldelin Middle School, effective October 30, 2013 (Temporary).

b. Termination/Resignation/Layoff/Retirement:

Josh Beaudry: Science Teacher, 0.33 FTE, Cheldelin Middle School, effective October 31, 2013 (Resignation).

Brandon Correa: Orchestra Teacher, 0.33 FTE, Crescent Valley High School, effective October 15, 2013 (Resignation).

c. Voluntary Reduction:

Christy Tolliver: Math Teacher, 1.0 FTE, Cheldelin Middle School; voluntary reduction to 0.50 FTE.

ACTION REQUESTED: Approve recommendations.



Corvallis

SCHOOL DISTRICT

VIII.B. Board Policy - JFCF - Hazing, Harassment, Intimidation, Bullying,
Menacing - Revising- Second Reading
Board Policy - JFCFA/GBNAA - Cyberbullying - Rescinded - For Action



Corvallis School District 509J

School Board Meeting Information Packet

November 4, 2013

CONSOLIDATED ACTION:
Board Policy JFCF,
JFCFA/GBNAA

Board Policy JFCF – Hazing, Harassment, Intimidation, Bullying, Menacing

Board Policy JFCFA/GBNAA -- Cyberbullying

Corvallis School District 509J
Board of Directors

BOARD MEETING DATE: November 5, 2013

FOR ACTION

SUBJECT:

Board Policy JFCF—Hazing/Harassment/Intimidation/Menacing/Bullying/Cyberbullying—
Students—Revised—Second Reading
Board Policy JFCFA/GBNAA—Cyberbullying—Rescinded—Action

Issue: HB 4077 and SB 1555 both resulted in modifications to board policy JFCF—
Hazing/Harassment/Intimidation/Menacing/Bullying/Cyberbullying—Students. The new title
will read Hazing/Harassment/Intimidation/Menacing/Bullying/Cyberbullying/Teen Dating
Violence.

HB 4077 addresses teens in a dating relationship and issues of violence in that dating
relationship. SB 1555 requires school employees to report to the appropriate school official acts
of “harassment, intimidation, or bullying or an act of cyberbullying.”

Further since current policy JFCF now includes cyberbullying; OSBA recommends rescinding
the separate policy JFCFA/GBNAA—Cyberbullying.

Options Considered: Not revising policy JFCF or rescinding JFCFA.

Involvement: District staff.

Consequences: Policies would remain outdated. Confusion could continue as to which
cyberbullying policy to use.

Cost Impact: None

CONTACT PERSON(S): Kevin Bogatin, Kerry Richey

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

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

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

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

Definitions

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

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

“Hazing” includes, but is not limited to, any act that recklessly or intentionally endangers the mental health, physical health, or safety of a student (i.e., personal servitude, sexual

stimulation/sexual assault, forced consumption of any drink, alcoholic beverage, drug, or controlled substance, forced exposure to the elements, forced prolonged exclusion from social contact, sleep deprivation, or any other forced activity that could adversely affect the mental or physical health or safety of a student) for the purpose of initiation or as a condition or precondition of attaining membership in, or affiliation with, any district-sponsored activity or grade level attainment; (~~i.e., personal servitude, sexual stimulation/sexual assault, forced consumption of any drink, alcoholic beverage, drug, or controlled substance, forced exposure to the elements, forced prolonged exclusion from social contact, sleep deprivation, or any other forced activity that could adversely affect the mental or physical health or safety of a student~~); requires, encourages, authorizes, or permits another to be subject to wearing or carrying any obscene or physically burdensome article; assignment of pranks to be performed; or other such activities intended to degrade or humiliate ~~regardless of the person's willingness to participate~~. It is not a defense against hazing that the student subjected to hazing consented to or appeared to consent to the hazing.

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

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

“Protected class” means a group of persons distinguished, or perceived to be distinguished, by race, color, religion, sex, sexual orientation¹, national origin, marital status, familial status, source of income, or disability.

“Teen dating violence” means:

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

“Cyberbullying” may be considered to be the use of any electronic communication device to convey a message in any form (text, image, audio, or video) that defames, intimidates, harasses,

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

~~or is otherwise intended to harm, insult, or humiliate another in a deliberate, repeated, or hostile and unwanted manner under a person's true or false identity. In addition, any communication of this form which substantially disrupts or prevents a safe and positive educational or working environment also may be considered cyberbullying~~ harass, intimidate, or bully. Students and staff will refrain from using personal communication devices or district property to harass or stalk another.

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

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

Reporting

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

~~The building principal or district department director will take reports and conduct a prompt investigation of any report of an act of harassment, intimidation, bullying, or acts of cyberbullying.~~

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

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

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

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

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

The complainant shall be notified of the findings of the investigation and, as appropriate, that remedial action has been taken. The complainant may request that the superintendent/designee review the actions taken in the initial investigation, in accordance with administrative regulations.

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

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

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

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

END OF POLICY

Legal References:

| | | |
|--|--|----------------------------------|
| ORS 163.190 | ORS 339.240 | OAR 581-021-0045 |
| ORS 166.065 | ORS 339.250 | OAR 581-021-0046 |
| ORS 166.155 to 166.165 | ORS 339.254 | OAR 581-021-0055 |
| ORS 174.100(6) | ORS 339.260 | OAR 581-022-1140 |
| ORS 332.072 | ORS 339.351 to 339.364 | HB 2599 (2009) |
| ORS 332.107 | | HB 4077 (2012) |
| | | SB 1555 (2012) |

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

Cross Reference(s):

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

CYBERBULLYING

The Board is committed to providing a positive and productive learning and working environment. Any form of harassment using electronic devices, commonly known as “cyberbullying,” by students, staff, or third parties is prohibited and will not be tolerated in the district. “Cyberbullying” is the use of any electronic communication device to convey a message in any form (text, image, audio, or video) that defames, intimidates, harasses, or is otherwise intended to harm, insult, or humiliate another in a deliberate, repeated, or hostile and unwanted manner under a person’s true or false identity. In addition, any communication of this form which disrupts or prevents a safe and positive educational or working environment may also be considered cyberbullying. Students and staff will refrain from using personal communication devices or district property to harass or stalk another.

The district will take any report of cyberbullying seriously and will investigate credible reports promptly. Students are encouraged to report an incident immediately to a teacher or principal, who will take appropriate action. Students who make a report are expected, but not required, to preserve evidence of cyberbullying. For example, a student may save or bring a copy of an email, text message, picture, or other electronic transmission that the student believes was intended to harm, insult, or humiliate.

The district may revoke the privilege of a student or third party, who uses district equipment or electronic communication system to engage in cyberbullying, to use any district electronic equipment under the procedures for policy IIBGA—Electronic Communications System.

Students whose behavior is found to be in violation of this policy will be subject to loss of privileges, discipline, up to and including expulsion. Staff whose behavior is found to be in violation of this policy will be subject to discipline, up to and including dismissal. Third parties whose behavior is found to be in violation of this policy will be subject to appropriate sanctions as determined and imposed by the superintendent or Board. The district may also report individuals to law enforcement if necessary.

END OF POLICY

Legal Reference(s):

[ORS 163.190](#)

[ORS 166.065](#)

[ORS 166.155—166.165](#)

[ORS 332.072](#)

HB 2637 (2007)

[ORS 332.107](#)

[ORS 339.240](#)

[ORS 339.250](#)

[ORS 339.351—339.364](#)

[OAR 581-021-0045](#)

[OAR 581-021-0046](#)

[OAR 581-021-0055](#)

[OAR 581-022-1140](#)

Cross Reference(s)

Board Policy GBNA/JFCF—Hazing/Harassment/Intimidation/Bullying/Menacing

Board Policy JFCF/GBNA—Hazing/Harassment/Intimidation/Bullying/Menacing



Corvallis

SCHOOL DISTRICT

VIII.C. Board Policy - JHFE - Reporting of Suspected Child Abuse - Action Sheet
- Revising - Second Reading
Board Policy - JHFF - Reporting Requirements Regarding Sexual Conduct
With Students - Action Sheet - Revising - Second Reading



Corvallis School District 509J

School Board Meeting Information Packet

November 4, 2013

CONSOLIDATED ACTION: Board Policy JHFE/JHFF

JHFE-JHFF Action Sheet

Board Policy JHFE – Reporting of Suspected Child Abuse

Board Policy JHFF – Reporting Requirements Regarding Sexual Conduct With Students

Corvallis School District 509J
Board of Directors

BOARD MEETING DATE: November 5, 2013

FOR ACTION

SUBJECT:

Board Policy JHFE—Reporting of Suspected Child Abuse—Revised—Second Reading
Board Policy JHFF—Reporting Requirements Regarding Sexual Conduct with Students—Revised—
Second Reading

Issue: There is new language related to abuse of a child by other students, and who to report abuse to in the event the abuser is the person designated to take reports of abuse. In most cases “child abuse” was modified to read “abuse of a child” to reflect modifications made in HB 4016.

Board Policy JHFF—Reporting Requirements Regarding Sexual Conduct with Students has been updated with minor changes and legal references.

Options Considered: Not revising the policies.

Involvement: District office staff.

Consequences: Policies would remain outdated.

Cost Impact: None

ACTION REQUESTED: Approval and adoption of the policies.

CONTACT PERSON(S): Kevin Bogatin, Kerry Richey

Reporting of Suspected ~~Child~~ Abuse of a Child

Any district employee who has reasonable cause to believe that a child with whom the employee has come in contact has suffered abuse or neglect, as defined by state law, by any adult or by a student with whom the employee is in contact,

~~Any district employee who has reasonable cause to believe that a child with whom he/she has come in contact has suffered abuse or neglect, as defined in state law, or that any with whom he/she is in contact has abused a child,~~ will immediately notify the Oregon Department of Human Services or the local law enforcement agency. The district employee also shall immediately inform his/her supervisor, building principal, or assistant superintendent.

~~Child a~~ Abuse of a child by district employees or by students will not be tolerated. All district employees are subject to this policy and the accompanying administrative regulation. If a district employee is a suspected abuser, reporting requirements remain the same.

The district will designate the assistant superintendent to receive reports of ~~child~~ abuse of a child by district employees and specify the procedures to be followed upon receipt of an ~~child~~ abuse report. In the event the designated person is the suspected abuser, the superintendent shall receive the report of abuse. The district will post in each school building the name and contact information of the person designated to receive ~~child~~ abuse reports, as well as the procedures the assistant superintendent will follow upon receipt of a report. When the assistant superintendent takes action on the report, the person who initiated the report must be notified.

A substantiated report of abuse by an employee shall be documented in the employee's personnel file. A substantiated report of abuse by a student shall be documented in the student's education record.

Upon request, the district shall provide records of investigations of suspected ~~child~~ abuse of a child by a district employee or former district employee to law enforcement, Oregon Department of Human Services, or Teachers Standards and Practices Commission.

Any district employee participating in good faith in the making of a report, pursuant to this policy and Oregon law and who has reasonable grounds for the making thereof, shall have immunity from any liability, civil or criminal, that might otherwise be incurred or imposed with respect to the making or content of any such report. Further, the initiation of a report in good faith about suspected ~~child~~ abuse of a child may not adversely affect any terms or conditions of employment or the work environment of the complainant. If a student initiates a report of suspected ~~child~~ abuse of a child by a district employee or a student in good faith, the student will not be

disciplined by the Board or any district employee. Intentionally making a false report of ~~child~~ abuse of a child is a Class A violation.

The district shall establish written procedures to provide annual training:

1. For district staff in the prevention and identification of ~~child~~ abuse of a child and on the obligations of district employees under ORS 419B.005 as directed by Board policy to report suspected ~~child~~ abuse of a child;
2. For parents and legal guardians of students attending district schools on the prevention, identification of ~~child~~ abuse of a child, and the obligation of district employees to report suspected ~~child~~ abuse of a child, separate from district staff training; and
3. Training designed to prevent ~~child~~ abuse of a child available each school year to students attending district-operated schools.

The superintendent shall implement such regulations as are necessary to accomplish the intent of this policy and to comply with state law.

END OF POLICY

Legal References:

[ORS 339.370](#)

[ORS 339.372](#)

[ORS 339.375](#)

[ORS 339.377](#)

[ORS 418.746 to-418.751](#)

[ORS 418.990](#)

[ORS 419B.005 to-419B.050](#)

[OAR 581-022-0711](#)

[HB 4016 \(2012\)](#)

~~Letter Opinion, Office of the OR Attorney General (May 25, 1984)~~

~~Letter Opinion, Office of the OR Attorney General (Aug. 18, 1986)~~

Green v. Camreta, 588 F.3d 1011 (9th Cir. 2009), vacated in part by, remanded by *Camreta v. Greene*, 131 S. Ct. 2020 (U.S. 2011); vacated in part, remanded by *Greene v. Camreta*, 661 F. 3d 1201 (9th Cir. 2011).

Cross Reference:

Policy KN—Relations with Law Enforcement Agencies

Reporting Requirements Regarding Sexual Conduct with Students

Sexual conduct by district/school employees as defined by Oregon law will not be tolerated. All district employees are subject to this policy.

“Sexual conduct” as defined by Oregon law is any verbal, physical, or other conduct by a school employee that is sexual in nature; directed toward a kindergarten through grade 12 student; unreasonably interferes with a student’s educational performance; and creates an intimidating, hostile, or offensive educational environment. The definition for sexual conduct does not include behavior that would be considered child abuse as outlined by Oregon law and district Board policy JHFE and JHFE-AR—Reporting of Suspected Child Abuse of a Child.

Any district/school employee who has reasonable cause to believe that another district/school employee or volunteer has engaged in sexual conduct with a student must immediately notify his/her supervisor, building principal, or human resources director.

When the district receives a report of suspected sexual conduct by a district employee, the district may decide to place the employee on paid administrative leave or in a position that does not involve direct, unsupervised contact with students while conducting an investigation. An investigation is a detailed inquiry into the factual allegations of a report of suspected sexual conduct that is based on interviews with the complainant, witnesses, and the district employee, or student who is the subject of the report. If the subject of the report is a school employee, the investigation must meet any negotiated standards of an employment contract or agreement.

If, following the investigation, the report is substantiated, the district will inform the employee that the report has been substantiated and provide information regarding the appeal process.

The employee may appeal the district’s decision through the appeal process provided by the district’s collective bargaining agreements. A substantiated report is one that:

- a) An educational provider has reasonable cause to believe is founded based on the available evidence after conducting an investigation; and
- b) Involves conduct that the educational provider determines is sufficiently serious to be documented in the employee’s personnel file.

If the employee decides not to appeal the determination or if the determination is sustained after an appeal, a record of the substantiated report will be placed in the employee’s personnel file. The employee will be notified that this information may be disclosed to a potential employer.

The district will post in each school building the name and contact information of the person designated to receive sexual conduct reports, as well as the procedures the human resources director will follow upon receipt of a report. **In the event that the designated person is the suspected perpetrator, the superintendent shall receive the report.**

Upon receipt of a report of suspected sexual conduct with a student, the human resources director promptly will investigate the report, and upon completion of the investigation will notify the person who initiated the report.

The initiation of a report in good faith about suspected sexual conduct may not adversely affect any terms or conditions of employment or the work environment of the complainant. If a student initiates a report of suspected sexual conduct by a district employee in good faith, the student will not be disciplined by the Board or any district employee.

The district will provide annual training to district employees, parents and students regarding the prevention and identification of sexual conduct. The district will provide to employees at the time of hire a description of conduct that may constitute sexual conduct and a description of records subject to disclosure if a sexual conduct report is substantiated.

Educational providers shall follow hiring and reporting procedures as outlined in ORS 339.374 for all district employees.



**Reporting of
SCHOOL DISTRICT EMPLOYEES
SUSPECTED SEXUAL CONDUCT WITH STUDENTS**

FOR POSTING

The 2009 Oregon State Legislature passed House Bill 2062, which deals with district employees who are suspected of sexual conduct with students. HB2062 requires the posting in each district building of the name and contact information for the person designated by the district to receive reports of suspected sexual conduct with students by district employees and the procedures the person will follow upon receipt of a report.

REPORTING

Person: Jennifer Duvall
Human Resources Director

Address: Corvallis School District 509J
1555 SW 35th Street
Corvallis, OR 97333

Telephone Number: 541-757-5840

Fax Number: 541-757-3898

E-mail Address: jennifer.duvall@corvallis.k12.or.us

PROCEDURES

Upon receipt of a report of suspected sexual conduct with a student, the human resources director promptly will investigate the report, and upon completion of the investigation will notify the person who initiated the report. If the district determines there is reasonable cause to support the report, the employee shall be placed on paid administrative leave. Depending upon the results of the investigation, the district may reinstate the employee, or take appropriate disciplinary action against the employee.

END OF POLICY

Legal Reference(s):

[ORS 339.370 to 339.400](#)
[ORS 418.746 to 418.751](#)
[ORS 419B.005 to 419B.045](#)

~~[ORS 339.370](#)~~
~~[ORS 339.372](#)~~
~~[ORS 339.375](#)~~
~~[ORS 339.377](#)~~
~~[ORS 418.990](#)~~



Corvallis

SCHOOL DISTRICT

VIII.D. Minutes



Corvallis School District 509J

School Board Meeting Information Packet

November 4, 2013

CONSOLIDATED ACTION:

Minutes

August 19, 2013

September 9, 2013

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

I. CALL TO ORDER AND ROLL CALL

The meeting was called to order at 6:44 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.

| | |
|--|---|
| <p><u>BOARD MEMBERS PRESENT</u> Tom Sauret, Chair Chris Rochester, Vice Chair Vincent Adams Judy Ball Bill Kemper Anne Schuster</p> <p><u>BOARD MEMBERS EXCUSED</u> Lisa Corrigan</p> | <p><u>EXECUTIVE STAFF PRESENT</u> Dr. Erin Prince, Superintendent Kevin Bogatin, Assistant Superintendent Steve Nielsen, Business Services Director Jennifer Duvall, Human Resources Director</p> |
|--|---|

A quorum was present and due notice had been published.

II. PLEDGE OF ALLEGIANCE

Chair Tom Sauret led the group in the Pledge of Allegiance.

III. COMMITTEE/BOARD MEMBER ITEMS

Chair Sauret read a statement of thanks to Director Anne Schuster for her four years of service as Board chair, including highlights of her term of office.

IV. SUPERINTENDENT'S REPORT

Superintendent Prince introduced new administrators: Byron Bethards, Principal, Adams Elementary; Darren Bland, Instructional Technology Specialist TOSA, District Office; Marcia Brown (was unable to attend the meeting), Speech Language Pathologist TOSA, District Office; Rynda Gregory, Student Services Coordinator, District Office; Zachary Lauritzen, TOSA, Crescent Valley High School; Leslie Sheldon, Assistant Principal, Linus Pauling Middle School; Colleen Works, Assistant Principal, Corvallis High School.

Running Start has 54 students registered. High School counselors and Principal Eric Wright will ensure these students experience a positive start at LBCC. The Corvallis School District and

Boys & Girls Club of Corvallis have been awarded an Oregon Department of Education 21st Century Community Learning Centers Grant. The 5-year \$1.6M grant will be used to fund two new after school Learning Enrichment Clubs, the Garfield GECKO Club and the Lincoln LION Club.

The Oregon Education Investment Board has invited our region to participate in the Regional Achievement Collaborative Pilot. The Governor and Chief Education Officer Nancy Golden have made the regional Achievement Collaborative Pilot a high priority for the coming year. Oregon State University, LBCC, and the area K-12 districts will focus on math and science through strengthening our continuum of delivery for P-20, and aligning instructional strategies and standards through professional development.

There were many opportunities this summer for professional development for teachers around Response to Intervention assessments, iPad training, Common Core Standards and the creation of pacing guides, and AVID training. The leadership retreat focused on building capacity of leadership, identifying strengths, and collaboration.

The Board will receive an update toward progress of the 1:World initiative, specifically with the roll-out to all teachers and students at both middle schools and Mt. View Elementary School.

V. ACTION ON MATTERS DISCUSSED DURING EXECUTIVE SESSION ON AUGUST 19, 2013

Vice-Chair Chris Rochester moved to uphold the superintendent's decision as written. Director Bill Kemper seconded the motion. Director Judy Ball declined to vote; all others voted in favor of the motion. Motion carried.

VI. SPECIAL REPORTS

A. 1:World Update

Amy Lesan, Rynda Gregory, Rob Singleton, and Assistant Superintendent Kevin Bogatin gave an update on infrastructure improvements made this summer for the first day of school. There is an access point in all classrooms at Linus Pauling, Cheldelin, and Mt. View, with supporting network hardware.

The district received over 2000 iPads at the end of June, enough for staff and students at Linus Pauling, Cheldelin, and Mt. View, as well as the EO classrooms at Lincoln and Garfield, and the AVID classrooms. Kindergarten and 1st grades at Mt View and the AVID class will begin using iPads on the first day of school. Mid-October will be the release date for the two middle schools to allow time to prepare for a parent information night.

Release events are scheduled for teachers to pick up their iPads. It will takes about 20 minutess to get the iPad and have email configured. There are several time slots available that they can come in prior to the back-to-school rally or after the rally.

Professional development included the Apple Core Academy; four consecutive days for 20 teachers. Most of the teachers are from Linus Pauling, Cheldelin, and Mt. View. The Academy gives teachers a chance to get to know iPads all the way through creativity. Those teachers will help with professional development for at Linus Pauling, Cheldelin, and Mt View as well as other classrooms around the district that will be 1:1

CAPi is the insurance program for the iPads. The Board will be given a hard copy of the insurance information and will talk more about it in the months to come. CAPi is an optional program with a sliding, tiered scale and some scholarships available.

Director Rochester asked if the cost of the program has stayed within the budget. Technology Services Manager Rob Singleton answered that it is within budget. When the district budgeted, it was based on last year's student numbers. We are right on what we anticipated we needed to spend.

Director Schuster asked about the response from teachers. Amy Lesan said that the majority is excited, others had some fear and questions. Director Schuster asked Student Services Coordinator Rynda Gregory to describe the collaboration grant. Ms. Gregory said this is the CLASS grant that last year was called 252. Director Schuster said there was discussion with Apple about each teacher having a laptop that could be used as a management system to control the iPads. Mr. Singleton responded that the leverage of the laptop allows teachers to create their own textbooks and students can create books that would be accessible via iBook. Mr. Singleton said it was felt that managing the iPads from their laptop would be too much too soon for teachers. Teacher laptops were recently replaced. Teacher laptops are not critical to iPad usage, but are critical to long term goals.

Vice-Chair Rochester asked if the district has enough bandwidth. Mr. Singleton said we are upgrading the main pipe between the district and ESD, our ISP. This upgrade will double the size of the bandwidth. We will continue to monitor and are leveraged with Comcast to respond to needs. We can flip a switch at Comcast and increase bandwidth as needed. We will be able to test the system with the back-to-school events for staff. Mr. Singleton is confident that the pieces are in place to respond to the issues.

Director Schuster asked about students who don't have internet wireless access at home. Mr. Bogatin said that Comcast, the Corvallis Public Schools Foundation, and Century Link are interested in working with the district on this. Ms. Lesan said there is a plan to provide internet connection for \$10 per month that will work for most of our families. Vice-Chair Rochester asked how many students wouldn't be able to afford \$10 per month. Ms. Lesan estimated the district's homeless student population at 275, with those students being recounted at the beginning of each school year. We will be on top of it immediately and will come up with individual plans for each family. Superintendent Prince added that there will be extended hours at schools to allow internet access. Assistant Superintendent Bogatin said that the Boys & Girls Club is also a good place for students to have internet access. Ms. Lesan said that Community

Outreach is aware of the district's iPad program and is getting their own wireless plan for families to use.

Directory Ball asked how long staff will have the devices before they are trained. Ms. Lesan said that Cheldelin, Linus Pauling, and Mt. View teachers received theirs August 1 and many teachers had them last year.

Director Ball said that some applications need to be consistent across the district, and asked if selections of those applications have been made. Mr. Singleton replied that, at the end of June, principles met and made a list of core teacher and core student applications. When students get their iPads, there will be 13 applications on them. Assistant Superintendent Bogatin offered to get Board members a list of the applications.

Director Ball noted that the Linus Pauling newsletter listed planners, and not iPads, in the school supply list. Ms. Lesan said that Principal Eric Beasley wanted to see how things worked with students and their iPads. Assistant Superintendent Bogatin stated there was concern that students wouldn't get their iPads until October, so would be without a planner until then.

B. Updates from Director of Finance & Operations

1. Update on Facility Assessment Project

Maintenance Supervisor Kim Patten reported that field work done in June; the project is going well and is on schedule. It is anticipated that the report will be presented at the November Board meeting.

Maintenance Supervisor Kim Patten talked about the work done by the maintenance division. Feedback was given by staff about needs. She heard from Dull Olson Weeks is that it was the best feedback session that they've had.

2. Update on Hewlett Packard Tax Appeal

Director of Finance and Operations Steve Nielsen reported that the district is monitoring the events and have been having meetings with the 40+ taxing jurisdictions about the impacts. We didn't know if the state was going to appeal; they did. That will take about a year to go through. The final numbers for us: including interest up to the end of May or June was just over \$2.1 million dollars, which was 32% of the total jurisdiction pool. Fortunately, this is at a time for the state school fund and equalization between school districts. Of that 2.1 million only \$265,000 will hit our operating bottom line in the general fund and most would be spread out over 4-5 years. Just under 1.4 million is from our state school fund – that's the part where the other 198 school districts in the state will share our problem. \$250K is tied to Local Option levy. We have 4 years left on levy, including this year, so we'll spread the impact over that term. This year's budget impact is \$72,000. \$500K is tied to our capital construction bonds. Those

dollars don't hit our bottom line but it may affect what we need to levy in future years to make sure we're covering our debt service on those bonds.

The number one priority for all jurisdictions was to immediately stop the statutory 12% interest. The county had enough in different funds to do an inter-fund loan; as of July 15 they paid the total bill to HP. What they'll do to get the money from the taxing jurisdictions is either check payment or withhold those funds from the property tax payments for this year. We chose to have it deducted from our November tax turnover. The district is being charged .5% interest rate for the July 15-November 15 timeframe. The principle part went to HP but the interest has to be held aside until the legal process has been finished.

Director Schuster said that commissioners talked about holding some of the jurisdictions harmless because they literally don't have any money. She asked what happened with that. Mr. Neilsen said there were a couple of jurisdictions that weren't even on the registers at the time, but they are having to pay some of the liability.

3. Update on Fairplay Sale

The sales agreement called for the sale to be closed as of July 1, 2013. Waldorf met with the district in the spring and said their financing had fallen through; they have raised about 40% of the obligation, but weren't able to come up with the rest. They still want the building and we decided to proceed with the sales agreement. Board approval sought to extend the close date to August 30, 2013, which coincides with the end of the lease agreement. Terms are included as an action item in this meeting's agenda: \$100K down payment, amended sales price by \$26K due to some shared roof and other responsibilities, 6% interest, \$3000 per month, 15-year amortization, 4-year balloon payment due August 31, 2017, no prepayment penalty. The down payment amount allows Waldorf to keep some of the funds they've raised.

Vice-Chair Rochester asked what happens if Waldorf defaults. Mr. Neilsen answered that the district has the right to take back the property. Chair Sauret said that, in the meantime, we will be out of the maintenance business as of September 1. Mr. Neilsen answered that it will free up a huge amount of time for our maintenance staff to work at our schools. Chair Sauret asked if this will have any effect on our bond rating. Mr. Neilsen answered that it will not.

VII. PUBLIC TESTIMONY

No one testified.

VIII. STAFF TESTIMONY

No one testified.

IX. CONSOLIDATED ACTION

Director Schuster moved and Director Adams seconded to approve Consolidated Action items. The board voted and unanimously approved.

A. Minutes – June 17, 2013; Budget Committee Minutes 04-29-13 and 05-13-13

B. Licensed Personnel Recommendations

Recommendation to Hire:

- Caelen Bensen: Second Grade Teacher – Bilingual, 1.0 FTE, Lincoln Elementary School, effective August 28, 2013 (Probationary).
- Darren Bland: TOSA Technology, 1.0 FTE, District Office, effective August 28, 2013 (Probationary).
- Jim Bowey: Applied Technology Teacher, 0.33 FTE, Crescent Valley High School, effective August 28, 2013 (Temporary).
- Britten Clark-Huyck: Biology Teacher, 0.83 FTE, Corvallis High School, effective August 28, 2013 (Probationary).
- Adriana Espinosa: Elementary Teacher – Bilingual, 1.0 FTE, Lincoln Elementary School, effective August 28, 2013 (Probationary).
- Valerie Gollman: Music Teacher, 0.63 FTE, Hoover Elementary School and Cheldelin Middle School, effective August 28, 2013 (Temporary).
- Lynne Griffin: Speech Language Pathologist, 1.0 FTE, District Office, effective August 28, 2013 (Probationary).
- Kathi Holvey: RTI Intervention Teacher, 0.65 FTE, Mountain View Elementary School, effective August 28, 2013 (Probationary).
- Teri Janousek: Special Education Teacher, 1.0 FTE, Lincoln Elementary School, effective August 28, 2013 (Temporary).
- Savannah Laney de Battro: Elementary Teacher, 1.0 FTE, Garfield Elementary School, effective August 28, 2013 (Probationary).
- Shannon Loggins: Kindergarten Teacher, 1.0 FTE, Mountain View Elementary School, effective August 28, 2013 (Probationary).
- Cynthia McMahan: Second Grade Teacher - Job Share, 0.50 FTE, Mountain View Elementary School, effective August 28, 2013 (Temporary).
- Cindy Pedersen: Special Education Teacher, 0.50 FTE, District Office, effective July 1, 2013 to June 30, 2014 (Temporary).
- Sara Thompson: ELL Teacher, 1.0 FTE, Lincoln Elementary School, effective August 28, 2013 (Probationary).

Termination/Resignation/Layoff/Retirement:

- Marianne Clausing-Lee: Kindergarten Teacher, 1.0 FTE, Mountain View Elementary School, effective June 30, 2013 (Retirement).

- Kyle Gordon: Special Education Teacher, 1.0 FTE, Lincoln Elementary School, effective June 30, 2013 (Resignation).
- Mary MacLean: Third Grade Teacher, 1.0 FTE, Garfield Elementary School, effective June 30, 2013 (Resignation).
- Celia Magistrale: Physical Education Teacher, 0.50 FTE, Crescent Valley High School, effective August 6, 2013 (Resignation).
- Lauren Pangle: First Grade Teacher, 1.0 FTE, Jefferson Elementary School, effective August 9, 2013 (Resignation).
- George Thomson: Orchestra Teacher, 1.0 FTE, Crescent Valley High School, effective June 30, 2013 (Resignation).
- Brian Wake: Science Teacher, 1.0 FTE, Corvallis High School, effective June 30, 2013 (Retirement).

Request for Leave:

- Michael Krasilovsky: Science Teacher, 1.0 FTE, Cheldelin Middle School, requesting 1.0 FTE leave for the 2013-14 school year.

C. Ratify the 2013-14 Actions Taken by the Board on 06/17/13

D. Resolution No. 13-0801 - Sale of Fairplay School to Corvallis Waldorf School – Financing & Closing Arrangements

E. Substitute Teacher Per Diem Rate

F. Board Policies. The Board approved the following policies. (All are filed as Supplemental Item #VII-__ in the Official 2013-14 Board Minutes.)

- Board Policy IKF—High School Graduation Requirements—Revision—Second Reading
- Board Policy JEBA—Early Entrance—Revised—Second Reading
- Board Policy JGAB—Use of Restraint and Seclusion—Revised—Second Reading

X. CONSOLIDATED INFORMATION

Director Ball noted there were two changes that weren't made to the final version of Board Policy JOB. Correction will be reflected in second reading.

The Board received the following information:

A. Non-Licensed Personnel Information

Recommendation to Hire:

- Isela Avevalo: Educational Assistant 2 – Bilingual, 6.5 hrs, Garfield Elementary School, effective August 28, 2013 (Probationary).
- Sonya Bacheller: Educational Assistant 2 – Bilingual, 5.5 hrs, Garfield Elementary School, effective August 28, 2013 (Regular).

- Claudia Betancourt: Educational Assistant 2 – Bilingual, 4 hrs, Garfield Elementary School, effective August 28, 2013 (Regular).
- Rebecca Brown: Administrative Assistant 1, 3.2 hrs, District Office, effective August 1, 2013 (Limited Term).
- Taylor Connor: Child Care Assistant, 1.8 hrs, Crescent Valley High School, effective August 28, 2013 (Probationary).
- Kelly Frisk: Educational Assistant 2, 3.5 hrs, Wilson Elementary School, effective August 28, 2013 (Probationary).
- Maria Gutoski: Educational Assistant 2, 6 hrs, Garfield Elementary School, effective August 28, 2013 (Probationary).
- Erin Hunter: Educational Assistant 2 – Bilingual, 6.5 hrs, Lincoln Elementary School, effective August 28, 2013 (Limited Term).
- Damdy Marriott: Administrative Assistant 1, 5 hrs, District Office, effective August 28, 2013 (Probationary).
- Joni Olsen: Administrative Assistant 3/Operations Assistant, 8 hrs, Facilities and Maintenance, effective July 22, 2013 (Regular).
- Rhiana Orr: Administrative Assistant 2/Operations Assistant, 8 hrs, Lincoln Elementary School, effective August 12, 2013 (Regular).
- Robyn Rice: Instructional Media Center Assistant 2, 3 hrs, Harding Center, effective August 12, 2013 (Probationary).
- Christopher Tasner: Educational Assistant 2, 6.5 hrs, Corvallis High School, effective August 28, 2013 (Probationary).
- Michael Washington: Maintenance 1 Lead, 8 hrs, Corvallis High School, effective June 25, 2013 (Regular).
- Laura Wilson: Educational Assistant 2, 4 hrs, Wilson Elementary School, effective August 28, 2013 (Probationary).

Termination/Resignation/Layoff/Retirement:

- Molly Eckert: Administrative Assistant 1/LRC, 7 hrs, Linus Pauling Middle School, effective August 5, 2013 (Resignation).
- Jessi Furlo: Educational Assistant 2- Bilingual, 5.5 hrs, Lincoln Elementary School, effective June 30, 2013 (Resignation).
- Mary Himes: Library Media Assistant 2, 7.5 hrs, Corvallis High School, effective June 30, 2013 (Retirement).
- Susan Martorello: Educational Assistant 2, 7 hrs, Hoover Elementary School, effective June 30, 2013 (Resignation).
- Jaime Mendrinós: Library Media Assistant 2, 4 hrs, Jefferson Elementary School, effective June 30, 2013 (Resignation).

- Andrew Morgan: Educational Assistant 2/LRC, 7 hrs, Corvallis High School, effective June 30, 2013 (Resignation).
- Joni Olsen: Administrative Assistant 2/Operations Assistant, 8 hrs, Lincoln Elementary School, effective June 30, 2013 (Resignation).
- Janice Stephens: Food Service Assistant, 6.75 hrs, Cheldelin Middle School and Cetnral Kitchen, effective June 30, 2013 (Retirement).

Request for Leave:

- Jennifer Boatwright: Educational Assistant 2/LRC, 4 hrs, Crescent Valley High School; requesting 4 hrs leave for the 2013-14 school year.

B. Board Policies and Administrative Regulations

- Administrative Regulation—GCBDA/GDBDA-AR(1)—Federal Family and Medical Leave/Oregon Family Leave
- Administrative Regulation—GCBDA/GDBDA-AR(2)—Request for Family and Medical Leave
- Administrative Regulation—GCBDA/GDBDA-AR(3)(D)—Military Family Leave
- Administrative Regulation—GCBDA/GDBDA-AR(4)—FMLA/OFLA Eligibility Notice to Employee
- Board Policy—IGBAB/JO—Education Records/Records of Students with Disabilities—Revised—First Reading
- Administrative Regulation—IGBAB/JO-AR—Education Records/Records of Students with Disabilities—Revised—For Information
- Board Policy—JO/IGBAB—Education Records/Records of Students with Disabilities—Revised—First Reading
- Administrative Regulation—JO/IGBAB-AR—Education Records/Records of Students with Disabilities—Revised—For Information
- JOA—Directory Information—Revised—First Reading
- JOB—Personally Identifiable Information—Revised—First Reading

XI. EXECUTIVE SESSION

The Board will meet in Executive Session at 5:00 p.m. under ORS 192.660(2)(h) - To consult with legal counsel; ORS 192.660(2)(f) - To consider records that are exempt by law from public inspection; and ORS 192.660(2)(b) - To hear complaints against staff members.

XII. ADJOURNMENT

There being no further business before the Board, Chair Schuster adjourned the meeting at 7:57 p.m.

Tom Sauret, Chair

Dr. Erin Prince, Superintendent

Prepared By: Myrna Campbell for Julie Catala

S:\DO\Super\Julie\BOARD\MINUTES\2013\08-19-13 minutes

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

I. CALL TO ORDER AND ROLL CALL

The meeting was called to order at 6:30 PM in the Board Room of the Central Administration Building, 1555 SW 35th Street, Corvallis, OR 97333. The secretary recorded those present as listed below.

| | |
|---|--|
| <p><u>BOARD MEMBERS PRESENT</u> Tom Sauret, Chair Chris Rochester, Vice Chair Vincent Adams Judy Ball Bill Kemper Anne Schuster</p> <p><u>BOARD MEMBERS ABSENT</u> Lisa Corrigan (Excused)</p> | <p><u>EXECUTIVE STAFF PRESENT</u> Dr. Erin Prince, Superintendent Kevin Bogatin, Assistant Superintendent Steve Nielsen, Business Services Director Jennifer Duvall, Human Resources Director</p> <p><u>STUDENT REPRESENTATIVES PRESENT</u> Student representatives have not been chosen for the current school year.</p> |
|---|--|

A quorum was present and due notice had been published.

II. PLEDGE OF ALLEGIANCE

Chair Sauret led the group in the Pledge of Allegiance.

III. COMMITTEE/BOARD MEMBER ITEMS

Committees/Board members had no reports to share.

IV. SUPERINTENDENT'S REPORT

Dr. Prince touched on the following topics:

- a) the district's enrollment is 132 students beyond projection and additional teachers have been hired;
- b) use of Pinnacle to report grades to parents;
- c) confusion around HB2220, development of a 3-year plan that addresses HB2220, where students fall on the proficiency and grading continuum, whether the district can or will decide to use a 90%/10% split in combining behavioral and achievement grades for students, whether we will recombine behavior and achievement grades on final transcripts, ensure alignment of all course syllabi, define reassessment, explore proficiency based grading systems, detailed training for teachers;
- d) development of a comprehensive plan to communicate with parents, address communication needs of families by introducing a superintendent's blog on the district's website for informal communication.

V. SPECIAL REPORTS**A. Muddy Creek Charter School Annual Report**

Dan Hayes, Director of Muddy Creek Charter School, presented the school's annual report. Mr. Hayes and Assistant Superintendent Bogatin provided additional information and answered questions by the Board, including:

- Focus of the school is on science and art, and takes advantage of partnerships with area farms. The school has a partnership with the Corvallis Arts Center. The Center provides an artist-in-residence. In addition, a local artist is on staff.
- Audits have been timely and there have been no issues during the current contract period.
- Budget carryover was between \$75,000 and \$100,000. The Rural Fund passed by the legislature tipped the balance. By law the school must hold ten percent of its budget in reserve, which amounts to \$40,000 to \$50,000.
- The building belongs to Muddy Creek Charter School without cost, per an agreement with the Thompson family. Part of the agreement is that the building will continue as a school; this will be upheld.
- Corvallis School District is working with Muddy Creek Charter School on acquisition of the building, which will eliminate the district's liability.
- All teachers are licensed, as required by Muddy Creek Charter School's agreement with the Corvallis School District.
- A goal of Muddy Creek Charter School is to maintain an optimum operating level. To meet this goal, it was decided not to become a K-8 school.
- Corvallis School District is responsible for Special Education services. Included in that is a speech/language pathologist.
- Six students who completed fifth grade last year were on Individualized Education Plans; three or four of those IEP students did not meet math benchmarks. One other student did not meet math benchmarks. Reading scores were higher; reading instruction has always been strong. Interventions included the addition of an Educational Assistant who works with small groups or individual struggling students in all areas: social, emotional, academic.
- Muddy Creek Charter School's agreement with Corvallis School District states that the school is required to perform at the level of district schools. Muddy Creek Charter School is close to the results of other schools.
- There were two kindergarten classes last year. This year there is one class. Optimal number of students in a kindergarten class for the charter school is 16. To stay solvent and manage costs, the school wants to have a total enrollment of 100 to 105 students.

- Anne Schuster's home, across Bellfountain Road from Muddy Creek Charter School, is the emergency shelter for the school.
- In regard to HB2220, the school is focusing on Common Core Standards to evaluate academic progress. The report card will be changed this year to reflect Common Core Standards. Behavior and attendance will remain on the report card.
- Oregon Department of Education does not require charter schools to follow the mandates in HB2220. Corvallis School District will negotiate with Muddy Creek Charter School about how to proceed.
- Because of busy schedules and a smaller population, the Muddy Creek Charter School Board has only three people, which can be problematic. Board members have been cautioned about conversations and phone calls between only two of the members. The school is working for diversity on the School Board and to recruit people from the community who aren't parents of students.
- The teaching staff is fairly stable, with experienced teachers mentoring new teachers. Lower salaries might always cause a struggle to retain staff members. It has been harder to retain educational assistants.
- Of last year's fifth graders who are now in Corvallis School District middle schools, 13 are at Linus Pauling, nine are at Franklin, one is at Cheldelin. Students have a median grade point average of 3.03 and 97% attendance. Three do not meet math standards, five meet math standards, five exceed math standards. Three meet reading standards, ten exceed reading standards.
- Assistant Superintendent Bogatin does not foresee any issues in upcoming negotiations with Muddy Creek Charter School.

B. Summer School/Online Update

Eric Wright, College Hill High School Principal and Alternative Pathways Coordinator, and Cathy Wright, College Hill High School Counselor, shared information about Summer School Credit Recovery and Corvallis Online.

- Instead of all teachers being virtual, "at the other end of the computer", two teachers were in the classroom with students, along with a counselor.
- Students are more successful when there is direct contact with a teacher or counselor. There were two sessions with direct student contact this year. The hope is to have four sessions next year. It is believed additional student/teacher contact will make graduation from high school within four years a possibility.
- Summer school is essential for struggling students.
- Counselor Cathy Wright shared anecdotal stories about students and the difference summer school made in their lives.

- Money and support from the Corvallis Public Schools Foundation provided additional sessions.
- The Foundation provided a seed fund, but not all of the money was needed. It is believed the same level of opportunity can be repeated without additional Foundation money.
- There is currently no math instruction. Advice has been given that students typically don't succeed with online math classes. There are math academies at both high schools, supported by the Foundation.
- Students who do not have sufficient credits to graduate have participated in graduation activities with the requirement to complete missing credits during the following summer school. Some do not complete the summer school requirement. A possible solution is to require students to complete missing credits the summer before their senior year.
- It was urged that a presentation about this program be made to the Corvallis Public Schools Foundation Board because the Foundation looks for specific programs to support that have results.
- The program is nearly to the point of being self-sustaining.

C. First Week Enrollment Update

Steve Nielsen, Director of Finance and Operations, reported on beginning-of-year enrollment and answered questions from Board members.

- As of the date of this meeting, district enrollment is 6312 students, which is over projection. Last year's enrollment was 6294 on the same date.
- Wilson and Mt View make up 80% of the number over projection at the kindergarten level.
- Trends will be reported in-depth in October.
- Garfield and Lincoln have a net decline in enrollment. This could be due to the dual language program or projections that were too high. These schools also have a more mobile demographic.
- There is a decline of 71 students at Corvallis High School. Projections expected more of a bump at 9th grade. Crescent Valley High School had 994 students enrolled at this time last year.
- Projections of declining enrollment last spring caused anxiety. The projections came from trends over the last several years.
- Two schools with full day kindergarten had big increases in enrollment. If we move to full day kindergarten across the district, the trend over the next several

years could be advantageous to the district, but might cause an imbalance between north and south Corvallis.

- There will be full day kindergarten across the district beginning with the 2015-16 school year. This might affect transfer policies, magnet schools, and building capacities. It is a priority to look at the impact of this change.
- Hoover is currently at capacity.

D. 1:World Update

Technology Services Manager Rob Singleton, along with Assistant Superintendent Kevin Bogatin, reported the following:

- Technology infrastructure was put in at Cheldelin Middle School for the Back-To-School rally. All kinds of activities were going on and the system worked as planned.
- There was a problem with the Internet last week that impacted our district. The problem was due to Comcast. Elementary teachers had been asked to record attendance online, but couldn't get online. We always need a backup plan.
- Plans by Comcast to expand bandwidth between the Corvallis School District and Linn-Benton-Lincoln ESD have been delayed by Comcast. The company has set a completion goal of sometime between September 20 and September 26.
- Comcast will be installing next generation equipment that supports our bandwidth. We will go from 100 megabytes per second to 200 megabytes per second. Comcast will continue to monitor the school district's performance and bandwidth needs, and be able to respond and expand quickly.
- There is no expense to the Corvallis School District for technology infrastructure.
- Infrastructure upgrades at Linus Pauling Middle School and Mt View Elementary School is complete. AVID classrooms are pinpointed as the next step.
- Darren Bland has been hired as the technology Teacher On Special Assignment (TOSA). Darren and Rob have been meeting with principals and Darren is scheduling time to work with teachers.
- During meetings with principals at the 1:World schools, mandatory parent permission forms are being designed.
- Information about 1:World will be shared at school Curriculum Nights.
- iPads will be issued to students in three classrooms on Wednesday, September 11, and planning is ongoing to issue iPads to additional students.

- Corvallis School District has been invited by Apple to apply for recognition as a Distinguished District. Recognition will be given to those school districts that are moving aggressively to implement programs that meet academic outcomes. Getting recognition for the Corvallis School District on a national level gives us more opportunity for give-and-take relationships.
- Superintendent Prince is working on talking points for Board members to share and is developing a “frequently asked questions” sheet. She has also shared information with television station KEZI the local Gazette-Times newspaper.
- Vice-Chair Chris Rochester asked for specific data on plans to alleviate the needs of students who do not have Internet access, and would like to have that information in a reasonable amount of time. Assistant Superintendent Bogatin gave assurance that data would be gathered and shared.
- Insurance costs for an iPad is beyond the means of many families. Insurance will be provided on a sliding scale with support from the Corvallis Public Schools Foundation.
- Information regarding cost to families of Internet service will be provided to principals to share with parents. CenturyLink and Comcast will offer this service at \$10 per month, which will still be beyond the means of some families. The district will have conversations with companies to try to provide affordable access. To give a discount, one company currently requires children to qualify for free or reduced price meals; another company requires Medicaid qualification.
- The issue of Internet access to students will take creative thinking, such as additional hours that schools are open, finding community resources, and working with community outreach to accommodate homeless students.
- At one time, the City of Corvallis considered providing city-wide wi-fi, but that fell to the wayside. The city currently has no plans to pursue this.
- The Corvallis Boys and Girls Club does not have Internet access for students and has no plans to provide it.
- A discussion is needed with the Corvallis Boys and Girls Club about security for iPads brought by students.
- Parents could be concerned about security and appropriate use of iPads by their children, and should be assured there is no risk in those areas. 1:World teachers are trained in how to deliver iPads to students. Teachers are to disable cameras and have been trained in use restrictions.
- Apple has told the district to expect one percent loss of iPads.

- Guest wi-fi for student phones at school is limited so as not to take bandwidth from instructional use. In addition, the ESD has Internet filters.
- 1:World infrastructure costs have been well within the district's goal.
- It is important to explain to the community that money paying for iPads is money budgeted for the purpose, and not taking funds from other functions.
- Teachers who attended Apple's Core Academy are being organized by Darren Bland. Teachers left the academy excited about the program, but haven't had time to use what they learned.
- The district is planning a "train the trainer" model using peer coaches. The hope is to create a core student leadership group that supports other students.
- Technology TOSA Darren Bland will be asked to meet with the School Board, perhaps in December.
- In reference to the book, Stratosphere, pedagogy is critical to technology work. Training will be about how we redefine and change the way teachers teach.
- In community forums, there will be an effort to demonstrate to the community what technology devices open up regarding teaching and learning.

VI. PUBLIC TESTIMONY

Robyn Vega, 7272 Soap Creek Road, Corvallis, referred to HB2220 and proficiency based grading. She is concerned about the negative impact on her daughter of the district's interpretation of the bill, and believes her daughter's change in attitude toward school can be attributed to the information received from teachers. She referred to syllabi from a teacher that seemed to interpret HB2220 as being about proficiency based grading, and worries about the potential loss of student creativity and experimentation as part of learning. She is also concerned that little information has been given to students, parents and teachers. She asked the Board to consider the stress faced by high school students.

Al Hutchinson, 8035 NW Ridgewood, questioned the sale by the Corvallis School District of Fairplay School to Waldorf School. He found no mention in any School Board minutes that the property was for sale. He stated that the property could have been turned into multiple single family residences that could generate new property tax revenue. Mr. Hutchinson asked if the property had been appraised and believes it was sold for far less than it is worth. He stated that Corvallis School District property should be sold at fair market value, to the advantage of taxpayers.

Craig Allen, gave his address as Corvallis, had two concerns. First, the School Board voted on an executive session decision, on 8/19/2013, to support the superintendent. He noted there was one Board member who declined to vote, and asked if the Board had been open to diverse opinions. Mr. Allen believes the School Board has refused to uphold Board Policies KL and JFCF regarding public complaint procedures. He asked that copies of both policies be provided to the public at each School Board meeting. Second, Mr. Allen had concerns about the sale of the Fairplay School property. He did not find a public notice for the sale or a public notice to bid on the property. He

questioned if the district had diverted assets of public property to a private entity, Waldorf private school. Mr. Allen added his support of HB2220.

VII. STAFF TESTIMONY

No one testified.

VIII. NOMINATE ANNE SCHUSTER FOR OSBA BOARD OF DIRECTORS

It was moved and seconded to nominate School Board member Anne Schuster for OSBA Board of Directors. The motion was voted on and passed unanimously.

IX. CONSOLIDATED ACTION

It was moved and seconded to approve the consolidated action items. The motion was voted on and passed unanimously.

The following items were approved:

A. Confirm Sale of Fairplay School to Corvallis Waldorf School

B. Food Service Proclamation

C. Licensed Personnel Recommendations

Recommendation to Hire:

- Josh Beaudry: Science Teacher, 0.33 FTE, Cheldelin Middle School, effective August 28, 2013 (Temporary).
- Laura Blake: Special Education Teacher, 0.25 FTE, Muddy Creek Charter School, effective September 10, 2013 (Temporary).
- Brandon Correa: Orchestra Teacher, 0.33 FTE, Crescent Valley and Corvallis High Schools, effective August 28, 2013 (Temporary).
- Denise Diller: District Nurse, 1.0 FTE, District Office, effective August 22, 2013 (Probationary).
- Marjorie Gear: Special Education Teacher, 0.17 FTE, District Office and YES House, effective August 28, 2013 (Temporary).
- Jessica Groom: Second Grade Teacher, 1.0 FTE, Wilson Elementary School, effective September 3, 2013 (Temporary).
- Heath Henry: Social Studies Teacher, 1.0 FTE, Corvallis High School, effective August 28, 2013 (Temporary).
- Amelia Ingersoll: ELL Teacher and Intervention Specialist, 1.0 FTE, Lincoln Elementary School, effective August 30, 2013 (Temporary).
- Kaisa Laukkanen: ELL Teacher, 0.50 FTE, Wilson Elementary School, effective August 28, 2013 (Temporary).

- Brendan McMullen: Math Teacher, 0.50 FTE, Crescent Valley High School, effective August 28, 2013 (Temporary).
 - Dana Monroe: Art Teacher, 0.50 FTE, Cheldelin Middle School, effective August 28, 2013 (Temporary).
 - Ashley Nation: Orchestra Teacher, 0.30 FTE, Cheldelin and Linus Pauling Middle Schools, effective August 28, 2013 (Temporary).
 - Patricia Pokrzywa: District Nurse, 1.0 FTE, District Office, effective August 20, 2013 (Probationary).
 - Leah Rapoza: Special Education Teacher and Intervention Specialist, 1.0 FTE, Lincoln Elementary School, effective August 28, 2013 (Temporary).
 - Susan Reeves: First/Second Grade Blend Teacher, 1.0 FTE, Adams Elementary School, effective September 3, 2013 (Temporary).
 - Jonathan Strowbridge: Physical Education/Health Teacher. 0.67 FTE, Cheldelin Middle School, effective August 28, 2013 (Temporary).
 - Elizabeth Young: First Grade Teacher, 1.0 FTE, Jefferson Elementary School, effective August 28, 2013 (Temporary).
- Termination/Resignation/Layoff/Retirement:
- Teri Janousek: Special Education Teacher, 1.0 FTE, Lincoln Elementary School, effective August 15, 2013 (Resignation).
 - Lauren Sanders: Intervention Specialist, 0.70 FTE, Garfield Elementary School, effective August 22, 2013 (Resignation).

D. Board Policy—IGBAB/JO—Education Records/Records of Students With Disabilities--Action Sheet—Revised—Second Reading

E. Board Policy--IGBAB/JO--Education Records/Records of Students With Disabilities—Revised—Second Reading

F. Board Policy--JO/IGBAB--Education Records/Records of Students With Disabilities—Revised—Second Reading

G. Board Policy--JOA--Directory Information--Revised--Second Reading

H. Board Policy--JOB--Personally Identifiable Information--Revised--Second Reading

X. CONSOLIDATED INFORMATION

A. Non-Licensed Personnel Information

Recommendation to Hire:

- Stefanie Breeder-Albright: Educational Assistant 2, 2 hrs, Corvallis High School, effective August 28, 2013 (Regular).
- Samantha Butterfield: Educational Assistant 2, 6 hrs, Linus Pauling Middle School, effective August 28, 2013 (Probationary).
- Blaine Cluskey: Educational Assistant 2/LRC, 6 hrs, Corvallis High School, effective September 4, 2013 (Probationary).

- Evelyn Courtney: Food Service Specialist, 5.25 hrs, Adams Elementary School, effective August 28, 2013 (Probationary).
- Jessica Erhardt: Educational Assistant 2, 6 hrs, Linus Pauling Middle School, effective September 4, 2013 (Probationary).
- Douglas (Chad) Foley: Educational Assistant 2, 6 hrs, Corvallis High School, effective September 4, 2013 (Limited Term).
- John Friday: Educational Assistant 2/LRC, 5 hrs, Crescent Valley High School, effective September 4, 2013 (Probationary).
- Timberlee Harris: Food Service Assistant, 4 hrs, Central Kitchen, effective August 28, 2013 (Probationary).
- Benjamin Hays: Educational Assistant 2/LRC, 4.75 hrs, Adams Elementary School, effective August 28, 2013 (Limited Term).
- Jennifer Hernandez: Educational Assistant 2/Lifeskills, 6 hrs, Harding Center, effective August 28, 2013 (Regular).
- Gordon Hilberg: Educational Assistant 2/Lifeskills, 5.75 hrs, Corvallis High School, effective September 4, 2013 (Probationary).
- Shauna Litts: Educational Assistant 2, 6 hrs, Corvallis High School, effective September 4, 2013 (Limited Term).
- Kirsten Mills: Educational Assistant 2/LRC, 6 hrs, Mt. View Elementary School, effective September 4, 2013 (Probationary).
- Phu Nguyen, Maintenance 1, 8 hrs, Crescent Valley High School, effective September 3, 2013 (Probationary).
- Rebecca Patching: Administrative Assistant 1/LRC, 7 hrs, Linus Pauling Middle School, effective August 28, 2013 (Probationary).
- Krystine Robertson: Educational Assistant 2/Lifeskills, 7 hrs, Corvallis High School, effective September 5, 2013 (Probationary).
- Cynthia Schwanke: Food Service Assistant, 3.25 hrs, Linus Pauling Middle School, effective September 4, 2013 (Probationary).
- Damon Solomos: Food Service Assistant/Specialist, 7.25 hrs, Central Kitchen and Franklin School, effective August 28, 2013 (Probationary).
- Cara Takamori: Educational Assistant 2, 4 hrs, Adams Elementary School, effective September 3, 2013 (Probationary).
- Ian VanderZwan: Educational Assistant 2, 6 hrs, Linus Pauling Middle School, effective August 28, 2013 (Probationary).
- Tracy Yon: Food Service Assistant, 5.5 hrs, Lincoln and Philomath Elementary Schools, effective August 28, 2013 (Probationary).

Termination/Resignation/Layoff/Retirement:

- Jean Dolan: Educational Assistant 2, 7 hrs, Wilson Elementary and Cheldelin Middle Schools, effective August 28, 2013 (Resignation).
- Jessica Groom: Educational Assistant 2, 4.5 hrs, Jefferson Elementary School, effective September 3, 2013 (Resignation).
- Margaret Henderson: Educational Assistant 2/LRC, 6 hrs, Lincoln Elementary School, effective August 30, 2013 (Resignation).
- Debie Hood: Educational Assistant 2/Lifeskills, 7 hrs, Corvallis High School, effective August 26, 2013 (Resignation).
- Jon Strowbridge : Educational Assistant 2/Lifeskills, 5.75 hrs, Corvallis High School, effective August 27, 2013 (Resignation).
- Alison Rooks-Armstrong: Food Service Assistant, 3.25 hrs, Linus Pauling Middle School, effective August 26, 2013 (Resignation).
- Margaret Spiegelberg: Educational Assistant 2, 6.5 hrs, Jefferson Elementary School, effective August 22, 2013 (Resignation).
- Brendan McMullen: Educational Assistant 2, 7.5 hours, Crescent Valley High School, effective August 27, 2013 (Resignation).

XI. ADJOURNMENT

There being no further business before the Board, Chair Sauret adjourned the meeting at 8:17 p.m.

Tom Sauret, Board Chair

Dr. Erin Prince, Superintendent

Prepared By: Myrna Campbell

S:DO/Super/Julie/Board/Minutes/2013/09-09-13 minutes



Corvallis

SCHOOL DISTRICT

IX. CONSOLIDATED INFORMATION

IX.A. Non-Licensed Personnel Information



Corvallis School District 509J

School Board Meeting Information Packet

November 4, 2013

CONSOLIDATED INFORMATION: Non-Licensed Personnel

Corvallis School District 509J
Board of Directors

BOARD MEETING DATE: November 4, 2013

FOR INFORMATION ONLY

SUBJECT: Non-licensed Personnel Information

1. Issue: Information on non-licensed-personnel

a. Recommendation to Hire:

Tiffany Bolman: Educational Assistant 2, 4 hrs, Crescent Valley High School, effective October 9, 2013 (Probationary).

Ruth Heninger: Educational Assistant 2, 6.5 hrs, Garfield Elementary School, effective October 28, 2013 (Limited Term).

b. Termination/Resignation/Layoff/Retirement:

Barbara Foster: Educational Assistant 2, 6.5 hrs, Adams Elementary School, effective October 28, 2013 (Resignation).

Alan Hardenbrook: Courier/Delivery Warehouse, 7.5 hrs, Facilities and Maintenance, effective October 8, 2013 (Resignation).

CONTACT PERSON: Jennifer Duvall



Corvallis

SCHOOL DISTRICT

IX.B. Board Policy - BBB - Board Elections - Revising - First Reading - For Information



Corvallis School District 509J

School Board Meeting Information Packet

November 4, 2013

CONSOLIDATED INFORMATION:

Board Policy – BBB

Board Policy BBB – Information Sheet

Board Policy BBB – Board Elections

Corvallis School District 509J
Board of Directors

BOARD MEETING DATE: November 5, 2013

FOR INFORMATION

SUBJECT: Board Policy BBB—Board Elections—Revising—First Reading

Issue: HB 3537 modifies ORS 249.013 to allow an elector to be a candidate on the same ballot for more than one district office. It does not change the condition that an elector cannot be a candidate for more than one position on the same district board during the same election.

Options Considered: Not revising the policy.

Involvement: District office staff.

Consequences: Policy will remain outdated.

Cost Impact: None.

CONTACT PERSON(S): Kevin Bogatin, Kerry Richey

Board Elections

1. Number of Directors

The Board will consist of seven members elected at large and will be known as the district school board. The term of office shall be four years.

2. Designation of Board Positions

Board members' positions and their respective successors in office will be designated by numbers as Position No. 1, No. 2, No. 3, No. 4, No. 5, No. 6 and No. 7. In all proceedings for the nomination or election of candidates for or to the office of Board member, every petition for nomination, declaration of candidacy, certificate of nomination, ballot, or other document used in connection with the nomination or election will state the position number to which the candidate aspires.

Individuals may seek more than one elected position such as school board and education service district board. ~~However, individuals may not seek more than one elected position in the same election. An exception would be if one of the districts has less than 10,000 registered voters.~~

Re-elections for Board positions will occur as follows*:

Position No. 1: Spring 2001, and every four years thereafter;
Position No. 2: Spring 2003, and every four years thereafter;
Position No. 3: Spring 2003, and every four years thereafter;
Position No. 4: Spring 2001, and every four years thereafter;
Position No. 5: Spring 2001, and every four years thereafter;
Position No. 6: Spring 2003, and every four years thereafter;
Position No. 7: Spring 2003, and every four years thereafter.

3. Elections

Elections for Board members will be held each odd numbered year on the third Tuesday in May.

4. Polling Places and Precincts

School elections shall be conducted by the Records and Elections Department of Benton County. Polling places designated by the county clerk will be the only polling places used in district elections. This includes election by mail as set out in Oregon Revised Statutes.

END OF POLICY

Legal Reference(s):

[ORS 249.013](#)

~~[ORS 255.075](#)~~

[ORS 255.235](#)

[ORS 255.245](#)

~~[ORS 255.335](#)~~

[ORS 332.011](#)

[ORS 332.018](#)

~~[ORS 332.118](#)~~—~~[332.126](#)~~

~~[ORS 332.136](#)~~

[ORS 332.118](#)—~~[332.138](#)~~



Corvallis

SCHOOL DISTRICT

IX.C. Board Policy - BBFA - Board Member Ethics and Conflicts of Interest -
Revising - First Reading - For Information
Board Pollicy - BBFB - Board Member Ethics and Nepotism - Revising - First
Reading - For Information



Corvallis School District 509J

School Board Meeting Information Packet

November 4, 2013

CONSOLIDATED INFORMATION:

Board Policy – BBFA/BBFB

BBFA/BBFB Information Sheet

Board Policy BBFA – Board Member Ethics and Conflicts of Interest

Board Policy BBFB – Board Member Ethics and Nepotism

Corvallis School District 509J
Board of Directors

BOARD MEETING DATE: November 5, 2013

FOR INFORMATION

SUBJECT:

Board Policy BBFA—Board Member Ethics and Conflicts of Interest—Revised—First Reading
Board Policy BBFB—Board Member Ethics and Nepotism—Revised—First Reading

Issue: HB 2079 modifies ORS 244.020 and 244.175 and replaces the current definitions of “member of the household” and “relative” with a single new definition of “relative” for purposes of the government ethics law. Effective January 1, 2014.

Options Considered: Not revising the policies.

Involvement: District office staff

Consequences: Policies will be out of compliance with Oregon law.

Cost Impact: None

CONTACT PERSON(S): Kevin Bogatin, Kerry Richey

Board Member Ethics and Conflicts of Interest

No Board member will use his/her official position or office to obtain personal financial benefit or to avoid financial detriment for him or herself, relatives, ~~household members~~ or for any business with which the Board member, ~~household member~~, or a relative is associated.

This prohibition does not apply to any part of an official compensation package, honorarium allowed by ORS 244.042, reimbursement of expenses, or unsolicited awards of professional achievement. Further, this prohibition does not apply to gifts from one without a legislative or administrative interest. Nor does it apply if the gift is under the annual \$50 gift limit from one who has a legislative or administrative interest in any matter subject to the decision or vote of the Board member. District-provided meals at board meetings are acceptable under the reimbursement of expenses exception.

I. Conflicts of Interest

“Business” means any corporation, partnership, proprietorship, enterprise, association, franchise, firm, organization, self-employed individual, or any legal entity operated for economic gain. This definition excludes any income-producing tax exempt 501(c) not-for-profit corporation with which a public official or a relative of the public official is associated only as a member or board director or in a nonremunerative capacity.

“Business with which a Board member or relative is associated” means any private business or closely held corporation of which a Board member or relative is a director, officer, owner, employee, or agent or any private business or closely held corporation in which a Board member or relative owns or has owned stock, another form of equity interest, stock options or debt instruments worth \$1,000 or more at any point in the preceding year; any publicly held corporation in which a Board member or relative owns or has owned \$100,000 or more in stock or another form of equity interest, stock options or debt instruments at any point in the preceding calendar year; or any publicly held corporation of which a Board member or relative is a director or officer.

“Relative” means:

1. The Board member’s or candidate’s spouse¹, parent, step-parent, child, sibling, step-sibling, son-in-law, or daughter-in-law;
2. The spouse of the Board member’s or candidate’s parent, step-parent, child, sibling, step-sibling, son-in-law, or daughter-in-law.

¹The term spouse includes domestic partners.

~~in the *conflict of interest context* is defined as a Board member's spouse; any children of the Board member or of the Board member's spouse; brothers, sisters, half brothers, half sisters, spouses of siblings, parents of a Board member or of spouse, aunts, uncles, nieces, nephews, and step parents.~~
~~"Member of the household" means any person who resides with the public official.~~

No Board member will solicit or receive, either directly or indirectly, any pledge or promise of future employment based on any understanding that the Board member's vote, official action or judgment would be thereby influenced.

No Board member will attempt to use or use for personal gain any confidential information gained through his/her official position or association with the district. A Board member will respect individuals' privacy rights when dealing with confidential information gained through association with the district.

If a Board member participates in the authorization of a public contract, the Board member may not have a direct beneficial financial interest in that public contract for two years after the date the contract was authorized.

Individual Board members and the Board as a public entity are bound by the Code of Ethics for public officials as stated in Oregon law.

Potential Conflict of Interest

"Potential conflict of interest" means any action or any decision or recommendation by a Board member that could result in a financial benefit or detriment for self or relatives or for a business with which the Board member or relatives are associated, unless otherwise provided by law.

A Board member must publicly declare a potential conflict of interest. A Board member may, after declaring his/her potential conflict of interest, either vote or abstain on the issue. Abstaining from a vote does not meet the legal requirement of publicly stating a potential conflict.

Actual Conflict of Interest

"Actual conflict of interest" means any action or any decision or recommendation taken by a Board member that would result in a financial benefit or detriment to self or relatives or for any business with which the Board member or relatives are associated, unless otherwise provided by law.

A Board member must publicly declare an actual conflict of interest. The Board member may not vote lawfully if an actual conflict of interest exists unless a vote is needed to meet a minimum requirement of votes to take official action. Such a vote does not allow the Board member to participate in any discussion or debate on the issue out of which an actual conflict arises.

Class Exception

It will not be a conflict of interest if the Board member's action would affect to the same degree a class consisting of all inhabitants of the state, or a smaller class consisting of an industry, occupation or other group including one of which or in which the person, or the person's relative or business with which the person or the person's relative is associated, is a member or is engaged. For example, if a Board member's spouse is a member of the collective bargaining unit, the Board member may vote to approve the contract, as it will affect all members of that class to the same degree. However, if the collective bargaining unit is very small, the class exception may not apply. Similarly, if the contract contains special provisions that might apply only to particular persons, then the class exception may not apply. For example, if a Board member's spouse is the only one in the bargaining unit that has a doctorate and there is a pay differential for employees with doctorates in the collective bargaining agreement, the Board member should not vote on the contract.

II. Gifts

Board members are public officials and therefore will not solicit or accept a gift or gifts with an aggregate value in excess of \$50 from any single source in a calendar year that has a legislative or administrative interest in any matter subject to the decision or vote of the Board member. All gift related provisions apply to the Board member and their relatives. The \$50 gift limit applies separate to the Board member and to the Board member's relatives, meaning that the Board member and their relatives can accept up to \$50 each from the same source/gift giver. "Gift" means something of economic value given to a Board member without valuable consideration of equivalent value, which is not extended to others who are not public officials on the same terms and conditions.

~~, their relatives, and members of their household. The \$50 gift limit applies separately to the Board member, and to the Board member's relatives or members of household, meaning that the Board member and each member of their household and relative can accept up to \$50.00 each from the same source/gift giver.~~

- ~~1. "Gift" means something of economic value given to a Board member without valuable consideration of equivalent value, which is not extended to others who are not public officials on the same terms and conditions.~~
- ~~2. "Relative" in the gift context means the spouse of the Board member; any children of the Board member or of the Board member's spouse; siblings, spouses of siblings or parents of the Board member or of the Board member's spouse; any individual for whom the Board member has a legal support obligation; or any individual for whom the Board member provides benefits arising from the Board member's public employment or from whom the Board member receives benefits arising from that individual's employment.~~
- ~~3. "Member of the household" means any person who resides with the Board member.~~

Determining the Source of Gifts

Board members should not accept gifts in any amount without obtaining information from the gift giver as to who is the source of the gift. It is the Board member's personal responsibility to ensure that no single source provides gifts exceeding an aggregate value of \$50 in a calendar year, if the source has a legislative or administrative interest in any matter subject to the decision

or vote of the Board member. If the giver does not have a legislative/administrative interest, the ethics rules on gifts do not apply and the Board member need not keep track of it, although they are advised to do so anyway in case of a later dispute.

Determining Legislative and Administrative Interest

A legislative or administrative interest means an economic interest distinct from that of the general public, in any action subject to the decision or vote of a person acting in the capacity of a Board member. For example, everyone within a county has a general interest in the fire department, but the person who sells the uniforms to the fire department has a legislative/administrative interest in the fire department that is distinct from the general public.

Determining the Value of Gifts

The fair market value of the merchandise, goods, or services received will be used to determine benefit or value.

“Fair market value” is the dollar amount goods or services would bring if offered for sale by a person who desired, but was not obligated, to sell and purchased by one who is willing, but not obligated, to buy. Any portion of the price that was donated to charity, however, does not count toward the fair market value of the gift if the Board member does not claim the charitable contribution on personal tax returns. Below are acceptable ways to calculate the fair market value of a gift:

1. In calculating the per person cost at receptions or meals the payor of the Board member’s admission or meal will include all costs other than any amount donated to a charity.

For example, a person with a legislative or administrative interest buys a table for a charitable dinner at \$100 per person. If the cost of the meal was \$25 and the amount donated to charity was \$75, the benefit conferred on the Board member is \$25. This example requires that the Board member does not claim the charitable contribution on personal tax returns.

2. For receptions and meals with multiple attendees, but with no price established to attend, the source of the Board member’s meal or reception will use reasonable methods to determine the per person value or benefit conferred. The following examples are deemed reasonable methods of calculating value or benefit conferred:
 - a. The source divides the amount spent on food, beverage and other costs (other than charitable contributions) by the number of persons whom the payor reasonably expects to attend the reception or dinner;

- b. The source divides the amount spent on food, beverage and other costs (other than charitable contributions) by the number of persons who actually attend the reception or dinner; or
 - c. The source calculates the actual amount spent on the Board member.
3. Upon request by the Board member, the source will give notice of the value of the merchandise, goods, or services received.
4. Attendance at receptions where the food or beverage is provided as an incidental part of the reception is permitted without regard to the fair market value of the food and beverage provided.

Value of Unsolicited Tokens or Awards: Resale value

Board members may accept unsolicited tokens or awards that are engraved or are otherwise personalized items. Such items are deemed to have a resale value under \$25 (even if the personalized item cost the source more than \$50.00), unless the personalized item is made from gold or some other valuable material that would have value over \$25 as a raw material.

Entertainment

Board members may not solicit or accept any gifts of entertainment over \$50 in value from any single source in a calendar year that has a legislative or administrative interest in any matter subject to the decision or vote of the Board member unless:

1. The entertainment is incidental to the main purpose of another event (i.e. a band playing at a reception). Entertainment that involves personal participation is not incidental to another event (such as a golf tournament at a conference); or
2. The Board member is acting in their official capacity for a ceremonial purpose.

Entertainment is ceremonial when a Board member appears at an entertainment event for a “ceremonial purpose” at the invitation of the source of the entertainment who requests the presence of the Board member at a special occasion associated with the entertainment. Examples of an appearance by a Board member at an entertainment event for a ceremonial purpose include throwing the first pitch at a baseball game, appearing in a parade and ribbon cutting for an opening ceremony.

Exceptions

The following are exceptions to the ethics rules on gifts.

1. Campaign contributions are not considered gifts under the ethics rules.

2. Gifts from “relatives” and ~~“members of the household”~~ are permitted in an unlimited amount; they are not considered gifts under the ethics rules.
3. Informational or program material, publications, or subscriptions related to the recipient’s performance of official duties.
4. Contributions made to a legal expense trust fund if certain requirements are met.
5. Food, lodging, and travel generally count toward the \$50 aggregate amount per year from a single source with a legislative/administrative interest, with the following exceptions:
 - a. Organized Planned Events. Board members are permitted to accept payment for travel conducted in the Board member’s official capacity, for certain limited purposes:
 - (1) Reasonable expenses (i.e. food, lodging, travel, fees) for attendance at a convention, fact-finding mission or trip, or other meeting do not count toward the \$50.00 aggregate amount IF:
 - (a) The Board member is scheduled to deliver a speech, make a presentation, participate on a panel, or represent the district; AND the giver is a unit of:
 - i) A Federal, state, or local government;
 - ii) An Oregon or federally recognized Native American Tribe; OR
 - iii) Non-profit corporation.
 - (b) The Board member is representing the district:
 - i) On an officially sanctioned trade-promotion or fact-finding mission; OR
 - ii) Officially designated negotiations or economic development activities *where receipt of the expenses is approved in advance by the Board.*
 - (2) The purpose of this exception is to allow Board members to attend organized, planned events and engage with the members of organizations by speaking or answering questions, participating in panel discussions or otherwise formally discussing matters in their official capacity. This exception to the gift definition does not authorize private meals where the participants engage in discussion.

6. Food or beverage, consumed at a reception, meal, or meeting IF held by an organization and IF the Board member is representing the district. Again, this exception does not authorize private meals where the participants engage in discussion.

“Reception” means a social gathering. Receptions are often held for the purpose of extending a ceremonial or formal welcome and may include private or public meetings during which guests are honored or welcomed. Food and beverages are often provided, but not as a plated, sit-down meal.

7. Food or beverage consumed by Board member acting in an official capacity in the course of financial transactions between the public body and another entity described in ORS 244.020(6)(b)(I)(i).
8. Waiver or discount of registration expenses or materials provided to Board member at a continuing education event that the Board member may attend to satisfy a professional licensing requirement.
9. A gift received by the Board member as part of the usual or customary practice of the Board member’s private business, employment, or position as a volunteer that bears no relationship to the Board member’s holding of public office.

Honoraria

A Board member may not solicit or receive, whether directly or indirectly, honoraria for the Board member or **relative** ~~any member of the household of the Board member~~ if the honoraria are solicited or received in connection with the official duties of the Board member.

The honoraria rules do not prohibit the solicitation or receipt of an honorarium or a certificate, plaque, commemorative token or other item with a value of \$50 or less; or the solicitation or receipt of an honorarium for services performed in relation to the private profession, occupation, avocation or expertise of the Board member or candidate.

END OF POLICY

Legal Reference(s):

[ORS 162.015](#) to 162.035

[ORS 162.405](#) to 162.425

[ORS 244.010](#) to 244.400

[ORS 332.055](#)

[ORS 659A.006](#)

[OAR 199-005-0003](#) to 199-020-0020

38 OR. ATTY. GEN. OP. 1995 (1978)

OR. ETHICS COMM’N, OR. GOV’T ETHICS LAW, A GUIDE FOR PUBLIC OFFICIALS ~~(2008)~~.

Board Member Ethics and Nepotism

In order to avoid both potential and actual conflicts of interests, Board members will abide by the following rules when a Board member's relative ~~or member of the household~~ is seeking and/or holds a position with the district:

1. A Board member may not appoint, employ, promote, discharge, fire, or demote or advocate for such an employment decision for a relative ~~or a member of the household~~, unless the Board member complies with the conflict of interest requirements of ORS Chapter 244;
2. This policy does not apply to decisions regarding unpaid volunteer positions unless it is a Board member position or another Board-related unpaid volunteer position (i.e. a Board committee position);
3. A Board member may not participate as a public official in any interview, discussion, or debate regarding the appointment, employment, promotion, discharge, firing, or demotion of a relative ~~or a member of the household~~. A Board member may still serve as a reference or provide a recommendation.

For the purposes of this policy, a ~~“member of the household”~~ means any person who resides with ~~the Board member and~~ “relative” means:

1. The Board member's spouse¹, parent, step-parent, child, sibling, step-sibling, son-in-law, or daughter-in-law;
2. The spouse of the Board member's parent, step-parent, child, sibling, step-sibling, son-in-law, or daughter-in-law.

1. ~~The Board member's spouse or domestic partner;~~
2. ~~Any children of the Board member, or his/her spouse, or his/her domestic partner; and~~
3. ~~Brothers, sisters, half brothers, half sisters, brothers in law, sisters in law, sons in law, daughters in law, mothers in law, fathers in law, aunts, uncles, nieces, nephews, stepparents, stepchildren, or parents of the Board member, or the parents of his/her spouse, or his/her domestic partner.~~

¹The term spouse includes domestic partners.

Class Exception

It will not be a conflict of interest if the Board member's action would affect to the same degree a class including the Board member's relative ~~or household member~~. For example, if a Board member's spouse is a member of the collective bargaining unit, the Board member may vote to approve the contract, as it will affect all members of that class to the same degree.

END OF POLICY

Legal Reference(s):

[ORS 244.010](#) to-244.400 ~~[ORS 332.016](#)~~

[ORS 659A.309](#)

[OAR 199-005-0003](#) to-199-020-0020

~~[OAR 584-020-0040](#)~~

OR. ETHICS COMM'N, OR. GOV'T ETHICS LAW, A GUIDE FOR PUBLIC OFFICIALS ~~(2008)~~.



Corvallis

SCHOOL DISTRICT

IX.D. Administrative Regulation - IGBAG-IGBAJ - Information Sheet - For Information



Corvallis School District 509J

School Board Meeting Information Packet

November 4, 2013

CONSOLIDATED INFORMATION: Administrative Regulation IGBAG/IGBAJ

IGBAG/IGBAJ Information Sheet

IGBAG-AR – Special Education – Procedural Safeguards

IGBAJ-AR – Special Education -- FAPE

Corvallis School District 509J
Board of Directors

BOARD MEETING DATE: November 5, 2013

FOR INFORMATION

SUBJECT:

Administrative Regulation—IGBAG-AR—Special Education—Procedural Safeguards—
Revision—For Information
Administrative Regulation—IGBAJ-AR—Special Education—Free Appropriate Public
Education (FAPE)—Revision—For Information

Issue: These administrative regulations have been updated by the Oregon School Boards Association. The changes were made to implement recent federal changes to IDEA, Part B regarding the need to notify parents and obtain consent to use their public or private insurance to support special education and related services.

Options Considered: Not revising the administrative regulations.

Involvement: District staff.

Consequences: Administrative regulations will remain outdated.

Cost Impact: No known costs.

CONTACT PERSON(S): Kevin Bogatin, Cindy Pedersen, Kerry Richey

Special Education—Procedural Safeguards**

I. Procedural Safeguards

- A. The district provides procedural safeguards to:
1. Parents, guardians (unless the guardian is a state agency) or persons in parental relationship to the student;
 2. Surrogate parents; and
 3. Students who have reached the age of 18, the age of majority, or are considered emancipated under Oregon law and to whom rights have transferred by statute, identified as adult students (called “eligible students”).
- B. The district gives parents a copy of the *Notice of Procedural Safeguards*, published by the Oregon Department of Education (ODE):
1. At least once a year;
 2. At the first referral or parental request for evaluation to determine eligibility for special education services;
 3. When the parent (or adult student) requests a copy; and
 4. To the parent and the student one year before the student's 18th birthday or upon learning that the student is considered emancipated.
- C. The *Notice of Procedural Safeguards* is:
1. Provided written in the native language or other communication of the parents (unless it is clearly not feasible to do so) and language clearly understandable to the public.
 2. If the native language or other mode of communication of the parent is not a written language, the district shall take steps to ensure:
 - a. That the notice is translated orally or by other means to the parent in his/her native language or other mode of communication;

- b. That the parent understands the content of the notice; and
- c. That there is written evidence that the district has met these requirements.

II. Content of Procedural Safeguards Notice

The procedural safeguards notice includes all of the content provided in the *Notice of Procedural Safeguards* published by the Oregon Department of Education.

III. Parent or Adult Student Meeting Participation

- A. The district provides parents or adult students an opportunity to participate in meetings with respect to the identification, evaluation, individualized education plan (IEP), and educational placement of the student, and the provision of a free appropriate public education (FAPE) to the student.
- B. The district provides parents or adult students written notice of any meeting sufficiently in advance to ensure an opportunity to attend. The written notice:
 - 1. States the purpose, time, and place of the meeting and who is invited to attend;
 - 2. Advises that parents or adult students may invite other individuals who they believe have knowledge or special expertise regarding the student;
 - 3. Advises the parents or adult student that the team may proceed with the meeting even if they are not in attendance;
 - 4. Advises the parents or adult student who to contact before the meeting to provide information if they are unable to attend; and
 - 5. Indicates if one of the meeting's purposes is to consider, review, or determine transition service needs. If so:
 - a. Indicates that the student will be invited; and
 - b. Identifies any agencies invited to send a representative.
- C. The district shall take steps to ensure that one or both of the parents of a student or eligible student with a disability are present at each IEP or placement meeting or are afforded the opportunity to participate, including:
 - 1. Notifying parents or eligible student of the meeting early enough to ensure that they will have an opportunity to attend; and

2. Scheduling the meeting at a mutually agreed on time and place.
- D. If neither parent nor eligible student can participate, the district will use other methods to ensure participation, including, but not limited to, individual or conference phone calls or home visits.
 - E. The district may conduct an evaluation planning or eligibility meeting without the parent or adult student if the district provided meeting notice to the parent or adult student sufficiently in advance to ensure an opportunity to attend.
 - F. The district may conduct an IEP or placement meeting without the parent or adult student if the district is unable to convince the parents or adult students that they should participate. Attempts to convince the parent to participate will be considered sufficient if the district:
 1. Communicates directly with the parent to arrange a mutually agreeable time and place and written notice was sent to confirm the arrangement; or
 2. Proposes a time and place in the written notice, stating that a different time and place might be requested and confirms that the notice was received;
 - G. If the district proceeds with an IEP meeting without a parent or adult student, the district must have a record of its attempts to arrange a mutually agreed upon time and place such as:
 1. Detailed records of telephone calls made or attempted and the results of those calls;
 2. Copies of correspondence sent to the parents and any responses received; and
 3. Detailed records of visits made to the parent's home or place of employment and the results of those visits.
 - H. The district takes whatever action is necessary to ensure that the parent or adult student understands the proceedings at a meeting, including arranging for an interpreter for parents or adult students who are deaf or whose native language is other than English.
 - I. After the transfer of rights to an adult student at the age of majority, the district provides written notice of meetings to the adult student and parent, if the parent can be reasonably located. After the transfer of rights to an adult student at the age of majority, a parent receiving notice of an IEP meeting is not entitled to attend the meeting unless invited by the adult student or the district.
 - J. An IEP meeting does not include:

1. Informal or unscheduled conversations involving school district personnel;
2. Conversations on issues such as teaching methodology, lesson plans, or coordination of service provision if those issues are not addressed in the student's IEP; or
3. Preparatory activities that district or public personnel engage in to develop a proposal or response to a parent proposal that will be discussed at a later meeting.

IV. Surrogate Parents

- A. The district ensures that the rights of a student with a disability, or suspected of having a disability, are protected by appointing a surrogate parent when:
 1. The parent cannot be identified or located after reasonable efforts;
 2. The student is a ward of the state or an unaccompanied homeless student and there is reasonable cause to believe that the student has a disability, and there is no foster parent or other person available who can act as the parent of the student; or
 3. The parent or adult student requests the appointment of a surrogate parent.
- B. The district secures nominations of persons to serve as surrogates. The district appoints surrogates within 30 days of a determination that the student needs a surrogate, unless a surrogate has already been appointed by juvenile court.
- C. The district ensures that each person approved to serve as a surrogate:
 1. Is not an employee of the district or the Oregon Department of Education;
 2. Is not an employee of any other agency involved in the education or care of the student;
 3. Is free of any personal or professional interest that would interfere with representing the student's special education interests; and
 4. Has knowledge and skills that ensure adequate representation of the student in special education decisions. The district will provide training, as necessary, to ensure that surrogate parents have the requisite knowledge.
- D. The district provides all special education rights and procedural safeguards to appointed surrogate parents.

- E. A surrogate will not be considered an employee of the district solely on the basis that the surrogate is compensated from public funds.
- F. The duties of the surrogate parent are to:
 - 1. Protect the special education rights of the student;
 - 2. Be acquainted with the student's disability and the student's special education needs;
 - 3. Represent the student in all matters relating to the identification, evaluation, IEP, and educational placement of the student; and
 - 4. Represent the student in all matters relating to the provision of a free appropriate public education to the student.
- G. A parent may give written consent for a surrogate to be appointed.
 - 1. When a parent requests that a surrogate be appointed, the parent shall retain all parental rights to receive notice and all of the information provided to the surrogate. When the district appoints a surrogate at parent request, the district will continue to provide to the parent a copy of all notices and other information provided to the surrogate.
 - 2. The surrogate, alone, shall be responsible for all matters relating to the special education of the student. The district will treat the surrogate as the parent unless and until the parent revokes consent for the surrogate's appointment.
 - 3. If a parent gives written consent for a surrogate to be appointed, the parent may revoke consent at anytime by providing a written request to revoke the surrogate's appointment.
- H. An adult student to whom rights have transferred at age of majority may give written consent for a surrogate to be appointed. When an adult student requests that a surrogate be appointed, the student shall retain all rights to receive notice and all of the information provided to the surrogate. The surrogate, alone, shall be responsible for all matters relating to the special education of the student. The district will treat the surrogate as the adult student unless and until the adult student revokes consent for the surrogate's appointment. If an adult student gives written consent for a surrogate to be appointed, the adult student may revoke consent at any time by providing a written request to revoke the surrogate's appointment.
- I. The district may change or terminate the appointment of a surrogate when:

1. The person appointed as surrogate is no longer willing to serve;
 2. Rights transfer to the adult student or the student graduates with a regular diploma;
 3. The student is no longer eligible for special education services;
 4. The legal guardianship of the student is transferred to a person who is able to carry out the role of the parent;
 5. A foster parent or other person is identified who can carry out the role of parent;
 6. The parent, who previously could not be identified or located, is now identified or located;
 7. The appointed surrogate is no longer eligible;
 8. The student moves to another school district; or
 9. The student is no longer a ward of the state or unaccompanied homeless youth.
- J. The district will not appoint a surrogate solely because the parent or student to whom rights have transferred is uncooperative or unresponsive to the special education needs of the student.

V. Transfer of Rights at Age of Majority

- A. When a student with a disability reaches the age of majority, marries or is emancipated, rights previously accorded to the student's parents under the special education laws, transfer to the student. A student for whom rights have transferred is considered an "adult student" under OAR 581-015-2000(1).
- B. The district provides notice to the student and the parent that rights (accorded by statute) will transfer at the age of majority. This notice is provided at an IEP meeting and documented on the IEP:
1. At least one year before the student's 18th birthday;
 2. More than one year before the student's 18th birthday, if the student's IEP team determines that earlier notice will aid transition; or
 3. Upon actual knowledge that within a year the student will likely marry or become emancipated before age 18.

- C. The district provides written notice to the student and to the parent at the time of the transfer.
- D. These requirements apply to all students, including students who are incarcerated in a state or local adult or juvenile correctional facility or jail.
- E. After transfer of rights to the student, the district provides any written prior notices and written notices of meetings required by the special education laws to the adult student and to the parent if the parent can be reasonably located.
- F. After rights have transferred to the student, receipt of notice of an IEP meeting does not entitle the parent to attend the meeting unless invited by the student or the district.

VI. Prior Written Notice

- A. The district provides prior written notice to the parent of a student, or student, within a reasonable period of time **before the district:**

- 1. **Proposes to initiate or change the identification, evaluation, or educational placement of the student, or the provision of a free appropriate public education (FAPE) to the child; or**
- 2. **Refuses to initiate or change the identification, evaluation, or placement of the student, or the provision of a FAPE to the child.**

~~when the district proposes to initiate or change, or refuses to initiate or change, the identification, evaluation or educational placement of the student, or the provision of a free appropriate public education.~~

- ~~B. The district provides prior written notice after a decision is made and a reasonable time before that decision is implemented.~~

- ~~B.C.~~ The content of the prior written notice will include:

- 1. A description of the action proposed or refused by the district;
- 2. An explanation of why the district proposed or refused to take the action;
- 3. ~~A description of any options that the IEP team considered and reasons why those options were rejected;~~
- ~~3.4.~~ A description of each evaluation procedure, test, assessment, record or report used as a basis for the proposal or refusal;
- ~~5. A description of any other factors that are relevant to the district's proposal or refusal;~~

- 46. A statement that the parents of a student with a disability have procedural safeguards and, if this notice is not an initial referral for evaluation, how a copy of the *Notice of Procedural Safeguards* may be obtained; and
- 57. Sources for parents to contact to obtain assistance in understanding their procedural safeguards;
- 6. A description of any options that the IEP team considered and reasons why those options were rejected; and
- 7. A description of any other factors that are relevant to the district's proposal or refusal.

~~C.D.~~ The prior written notice is:

- 1. Written in language understandable to the general public; and
- 2. Provided in the native language of the parent or other mode of communication used by the parent, unless it is clearly not feasible to do so;
- 3. If the native language or other mode of communication of the parent is not a written language, the district shall take steps to ensure that:
 - a. The notice is translated orally or by other means to the parent in the parent's native language or other mode of communication;
 - b. The parent understands the content of the notice; and
 - c. There is written evidence that the requirements of this rule have been met.

~~E.—If the proposed action requires prior written notice and written consent, the district may give notice at the same time consent is requested.~~

VII. Consent¹—Initial Evaluation

- A. The district provides notice and obtains informed written consent from the parent or adult student before conducting an initial evaluation to determine whether a student has a disability (as defined by Oregon law) and needs special education. Consent for initial evaluation is not consent for the district to provide special education and related services.

¹“Consent” means that the parent or adult student: a) has been fully informed, in his/her native language or other mode of communication, of all information relevant to the activity for which consent is sought; and b) understands and agrees in writing to the carrying out of the activity for which his/her consent is sought. Consent is voluntary on the part of the parent and meeting the requirements of consent provision for OAR 581-015-2090, IDEA, and Family Education Rights and Privacy Act (FERPA).

- B. The district makes reasonable efforts to obtain informed consent from a parent for an initial evaluation to determine a child’s eligibility for special education services. If a parent does not provide consent for an initial evaluation or does not respond to a request for consent for an initial evaluation, the school district may, but is not required to, pursue the initial evaluation of the child through mediation² (see Section XIII) or due process hearing procedures³ (see Section XV). The district does not violate its child find obligations if it declines to pursue the evaluation using these procedures.

VIII. Consent—Initial Provision of Special Education Services

- A. The district provides notice and obtains informed written consent from the parent or adult student before the initial provision of special education and related services to the student.
- B. The district makes reasonable efforts to obtain informed consent, but if a parent or adult student does not respond or refuses consent for initial provision of special education and related services, the district does not convene an IEP meeting, develop an IEP or seek to provide special education and related services through mediation or due process hearing procedures. The district will not be considered to be in violation of the requirement to make free appropriate public education FAPE available to the student under these circumstances. The district stands ready to serve the student if the parent or adult student later consents.

IX. Consent—Reevaluation

- A. The district obtains informed parental consent before conducting any reevaluation of a child with a disability, except:
 - 1. The district does not need written consent for a reevaluation, if, after reasonable efforts to obtain informed consent, the parent does not respond. However, the district does not conduct individual intelligence tests or tests of personality without consent.
 - 2. If a parent refuses to consent to the reevaluation, the district may, but is not required to, pursue the reevaluation by using mediation or due process hearing procedures.

²"Mediation" means a voluntary process in which an impartial mediator assists and facilitates two or more parties to a controversy in reaching a mutually acceptable resolution of the controversy and includes all contacts between a mediator and any party or agent of a party, until such a time as a resolution is agreed to by the parties or the mediation process is terminated.

³"Due process" means 1) NOTICE, generally written, providing sufficient detail to fully inform the individual of the decision or activity that will have an effect on his/her rights or property or person; 2) right to GRIEVE (that being the right to complain or to disagree with the governmental actor/entity which has decision making authority); and 3) the right to APPEAL if not satisfied with the outcome of the grievance procedure.

- B. A parent or adult student may revoke consent at any time before the completion of the activity for which they have given consent. If a parent or adult student revokes consent, that revocation is not retroactive.

X. Consent—Other Requirements

- A. The district documents its reasonable efforts to obtain parent consent, such as phone calls, letters and meeting notes.
- B. If a parent of a student who is home schooled or enrolled by the parents in a private school does not provide consent for the initial evaluation or the reevaluation, or if the parent does not respond to a request for consent, the district:
 - 1. Does not use mediation or due process hearing procedures to seek consent; and
 - 2. Does not consider the child as eligible for special education services.
- C. If a parent or adult student refuses consent for one service or activity, the district does not use this refusal to deny the parent or child any other service, benefit or activity, except as specified by these rules and procedures.
- D. If, at any time subsequent to the initial provision of special and related services, the parent of a child revokes consent in writing for the continued provision of special education and related services, the district:
 - 1. May not continue to provide special education and related services to the child, but must provide prior written notice before ceasing the provision of special education and related services;
 - 2. May not use mediation or due process procedures to obtain an agreement or ruling that the services may be provided to the child;
 - 3. The district will not be considered to be in violation of the requirement to make FAPE available to the child because of the failure to provide the child with further special education and related services; and
 - 4. The district is not required to convene an IEP team meeting or develop an IEP for the child for further provision of special education or related services.

XI. Exceptions to Consent

- A. The district does not need written parent or adult student consent before:

1. Reviewing existing data as part of an evaluation or reevaluation;
 2. Administering a test or other evaluation administered to all students without consent unless, before administration of that test or evaluation, consent is required of parents of all students;
 3. Conducting evaluations, tests, procedures or instruments that are identified on the student's individualized education program (IEP) as a measure for determining progress; or
 4. Conducting a screening of a student by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation.
- B. The district does not need written parent consent to conduct an initial special education evaluation of a student who is a ward of the state and not living with the parent if:
1. Despite reasonable efforts to do so, the district has not been able to find the parent;
 2. The parent's rights have been terminated in accordance with state law; or
 3. The rights of the parent to make educational decisions have been subrogated by a judge in accordance with state law and consent for an initial evaluation has been given by an individual appointed by the judge to represent the child.
- C. The district does not need written parental consent if an administrative law judge (ALJ) determines that the evaluation or reevaluation is necessary to ensure that the student is provided with a free appropriate public education.

XII. Independent Educational Evaluations (IEE)

- A. A parent of a student with a disability has a right to an independent educational evaluation at public expense if the parent disagrees with an evaluation obtained by the school district.
- B. If a parent requests an independent educational evaluation at public expense, the district provides information to parents about where an independent educational evaluation may be obtained, and the district criteria applicable for independent educational evaluations.
- C. If a parent requests an independent educational evaluation at public expense, the district, without unnecessary delay, either:
1. Initiates a due process hearing to show that its evaluation is appropriate; or

2. Ensures that an independent educational evaluation is provided at public expense unless the district demonstrates in a hearing that the evaluation obtained by the parent did not meet district criteria.
- D. The district criteria for independent educational evaluations are the same as for district evaluations including, but not limited to, location, examiner qualifications, and cost.
1. Criteria established by the district do not preclude the parent's access to an independent educational evaluation.
 2. The district provides the parents the opportunity to demonstrate the unique circumstances justifying an independent educational evaluation that does not meet the district's criteria.
 3. A parent may be limited to one independent educational evaluation at public expense each time the district conducts an evaluation with which the parent disagrees.
- E. If a parent requests an independent educational evaluation, the district may ask why the parent disagrees with the public evaluation. The parent may, but is not required to, provide an explanation. The district may not:
1. Unreasonably delay either providing the independent educational evaluation at public expense or initiating a due process hearing to defend the public evaluation;
 2. Except for the criteria in C., impose conditions or timelines related to obtaining an independent educational evaluation at public expense.
- F. The district considers an independent educational evaluation submitted by the parent in any decision made with respect to the provision of a free appropriate public education to the student, if the submitted independent evaluation meets district criteria.

XIII. Dispute Resolution—Mediation

- A. The district or parent may request mediation from the Department of Education (ODE) for any special education matter, including before the filing of a complaint or due process hearing request.
- B. The district acknowledges that:
1. Mediation must be voluntary on the part of the parties, must be conducted by a qualified and impartial mediator who is trained in effective mediation

techniques and may not be used to deny or delay a parent's right to a due process hearing or filing a complaint.

2. Each mediation session must be scheduled in a timely manner and must be held in a location that is convenient to the parties to the dispute.
3. An agreement reached by the parties to the dispute in the mediation process must be set forth in a legally binding written mediation agreement that:
 - a. States the terms of the agreement;
 - b. States that all discussions that occurred during the mediation process remain confidential and may not be used as evidence in any subsequent due process hearing or civil proceeding; and
 - c. Is signed by the parent and a representative of the school district who has the authority to bind the district to the mediation agreement.
4. Mediation communication is not confidential if it relates to child or elder abuse and is made to a person who is required to report abuse, or threats of physical harm, or professional conduct affecting licensure.
5. The mediation agreement is enforceable in any state court of competent jurisdiction or in a district court of the United States.

XIV. Dispute Resolution—Complaint Investigation

- A. Any organization or person may file a signed, written complaint with the State Superintendent of Public Instruction alleging that a school district or **Education Services District (ESD)** is violating or has violated the Individuals with Disabilities Education Act (IDEA) or associated regulations within one year before the date of the complaint. Upon receiving a parent complaint, the Oregon Department of Education (ODE) forwards the complaint to the district or ESD along with a request for a district response to the allegations in the complaint.
- B. Upon receiving a request for response from ODE, the district responds to the allegations and furnishes any requested information or documents within 10 business days.
- C. The district sends a copy of the response to the complainant. If ODE decides to conduct an on-site investigation, district personnel participate in interviews and provide additional documents as needed.

- D. The district and the complainant may attempt to resolve a disagreement that led to a complaint through mediation. If they decide against mediation, or if mediation fails to produce an agreement, ODE will pursue the complaint investigation.
- E. If ODE substantiates some or all of the allegations in a complaint, it will order corrective action. The district satisfies its corrective action obligations in a timely manner.
- F. If the district disagrees with the findings and conclusions in a complaint final order, it may seek reconsideration by ODE or judicial review in county circuit court.

XV. Due Process Hearing Requests

- A. The district acknowledges that parents may request a due process hearing if they disagree with a district proposal or refusal relating to the identification, evaluation, educational placement or provision of a free appropriate education to a student who may have a disability and be eligible for special education.
- B. The district may request a due process hearing regarding the identification, evaluation, educational placement or provision of a free appropriate education to a student who may have a disability and be eligible for special education.
- C. When requesting a due process hearing, the district or the attorney representing the district provides notice to the parent and to the Oregon Department of Education.
- D. The party, including the district, that did not file the hearing request must, within 10 days of receiving the request for a hearing, send to the other party a response that specifically addresses the issues raised in the hearing request.
- E. If the parent had not yet received prior written notice of the district's proposal or refusal, the district, within 10 days of receiving the hearing request for a due process hearing, sends to the parent a response that includes:
 - 1. An explanation of why the district proposed or refused to take the action raised in the hearing request;
 - 2. A description of other options that the district considered and the reasons why those options were rejected;
 - 3. A description of each evaluation procedure, assessment, record or report the district used as the basis for the proposed or refused action; and
 - 4. A description of the factors relevant to the district's proposal or refusal.

XVI. Resolution Session

- A. Within 15 days of receiving a due process hearing request, the district will hold a resolution session with the parents and the relevant members of the IEP team who have specific knowledge of the facts identified in the due process hearing request.
- B. This meeting will include a representative of the district who has decision-making authority for the district.
 - 1. The district will not include an attorney unless the parent brings an attorney.
 - 2. The district will provide the parent with an opportunity for the parent to discuss the hearing request and related facts so that the district has an opportunity to resolve the dispute.
 - 3. The district and parent may agree in writing to waive the resolution meeting. If so, the 45 day hearing timeline will begin the next business day, unless the district and parent agree to try mediation in lieu of the resolution session.

XVII. Time Limitations and Exception

- A. A parent must request a due process hearing within two years after the date of the district act or omission that gives rise to the parent's hearing request.
- B. This timeline does not apply to a parent if the district withheld relevant information from the parent or incorrectly informed the parent that it had resolved the problem that led the parent's hearing request.

XVIII. Hearing Costs

- A. The district reimburses the Oregon Department of Education (ODE) for costs related to conducting the hearing, including pre-hearing conferences, scheduling arrangement and other related matters.
- B. The district provides the parent with a written or, at the option of the parent, an electronic verbatim recording of the hearing, within a reasonable time of the close of the hearing.
- C. The district does not use **Individuals with Disabilities Education Act (IDEA)** funds to pay attorney's fees or other hearing costs.

XIX. Discipline and Placement in Interim Alternative Setting

See Board policy JGDA/JGEA—Discipline of Disabled Students.

Special Education—Free Appropriate Public Education (FAPE)

I. FAPE and Age Ranges

- A. The district provides special education and related services to all resident school-age students with disabilities, including students enrolled in public charter schools located in the district, except as provided below.
 - AB. “School-age children” are children who have reached 5 years of age but have not yet reached 21 years of age on or before September 1 of the current school year.
 - BC. The district will admit an otherwise eligible student who has not yet reached 21 years of age on or before September 1 of the current school year.
 - CD. An otherwise eligible person whose 21st birthday occurs during the school year will continue to be eligible for free appropriate public education (FAPE) for the remainder of the school year.
 - DE. The district provides FAPE to students with disabilities who have been suspended or expelled from school in accordance with the special education discipline rules.

II. Nonacademic Services

- A. The district provides equal opportunity for students with disabilities for participation in nonacademic and extracurricular services and activities.
- B. Nonacademic and extracurricular services and activities may include meals, recess periods, counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the district, referrals to agencies that provide assistance to individuals with disabilities, and employment of students, including both employment by the district and assistance in making outside employment available.
- C. The district ensures that each child with a disability participates with nondisabled children in the extracurricular services and activities to the maximum extent appropriate to the needs of each individual child.

III. Graduation

- A. A student graduating with a regular high school diploma is no longer entitled to FAPE.
- B. The district provides prior written notice a reasonable time before a student with a disability graduates with a regular high school diploma.
- C. The district is not required to conduct a reevaluation before terminating eligibility due to graduation with a regular high school diploma.
- D. Graduation with an alternative document:
 - 1. The district may award an alternative document meeting the criteria of the State Board of Education alternative document to a student with a disability.
 - 2. Graduation with an alternative document does not terminate eligibility, require an evaluation or require prior written notice.
- E3. The district may, but is not required to, provide special education and related services to a student who has graduated with a regular diploma.

IV. Incarcerated Youth

- A. The district has a plan, approved by the local Board, to provide or cause to be provided, appropriate education for children placed in a local or regional correctional facility located in the district.
- B. The district provides FAPE for students with disabilities ages 18 through 21 incarcerated as adults in an adult correctional facility if, in the last educational setting before their incarceration:
 - 1. Were identified as students eligible for special education; and
 - 2. Had an individualized education plan (IEP).
- C. The district's provisions of FAPE does not include:
 - 1. The requirements relating to participation of children with disabilities in statewide and district assessments.
 - 2. For students whose eligibility for services will end before their release, the requirements related to transition planning and transition service do not apply. The district makes this determination based on considerations of the sentence and eligibility for early release.

Requirements relating to transition planning and transition services, with respect to the students whose eligibility will end, because of their age, before they will be eligible to be released from adult correctional facilities are based on consideration of their sentence and eligibility for early release.

3. The IEP team may modify the student's IEP or placement if the state has demonstrated a bona fide security or compelling penological interest that cannot otherwise be accommodated. Least restrictive environment requirements do not apply with respect to these modifications.
4. The public agency responsible for the special education of students in an adult correctional facility is not required to provide notice of meetings to the parent after rights transfer to the student.

V. Residential Placement

If the IEP team determines that placement in a public or private residential program is necessary to provide FAPE to a student with a disability, the district ensures that the program, including nonmedical care and room and board, is provided at no cost to the parents of the student.

VI. Physical Education

- A. The district makes physical education services, specially designed if necessary, available to every child with a disability receiving FAPE, unless the school enrolls children without disabilities and does not provide physical education to children without disabilities in the same grade.
- B. The district provides the opportunity to each child with a disability to participate in the regular physical education program available to nondisabled children unless the child needs specially designed physical education as prescribed in the child's IEP.
- C. If specially designed physical education is included in the child's IEP, the district must provide the services directly or make arrangements for those services to be provided through other public or private programs.
- D. If the child with a disability is enrolled full time in a separate facility, the district must ensure that the child receives appropriate physical education services.

VII. Public Charter Schools

- A. The district serves ~~resident~~ children with disabilities attending **public** charter schools ~~sponsored by~~ **located in** the district in the same manner and in accordance

with applicable laws and rules governing the district's provision of services to children with disabilities in its other schools.

- B. ~~The district convenes an IEP meeting as soon as possible following notification by the charter school that a student with a disability has enrolled.~~
The district shall, in consultation with the student's parent, guardian, or person in parental relationship, provide FAPE to the student, in accordance with OAR 581-015-2230(1), until the district implements the IEP from the previous district or develops, adopts, and implements a new IEP that meets acceptable requirements. If the information received was in effect in a previous district in another state, the district will implement the IEP in accordance with OAR 581-015-2230-(2).
- C. The district provides supplementary and related services on site at a district charter school to the same extent to which the district has a policy or practice of providing such services on the site to its other public schools.
- D. ~~The district ensures that resident children attending charter schools not sponsored by the district are provided special education and related services in accordance with ORS 338.165.~~
A school district in which a public charter school is located must provide Individuals with Disabilities Education Act (IDEA) funds to those charter schools on the same basis as the school district provides those funds to other public schools in the district, including proportional distribution based on relative enrollment of children with disabilities, at the same time as funds are distributed to other public schools in the district.
- E. If a child with a disability enrolls in a charter school, the charter school is considered the school the child would attend if not disabled. Enrollment in any charter school is by parent choice. Enrollment in any out-of-district charter school does not require an interdistrict transfer agreement.
- F. When a student enrolls in a public charter school, the district in which the public charter school is located shall:
 - 1. Provide written notification of the student's enrollment to the district in which the student resides;
 - 2. Request, in accordance with applicable confidentiality provisions in state and federal laws, the records of the student, including all information related to an individualized education program developed for the student;
 - 3. Provide written notification to the student's parent, guardian, or person in parental relationship to provide information about:
 - a. The district's responsibility to identify, locate, and evaluate to determine a student's need for special education and related

services and to provide those special education services in the public charter school; and

- b. The methods by which the district may be contacted to answer questions or provide information related to special education and related services.

G. When a student no longer is enrolled in a public charter school for any reason other than graduation, the district in which the public charter school is located shall notify:

1. The district in which the student resided to provide notice:

a. That the student no longer is enrolled in the public charter school; and

b. That the district will provide the student education records including all information related to the student's IEP if the student seeks enrollment or services from the district in which the student resides.

2. The student's parent, guardian, or person in parental relationship to provide information about:

a. The responsibility of the school district in which the student resides to identify, locate, and evaluate students and implement services;

b. The methods by which the student's resident district may be contacted to answer questions or provide information about special education and related services; and

c. The responsibility of the district to provide student records, including information related to the student's IEP, if the student seeks enrollment or services from another district, including the parent's resident district.

VIII. Recovery of Funds for Misclassified Students

The district ensures that students identified on the special education child count under Part B of the ~~Individuals with Disabilities Education Act~~ IDEA are limited to students who:

- A. Meet eligibility requirements under OAR 581-015-2130 to 2180;
- B. Have a current IEP that is being implemented;

C. Are receiving a free appropriate public education;

D. Are enrolled in the district.

IX. Students with Disabilities under IDEA Enrolled in Public Benefits or Insurance

A district may use the State's Medicaid or other public benefits or insurance programs in which a child participates to provide or pay for special education and related services required under IDEA and permitted under the public benefits or insurance programs as specified below.

A. With regard to services required to provide FAPE to a child with disabilities under IDEA, a district:

1. May not require parents to sign up for or enroll in public benefits or insurance programs in order for their child with disabilities to receive FAPE under the IDEA, but may pay the cost that the parent otherwise would be required to pay; and

2. May not use the child's benefits under a public insurance program if that use would:

a. Decrease available lifetime coverage or any other insurance benefit;

b. Result in the family paying for services that would otherwise be covered by the public benefits or insurance program, and that are required for the child outside of the time the child is in school;

c. Increase premiums or lead to the discontinuation of insurance; or

d. Risk loss of eligibility for home and community-based waiver, based on aggregate health-related expenditures.

B. Prior to accessing a student's or parent's public benefits or insurance for the first time, and annually thereafter, the district must provide prior written notification to the student's parents and must obtain written consent¹ that:

1. States the personally identifiable information that may be disclosed (i.e., records or information about the services that may be provided to the student);

¹"Consent" means that the parent or adult student a) has been fully informed, in his/her native language or other mode of communication, of all information relevant to the activity for which consent is sought and b) understands and agrees in writing to the carrying out of the activity for which his/her consent is sought. Consent is voluntary of the part of the parent and meeting the requirements of consent provision for OAR 581-015-2090, IDEA and Family Education Rights and Privacy Act (FERPA).

2. States the purpose of the disclosure (i.e., billing for services under IDEA);
3. Names the agency to which the disclosure may be made (i.e., Medicaid);
4. Specifies that the parent understands and agrees that the public agency may access the parent's or student's public benefits or insurance to pay for services under IDEA;
5. Acknowledges the district may not require parents to incur an out-of-pocket expense (i.e. payment of a deductible or co-payment incurred in filing a claim for special education or related services), but may pay the cost that the parent otherwise would be required to pay; and
6. Acknowledges the district may not use the student's benefits under a public insurance program, if that use would:
 - a. Decrease available lifetime coverage of any other insured benefit;
 - b. Result in the family paying for services that would otherwise be covered by the public benefits or insurance program and that are required for the student outside of the time the student is in school;
 - c. Increase premiums or lead to the discontinuation of insurance; or
 - d. Risk loss of eligibility for home and community-based waivers, based on aggregate health-related expenditures.

~~IX. Students with Disabilities Covered by Public Insurance~~

~~With regard to services required to provide FAPE to a student with disabilities, the district:~~

- ~~A. Will not require a parent to sign up for or enroll in public insurance programs in order for their student with disabilities to receive FAPE under Part B of the IDEA;~~
- ~~B. Will not require parents to incur an out-of-pocket expense in order for their student with disabilities to receive FAPE under Part B of the IDEA; and~~
- ~~C. Will not use the student's benefits under a public insurance if that use would:

 - ~~1. Decrease available lifetime coverage or any other insured benefit;~~
 - ~~2. Result in the family paying for services that would otherwise be covered by the public insurance program and that are required for the student outside the time the student is in school;~~
 - ~~3. Increase premiums or lead to the discontinuation of insurance; or~~
 - ~~4. Risk the loss of eligibility for home and community based waivers, based on aggregate health related expenditures.~~~~

~~X. Students with Disabilities Covered by Private Insurance~~

- ~~A. Each time the district proposes to access a parent's private insurance proceeds, the district will:

 - ~~1. Obtain parent consent (as defined in OAR 581-015-2090); and~~~~

- ~~2. Inform the parents that their refusal to permit the district to access the private insurance does not relieve the district of its responsibility to ensure that all required services are provided at no cost to the parent(s).~~
- ~~B. The district may use its IDEA Part B funds for a specified service required to ensure FAPE if the district is unable to obtain consent to use a child's private insurance.~~
- ~~C. If the parent would incur a cost for the school district's use of private insurance, the district may use its Part B funds to pay the cost the parents otherwise would have to pay to use the private insurance (e.g. the deductible or co-pay amounts).~~

XI. Accessible Materials

- A. Districts must ensure the timely provision of print instructional materials, including textbooks that comply with the National Instructional Materials Accessibility Standards (NIMAS) for students who are blind or print disabled.
- B. Districts must ensure the timely provision of instructional materials in accessible formats to children who need instructional materials in accessible formats, including those children who are not blind or print disabled.

XII. ESY as per administrative regulations, Special Education—Individualized Education Program (IEP)—IGBAF-AR.

XIII. Assistive Technology as per administrative regulations, Special Education—Individualized Education Program (IEP)—IGBAF-AR.



Corvallis

SCHOOL DISTRICT

IX.E. September Unaudited Financials



Corvallis School District 509J

School Board Meeting Information Packet

November 4, 2013

CONSOLIDATED INFORMATION:
Unaudited Financial Statement
September 2013

BOARD MEETING DATE: November 4, 2013

SUBJECT: September 30, 2013 Financial Statements (Unaudited)

The General Fund is reported on a monthly basis and other funds on a quarterly or semi-annual basis. As September is the end of the first quarter of the fiscal year, you will find reports on the following funds in addition to the General Fund: Food Service, District Donation, Designated Facilities, Student Body, Designated Revenue, Early Retirement, and Grants. General Fund highlights are included below while other fund highlights are reported on the individual fund statement.

General Fund

The Statement of Revenues and Expenditures for the period ending September 30, 2012 and 2013 follows this report. FY2013-14 year to date revenues total \$8.9 million or 16.9 percent of total revenue budgeted as compared to FY2012-13 of 13.8 percent.

Year-to-date state revenues for general support for FY2013-14 are \$8.8 million as compared to \$6.7 million for the prior year. This reflects both the increase in the statewide K-12 education budget and an increase to the District's portion of state revenues due to the HP appeal that reduced projected local revenue. The District planned the FY2013-14 State School Fund budget accordingly and the revenue is on track with budgeted expectations at 35.7 percent as of end of the first quarter.

The District has received the county assessors' Notification of Property Taxes Imposed for FY2013-14. The Local Option Levy continues to be impacted by compression due to decreases in the gap between real market values and assessed values. The District budgeted \$3,890,200 for Local Option Levy, and the imposed amount is \$3,933,826. This is \$288,014 less than last year's imposed amount. Furthermore, as a result of the property tax refund to Hewlett-Packard (HP) and deferred taxes to HP and Comcast, collections are projected to be \$3,535,768 which is \$354,432 below budget. This will be watched closely throughout the year and into the future as it impacts the next fiscal year.

General Fund expenditures through September are higher than the prior year by \$367,669. Expenditures for FY2013-14 overall are 15.0 percent of budget though the first quarter and FY2012-13 expenditures were also 15.0 percent of budget. In addition to contracted salary increases, several key programs changes are reflected in the year-to-date increase. In the Instructional category, 1:World supplies and materials purchases of approximately \$296,000 were made in the first quarter along with \$303,000 from the Facilities Grant. Software and license purchases for the STARS reading and math program cost \$112,000. In FY2013-14 the Supporting Services category does not include any funding transfers to the Early Retirement fund as the program is now fully funded, a budgeted decrease of \$480,650 from the prior year.

The Schedule of Investments and Cash Disbursements for September 2013 are included as part of this report. If you have any questions or would like additional information please contact me.

Presenter: Steve Nielsen, Director of Finance and Operations

Supplementary Materials:

- 1. Statement of Revenue and Expenditures, Fiscal year to date as of September 30, 2012 and 2013**
- 2. Schedule of Investments as of September 30, 2013**
- 3. Schedule of Cash Disbursements greater than or equal to \$1,000 for the period of September 1 - 30, 2013.**

Corvallis School District 509J
Statement of Revenues and Expenditures
Fiscal Year to Date as of September 30, 2012 and 2013 Respectively (Unaudited)

General Fund

| | FY 2012-13 | | | FY 2013-14 | | |
|--------------------------------------|----------------------|---------------------|--------------|----------------------|---------------------|--------------|
| | Budget | Actual | | Budget | Actual | |
| Revenues: | | | | | | |
| Local Sources | | | | | | |
| Property Taxes | \$ 23,055,300 | \$ 84,743 | 0.4% | \$ 22,950,000 | \$ 63,319 | 0.3% |
| Local Option Taxes | 4,541,500 | 19,114 | 0.4% | 3,890,200 | 13,162 | 0.3% |
| Earnings on Investments | 100,000 | 19,030 | 19.0% | 100,000 | 15,036 | 15.0% |
| Other | 316,000 | 24,303 | 7.7% | 394,000 | 51,494 | 13.1% |
| Intermediate Sources | 230,000 | - | 0.0% | 260,000 | - | 0.0% |
| State Sources | | | | | | |
| General Support | 20,560,265 | 6,691,823 | 32.5% | 24,719,368 | 8,816,693 | 35.7% |
| Common School Fund | 603,120 | - | 0.0% | 494,332 | - | 0.0% |
| Other | 100,000 | - | - | 83,000 | - | - |
| Federal Sources | 8,000 | - | 0.0% | 9,000 | - | 0.0% |
| Total Revenue | \$ 49,514,185 | \$ 6,839,013 | 13.8% | \$ 52,899,900 | \$ 8,959,704 | 16.9% |
| Expenditures: | | | | | | |
| Instruction | \$ 30,924,859 | \$ 3,306,746 | 10.7% | \$ 32,646,155 | \$ 3,638,775 | 11.1% |
| Supporting Services | 20,718,041 | 4,420,376 | 21.3% | 21,488,032 | 4,458,513 | 20.7% |
| Community Services | 124,300 | 24,835 | 20.0% | 127,370 | 22,338 | 17.5% |
| Facilities Improvements | 1 | - | - | 1 | - | 0.0% |
| Transfers to Other Funds | 2 | - | 0.0% | 2 | - | 0.0% |
| Total Expenditures | \$ 51,767,203 | \$ 7,751,957 | 15.0% | \$ 54,261,560 | \$ 8,119,626 | 15.0% |
| Excess of Revenues over Expenditures | \$ (2,253,018) | \$ (912,944) | | \$ (1,361,660) | \$ 840,078 | |
| Beginning Fund Balance | 7,971,475 | 8,249,911 | 103.5% | 6,324,100 | 6,629,956 | 104.8% |
| Budgeted Contingencies | 3,242,747 | - | | 2,322,445 | - | |
| Unappropriated Ending Fund Balance | <u>2,475,710</u> | <u>-</u> | | <u>2,639,995</u> | <u>-</u> | |
| Fund Balance, September 30 | \$ - | \$ 7,336,967 | | \$ - | \$ 7,470,034 | |

Corvallis School District 509J
Statement of Revenues and Expenditures
Fiscal Year to Date as of September 30, 2012 and 2013 Respectively (Unaudited)

Food Service Fund

| | FY 2012-13 | | | FY 2013-14 | | |
|--------------------------------------|---------------------|-------------------|--------------|---------------------|-------------------|--------------|
| | Budget | Actual | | Budget | Actual | |
| Revenues: | | | | | | |
| Local Sources | \$ 1,075,200 | \$ 129,047 | 12.0% | \$ 1,075,200 | \$ 125,789 | 11.7% |
| State Sources | 17,000 | - | 0.0% | 18,000 | 1,587 | 8.8% |
| Federal Sources (incl. commodities) | 1,682,180 | 97,204 | 5.8% | 1,689,723 | 113,031 | 6.7% |
| Interest on Investments | 9,999 | 973 | 9.7% | 9,999 | 710 | 7.1% |
| Interfund Transfer | 1 | - | 0.0% | 1 | - | 0.0% |
| Total Revenue | \$ 2,784,380 | \$ 227,224 | 8.2% | \$ 2,792,923 | \$ 241,117 | 8.6% |
| Expenditures: | | | | | | |
| Salaries & Benefits | \$ 1,652,579 | \$ 251,614 | 15.2% | \$ 1,740,942 | \$ 266,639 | 15.3% |
| Food | 970,500 | 83,680 | 8.6% | 840,680 | 96,628 | 11.5% |
| Supplies & Services | 206,301 | 35,875 | 17.4% | 256,301 | 33,759 | 13.2% |
| Capital Outlay | 5,000 | - | 0.0% | 55,000 | - | 0.0% |
| Total Expenditures | \$ 2,834,380 | \$ 371,169 | 13.1% | \$ 2,892,923 | \$ 397,026 | 13.7% |
| Excess of Revenues over Expenditures | \$ (50,000) | \$ (143,945) | | \$ (100,000) | \$ (155,909) | |
| Beginning Fund Balance | 645,000 | 866,668 | 134.4% | 645,000 | 680,003 | 105.4% |
| Budgeted Contingency | 595,000 | - | | 545,000 | - | |
| Fund Balance, September 30 | \$ - | \$ 722,723 | | \$ - | \$ 524,094 | |

Notes:

The Food Service Fund is a self-supporting fund.

Revenues to support the program are generated from student participation in food programs, federal and state programs, and a catering operation.

Operations are evaluated to see where costs can be reduced to align with revenues. Staff actively promote the federally subsidized free and reduced lunch program to increase participation and revenues received from the program.

The District also provides food service programs to other agencies and districts such as Philomath School District, Alsea School District, and several day cares.

Corvallis School District 509J
Statement of Revenues and Expenditures
Fiscal Year to Date as of September 30, 2012 and 2013 Respectively (Unaudited)

District Donation Fund

| | FY 2012-13 | | | FY 2013-14 | | |
|--------------------------------------|------------|-----------|-------|------------|------------|-------|
| | Budget | Actual | | Budget | Actual | |
| Revenues: | | | | | | |
| Contributions from Foundation | \$ 600,000 | \$ 65,500 | 10.9% | \$ 600,000 | \$ 100,000 | 16.7% |
| Total Revenue | \$ 600,000 | \$ 65,500 | 10.9% | \$ 600,000 | \$ 100,000 | 16.7% |
| Expenditures: | | | | | | |
| Instruction | \$ 425,000 | \$ 24,528 | 5.8% | \$ 407,999 | \$ 53,436 | 13.1% |
| Support Services | 75,000 | 2,467 | 3.3% | 75,000 | 3,838 | 5.1% |
| Community Services | 99,999 | 20,776 | 20.8% | 117,000 | 23,426 | 20.0% |
| Facility Playground Improvements | 1 | - | 0.0% | 1 | - | 0.0% |
| Total Expenditures | \$ 600,000 | \$ 47,771 | 8.0% | \$ 600,000 | \$ 80,700 | 13.5% |
| Excess of Revenues over Expenditures | \$ - | \$ 17,729 | | \$ - | \$ 19,300 | |
| Beginning Fund Balance | - | - | | - | - | |
| Fund Balance, September 30 | \$ - | \$ 17,729 | | \$ - | \$ 19,300 | |

Notes:

This District fund is used to account for donations received from the Corvallis Public Schools Foundation, a separate public 501(c)3 organization.

A monthly transfer is made from the Corvallis Public Schools Foundation to the District Donation Fund to cover expenditures.

Corvallis School District 509J
Statement of Revenues and Expenditures
Fiscal Year to Date as of September 30, 2012 and 2013 Respectively (Unaudited)

Designated Facilities Fund

| | FY 2012-13 | | | FY 2013-14 | | |
|---|---------------------|---------------------|---------------|---------------------|-------------------|--------------|
| | Budget | Actual | | Budget | Actual | |
| Revenues: | | | | | | |
| Construction Excise Tax | \$ 125,000 | \$ - | 0.0% | \$ 225,000 | \$ 2,438 | 1.1% |
| SB 1149 | 108,000 | 7,971 | - | 108,000 | 17,525 | 16.2% |
| Proceeds From Sale of Land | 400,000 | - | - | 400,000 | 450,000 | 112.5% |
| Interest on Investments | 13,000 | 383 | 2.9% | 13,000 | 755 | 5.8% |
| Total Revenue | \$ 646,000 | \$ 8,354 | 1.3% | \$ 746,000 | \$ 470,718 | 63.1% |
| Expenditures: | | | | | | |
| Support Services | \$ 546,000 | \$ 35,269 | 6.5% | \$ 846,000 | \$ 58,754 | 6.9% |
| Facility Acquisition & Construction: | 698,500 | - | 26.5% | 623,500 | - | 0.0% |
| Cheldelin Boiler | 175,000 | 184,916 | | 50,000 | - | 0.0% |
| Total Expenditures | \$ 1,419,500 | \$ 220,185 | 15.5% | \$ 1,519,500 | \$ 58,754 | 3.9% |
| Excess of Revenues over Expenditures | \$ (773,500) | \$ (211,831) | | \$ (773,500) | \$ 411,964 | |
| Beginning Fund Balance | 773,500 | 773,470 | 100.0% | 773,500 | 559,108 | 72.3% |
| Budgeted Contingency | - | - | | - | - | |
| Fund Balance, September 30 | \$ - | \$ 561,639 | | \$ - | \$ 971,072 | |

Notes:

This fund accounts for the revenues and expenditures related to the construction excise tax, land sales and purchases, and includes other facilities projects undertaken with funds that are restricted or committed for the specific facilities related purpose.

The sale of Fairplay School was completed in August 2013.

Corvallis School District 509J
Statement of Revenues and Expenditures
Fiscal Year to Date as of September 30, 2012 and 2013 Respectively (Unaudited)

Student Body Fund

| | FY 2012-13 | | | FY 2013-14 | | |
|--------------------------------------|---------------------|--------------------------|--------|---------------------|--------------------------|--------|
| | Budget | Actual | | Budget | Actual | |
| Revenues: | | | | | | |
| Local Revenues | \$ 1,050,000 | \$ 254,347 | 24.2% | \$ 1,050,000 | \$ 300,809 | 28.6% |
| Total Revenue | <u>\$ 1,050,000</u> | <u>\$ 254,347</u> | 24.2% | <u>\$ 1,050,000</u> | <u>\$ 300,809</u> | 28.6% |
| Expenditures: | | | | | | |
| Instructional Services | \$ 1,220,000 | \$ 106,507 | 8.7% | \$ 1,220,000 | \$ 131,908 | 10.8% |
| Support Services | 80,000 | 2,225 | 2.8% | 80,000 | 1,463 | 1.8% |
| Total Expenditures | <u>\$ 1,300,000</u> | <u>\$ 108,732</u> | 8.4% | <u>\$ 1,300,000</u> | <u>\$ 133,371</u> | 10.3% |
| Excess of Revenues over Expenditures | \$ (250,000) | \$ 145,615 | | \$ (250,000) | \$ 167,438 | |
| Beginning Fund Balance | <u>250,000</u> | <u>496,181</u> | 198.5% | <u>250,000</u> | <u>575,666</u> | 230.3% |
| Fund Balance, September 30 | <u><u>\$ -</u></u> | <u><u>\$ 641,796</u></u> | | <u><u>\$ -</u></u> | <u><u>\$ 743,104</u></u> | |

Notes:

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

Corvallis School District 509J
Statement of Revenues and Expenditures
Fiscal Year to Date as of September 30, 2012 and 2013 Respectively (Unaudited)

Designated Revenue Fund

| | FY 2012-13 | | | FY 2013-14 | | |
|--|---------------------|-----------------------|-------------|---------------------|-----------------------|-------------|
| | Budget | Actual | | Budget | Actual | |
| Revenues: | | | | | | |
| Local Sources | \$ 1,000,000 | \$ 80,255 | 8.0% | \$ 1,000,000 | \$ 93,477 | 9.3% |
| Total Revenue | \$ 1,000,000 | \$ 80,255 | 8.0% | \$ 1,000,000 | \$ 93,477 | 9.3% |
| Expenditures: | | | | | | |
| Instruction | \$ 1,000,000 | \$ 67,913 | 6.8% | \$ 1,001,633 | \$ 69,002 | 6.9% |
| Support Services | 360,000 | 20,918 | 5.8% | 381,650 | 26,710 | 7.0% |
| Community Services | 114,999 | 29,627 | 25.8% | 91,716 | 13,994 | 15.3% |
| Facility Acquisition & Construction | 1 | - | 0.0% | 1 | - | 0.0% |
| Total Expenditures | \$ 1,475,000 | \$ 118,458 | 8.0% | \$ 1,475,000 | \$ 109,706 | 7.4% |
| Excess of Revenues over Expenditures | \$ (475,000) | \$ (38,203) | | \$ (475,000) | \$ (16,229) | |
| Beginning Fund Balance | \$ 475,000 | \$ 752,944 | 158.5% | 475,000 | 777,496 | 163.7% |
| Fund Balance, September 30 | <u>\$ -</u> | <u>\$ 714,741</u> | | <u>\$ -</u> | <u>\$ 761,267</u> | |

Notes:

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

FY 2013-14 beginning fund balance is comprised of numerous accounts designated for special purposes. Examples include DHS Medicaid Funds (\$151,524): Facilities sales of surplus and misc items (\$41,034): Technology online classes program (\$5,000): Franklin Wash DC trip (\$35,848): and the Coastwide piggyback agreement (\$36,067).

Corvallis School District 509J
Statement of Revenues and Expenditures
Fiscal Year to Date as of September 30, 2012 and 2013 Respectively (Unaudited)

Early Retirement Incentive Fund

| | FY 2012-13 | | | FY 2013-14 | | |
|--------------------------------------|--------------|--------------|--------|--------------|--------------|-------|
| | Budget | Actual | | Budget | Actual | |
| Revenues: | | | | | | |
| Early Retirement | \$ 540,650 | \$ 540,650 | 100.0% | \$ - | \$ - | - |
| Interest on Investments | 10,000 | 2,017 | 20.2% | 10,000 | 1,102 | 11.0% |
| Total Revenue | \$ 550,650 | \$ 542,667 | 98.6% | \$ 10,000 | \$ 1,102 | 11.0% |
| Expenditures: | | | | | | |
| Retiree Stipends | 765,665 | 208,711 | 27.3% | 1,007,850 | 313,811 | 31.1% |
| Total Expenditures | \$ 765,665 | \$ 208,711 | 27.3% | \$ 1,007,850 | \$ 313,811 | 31.1% |
| Excess of Revenues over Expenditures | \$ (215,015) | \$ 333,956 | | \$ (997,850) | \$ (312,709) | |
| Beginning Fund Balance | 1,490,000 | 1,497,703 | 100.5% | 1,555,000 | 1,468,208 | 94.4% |
| Budgeted Contingency | 640,000 | - | | 557,150 | - | |
| Unappropriated Ending Fund Balance | 634,985 | - | | - | - | |
| Fund Balance, September 30 | \$ - | \$ 1,831,659 | | \$ - | \$ 1,155,499 | |

Notes:

This fund pays for supplemental retirement benefits provided to retired teachers.

The last payment for non-represented and classified staff was made June 30, 2008.

In February 2005, certified employees agreed to end the early retirement program effective June 30, 2017. Only employees hired before Sept 1, 1988 will have ERI benefits. A lump sum payout was made on April 30, 2005 to end the ERI rights of employees hired between Sept 1, 1988 and June 30, 1998. An additional lump sum payment was made to those hired before Sept 1, 1988 in recognition of reduced ERI benefits available after their retirement.

Teacher retirees after April 1, 2005 will not receive any medical insurance coverage. Benefits decreased from 7 years to 5 years and effective July 1, 2008 any new retirees will receive only 4 years of stipends. No teachers hired after August 31, 1988 are eligible for any post retirement benefits if they retired after April 1, 2005. As of July 1, 2013 there were 38 eligible retired teachers receiving benefits.

Retiree expenditures account for monthly retirement stipends and lump sum retirement payouts as per the agreement. Comparison of expenditures between years will vary due to the variances in the time of retirement and eligibility for lump sum payouts.

Corvallis School District 509J
Statement of Revenues and Expenditures
Fiscal Year to Date as of September 30, 2012 and 2013 Respectively (Unaudited)

Grant Funds

| | FY 2012-13 | | | FY 2013-14 | | |
|--------------------------------------|---------------------|---------------------|-------|---------------------|---------------------|-------|
| | Budget | Actual | | Budget | Actual | |
| Revenues: | | | | | | |
| Local Revenues | \$ 50,000 | \$ - | 0.0% | \$ 50,000 | \$ - | 0.0% |
| Intermediate revenues | 100,000 | - | 0.0% | 100,000 | 6,896 | 6.9% |
| State Revenues | 100,000 | - | 0.0% | 100,000 | 347 | 0.3% |
| Federal Revenues | <u>2,750,000</u> | <u>178,510</u> | 6.5% | <u>2,750,000</u> | <u>350,628</u> | 12.8% |
| Total Revenue | <u>\$ 3,000,000</u> | <u>\$ 178,510</u> | 6.0% | <u>\$ 3,000,000</u> | <u>\$ 357,871</u> | 11.9% |
| Expenditures: | | | | | | |
| Instruction | \$ 2,925,000 | \$ 101,909 | 3.5% | \$ 2,607,800 | \$ 244,938 | 9.4% |
| Support Services | 2,012,999 | 90,464 | 4.5% | 2,048,300 | 95,714 | 4.7% |
| Community Services | 62,000 | 7,335 | 11.8% | 143,899 | 17,219 | 12.0% |
| Facility Acquisition & Construction | <u>1</u> | <u>-</u> | 0.0% | <u>1</u> | <u>-</u> | 0.0% |
| Total Expenditures | <u>\$ 5,000,000</u> | <u>\$ 199,708</u> | 4.0% | <u>\$ 4,800,000</u> | <u>\$ 357,871</u> | 7.5% |
| Excess of Revenues over Expenditures | \$ (2,000,000) | \$ (21,198) | | \$ (1,800,000) | \$ - | |
| Beginning Fund Balance | 2,000,000 | 1,951,404 | - | 1,800,000 | 1,592,249 | - |
| Budgeted Contingency | <u>-</u> | <u>-</u> | | <u>-</u> | <u>-</u> | |
| Fund Balance, September 30 | <u>\$ -</u> | <u>\$ 1,930,206</u> | | <u>\$ -</u> | <u>\$ 1,592,249</u> | |

Notes:

The District has approximately 30 grant awards from federal, state, and private sources estimated at \$5.8 million. The larger awards typically span a several year time period.

Indirect costs are administrative costs such as audit, legal, business, human resources, and technology that are paid for by the General Fund but also utilized by the grant funds. Board policy calls for the District to recover indirect costs related to grants. This amount shows as a revenue in the General Fund and is used to offset General Fund operations. The District indirect cost rate is the maximum allowed by the State and varies from year to year. The State approves this rate each year. The rate for FY 2013-14 decreased to 4.52% from 5.63% in the prior year.

Corvallis School District 509J
Statement of Revenues and Expenditures
Fiscal Year to Date as of September 30, 2012 and 2013 Respectively (Unaudited)

Insurance Fund

| | FY 2012-13 | | | FY 2013-14 | | |
|--|----------------------|-------------------------|--------|----------------------|-------------------------|--------|
| | Budget | Actual | | Budget | Actual | |
| Revenues: | | | | | | |
| Charges to Other Funds | \$ 12,327,850 | \$ 1,949,003 | 15.8% | \$ 12,327,850 | \$ 1,928,951 | 15.6% |
| Other Revenues | <u>7,000</u> | <u>177</u> | 2.5% | <u>7,000</u> | <u>441</u> | 6.3% |
| Total Revenue | <u>\$ 12,334,850</u> | <u>\$ 1,949,180</u> | 15.8% | <u>\$ 12,334,850</u> | <u>\$ 1,929,392</u> | 15.6% |
| Expenditures: | | | | | | |
| Insurance Activities | \$ 294,689 | \$ 66,185 | 22.5% | \$ 301,710 | \$ 68,901 | 22.8% |
| Facilities: CVHS Roof | 3,800,000 | 3,221,427 | | 500,000 | - | 0.0% |
| Insurance Premiums | <u>14,364,011</u> | <u>1,631,590</u> | 11.4% | <u>14,359,125</u> | <u>1,633,315</u> | 11.4% |
| Total Expenditures | <u>\$ 18,458,700</u> | <u>\$ 4,919,202</u> | 26.6% | <u>\$ 15,160,835</u> | <u>\$ 1,702,216</u> | 11.2% |
| Excess of Revenues over Expenditures | \$ (6,123,850) | \$ (2,970,022) | | \$ (2,825,985) | \$ 227,176 | |
| Beginning Fund Balance | <u>6,123,850</u> | <u>6,908,603</u> | 112.8% | <u>2,825,985</u> | <u>4,414,413</u> | 156.2% |
| Fund Balance, September 30 | <u>\$ -</u> | <u>\$ 3,938,581</u> | | <u>\$ -</u> | <u>\$ 4,641,589</u> | |

Notes:

The Insurance Fund is used to account for health benefits, worker's compensation and property/liability activity. The fund also includes reserves for the dental/vision and property liability self-insured programs.

The Facilities expenditures decrease in FY 2013-14 reflects the completion of the roof replacement at Crescent Valley High School that was planned for in the FY 2012-13 adopted budget.

Corvallis School District 509J
 Schedule of Investments
 September 30, 2013

| Type of Investment | Investment Date | Maturity/ Call Date | No. of Days | Bond Equivalent Yield | Purchase Price | Par (Maturity) Value |
|--|--------------------|------------------------|----------------|-------------------------------|----------------|-------------------------|
| Total Investments outside of Local Government Investment Pool: | | | | | \$ - | \$ - |
| | | | | Average Annualized Rate | | |
| <u>Local Government Investment Pool:</u> | | | | | | |
| General Account | | | | 0.54% | | \$ 20,292,529 |
| Debt Service Account | | | | 0.54% | | 30 |
| Subtotal LGIP ¹ | | | | | | <u>\$ 20,292,559</u> |
| <u>Local Government Investment Pool - Pension Bond Debt Service:</u> | | | | | | |
| Pension Bond Debt Service Account: ⁴ | | | | 0.54% | | <u>\$ 723,436</u> |
| <u>Total Investments</u> | | | | | | <u>\$ 21,015,995</u> |

1. The maximum amount (in any combination of accounts) that the Local Government Investment Pool (LGIP) allows in an account is \$45,405,443.
2. The PERS Bond Debt Service Account is outside of the LGIP limit, and collects the PERS intercept payments from the Basic School Fund for payment twice a year to the bond holders of the PERS bond debt.

Compliance with Investment Policy

| Type of Investment | Maximum Percent of Portfolio per Policy | Current Percent |
|--|--|--------------------|
| US Government-Sponsored Enterprises (Total): | 90.0% | 0.0% |
| US Treasury Obligations | 100.0% | 0.0% |
| Local Government Investment Pool | 100.0% | 100.0% |
| 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 9/30/13:

| | |
|---|-------|
| 3-Month U. S. T-Bill bond equivalent yield: | 0.01% |
| 3-Mo. Jumbo CDs | 0.04% |

Corvallis School District 509J
 Schedule of Cash Disbursements greater than or equal to \$1,000
 For the period of September 1, 2013 - September 30, 2013

| <u>Fund, Object, Vendor</u> | <u>Amount</u> | <u>Fund, Object, Vendor</u> | <u>Amount</u> |
|--|----------------------|---|---------------------|
| 100 - General Fund | \$ 425,923.23 | 100 - General Fund Continued | |
| Charter School Payments | \$ 49,550.40 | Repairs and Maintenance Services Continued | |
| INAVAL COMMUNITY PARTNERS, | \$ 49,550.40 | DIG-IT FENCING | \$ 1,565.00 |
| Computer Software | \$ 79,801.28 | EGNER ROOFING | \$ 3,856.00 |
| ALEKS CORPORATION | \$ 2,975.00 | MCGOVERN MAINTENANCE | \$ 3,575.00 |
| RENAISSANCE LEARNING, INC | \$ 64,350.28 | PACIFIC ENVIRONMENTAL GROUP, | \$ 1,050.00 |
| SCHOLASTIC INC | \$ 10,476.00 | PACIFIC SPORTS TURF, INC | \$ 4,611.00 |
| UNIVERSITY OF OREGON | \$ 2,000.00 | RUGH ELECTRIC MOTOR SERVICE | \$ 1,056.30 |
| Consumable Supplies and Materials | \$ 51,591.63 | SYNERGY SECURITY SOLUTIONS | \$ 12,050.00 |
| COASTWIDE LABORATORIES | \$ 10,919.00 | TOM STEVENS BOILER REPAIRS INC | \$ 1,950.00 |
| HOME DEPOT CREDIT SERVICES | \$ 1,439.79 | Travel, Out of District | \$ 3,316.01 |
| MILLER PAINT COMPANY | \$ 1,861.30 | COSA | \$ 1,024.00 |
| PLATT ELECTRIC SUPPLY CO | \$ 3,139.60 | WELLS FARGO REMITTANCE CENTI | \$ 2,292.01 |
| GRAINGER | \$ 2,771.57 | Other Communication Services | \$ 1,341.84 |
| BENTON COUNTY PUBLIC WORKS | \$ 1,328.70 | CENTURYLINK | \$ 1,341.84 |
| OFFICE MAX | \$ 8,115.79 | Telephone | \$ 4,654.71 |
| REXIUS | \$ 3,040.95 | CENTURYLINK | \$ 3,162.65 |
| WELLS FARGO REMITTANCE CENTE | \$ 3,386.89 | AT&T MOBILITY-ACCT#837370420 | \$ 1,492.06 |
| NORTHWEST TEXTBOOK DEPOSITO | \$ 3,469.50 | Garbage | \$ 4,989.33 |
| PLAY & PARK STRUCTURES | \$ 1,844.80 | REPUBLIC SERVICES | \$ 4,989.33 |
| SCHOOL SPECIALTY | \$ 9,073.74 | Legal Services | \$ 3,727.18 |
| SQUIRRELS LLC | \$ 1,200.00 | GRAHAM M HICKS, PC | \$ 3,727.18 |
| Other Non-instructional Professiona | \$ 9,200.00 | Fuel | \$ 2,516.72 |
| AMERICAN RED CROSS OREGON TF | \$ 9,200.00 | BENTON COUNTY PUBLIC WORKS | \$ 2,516.72 |
| Printing and Binding | \$ 2,039.71 | Water and Sewage | \$ 23,054.58 |
| HENDERSONS OFFICE SYSTEMS | \$ 2,039.71 | CITY OF CORVALLIS | \$ 23,054.58 |
| Reimbursable Student Transportatic | \$ 71,583.39 | Electricity | \$ 30,818.97 |
| GO GET'EM TAXI AND TRANSPORT | \$ 2,760.00 | PACIFIC POWER AND LIGHT | \$ 30,818.97 |
| FIRST STUDENT INC | \$ 68,823.39 | Accounts Payable | \$ 9,000.00 |
| Rentals | \$ 1,170.00 | KOONTZ & PERDUE, BLASQUEZ & (| \$ 9,000.00 |
| VUE | \$ 1,170.00 | Advertising | \$ 2,277.50 |
| Repairs and Maintenance Services | \$ 71,444.48 | MID VALLEY NEWSPAPERS | \$ 2,277.50 |
| CENTRAL VALLEY HEATING & SHEE' | \$ 4,870.00 | Equipment \$5,000 and greater | \$ 2,250.00 |
| PROGRESSIVE DESIGN BUILDERS, II | \$ 13,693.25 | FLOYD PEOPLES PLAYGROUND COI | \$ 2,250.00 |
| REYNOLDS ELECTRIC, INC. | \$ 2,062.66 | Instructional, Professional and Tecl | \$ 1,595.50 |
| TIM BREWER TREE & STUMP SERVI | \$ 7,090.00 | JORIE ELLIS | \$ 1,595.50 |
| BUENA VISTA ARBOR CARE COMPA | \$ 8,340.00 | | |
| CORVALLIS FLOOR COVERING INC | \$ 5,675.27 | | |

| <u>Fund, Object, Vendor</u> | <u>Amount</u> |
|---|---------------------|
| 296 - Grants Fund | \$ 40,787.01 |
| Consumable Supplies and Materials | \$ 12,065.32 |
| CYBER ACOUSTICS | \$ 1,140.00 |
| ZOOGUE | \$ 7,399.20 |
| VKR ENTERPRISES, INC. | \$ 3,526.12 |
| Other Non-instructional Professiona | \$ 20,518.69 |
| BOYS & GIRLS CLUB OF CORVALLIS | \$ 20,518.69 |
| Travel, Out of District | \$ 1,406.00 |
| SEASIDE VACATION HOMES | \$ 1,406.00 |
| Instructional, Professional and Tech | \$ 2,000.00 |
| REAL TEAM SOLUTIONS | \$ 2,000.00 |
| Technology Equip \$1,000 - \$4,999 | \$ 4,797.00 |
| OREGON STATE UNIVERSITY BOOK | \$ 4,797.00 |
| 297 - Student Body Funds | \$ 69,681.58 |
| Consumable Supplies and Materials | \$ 35,308.69 |
| WELLS FARGO REMITTANCE CENTE | \$ 1,395.12 |
| SHIRT CIRCUIT | \$ 4,119.50 |
| DEHEN CHEER & DANCE | \$ 2,889.75 |
| ELEMENT GRAPHICS, INC | \$ 2,194.00 |
| LIDS TEAM SPORTS | \$ 1,151.00 |
| NO DINX INC | \$ 2,331.06 |
| OREGON ATHLETIC COACHES ASSO | \$ 1,140.00 |
| PEPSI-COLA | \$ 1,146.50 |
| B & H ELECTRONICS/PHOTO/VIDEC | \$ 2,981.70 |
| EASTBAY | \$ 3,989.00 |
| INTREPID SPORTSWEAR | \$ 2,638.00 |
| NOW IS THE TIME FUNDRAISING | \$ 2,016.16 |
| VARSITY FASHIONS | \$ 7,316.90 |
| Other Non-instructional Professiona | \$ 16,757.45 |
| MID-VALLEY SOCCER REFEREES ASS | \$ 10,455.00 |
| MID-WESTERN FOOTBALL OFFICIAL | \$ 6,302.45 |
| Repairs and Maintenance Services | \$ 1,655.04 |
| BENTON COUNTY PUBLIC WORKS | \$ 1,655.04 |
| Travel, Student Out of District | \$ 15,960.40 |
| WELLS FARGO REMITTANCE CENTE | \$ 4,875.40 |
| OREGON SCHOOL ACTIVITIES ASSO | \$ 5,085.00 |
| MID WILLAMETTE CONFERENCE | \$ 3,000.00 |
| SILVERTON HIGH SCHOOL ATHLETI | \$ 3,000.00 |

| <u>Fund, Object, Vendor</u> | <u>Amount</u> |
|--|---------------------|
| 204 - District Donation Fund | \$ 4,430.43 |
| Consumable Supplies and Materials | \$ 3,130.43 |
| THE FAR POST SOCCER SUPPLY | \$ 1,718.00 |
| WILBOOKS | \$ 1,412.43 |
| Travel, Student Out of District | \$ 1,300.00 |
| BOYS & GIRLS CLUB OF CORVALLIS | \$ 1,300.00 |
| 203 - Food Service Fund | \$ 79,251.01 |
| Food - Food Service Only | \$ 26,359.80 |
| LOCHMEAD DAIRY | \$ 10,846.38 |
| DUCK DELIVERY PRODUCE INC | \$ 7,598.68 |
| FRANZ FAMILY BAKERIES | \$ 3,267.09 |
| SYSCO FOOD SERVICE | \$ 1,746.75 |
| PEPSI-COLA | \$ 1,156.90 |
| RIVERWOOD ORCHARD AND FARM | \$ 1,744.00 |
| Repairs and Maintenance Services | \$ 3,143.00 |
| ADVANCED ENVIRONMENTAL SYS | \$ 3,143.00 |
| Inventories | \$ 49,748.21 |
| FOOD SERVICE OF AMERICA | \$ 19,184.52 |
| MCDONALD WHOLESALE CO | \$ 23,542.07 |
| SYSCO FOOD SERVICE | \$ 4,666.46 |
| LEISURE LINE TABLEWARE | \$ 1,100.00 |
| NORTHWEST DISTRIBUTION SERVI | \$ 1,255.16 |
| 208 - Construction Excise Tax & Land Fi | \$ 35,523.50 |
| Architect/Engineer Services | \$ 35,523.50 |
| DULL OLSON WEEKES ARCHITECTS | \$ 35,523.50 |
| 298 - Designated Revenue Fund | \$ 23,332.20 |
| Printing and Binding | \$ 2,332.20 |
| HENDERSONS OFFICE SYSTEMS | \$ 2,332.20 |
| Repairs and Maintenance Services | \$ 3,500.00 |
| DIG-IT FENCING | \$ 3,500.00 |
| Instructional, Professional and Tech | \$ 17,500.00 |
| EDMENTUM INC | \$ 17,500.00 |
| 601 - Insurance Fund | \$ 16,729.20 |
| Group Insurance | \$ 10,431.00 |
| WILLAMETTE DENTAL GROUP (GR | \$ 10,431.00 |
| Other Non-instructional Professioni | \$ 6,298.20 |
| BARKER-UERLINGS INSURANCE, IN | \$ 6,298.20 |

| | |
|--------------------|----------------------|
| Grand Total | \$ 695,658.16 |
|--------------------|----------------------|



Corvallis

SCHOOL DISTRICT

X. 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 |