



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, February 24, 2014 6:30 PM	Regular	District Office Board Room, 1555 SW 35th Street, Corvallis, OR 97333	See attached.

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

If you would like to watch live-streaming of the School Board meeting, please navigate to the District's YouTube channel: <https://www.youtube.com/channel/UC9Jtp5dmilZl9kySBJbVQ?>
A recording of the meeting will also be posted to that channel.

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

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



Corvallis

SCHOOL DISTRICT

Monday, February 24, 2014
6:30 PM

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

Meeting Details: Monday, February 24, 2014, 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. ACTION ON MATTERS DISCUSSED IN EXECUTIVE SESSION
- IV. COMMITTEE/BOARD MEMBER ITEMS
- V. STUDENT REPRESENTATIVE REPORTS
- VI. SUPERINTENDENT'S REPORT
- VII. PUBLIC AND STAFF TESTIMONY (20 minutes)

Corvallis School District 509J

How to Provide Input to the School Board

Effective 02-19-14

The Corvallis School Board values the opinions and input of community patrons. As such, the purpose of this document is to provide general guidelines about how to make the most of your time when communicating with the School Board. The public may offer public testimony during certain School Board meetings or correspond in writing via email or U.S. mail, as outlined below.

I. Public Testimony

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

To request the opportunity to offer public testimony

- A. Complete a *Request to Address the Board* card, which can be found on a table at or outside the entrance of the meeting room.
- B. Complete all requested information. The Board Secretary will notify you if any information has been omitted or is unclear.
- C. Be specific regarding the topic about which you wish to speak. The Board Secretary will contact you if the topic is unclear or too general.
- D. Give the completed Request to Address the Board card to the Board Secretary at the head table **before** the meeting begins.
- E. Failing to fully and clearly complete the card and/or to submit it to the Board Secretary before the meeting begins may affect your opportunity to testify at the meeting.

Rules for Public Testimony

1. If you're called to testify:
 - Proceed to the podium in front of the Board.
 - Only one person at a time will be allowed at the podium, with exceptions at the board chair's discretion.
 - State your name and address, and the topic you will address before you begin.
 - These are a matter of public record and will not count against your time.
 - Exception: Current students may omit their address but should state the school they attend.
2. Direct your comments to the Board. The Board Chair will refer any questions or requests for action to the proper person for a response at a later date.
3. Keep your comments to the specified time allotted.
 - You will be signaled when you have 30 seconds remaining.
 - You will be signaled when your time is up.
4. If others have testified before you about the same issue, please state that fact and either decline to testify or limit your comments to points not already stated.

Corvallis School District

How to Provide Input to the School Board

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5. If a group wishes to speak:
 - Please designate one spokesperson for the group; that person will stand at the podium.
 - In order to maintain the meeting schedule, repetitious comments will not be permitted.
6. Speakers may offer objective criticism of district operations and programs but the Board will not hear complaints concerning individual district personnel.
 - Any such complaints must be handled following the steps outlined in policy KL and administrative regulation KL-AR, copies of which are available during meetings at which public testimony is allowed, or online at <http://policy.osba.org/corvall/KL/index.asp>.
 - Complaints regarding budget, programs, or other district issues also should be handled by first following the steps outlined in policy KL.
7. Undue interruption or other interference with the orderly conduct of Board business cannot be allowed.
 - Defamatory or abusive remarks are always out of order.
 - The board chair may terminate the speaker's privilege of address if, after being called to order, the speaker persists in improper conduct or remarks.

Important information

- A. The board secretary will sort the *Request to Address the Board* cards that are complete and were received before the meeting begins into sets by topic, then will shuffle each set and place them face down at her place.
- B. When it is time for public testimony, the board secretary will draw one card from each set, in turn, and announce the name of the person who will be called up to testify.
- C. If you are called upon to testify, you will be allowed only a small amount of time to do so; usually three minutes are granted, but it could be less at the discretion of the board chair.
- D. If more testimony requests are submitted than can be accommodated during the allotted time on the board's agenda, you might not be called upon to provide your testimony. In that case, please refer to section II – Written Correspondence, should you wish to provide your comments in written form.
- E. When you testify, your name, address and testimony are matters of public record, except for student addresses.
- F. Although it is not required, you may wish to prepare a written outline for your comments or to write out your testimony in its entirety.

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- G. Although providing a written copy of your testimony is not required, should you wish to provide it:
- Please include your name, address and telephone number on the document.
 - You may either provide the board secretary with one copy of your written testimony to distribute at a later date, or you may bring 13 copies to the meeting for the board secretary to distribute to those at the head table.
 - One copy will be filed as part of the official board record.
 - The same holds true for any handouts you wish the board to receive.
- H. If you wish to submit a letter or any form of written comments:
- Copies will be provided to all board members and key staff members.
 - The document will be kept in the district office as part of the official board record.
 - Letters, emails and other written materials are considered public record.

II. Written Correspondence

Letters, emails and other written materials submitted to the Board are considered public record. In lieu of public testimony, you may send a letter via U.S. mail to: Corvallis School Board, Attn: Julie Catala, P.O. Box 3509J, Corvallis, OR 97339. Also, you may send an email to: schoolboard@corvallis.k12.or.us. This will send your e-mail to all board members at one time. Others who will receive emails sent to this address: superintendent, assistant superintendent/student services director, human resources director, finance and operations director, and executive assistant to the superintendent and board of directors.

III. Telephone Communication

Citizens also may contact board members by telephone:

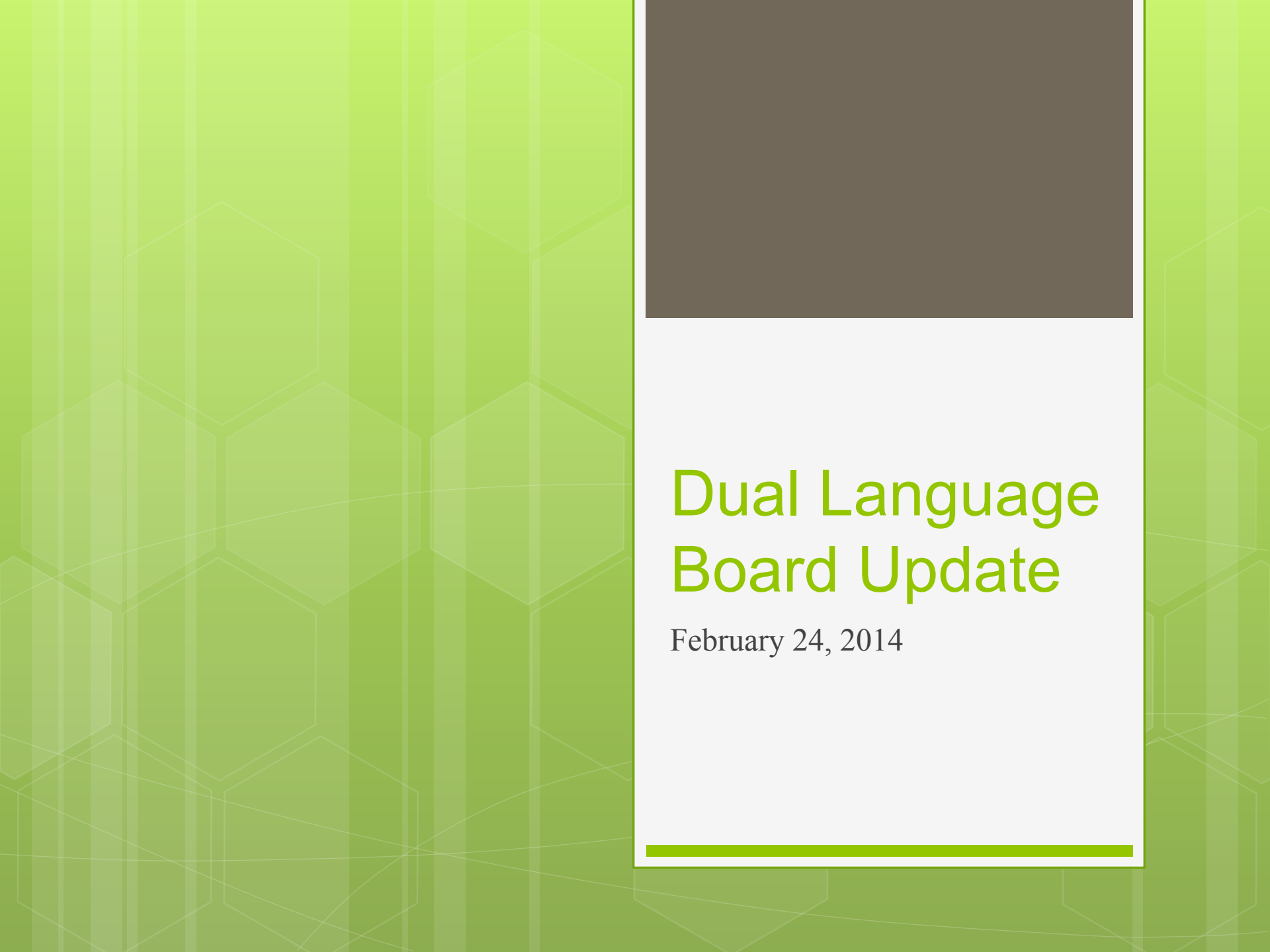
Judy Ball	541-758-1671 or 240-997-1222
Lisa Corrigan	541-758-7442
Bill Kemper	541-754-0943 or 541-740-0728
Chris Rochester	541-224-1880
Vincent Adams	541-738-4324 or 541-240-4055
Tom Sauret	541-758-2244
Anne Schuster	541-752-1060 or 541-207-8021



Corvallis
SCHOOL DISTRICT

VIII. SPECIAL REPORTS

VIII.A. Dual Language Immersion Update



Dual Language Board Update

February 24, 2014

Objectives

- Overview of dual language instructional, staffing, curricular needs and costs
- Garfield and Lincoln demographics and STAR data
- Dual language expansion: Where are we?
- English Only update

Dual Language Basics

- 50% of instruction in English, 50% of instruction in Spanish
- Students learn both academic content and literacy in English and Spanish
- Lessons are not repeated in one language after the other, but skills taught in one language are reinforced in the other through thematic teaching
- Goals:
 - Bilingualism and biliteracy
 - Grade level academic achievement
 - Cross-cultural attitudes and awareness

Garfield Demographics

- # of students in English-only classrooms - 40
- # of students in dual language classrooms - 358
- # of ELLs school wide - 160
- # of reclassified (exited) ELLs - 20
- % free and reduced lunch – 72.1%

Lincoln Demographics

- # of students in English-only classrooms - 75
- # of students in dual language classrooms -296
- # of ELLs building wide -71
- # of reclassified (exited) ELLs – 15
- # free and reduced – 67.4%

Hiring Spanish Speaking DLI Teachers

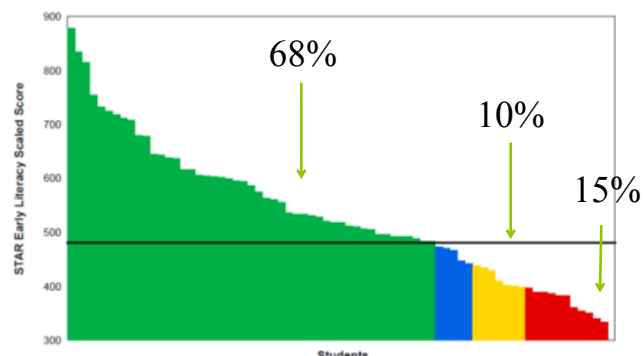
- Hires this year:
 - Lincoln – 5 classroom teachers
 - Garfield – 3 classroom teachers

- Anticipated future needs:
 - Lincoln – 1(possibly 2)
 - Garfield - 1(possibly 2)
 - LPMS - 1

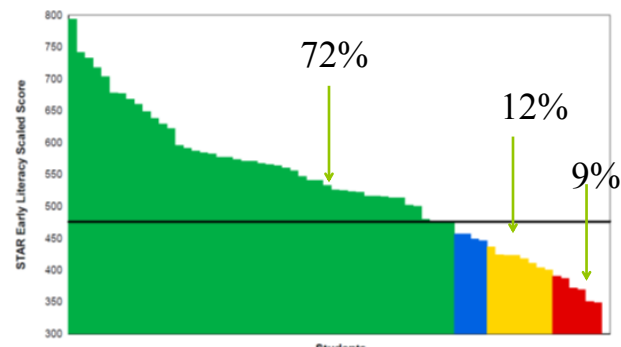
- Recruitment and retention activities

Fall STAR Kindergarten Early Literacy Screening Data

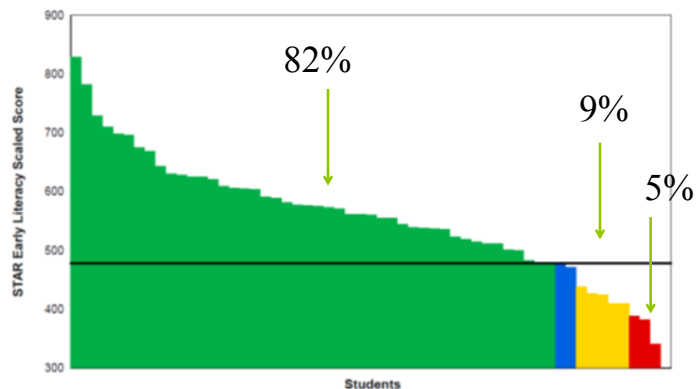
Garfield



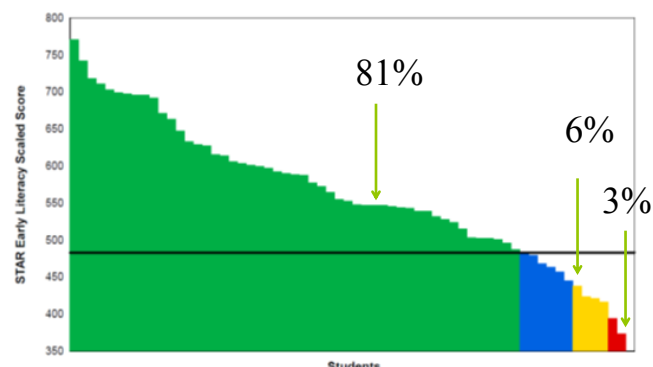
Lincoln



Mt View



Wilson



Professional Development

- This year:
 - New Teacher Academy: 2 hour session
 - SIOP for all new DLI teachers at Garfield and Lincoln
 - 3-Day Systematic English Language Development (ELD)
 - Once a month joint ELD/SLD - focused staff meeting
 - Coaching/planning support for implementation of new ELD curriculum
 - K-12 Dual Language Alignment Team: Met on January 17th and today!
 - Common Core Alignment
- Needs:
 - New Teacher Academy: Extended time for program and strategies Training

English Only Updates

- What are we doing, have done this year
 - iPads
 - Strong teachers
 - Unblended for core subjects
 - Decrease in class size
- Next steps
 - Year to year

Expansion Implications

2nd Grade at Garfield → Wilson (2 students)

Next Year

2nd, 3rd at Garfield → TBD

2nd at Lincoln → Adams

**in conversations with CARDV and COI about best placements for students at shelters

Dual Language District Costs

	FTE	Bus	Spanish Materials
2012-13	.5 (E.O.)	0	Spanish ELA (\$5000 est.)
2013-14	.5 (E.O. – Equity Funds)	2 students (GA-WI)	Spanish Math (\$3014) STAR Spanish (\$1141)
2014-15	Potential .5 EO	GA-WI LI-AD Approx \$611	SLD (\$30,000, one time cost) Summative Spanish Assessment (\$10/student, annual) Spanish Common Core materials (\$30,000 est.)

Questions



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VIII.B. RTI Update

The New RTI

Connecting Every Child Every Day To The Future



Objectives

- ❖ What is RTI? Response to Intervention
- ❖ RTI Updates
- ❖ STAR Updates
- ❖ RTI Challenges

Response to Intervention Multi-Tiered Framework



It Takes A Village

Team Effort

- ❖ Principal
- ❖ RTI Specialist
- ❖ Special Ed Teacher
- ❖ ELL Teacher
- ❖ Classroom Teacher
- ❖ Reading Assistants
- ❖ Behavior Assistants
- ❖ Parents



RTI Updates

- ❖ Handbook: Downloaded to EdCaliber
- ❖ RTI Specialists have reviewed, discussed, and at the implementation state
- ❖ RTI Specialist and Elementary Principals are involved in a book study: RTI in the Classroom
- ❖ Secondary level in the process of review and editing and implementing

STAR Updates

- ❖ K-8th grade - All students - Universal Screener
- ❖ Sub group of High School Students
- ❖ Students under 40%ile - progress monitor until exited out based on decision protocols

Challenges

- ❖ Time - As we add more math, writing and behavior, additional FTE is needed
- ❖ Need more research based interventions in English and Second Language district wide
- ❖ Time for conversations about cohesive understandings of the RTI process

Overview

Tier 1 - Benchmark and Above

- ❖ Classroom Teacher
- ❖ Core Curriculum: Common Core Standards guide teachers of what students are expected to learn.





Tier II

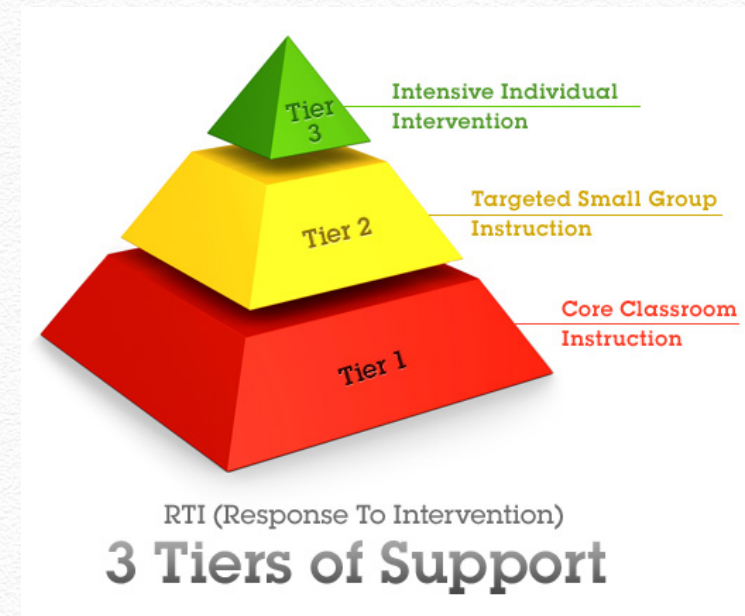
STAR Reading 11th-25th Percentile

- ❖ Classroom Teacher, Instructional Assistants, Reading Specialist
- ❖ Additional Targeted Instruction
- ❖ Small Groups
- ❖ Supplemental Research Based Program

Tier III

STAR Reading 10th Percentile and Below

- ❖ Reading Specialist, Special Education Teacher, ELL Teacher, others as needed
- ❖ Increase Time
- ❖ Group Size 1-3 Students
- ❖ Assign Highly Qualified Staff
- ❖ Specific Research Based Supplemental Program



Decision Making

- ❖ Data from STAR Reading
- ❖ Progress Monitoring
- ❖ Diagnostic Assessments - DRA
- ❖ RTI Meetings

100% Graduation



Identification Process Corvallis School District 509J

OVERVIEW:

Core Program Evaluation Rule: If 80% of students by subgroup (race, special program, grade level, etc.) are meeting benchmarks, celebrate the success of your Core Program and look for ways to improve. If less than 80% are meeting benchmark, review the Core Program.

Intervention Rule: Students falling below designated thresholds on school-wide screening measures, demonstrated need on diagnostic assessments, and/or with chronic behavior needs will receive strategic group intervention(s).

Intensify/Change Intervention Rule: When students fail to make sufficient progress, intensify the intervention using the appropriate district RTI standard protocol.

Individualize Instruction Rule: When students fail to make expected progress after small group interventions specified in decision rules, gather appropriate data and move to the individual level.

Special Education Referral Rule: When students fail to make expected progress after one individually designed intervention.

ALL STUDENTS RECEIVE QUALITY
BEHAVIOR AND ACADEMIC INSTRUCTION
AND SUPPORT

All Students Are Screened for Additional
Instructional Needs
(Fall, Winter & Spring)

Small Group Interventions
are chosen from the
standard protocols by RTI
Teams

Interventions
are further
individual-
ized

TEAMWORK TIMELINES:

School-wide Data Team meets fall, winter & spring after benchmark testing to review data and make decisions about school-wide programs based on school-wide progress.

RTI teams (Grade level/content area teacher teams) meet every 6-8 weeks to review data, plan and adjust interventions



Corvallis
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IX. TRANSFER PROCESS

IX.A. Designate Number of Nonresident Students to Accept under HB 3681
(Open Enrollment) [ORS 339.133(5)(b)] for the 2014-15 school year.

BOARD MEETING DATE: February 24, 2014

FOR ACTION

SUBJECTS:

1. Designate Number of Nonresident Students to Accept under HB 3681 (Open Enrollment) [ORS 339.133(5)(b)] for the 2014-15 school year.
 2. Designate Number of Nonresident Students to Accept under HB 2747 for the 2014-15 school year [ORS 339.133(5)(a)].
-

Issue: HB 3681 (Open Enrollment) was enacted by the 2011 legislature and offers an additional method of school choice for Oregon students. Once enrolled all students are considered resident students and the district has the responsibility to place in any appropriate program, including ELL and SpEd programs. The provisions contained therein sunset with the school year 2016-17. Last year the Board voted not to allow HB 3681 nonresident transfers.

HB 2747 enacted by the 2013 legislature modifies the district's traditional methods of interdistrict transfer or mutual district agreements. A school district may not consider race, religion, sex, gender identity, gender expression, sex, sexual orientation, ethnicity, national origin, disability, whether a student has an individualized education program, the terms of an individualized education program, income level, proficiency in the English language, or athletic ability when establishing the terms of consent.

By March 1 the district must determine and announce the number of students we will accept or release via HB 3681 and HB 2747 transfers. The district has the right to determine the number of persons to whom consent will be given for the school year. The district Board may limit the number based on school, grade, or a combination of school and grade.

Under HB 2747 once the student has been given admission, the student is considered a resident for all educational programs and remains a resident of the district until the student:

- Completes grade 5, 8, or 12 (the highest grade at that school);
- Is no longer required to be admitted to the school district under ORS 339.115, or
- Enrolls in a school in a different district.

MOTIONS REQUESTED:

1. "I move that **zero** nonresident students shall receive consent for admission for the 2014-15 school year through the HB 3681 open enrollment process [ORS 339.133(5)(b)]."
 2. "I move that we accept **all** nonresident students who apply to the school district during the March 1-31, 2014 online interdistrict transfer process under HB 2747 [ORS 339.133(5)(a)]; and that the district shall permit all students through a mutual agreement between districts to leave the district."
-

CONTACT PERSONS: Kevin Bogatin, Kerry Richey



Corvallis

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IX.B. Designate Number of Nonresident Students to Accept under HB 2747 for the 2014-15 school year [ORS 339.133(5)(a)].

IX.C. Board Policies and Administrative Regulations

IX.C.1. Administrative Regulation—JC-AR—School Boundary Area—
Revised—For Information

Corvallis School District 509J
Board of Directors

BOARD MEETING DATE: February 24, 2014

FOR INFORMATION

SUBJECT:

Administrative Regulation—JC-AR—School Boundary Area—Revised—For Information
Administrative Regulation—JCA-AR—Student Transfers—Revised—For Information
Board Policy JECB—Admission of Nonresident Students—Revised—First Reading
Administrative Regulation JECB-AR—Admission of Nonresident Students—Revised—For Information

Issue: House Bill 2747 enacted by the 2013 legislature modifies the district's traditional methods of interdistrict transfers or mutual district agreements and requires school districts to adopt specified standards for admittance. Revisions have been made to the following policy and administrative regulations to reflect changes to our student transfer process—for both in-district and out-of-district (interdistrict) transfers.

- Administrative Regulation JC-AR—School Boundary Area
- Administrative Regulation—JCA-AR—Student Transfers
- Board Policy JECB—Admission of Nonresident Students
- Administrative Regulation JECB-AR—Admission of Nonresident Students

Previously, grades 1-12 applied through the online process during the months of November through January. Now all transfer requests will be made in March. Once the student has been given admission, the student is considered a resident for all educational programs and remains a resident of the district until the student:

- Completes grade 5, 8, or 12 (the highest grade at that school);
- Is no longer required to be admitted to the school district under ORS 339.115, or
- Enrolls in a school in a different district.

Options Considered: Not revising the policy or administrative regulations.

Involvement: District office staff

Consequences: Policies and administrative regulations would not be in compliance with Oregon law.

Cost Impact: Unknown

CONTACT PERSON(S): Kevin Bogatin, Kerry Richey

School Boundary Areas

I. Attendance Boundaries

~~A.~~ The superintendent will monitor student enrollment at all district facilities and will convene a School Boundaries Advisory Committee as needed to review current boundary situations and advise changes that would benefit the total school program educationally and financially.

~~B.~~ When boundary areas are changed, the following will apply:

~~1.~~ If a student's residence has been reassigned to a different school, that student may continue at the old school through completion of the highest grade. If a student lives in a reassigned boundary area and wants to remain at the current school, parents must notify the district in writing no later than the district's deadline. Email notice is acceptable. Unless otherwise specified as part of the boundary decision, families will be responsible for their student's transportation.

~~2.~~ Any siblings entering school in the two school years following a boundary change will be allowed to attend the old school if their attendance will overlap with the currently enrolled student. Parents should follow procedures outlined in JCA-AR in regards to Student Transfers to notify the district in this situation.

~~III. Students currently living within the Jefferson Elementary School boundary north of Circle Boulevard, south of Walnut Boulevard, west of Kings Boulevard, and east of Witham Hill Drive who attend Jefferson through completion of fifth grade may choose which middle and high school pathway to follow.~~

~~A. This is a one time option, which is available only at the fifth to sixth grade transition.~~

~~B. Written notice must be given to the district no later than the first Thursday in January of the fifth grade year. E mail notice is acceptable.~~

~~C. As this area falls within the designated attendance area for Cheldelin Middle School and Crescent Valley High School, transportation to/from Linus Pauling Middle School and Corvallis High School will be the responsibility of the family.~~

~~IV. Students living within the Wilson Elementary boundary north of Circle Boulevard, south of Walnut Boulevard, and bordered to the west by Kings Boulevard and to the east by Ninth Street will have preferential weighting should they wish to transfer to Linus Pauling Middle School, dependent upon seat availability. Approval of a transfer to Linus Pauling Middle School under this preference will not guarantee placement at Corvallis High School.~~

~~A. Parents will follow the process for requesting in district transfers described within administrative regulation JCA-AR.~~

~~B. As this area falls within the designated walk zone for Linus Pauling Middle School, transportation will be the responsibility of the family.~~

II. Assignment of Students to Schools

- ~~A.I.~~ Students living at least 50 percent of the school year within the attendance boundaries of individual schools have priority for attendance at that school.
- ~~B.II.~~ The district may require students requiring specialized programs to attend a school outside of their neighborhood boundary if amenities and staff applicable to that student's education are only available at that facility.
 - ~~1.A.~~ Transportation will be provided while the student is assigned by the district to another school other than their home school.
 - ~~2.B.~~ Siblings of students in specialized programs are eligible for transfer to the school their sibling is attending. See JCA-AR for further details.
- ~~C.III.~~ The superintendent will set enrollment capacities at each school.
 - ~~1.A.~~ The space available at elementary and K-8 schools is determined by a capacity number set for each school based on building size. Space available at the secondary level will be limited by a need to balance student populations within +/- seven percent of the average enrollment of the two schools.
 - ~~2.B.~~ Once that enrollment capacity has been reached, any student moving into the attendance area may be required by the superintendent or designee to attend another school as designated by the district. Transportation will be provided if a student is assigned by the district to another school other than their home school and it is located outside the walk zone.
 - ~~3.C.~~ If enrollment falls below the enrollment capacity, students who have been moved because of overcrowding will have first choice to return to their home school based on their placement on a waiting list. Students only may return to a school at the end of a grading period for elementary school students or at the end of a semester for middle and high school students. Transfers initiated by school administrators, in conjunction with the assistant superintendent, may occur at any time during the school year.



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IX.C.2. Administrative Regulation—JCA-AR—Student Transfers—
Revised—For Information

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:

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

Timing

During the transfer request periods for grades K-12 online applications are made accessible via the district's website. 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.

March 1—March 31. Transfers requests will be made for grades K-12 through the online process. The online process for the following school year will open on March 1 and close on March 31. Kindergartners requesting transfers are required to register at their neighborhood school by March 31. If the number of students seeking transfer exceeds the number of spaces available, an equitable lottery process will be used and a waiting list created.

Students applying for transfers outside of the **March 1-March 31** time period are placed at the bottom of the waiting list (if any) in the order their applications are received. No preferential treatment will be provided to in-district students or siblings applying after March 31, unless their sibling has been assigned by the district to a school other than their boundary area school for a specialized education program.

During the School Year. After March 31, the school district will review requests using the online process for transfer at the end of the grading period for elementary school or at the end of the first semester for secondary school students. The impact on school budgets, staffing, and programs is considered as these requests are processed. 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.

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.

- ~~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.~~

Notification

Each school site, as well as the district office, will be actively involved in notifying parents and the community of the school attendance area and transfer policies and administrative rules. Information related to transfers is made available on the district's website, <http://www.csd509j.net>.

- ~~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.~~

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: Priority will be given to qualifying students in the following order.
 - a. 509J students with siblings currently attending a transfer school and who will attend with the student already enrolled will be placed first.
 - b. Other 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. Other 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. The district will notify families of their acceptance, denial, or wait-list status as soon as the lottery process has been completed.
- ~~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.~~

Admission of Nonresident Students

Admission of nonresident students is contingent upon written consent of the affected school boards. Once offered a seat by the Corvallis School District, parents of students from outside the 509J district boundary area must also receive consent from their resident school district. Once approved by their local school district, the interdistrict transfer request is reviewed by the appropriate 509J principal before being submitted to the assistant superintendent's office for final review and processing. (See also Board Policy JECB—Admission on Non-Resident Students.)

The Board may, based on district criteria, deny regular school admission to nonresident students who are under expulsion from another district.

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 Process

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 until a new transfer request is submitted and approved.
2. Minimum standards for behavior and attendance must be maintained in order for a student to remain enrolled in the transfer school. Before revoking a transfer, the current school principal will include the assistant superintendent and the principal of the home school to discuss best placement. A nonresident student attending on an interdistrict transfer will be asked to return to their resident school district.
 - a. A student must maintain an average daily attendance rate of 94 percent. At the end of each semester, attendance will be reviewed and nonattendance warnings

issued. Failure to maintain a 94 percent attendance rate in the following semester will result in revocation of the student's transfer request at the end of the semester.

- b. A student shall comply with the district's policies, administrative regulations, school, and classroom rules. Discipline violations resulting in a second suspension or expulsion will result in immediate revocation of the student's transfer request.

~~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.~~

- 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 (together with their siblings) 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. These students will be relocated to another district school.

- 4. Parents may request that a transfer be rescinded by submitting a written request to the building principal, which will then be submitted to the assistant superintendent's office for final review and processing.

~~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 accordance 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. Students and their families are responsible for ensuring their students meet OSAA transfer regulations.

~~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.~~

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. Students whose legal residence changes to a different school district during the school year may complete the school year in the Corvallis School District.

1. Parents will follow the process for requesting in-district transfers described within this document.
2. Students whose legal residence changes to a different school district may apply for an interdistrict transfer for the following school year.
3. 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, ~~Transition~~, 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 pathway 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.



Corvallis
SCHOOL DISTRICT

IX.C.3. Board Policy JECB—Admission of Nonresident Students—
Revised—First Reading

Admission of Nonresident Students

Consent by Affected Boards/Tuition

The district may enroll nonresident students as follows:

1. By written consent of the affected school boards as provided by Board policy. The student becomes a “resident pupil” of the attending district thereby allowing the receiving 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;~~
23. By unilaterally admitting with tuition a nonresident student whereby neither district is eligible for State School Fund moneys;
34. 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 ask for the student’s name, contact information, date of birth, grade level, and whether the student is currently under expulsion.

The Board may not consider nor ask for any information from the student about race, religion, sex, gender identity, gender expression, sexual orientation, ethnicity, national origins, disability, health, whether a student has an individual education program (IEP) or the terms of that IEP, identification as talented and gifted, income level, residence, proficiency in English, athletic ability, or academic records. The Board may not request or require the student to participate in an interview, tour any of the schools or facilities, or otherwise meet with any representatives of the school or district prior to the district deciding whether to give consent. Nothing prevents a

student from voluntarily meeting with district personnel and 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.

The Board will annually determine whether to limit the number of students to whom consent will be given. If the number of students seeking consent exceeds the number of spaces, the Board will use an equitable lottery selection process. The process may give priority to students who have siblings currently enrolled in the district. The 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.

If the Board decides not to give consent to a student, the Board must provide a written explanation to the student.

The Board may determine the length of time the consent is given. Any limitations in length of time must be applied consistently among all students to whom consent is given.

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.

~~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.~~

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, nor ask for any information from the student about race, religion, sex, gender identity, gender expression, sexual orientation, ethnicity, national origins, disability, health, whether a student has an individual education program (IEP) or the terms of that IEP, identification as talented and gifted, income level, residence, proficiency in English, athletic ability, or academic records.

~~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 **March 31**, ~~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 to -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



Corvallis
SCHOOL DISTRICT

IX.C.4. Administrative Regulation JECB-AR—Admission of Nonresident
Students—Revised—For Information

Admission of Nonresident Students

~~1.~~ By ~~April 1~~ **January 30** of each school year, the principals will establish an approximate number of nonresident students their respective buildings can accommodate for the following school year.

~~2.~~ The amount of tuition will be established annually by the Board. Nonresident students will not be admitted without tuition, with the exception of students who become "resident pupils" by written consent of affected school boards, written consent of the district board for the district in which the school is located, and foreign exchange students attending district schools on a J-1 Visa.

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.

Consent by Affected Boards and Tuitioned Students

~~1.~~ ~~2.~~ The **request** ~~petition~~ for admission must go through the principal's office to the assistant superintendent's office.

~~4.~~ ~~Student education records will be obtained and reviewed.~~

~~2.~~ ~~5.~~ Initial admission and **transfers between schools** ~~annual renewal~~ must be approved by the assistant superintendent or designee. Decisions regarding transfer requests made by the assistant superintendent will be final.

~~6.~~ ~~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.~~

~~3.~~ ~~7.~~ Approved **tuition** requests will result in a mutual tuition agreement between the parties and will be filed with the business office for billing and payment control.
~~A mutual agreement signed by both affected Boards (form following) will be filed with the business office for billing and payment control if student is tuitioned.~~

~~4.~~ ~~8.~~ The business manager shall prepare semester bills for all tuitioned students, and any student whose tuition remains unpaid 15 days after presentation of bills shall be excluded; the superintendent may grant additional time for payment should circumstances warrant it.

Consent of Board for the District in which the School is Located

5. By March 1, the Board shall establish the number of students, if any, that will be given admission for the following school year under this process. **Intradistrict** transfer requests for students who live within the Corvallis School District boundaries will have priority over any application for placement by a nonresident student to a specific school.
6. Nonresident students must make application no later than March 31 for admission in the following school year. Applications must be submitted to the district office.
7. If the number of applications exceeds the number of admissions to be given, an equitable lottery process will be used to determine admission. This lottery process may give priority to applicants who currently have siblings enrolled in the district. Priority cannot be given over an **intradistrict** transfer request. If the district determines that admission will not be given to any students under this process, there is no district obligation to give admission to siblings.
8. Once the student has been given admission, the student is considered a resident for all educational programs and remains a resident of the district until the student:
 - a. Completes grade 5, 8, or 12 (the highest grade at that school);
 - b. Is no longer required to be admitted to the school district under ORS 339.115; or
 - c. Enrolls in a school in a different district.
9. By May 1, prior to the next school year, the district shall provide written notification to the student receiving admission, to the district where the student's legal residence is located.



Corvallis

SCHOOL DISTRICT

X. CONSOLIDATED ACTION

X.A. Minutes

X.A.1. December 18, 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 6:37 p.m. in the Board Room of the Central Administration Building, 1555 SW 35th Street, Corvallis, OR 97333. The secretary recorded those present as listed below.

<u>BOARD MEMBERS PRESENT</u> Tom Sauret, Chair Chris Rochester, Vice-Chair Vincent Adams Judy Ball Lisa Corrigan Bill Kemper Anne Schuster	<u>EXECUTIVE STAFF PRESENT</u> Dr. Erin Prince, Superintendent Steve Nielsen, Finance and Operations Director Kevin Bogatin, Assistant Superintendent Jennifer Duvall, Human Resources Director <u>STUDENT REPRESENTATIVES PRESENT</u> Katelyn Beilby, Corvallis High School Kiersten Luebbert, Crescent Valley High School
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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

Board members shared highlights of their recent activities.

IV. STUDENT REPRESENTATIVE REPORTS

Each student provided updates about her school.

V. SUPERINTENDENT'S REPORT

Dr. Prince offered highlights from the past month, and information regarding current and future initiatives and projects.

VI. PUBLIC TESTIMONY

Craig Allen, 3015 NE Lancaster Street, Corvallis, referred to a timeline he had received from the District regarding the events leading up to the sale of the former Fairplay School property to Waldorf School, noting that he still has substantial issues with it. Also, he referred to an email he sent to the Board today that contained concerns he has about administrative regulation JCF-AR; he asked that his concerns be considered before the Administrative Regulation is finalized.

Al Hutchinson, 8035 NW Ridgewood Drive, Corvallis, expressed concern about the sales price of the former Fairplay School property to Waldorf School. He referred to several questions he had asked previously regarding how the District had determined the value of the property. He said that after the sale, the Benton County Assessor's office had valued the property at more than \$3 million above the final sales price. He referenced a timeline he had received from the District regarding the events leading up to the sale, noting that it didn't answer all of his questions. He indicated his intention to file a formal complaint the next day.

Josh Fryman, 2004 NW Woodland Drive, Corvallis, referred to questions he had previously submitted regarding the District's 1:World iPad initiative as they relate to the safety of students who are using District-provided iPads. He opined that a safety audit should have been done prior to consideration of the devices, and that District employees don't have the technical skills to be running such a program as it is configured. He announced his intention to file a formal complaint within the next few days. He handed a written public records request to Dr. Prince.

VII. STAFF TESTIMONY – No one testified.

VIII. SPECIAL REPORTS

A. Budget Priorities And Goals

Finance and Operations Director Steve Nielsen led review of a document he had provided to the Board prior to the meeting. It provided history on budget parameters set last year, as well as recommendations for the Board's consideration this year. After lengthy discussion, Board members reached consensus on the budget parameters as follows. Mr. Nielsen pointed out that these will be used to build the proposed budget; the Board will have other opportunities through the budget process to reconsider these parameters.

1. Use of Reserves

- a. Re-affirm that Contingency and Unappropriated Ending Fund Balance not be used and will remain at a combined 7.5% of current resources per district policy.
- b. Establish Rainy Day Fund (RDF) replenishment plan:
 - i. Detailed Plan: Rainy Day Fund will equal 5% of current resources (*currently*

would be \$2,640,000), per district policy, by June 30, 2018, but sooner if possible.

- a. Don't spend the remaining \$1 million RDF in 2014-15.
- b. Contribute \$550,000 per year to RDF in FY 2015-16 & 2016-17, with the remaining balance needed to meet Board policy in 2017-18. The Board agreed that an RDF replenishment plan is a priority, but there was not a consensus on a detailed plan at this point. This issue will be discussed further moving forward.

2. 85/15 Budget Ratio

Employee costs won't exceed 85% of the budget.

3. Class Sizes

Decrease target class sizes by at least one student, depending on funding.

4. Carryover Policy

Allow carryover of 25% of unspent funds into the next fiscal year, with discretion given to the Superintendent.

5. PERS Savings

Continue to be conservative with the use of funds.

B. 509J By The Numbers

Mr. Nielsen opened the floor for discussion regarding the 509J By The Numbers document. Board members offered suggestions and asked clarifying questions.

IX. CONSOLIDATED ACTION

Director Ball noted several revisions that she had sent to staff this afternoon, which she'd like made in the October 7, 2013, and November 4, 2013, minutes. When Consolidated Action is voted on, those changes will be incorporated into the official minutes.

MOTION:

It was moved by Director Kemper and seconded by Director Corrigan, to approve the consolidated action items. The motion was voted on and passed unanimously.

The following items were approved:

- A. Minutes** – October 7, 2013 (with changes); November 4, 2013 (with changes); November 18, 2013; December 2, 2013.

B. Licensed Personnel RecommendationsRecommendation to Hire

- Michael Fagan: Physical Ed/Health Teacher, 1.0 FTE, Linus Pauling Middle School, effective December 1, 2013 (Temporary).
- Gail Foster: ELL Teacher/Intervention Specialist/Reading Specialist, 1.0 FTE, Mt. View Elementary and Franklin Schools, effective December 1, 2013 (Temporary).
- Danielle Geissler: Fifth Grade Teacher, 1.0 FTE, Garfield Elementary School, effective November 20, 2013 (Temporary).
- Heidi Hill: Fifth Grade Teacher, 0.50 FTE, Hoover Elementary School, effective November 20, 2013 (Temporary).
- Kathi Holvey: TOSA, 1.0 FTE, Student Services, effective December 2, 2013 (0.65 FTE Probationary, 0.35 FTE Temporary).
- April Larson: Math Teacher, 0.67 FTE, Linus Pauling Middle School, effective November 25, 2013 (Temporary).

Termination/Resignation/Layoff/Retirement

- Christopher Becerra: Elective Teacher, 0.50 FTE, Corvallis High School, effective December 31, 2013 (Resignation).
- Michael Fagan: Physical Ed/Health Teacher, 1.0 FTE, Linus Pauling Middle School, effective November 30, 2013 (Retirement).
- Gail Foster: ELL Teacher/Intervention Specialist/Reading Specialist, 1.0 FTE, Mt. View Elementary and Franklin Schools, effective November 30, 2013 (Retirement).
- Kathi Holvey: Intervention/Reading Specialist, 0.65 FTE, Mt. View Elementary, effective December 1, 2013 (Resignation).
- Andrew Verhoogen Odden: Special Education Teacher, 1.0 FTE, Linus Pauling Middle School, effective June 16, 2103 (Resignation).
- Jennifer Peterson: Math Teacher, 1.0 FTE, Linus Pauling Middle School, effective November 22, 2013 (Resignation).

Request for Leave

- Andrew Verhoogen Odden: Special Education Teacher, 1.0 FTE, Linus Pauling Middle School; requesting 1.0 FTE leave beginning December 7, 2013 for the remainder of the 2013-14 school year.

C. Oregon School Boards Association Elections and Resolutions**X. CONSOLIDATED INFORMATION****A. Non-Licensed Personnel Information**Recommendation to Hire

- Scott Berdahl: Courier/Delivery Warehouse, 8 hrs, District Office, effective November 18, 2013 (Probationary).
- Josh Copeland: Educational Assistant 2, 6.5 hrs, Adams Elementary School, effective November 19, 2013 (Probationary).
- Joanne Johnson: Educational Assistant 2, 2 hrs, Mt. View Elementary School, effective November 4, 2013 (Limited Term).
- David Miller: Campus Steward 1, 8 hrs, Wilson Elementary School, effective January 1, 2014 (Limited Term).
- Judie Ratner: Educational Assistant 2/LRC, 7.5 hrs, Lincoln Elementary School, effective December 1, 2013

(Limited Term).

Termination/Resignation/Layoff/Retirement

- Evelyn Courtney: Food Service Specialist, 5.25 hrs, Adams Elementary School, effective October 29, 2013 (Resignation).
- David Miller: Campus Steward 1, 8 hrs, Wilson Elementary School, effective December 31, 2013 (Retirement).
- Karen Nelson: Registrar 2, 8 hrs, Corvallis High School, effective June 30, 2014 (Retirement).
- Denise Purdy: Fiscal Clerk 2, 8 hrs, Crescent Valley High School, effective November 30, 2013 (Retirement).
- Catherine Olson: Administrative Assistant 3, 8 hrs, District Office, effective December 13, 2013 (Resignation).
- Rhiana Orr: Administrative Assistant 2/OA, 8 hrs, Lincoln Elementary School, effective December 20, 2013 (Resignation).
- Judie Ratner: Educational Assistant 2/LRC, 7.5 hrs, Lincoln Elementary School, effective November 30, 2013 (Retirement).
- Ed Strowbridge: Student Behavior Support 3, 8 hrs, Corvallis High School, effective June 13, 2013 (Retirement).
- Janet Walker: Administrative Assistant 2, 8 hrs, Corvallis High School, effective June 30, 2014 (Retirement).
- Tracy Yon: Food Service Assistant, 5.5 hrs, Lincoln and Philomath Elementary Schools, effective November 7, 2013 (Termination).
- Donald Young: Maintenance 1, 8 hrs, Corvallis High School, effective December 31, 2013 (Retirement).

Voluntary Reduction

- Janet English-Young, EA2 at Franklin, will reduce from 4.5 hrs to 3.5 hrs effective 11/18/13.

B. Unaudited Financial Statements – October 31, 2013

C. Board Policies and Administrative Regulations

- Board Policy GBI—Gifts and Solicitations—Revised—First Reading
- Board Policy GCAB—Personal Communication Devices and Social Media—Staff—Revised—First Reading
 - **Held for review:** Chair Sauret raised concerns regarding references to social media. **GCAB was set aside for further revisions.**
- Board Policy GCPB—Resignation of Staff—Revised—First Reading
- Board Policy ING—Animals in District Facilities—Revised—First Reading
- Administrative Regulation ING-AR(1)—Handling of Animals—Revised—For Information
- Administrative Regulation ING-AR(2)—Assistance Animals in District Facilities—New—For Information
- Board Policy JEC—Admissions—Revision—First Reading
- Board Policy JECA—Admission of Resident Students—Revision—First Reading
- Administrative Regulation JFCF-AR—Hazing/Harassment/Intimidation/Bullying/Menacing—Revised—For Information
 - **Held for review:** Director Ball raised concerns about the language of JFCF-AR, including its imbedded complaint policy, which is separate from the complaint policies for other issues. She asked if it would be possible to create one process for all complaints. Dr. Prince noted that the law mandates six or seven different complaint policies; they cannot be put into one process. She added that the District's policy coordinator has aligned timeframes and processes as much as possible, working closely with Oregon School Boards Association staff. Director Ball suggested creating a template that would guide patrons to which complaint process should be used for each type of issue. **JFCF-AR was set aside for further revisions.**

XI. ADJOURNMENT

There being no further business before the Board, Chair Sauret adjourned the meeting at 9:10 p.m.

Tom Sauret, Chair

Dr. Erin Prince, Superintendent

Prepared By: Julie Catala for Myrna Campbell

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Unadopted Minutes



Corvallis

SCHOOL DISTRICT

X.A.2. January 13, 2014

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

I. CALL TO ORDER AND ROLL CALL

The meeting was called to order at 6:33 p.m. in the Board Room of the Central Administration Building, 1555 SW 35th Street, Corvallis, OR 97333. The secretary recorded those present as listed below.

<u>BOARD MEMBERS PRESENT</u> Tom Sauret, Chair Chris Rochester, Vice Chair Vincent Adams Judy Ball Lisa Corrigan Bill Kemper Anne Schuster	<u>EXECUTIVE STAFF PRESENT</u> Dr. Erin Prince, Superintendent Kevin Bogatin, Assistant Superintendent Steve Nielsen, Finance and Operations Director Jennifer Duvall, Human Resources Director <u>STUDENT REPRESENTATIVES PRESENT</u> Bao Truong, CHS Becca Myers, College Hill Ian Black, CVHS
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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. SCHOOL BOARD RECOGNITION

Dr. Prince provided opening comments in praise for the tireless volunteer work done by every school board member. Following Dr. Prince's comments, student and/or staff representatives from every school presented books that had been purchased for their own libraries in honor of the 2013-14 School Board.

IV. COMMITTEE/BOARD MEMBER ITEMS

Board members shared highlights of their recent activities.

V. STUDENT REPRESENTATIVES

Each student provided highlights about his/her school.

VI. SUPERINTENDENT'S REPORT

Dr. Prince offered highlights from the past month, and information regarding current and future initiatives.

VII. PUBLIC TESTIMONY – GENERAL TOPICS

Chair Sauret read aloud the directions regarding public testimony.

Natalie Brandis, CVHS student, asked the Board to reconsider its policy regarding the criteria a student must meet in order to participate in graduation ceremonies. She requested special consideration for students on IEPs or with special circumstances who are continuing to work for their general diplomas. She opined that the current policy punishes students for being different.

Scott Thibert, 1174 NE Thousand Oaks Drive, Corvallis, expressed concern regarding the quality of the District's Internet filters in relation to student use of iPads; he provided a document comparing the effectiveness of the filters at his home vs. that of filters he accessed while standing outside a school, as well as recommendations for next steps. (Filed in Section IV in the Official 2013-14 Board Minutes.) He noted that comments each teacher had made during his kids' school orientations indicated that teachers lacked training on the use of iPads.

Rich Arnold, 3650 NW Witham Hill Drive, Corvallis, said he is a member of the District's Budget Committee and had brought up concerns about iPad implementation from a budgetary perspective. He expressed concern that the cost analysis to support the position that iPads are more cost effective than textbooks or PCs that was supposedly forthcoming, still hasn't been provided. He opined that the costs for the program are understated because they don't take into consideration the supporting personnel needed to sustain the program. He said he is very disappointed that the Board has gone as far as it has without the analysis in place.

Russell Macal, 4743 NW Veronica, Corvallis, said he is seeking information regarding what kind of data is being downloaded from the iPads, how that data is being used, and whether or not there is transparency behind the data. He referred to a Cheldelin Middle School newsletter regarding iPads and wondered aloud whether it is standard protocol to give a student detention if they haven't charged their iPad.

Jasmine Woodside, 2836 SE Goodpark Avenue, Corvallis, read from a prepared statement asking for reconsideration of the use of wireless devices in elementary schools. (Filed in Section IV in the Official 2013-14 Board Minutes.) She expressed concern regarding possible negative health effects associated with the use of iPads, specifically electromagnetic field exposure. She referenced scientific studies regarding adverse health effects from iPads and other wireless devices. She noted the questions for which she is seeking answers from the District.

Carolina Amador, 1790 NW Alta Vista Drive, Corvallis, said she is a pediatrician as well as a parent. She read from a prepared statement expressing concerns about the welfare of children with respect to the use of iPads by the District. (Filed in Section IV in the Official 2013-14 Board Minutes.) She said she has very strong concerns regarding the regular use of iPads by students in grades kindergarten through 5th grade, because the effects on the developing brain aren't yet known. She urged the Board to develop an Educational Technology Advisory Committee to review research and develop policies that address age-appropriate limits on screen time exposure, guidelines for content, security, and media education.

Brooke Kaye, 939 NW 11th Street, Corvallis, said she has two young children who are not yet attending school. She read from a prepared statement regarding a meeting she had organized for parents to express concerns about the District's 1:World program. (Filed in Section IV in the Official 2013-14 Board Minutes.) She noted the lists of concerns and requests/desired outcomes that were generated at the meeting. She asked that the District create easy, well-publicized ways for parents to continue to express concerns and to inform the way the 1:World program proceeds.

Andy Roberts, 1476 SW Birdie Drive, Corvallis, read from a prepared statement regarding his concerns about the District's 1:World program. (Filed in Section IV in the Official 2013-14 Board Minutes.) He urged the Board and District administration to clearly define the goals and performance metrics, to experience the technology firsthand, to focus on the grades being targeted by the program, and to gather stakeholder input early on from community members, parents, administrators, teachers and students.

Rachel Roberts, 1476 SW Birdie Drive, Corvallis, said she is a speech language pathologist whose eldest child will begin kindergarten next year. She read from a prepared statement outlining her concerns regarding the District's 1:World initiative and the use of a singular device, the iPad. (Filed in Section IV in the Official 2013-14 Board Minutes.) She opined that the ethical course of action for the Board to take would be to proceed with caution, paying attention to the questions Board members had asked of District administration that haven't been adequately addressed. She urged the Board to slow down the implementation of the program, to determine whether or not it is the best use of funds, and whether or not it is worth the money, risk and liability.

Craig Allen, 3015 NE Lancaster Street, Corvallis, read from a prepared statement regarding his concerns about the District's use of iPads. (Filed in Section IV in the Official 2013-14 Board Minutes.) He stated that the introduction of iPads or any other electronic device has never been shown to make the type of staggering improvement in graduation rates that he believes Superintendent Prince claimed would happen as a result of the District's use of iPads. He shared concerns and offered suggestions relating to the issue of Internet security for students. He referred to Board discussion at a prior meeting regarding the amount of funds in the District's Rainy Day Fund.

Jeff Limon, 5935 SW Amberwood Avenue, Corvallis, continued reading Mr. Allen's statement (from the point at which he had left off). The topics Mr. Limon conveyed on Mr. Allen's behalf include: positions taken by Director Corrigan on issues such as class sizes and the sale of the

former Fairplay School building; Director Corrigan's Board meeting attendance record; costs, risks and life span of textbooks vs. iPads; radiation exposure from iPads; student discipline relating to failure to keep an iPad charged; the waiver the District received regarding the mandated minimum hours of educational instruction; and, podcasting Board meetings.

Kevin Weitzel, Maxine Circle, Corvallis, continued reading Mr. Allen's statement (from the point at which Mr. Limon had left off). The topics Mr. Weitzel conveyed on Mr. Allen's behalf include: making up three of the weather closure days instead of five; unlawful discrimination perpetrated against one half of the District's kindergarten students through lack of access to all-day kindergarten; and, the sale of the former Fairplay School property.

Dakota Benson, Maxine Circle, Corvallis, continued reading Mr. Allen's statement (from the point at which Mr. Weitzel had left off). The topics Mr. Benson conveyed on Mr. Allen's behalf include appraisal, assessed value, marketing, negotiation, contract provisions, and timeline relating to the sale of the former Fairplay School property.

Al Hutchinson, 8035 NW Ridgewood Drive, Corvallis, said the goal is to make sure that the District provides a quality education for all our children. He said that the District spends \$15,000 per student per year, and questioned what is provided as a result of that spending. He referenced the graduation rate and a prediction that Dr. Prince had made regarding it. He said that 23% of kids in Corvallis attend private school or are home schooled; Board members must carry out their fiduciary responsibility and stop the loss of students from the District. He said his comments regarding the sale of the former Fairplay School property had already been expressed by previous speakers.

Kathi Hutchinson, 8035 NW Ridgewood Drive, Corvallis, said that she had intended to testify about inappropriate handling of the all-day kinder program but after watching the Board's reaction to testimony about iPads, she decided to change her topic and continue conveying Mr. Allen's statement (from the point at which Mr. Benson had left off). The topics Ms. Hutchinson conveyed on Mr. Allen's behalf related to the sale of the former Fairplay School property included: inappropriately engaging the Benton County assessor after the sale; whether or not the District had talked with the County appraiser prior to the sale; whether or not the District engaged in discussion with the County assessor in the last 10 years to get the value of the property lowered; the behavior of those involved being consistent with trying to cover up actions and change public record; and, the former Fairplay School property was exceptionally undervalued and an appraisal should have been obtained.

Curtis Lending, 3606 NW Jameson Drive, Corvallis, expressed dismay that the District discontinued its former math program, opining that the program worked for all students. He said that 56% of Jefferson Elementary School students exceeded expectations, which was the highest rate in the District. He noted concerns about the instruction his daughter is receiving, and overcrowded classrooms and resultant safety risks. He questioned the need for Corvallis to take the OAKS test, adding that because he hasn't received an adequate response to his questions, he plans to circulate a petition at the next Jefferson Parent/Teacher Association meeting to have parents boycott taking the OAKS test.

VIII. STAFF TESTIMONY

Mark Rosegold, CVHS staff member, spoke regarding graduation requirements. He said that in the past, the Board has asked the District's administrative team to go back for further work on this issue but little has been done. He said the bar for graduation has continued to rise at a rapid rate, and he asked the Board to redouble efforts to craft sound policy to address a non-replicable life event.

Chair Sauret called a break from 8:05 p.m.–8:13 p.m.

IX. MUDDY CREEK CHARTER SCHOOL – CHARTER RENEWAL

A. Public Testimony

No one testified.

B. Board Vote

Muddy Creek Charter School (MCCS) representatives Dan Hays, Barb Holt, Erik Swartzendruber and Elisa Fairbanks addressed the Board, along with Kevin Bogatin, Assistant Superintendent for the Corvallis School District.

Mr. Bogatin provided background on the process for renewal of the charter and negotiation of the contract. He referenced the report he had provided to the Board, which included detail to support his recommendation to renew the MCCS contract for five more years, beginning July 1, 2014.

Some of his comments included:

- There have been some issues but the school has worked through them and not repeated them from year to year.
- The school has a solid fiscal standing.
- Charter schools are created to offer an alternative option for kids.
- The school has been rated outstanding when compared with other 509J schools.
- This year MCCS didn't meet the expectations outlined in the contract but it was an anomaly.
- Mr. Hays is working with his board and staff to address those concerns and put together a plan.
- MCCS is working to improve the attendance rate; attendance and performance go hand in hand.
- The District is looking at a lot of the same metrics that were outlined at a recent meeting with the Oregon Department of Education on charter schools/charter school authorizers.

The MCCS representatives entertained questions and comments from Board members.

Vice Chair Rochester's comments included:

- I highly value MCCS and want it to succeed every year.
- It's extremely important to me that MCCS meet the same academic standards for our other schools.
- I am disturbed by the data for this year and would like to know what happened.

Mr. Hays' response included:

- It had to do with several issues.
- IEPs are a major component in the test scores.
- All MCCS students take the OAKS test; even though we could choose to have them not tested if they're on an IEP.
- I am not disturbed by the scores; remember that when you're working with a very small sample, it's easy to have the numbers be drastic.

Director Schuster asked for the percentage of MCCS students on an IEP. Mr. Hays' response included:

- When I first joined MCCS, there were only a few kids on IEPs but the number has increased to 10-12 students.
- We also have more kids coming to us in the later grades; they used to come in K-2nd.
- Last year two kids joined MCCS who had severe issues with attendance; those things affect us and I know that, which is why I'm not disturbed by the data.

Director Schuster asked whether MCCS is seeing more severe student issues and asked if staff is just adapting to them or if they are getting training. Mr. Hays' response included:

- It's a challenge.
- We have a part time counselor this year for the first time.
- We have an autistic student this year.
- We're kicking up the training for teachers regarding special needs students as well as academics.

Director Ball said she has been supportive of MCCS after having heard people speak eloquently about the need for an alternative, but the changes in achievement are troubling. She said that her concern is how the Board can be confident in approving another five year contract under this set of circumstances. Mr. Hays' response included:

- This is a one-year picture, not a multi-year picture.
- As a long-time administrator, I have no concerns about the academic achievement of the students.
- We will provide training and utilize retired teachers as coaches for MCCS teachers.

Mr. Swartzendruber noted that MCCS will also hire a head teacher.

Mr. Bogatin's comments included:

- The contract doesn't call for action if there's one year of academic performance that isn't up to standards; but after two consecutive years, there's a more rigorous component.
- We won't remove this from the contract; if anything, we'll clarify it.

- Given MCCS's past performance, I trust that the changes they're implementing will result in improvement; if they don't, we'll work collaboratively to help them improve.
- There are provisions in the contract for non-renewal of the charter for lack of academic performance.

Dr. Prince said there is such a collaborative relationship with Mr. Hays as the school's leader; he is open and in conversation regarding the success of his students. District staff will be there to help Mr. Hays implement the improvement plan he put in place for next year.

Chair Sauret asked about the number of members on MCCS's board and whether MCCS sees continued strong support from the families that are sending their kids to the school. Mr.

Swartzendruber's responses included:

- This year we were down to three board members, which is way too low.
- We have since gained several members; for the first time, a majority of them aren't MCCS parents; they have a wide range of experience.
- We've taken some board training through Oregon School Boards Association, and board members are taking additional training.
- We've moved from a weak point earlier this year to a place I feel is the best in a long time.
- As far as parent support, it continues to be a very supportive community for us.
- We have a lot of volunteers.

Director Schuster noted that the demographics don't reflect students with behavior issues; she asked if behavior is part of what's happening with scores. Ms. Fairbanks' response included:

- At MCCS there are all sorts of kids and they get incorporated; the staff and students are pretty inclusive.
- I can't speak to how that would affect test scores.

Ms. Holt's response included:

- I retired from 509J a year ago after teaching for 25 years.
- I've known Mr. Hays for a long time.
- I have not worked with a more dedicated, hard working staff; I can't say enough great things about the staff. I'm in heaven.
- We're working very hard with math.
- Yes, there are challenging students, but we love them and work as a team.

Vice Chair Rochester's comments included:

- It's important to not overreact to the results from one year; if we go back 2-3 years, we see something very different.
- We want this school to succeed but we have to pay attention to this.
- We want to work with you and protect our great relationship with you.

Director Ball's comments included:

- When I look at the math results, I'm looking at three years of data.
- Can we do something short-term to provide the kinds of support that you need without going fully into another five year cycle with so much uncertainty?

- Five years on this basis makes me extremely uncomfortable.

Mr. Bogatin's response included:

- I'm not aware of any provision in the law that would allow for that.
- State law allows five to ten years for a charter contract, with a minimum of five years.
- Mr. Hays and I had agreed that five years is reasonable; it seems an appropriate duration at this point.

Ms. Fairbanks asked whether or not the Board feels the clause in the contract is sufficient regarding consequences for not meeting standards for two years. Director Ball's response included:

- Some of the standards are in pre-waiver language, so I don't know what that means.
- The math scores have been pretty bad since the cut scores went up.
- When you compare MCCS with other schools with similar demographics, they're not doing well at all.

Mr. Bogatin's comments included:

- The concerns can be addressed in the contract, rather than through the decision whether or not to renew the charter.
- The board's questions are valid but are the concerns enough to vote to non-renew?

Vice Chair Rochester's comments included:

- I feel the language is sufficient.
- When the new contract is negotiated, I recommend that Director Ball's concerns be taken into account in the language of the contract.

MOTION:

It was moved by Director Schuster and seconded by Director Kemper to renew the Muddy Creek Charter School charter for five years and authorize staff to enter into contract negotiations. The motion was voted on. Director Ball voted against the motion; all other Board members voted in favor of it. The motion carried.

X. SPECIAL REPORTS

A. Boys & Girls Club of Corvallis Teen Center Vision

Boys & Girls Club of Corvallis (BGCC) CEO Helen Higgins and CFO Clay Higgins, and BGCC board members Sara Gelser, Greg Hamann, Kevin Bogatin, and Bill Mercer, addressed the Board. It was noted that board member Karen Misfeldt was also in attendance earlier in the evening but had to leave due to the lateness of the hour.

Several documents were provided to the Board relating to the lease BGCC has with the District and the BGCC Teen Center Project. Presenter comments included:

- We are seeking approval to move the existing lease line, and approval to put a dedicated teen center on the property.

- Also, we have a modular that needs to be removed by September 1, 2014 per City of Corvallis requirements.
- If the modular is not moved, we have to determine what to do with it.
- We feel that the best plan is to move forward, given the need in the community for such a center.
- We understand that the Board won't be able to make a decision tonight.
- We currently have a 99 year lease with the District.
- The City of Corvallis wants to make sure that we've had a conversation with the District and that you will honor the terms of the lease.
- The Teen Center could handle approximately 300-400 students.
- The Center would be recreational gym-type space as well as program space.
- We believe we'll be required to add approximately 17 parking spots; the current plan has those spots identified.
- We would leave the modular in place during construction, so teens have a place to go; then we'll remove it and return it to grassy space. That area is completely fenced in and is our kindergarten and elementary play area.
- The grassy knoll depicted in the Club's plan is currently used by the Club for outdoor recreation space.
- Linus Pauling Middle School (LPMS) Principal Eric Beasley feels this would be workable, even though LPMS uses the space occasionally.
- There is no down side to this project as far as serving high school kids in this community.
- Terry Thomson, Director of the Benton County Juvenile Department, is now on our board; he'll tell you that as our numbers increase, the crime rate drops.
- There are no alternatives for older kids in the community.
- We've seen some great opportunities with partners, including LBCC.
- We'll need the community to raise \$6.5 million for this project.
- We found that there is a demand for this center; we're hoping that you'll help us advocate and fundraise.
- We are not seeking Board funds; we know the financial situation of the District.

Mr. Bogatin agreed to provide the Board with a copy of the full lease agreement.

B. Facilities Assessment Report

Dan Hess and Thea Wayburn of Dull Olson Weekes Architects (DOWA) provided a PowerPoint presentation to the Board. Finance and Operations Director Steve Nielsen and Maintenance Supervisor Kim Patten joined Mr. Hess and Ms. Wayburn in providing additional information and responding to Board member questions. Their responses included:

- This is the first full facilities assessment the District has done since 2000.
- It gets the District kick started in its facilities planning process.
- The term "replacement vs. upgrade considerations" relates to buildings that were identified in the last long range plan; we aren't identifying any specific buildings for replacement vs. upgrade.

- After a building is 25-30 years old, you should be doing some retrofits – mechanical systems, roofs, instructional and technology changes.
- The buildings last, it's the pieces and components that don't last.
- When electrical engineers see the old electrical system panels, they ask if there's a future capacity issue and whether there would be an issue with replacement parts. Example: some of the breakers aren't available anymore; if you're going to update the panels, it makes sense to increase the size because of the increased need for electricity (e.g. charging carts for iPads).
- Technology wasn't part of the scope of the assessment because it's a broader discussion about what the District is doing with technology; it's a bigger conversation about District goals and their implications.
- In terms of quality of your facilities, the Corvallis School District is in better shape than some other districts statewide; you should be proud and applaud yourselves for the work that you're doing to maintain these buildings that are 50-70 years old.
- We are keeping a close eye on discussion by the Legislature about providing some capital funds for maintenance and upgrades.

Director Schuster, who is also a board member of the Oregon School Boards Association (OSBA), said that OSBA is reviewing its priorities for the legislative session; she will submit facilities maintenance and upgrades for consideration.

C. Dual Language Immersion Update

Due to the lateness of the hour, this report was deferred to a future meeting date.

XI. CONSOLIDATED ACTION

MOTION:

It was moved by Director Adams and seconded by Director Corrigan to approve the Consolidated Action items. The motion was voted on and passed unanimously.

A. Licensed Personnel Recommendations

Recommendation to Hire

- Christine Gough: Second Grade Teacher, 0.50 FTE, Mt. View Elementary School, effective January 13, 2014 (Temporary).
- Christopher Gregory: Physical Education Teacher, 0.60 FTE, Linus Pauling Middle School, effective November 25, 2013 (Temporary).
- Shana Haid: Intervention Specialist, 1.0 FTE, Linus Pauling Middle School, effective December 19, 2013 (Temporary).
- Scott Marecek: Fourth Grade Teacher, 1.0 FTE, Lincoln Elementary School, effective January 6, 2014 (Temporary).

Termination/Resignation/Layoff/Retirement

- Linda Dunfield: Music Teacher, 0.50 FTE, Mt. View Elementary School, effective January 14, 2014

(Resignation).

- Leah Rapoza: Intervention Specialist, 0.50 FTE, Lincoln Elementary School, effective January 6, 2014 (Temporary Contract Ended).

Request for leave

- Aileen Shrock: Second Grade Teacher, 0.50 FTE, Mt. View Elementary School; requesting 0.50 FTE leave beginning January 1, 2014 for the remainder of the 2013-14 school year.

B. Resolution No. 14-0101 Reaffirming the Second Year of the LBL ESD 2013-15 Local Service Plan

C. Board Policies.

- Board Policy BBB—Board Elections—Revised—Second Reading
- Board Policy BBFA—Board Member Ethics and Conflicts of Interest—Revised—Second Reading
- Board Policy BBFB—Board Member Ethics and Nepotism—Revised—Second Reading
- Board Policy GBI—Gifts and Solicitations—Revised—Second Reading
- Board Policy GBIA—Staff Awards—Rescinded—For Action
- Board Policy GCPB—Resignation of Staff—Revised—Second Reading
- Board Policy GDPB—Resignation of Classified Staff—Rescinded—For Action
- Board Policy ING—Animals in District Facilities—Revised—Second Reading
- Board Policy JEC—Admissions—Revision—Second Reading
- Board Policy JECA—Admission of Resident Students—Revision—Second Reading

XII. CONSOLIDATED INFORMATION

A. Non-Licensed Personnel Information

Recommendation to Hire:

- Timothy Emery: Maintenance 1, 8 hrs, Corvallis High School, effective December 23, 2013 (Probationary).
- Bernadette Feyerherm: Educational Assistant 2, 1 hr, Franklin School, effective January 6, 2014 (Limited Term).
- Debra Pinard: Fiscal Clerk 2, 8 hrs, Crescent Valley High School, effective December 19, 2013 (Probationary).
- Teresa Walters: Food Service Assistant, 1 hr, Adams Elementary School, effective January 6, 2014 (Probationary).
- Theresa Williams: Administrative Assistant 2, 4 hrs, Corvallis High School, December 17, 2013 (Probationary).

Termination/Resignation/Layoff/Retirement:

- Karen McElligot: Food Service Assistant, 4 hrs, Central Kitchen, effective December 31, 2013 (Resignation).
- Norma Villanueva: Administrative Assistant 1, 4 hrs, Garfield Elementary School, effective December 17, 2013 (Resignation).

B. Division 22 Standards

C. Unaudited Financial Statements – November 30, 2013

D. Comprehensive Annual Financial Report (CAFR) – Fiscal Year Ended June 30, 2013

XIII. EXECUTIVE SESSION – The Board met in Executive Session at 5:30 p.m. under ORS 192.660(2)(d) – To consult with persons designated for labor negotiations.

XIV. ADJOURNMENT

There being no further business before the Board, Chair Sauret adjourned the meeting at 9:38 p.m.

Tom Sauret, Board Chair

Dr. Erin Prince, Superintendent

Prepared By: Julie Catala

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Corvallis
SCHOOL DISTRICT

X.B. Licensed Personnel Recommendations

BOARD MEETING DATE: February 24, 2014

FOR ACTION

SUBJECT: Licensed Personnel Action

1. Issue: Information on licensed-personnel recommendations

a. Recommendation to Hire:

Naomi Bristow: Orchestra Teacher, 0.33 FTE, Crescent Valley High School, effective 1/27/2014 (Temporary).

Patrick Hawke: Applied Technology Teacher, 0.83 FTE, Crescent Valley High School, effective 1/31/14 (Temporary).

Stefni Stephens: Science Teacher, 1.0 FTE, Cheldelin Middle School, effective April 1, 2014 (Temporary).

b. Termination/Resignation/Layoff/Retirement:

Jaime Jones: Second Grade Teacher, 1.0 FTE, Lincoln Elementary School, effective June 30, 2014 (Resignation).

Stefni Stephens: Science Teacher, 1.0 FTE, Cheldelin Middle School, effective March 31, 2014 (Retirement).

ACTION REQUESTED: Approve recommendations.

CONTACT PERSON: Jennifer Duvall



Corvallis

SCHOOL DISTRICT

XI. CONSOLIDATED INFORMATION

XI.A. Non-Licensed Personnel Information

BOARD MEETING DATE: February 24, 2014

FOR INFORMATION ONLY

SUBJECT: Non-licensed Personnel Information

1. Issue: Information on non-licensed-personnel

a. Recommendation to Hire:

Maria Cubas: Administrative Assistant 1, 4 hrs, Garfield Elementary School, effective February 5, 2014 (Limited Term).

Terry Deen: Educational Assistant 2, 4 hrs, Harding Center, effective February 11, 2014 (Limited Term).

Sean Dooley: Educational Assistant 2, 4.25 hrs, Cheldelin Middle School, effective February 17, 2014 (Limited Term).

Rachel Ebert: Food Service Assistant, 4 hrs, Central Kitchen, effective February 14, 2014 (Probationary).

Ingrid Garcia: Educational Assistant 2, 7 hrs, Corvallis High School, effective January 8, 2014 (Limited Term).

Jamie Habben: Food Service Assistant, 4 hrs, Cheldelin Middle School, effective January 29, 2014 (Probationary).

Janice McVeety: Educational Assistant 2/Lifeskills for 4 hrs and Educational Assistant 2/LRC for 1 hr, Linus Pauling Middle School, effective February 4, 2014 (Limited Term).

Robert Parrott: Educational Assistant 2/Lifeskills, 7 hrs, Linus Pauling Middle School, effective February 3, 2014 (Probationary).

Jennifer Smith: Administrative Assistant 2, 4 hrs, Harding Center, effective February 5, 2014 (Limited Term).

Brianna Tilleman: Food Service Assistant, 4 hrs, Central Kitchen, effective February 10, 2014 (Probationary).

b. Termination/Resignation/Layoff/Retirement:

Wanda Arp: Administrative Assistant 2/OA, 8 hrs, Garfield Elementary School, effective April 30, 2014 (Retirement).

Cheryl Faller: Administrative Assistant 3/OA, 8 hrs, Corvallis High School, effective

January 24, 2014 (Resignation).

Janice McVeety: Educational Assistant 2, 6.5 hrs, Franklin School, effective December 30, 2014 (Resignation).

Kirk Myrold: Student Behavior Support 2, 7.5 hrs, Corvallis High School, effective December 31, 2013 (Resignation).

Sandra Nash: Administrative Assistant 2, 8 hrs, Crescent Valley High School, effective June 27, 2014 (Retirement).

Linda Steeprow: Kitchen Manager, 2 hrs, Cheldelin Middle School, effective January 30, 2014 (Retirement).

CONTACT PERSON: Jennifer Duvall



Corvallis

SCHOOL DISTRICT

XI.B. Unaudited Financial Statements - December 31, 2013 and January 31,
2014

FOR INFORMATION

BOARD MEETING DATE: February 24, 2014

SUBJECT: December 31, 2013 and January 31, 2014 Financial Statements (Unaudited)

The General Fund is reported on a monthly basis and other funds on a quarterly or semi-annual basis. As December is the end of the second 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, Debt Service, PERS Debt Service and Grants. In addition, timing allowed for inclusion of the January 2014 General Fund report as well. General Fund highlights are included below while other fund highlights are reported on the individual fund statement.

Current Highlights

Revenues:

The 2013-14 January 2014 year-to-date revenues total \$41.1 million or 77.7 percent of total revenue budgeted as compared to 2012-13 of \$38.2 million or 77.1 percent, an increase of \$2.9 million.

The first payment of the Common School Fund revenue in the amount of \$0.5 million received by this time last year, had still not been released as of the report date.

See previously reported highlights for additional information regarding the increased revenues.

Expenditures:

The 2013-14 January year-to-date expenditures total \$28.0 million or 51.6% of budget as compared to 2012-13 of \$26.9 million or 52.0 percent, an increase of \$1.1 million.

The Instructional Services category reflects the 2013-14 addition of tuition for two out of state special education placements to meet student needs with a year-to-date expenditure of \$99,000. The Supporting Services category reflects increased costs for utilities, transportation and facility and maintenance repairs of approximately \$287,000 as compared to this time last year. Seasonality, weather, contract increases and needed maintenance have impacted the timing of these costs. Budgets and opportunities to fund repairs elsewhere are under review.

Previously Reported Highlights

The November 2013 report showed property and local option tax revenues down \$2.4 million as compared to the prior year. Staff had estimated the withholding of \$1.8 million in November due to the Hewlett Packard (HP) and Comcast refunds and tax deferrals. As local tax revenues are a factor in the state school formula, the District will see an offset in state revenues received.

Staff analyzed the variance in expected versus actual tax collections and queried Benton County for further details. It was discovered that the County had withheld the HP reduction twice from November turnovers in error. Benton County corrected this error by issuing a turnover on December 23, 2013, in the amount of \$1.7 million for the General Fund portion and \$0.5 million for the Debt Service portion. Factoring in this adjustment, November year-to-date collections for 2013-14 were \$0.7 million less than the prior year. This latest report reflects the corrected tax receipts from Benton County.

With the influx of property tax receipts in November that is used over the course of the fiscal year to fund operations, the District's investment opportunities within policy guidelines were examined. The Local Government Investment Pool (LGIP) rate of return as of January 2014 is 0.54% as compared to a three-month U.S. Treasury Bill bond equivalent yield of 0.02%. Staff evaluated rates for maturities over the course of the fiscal year and determined that the LGIP provided the best rate and liquidity at this time. The District's balance of funds in LGIP remains below the maximum allowed by the State Treasurer's Office and therefore we are not required to invest funds outside of the LGIP.

January year-to-date state revenues for general support for 2013-14 are \$17.6 million as compared to \$13.5 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 2013-14 State School Fund budget accordingly and the revenue is on track with budgeted expectations at 71.4 percent as of the end of January.

The District received the county assessors' Notification of Property Taxes Imposed for 2013-14. 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 January are higher than the prior year by \$1.1 million. In addition to current highlights mentioned, contracted salary increases as well as several key program changes are reflected in the year-to-date increase. In the Instructional category, 1:World supplies and materials purchases of approximately \$383,000 were made through January 2014 along with \$309,000 from the Facilities Grant. Software and license purchases for the STARS reading and math program cost \$112,000. In 2013-14, the Supporting Services category does not include a funding transfer 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 December 2013 and January 2014 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 December 31, 2012 and 2013; January 31, 2013 and 2014**
- 2. Schedule of Investments as of December 31, 2013, and January 31, 2014**
- 3. Schedule of Cash Disbursements greater than or equal to \$1,000 for the period of December 2013 and January 2014**

Corvallis School District 509J
Statement of Revenues and Expenditures
Fiscal Year to Date as of December 31, 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	\$ 20,054,879	87.0%	\$ 22,950,000	\$ 19,651,434	85.6%
Local Option Taxes	4,541,500	3,606,140	79.4%	3,890,200	3,232,434	83.1%
Earnings on Investments	100,000	44,363	44.4%	100,000	48,194	48.2%
Other	316,000	177,706	56.2%	394,000	157,413	40.0%
Intermediate Sources	230,000	-	0.0%	260,000	848	0.3%
State Sources						
General Support	20,560,265	11,818,901	57.5%	24,719,368	15,437,535	62.5%
Common School Fund	603,120	-	0.0%	494,332	-	0.0%
Other	100,000	-	0.0%	83,000	-	0.0%
Federal Sources	8,000	-	0.0%	9,000	8,971	99.7%
Total Revenue	<u>\$ 49,514,185</u>	<u>\$ 35,701,989</u>	72.1%	<u>\$ 52,899,900</u>	<u>\$ 38,536,829</u>	72.8%
Expenditures:						
Instruction	\$ 30,924,859	\$ 12,707,660	41.1%	\$ 32,646,155	\$ 13,023,782	39.9%
Supporting Services	20,718,041	9,496,395	45.8%	21,488,032	9,824,969	45.7%
Community Services	124,300	48,225	38.8%	127,370	48,848	38.4%
Facilities Improvements	1	-	0.0%	1	-	0.0%
Transfers to Other Funds	2	-	0.0%	2	-	0.0%
Total Expenditures	<u>\$ 51,767,203</u>	<u>\$ 22,252,280</u>	43.0%	<u>\$ 54,261,560</u>	<u>\$ 22,897,599</u>	42.2%
Excess of Revenues over Expenditures	\$ (2,253,018)	\$ 13,449,709		\$ (1,361,660)	\$ 15,639,230	
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, December 31	<u>\$ -</u>	<u>\$ 21,699,620</u>		<u>\$ -</u>	<u>\$ 22,269,186</u>	

Corvallis School District 509J
Statement of Revenues and Expenditures
Fiscal Year to Date as of December 31, 2012 and 2013 Respectively (Unaudited)

Food Service Fund

	FY 2012-13			FY 2013-14		
	Budget	Actual		Budget	Actual	
Revenues:						
Local Sources	\$ 1,075,200	\$ 437,803	40.7%	\$ 1,075,200	\$ 445,658	41.4%
State Sources	17,000	-	0.0%	18,000	1,828	10.2%
Federal Sources (incl. commodities)	1,682,180	251,882	15.0%	1,689,723	457,745	27.1%
Interest on Investments	9,999	1,920	19.2%	9,999	1,482	14.8%
Interfund Transfer	1	-	0.0%	1	-	0.0%
Total Revenue	<u>\$ 2,784,380</u>	<u>\$ 691,605</u>	24.8%	<u>\$ 2,792,923</u>	<u>\$ 906,713</u>	32.5%
Expenditures:						
Salaries & Benefits	\$ 1,652,579	\$ 705,537	42.7%	\$ 1,740,942	\$ 784,241	45.0%
Food	970,500	416,461	42.9%	840,680	402,662	47.9%
Supplies & Services	206,301	85,814	41.6%	256,301	106,728	41.6%
Capital Outlay	5,000	-	0.0%	55,000	-	0.0%
Total Expenditures	<u>\$ 2,834,380</u>	<u>\$ 1,207,812</u>	42.6%	<u>\$ 2,892,923</u>	<u>\$ 1,293,631</u>	44.7%
Excess of Revenues over Expenditures	\$ (50,000)	\$ (516,207)		\$ (100,000)	\$ (386,918)	
Beginning Fund Balance	<u>645,000</u>	<u>866,668</u>	134.4%	<u>645,000</u>	<u>680,003</u>	105.4%
Budgeted Contingency	<u>595,000</u>	<u>-</u>		<u>545,000</u>	<u>-</u>	
Fund Balance, December 31	<u>\$ -</u>	<u>\$ 350,461</u>		<u>\$ -</u>	<u>\$ 293,085</u>	

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 breakfast and lunch programs to increase participation and revenues received from the programs.

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

The \$205,863 increase in federal sourced revenue is a result of the District receiving deposits from the Oregon Department of Education electronically. This method has significantly reduced the time between billing and the receipt of funds. This timing difference is the reason for the large margin between this year and last year.

Corvallis School District 509J
Statement of Revenues and Expenditures
Fiscal Year to Date as of December 31, 2012 and 2013 Respectively (Unaudited)

District Donation Fund

	FY 2012-13			FY 2013-14		
	Budget	Actual		Budget	Actual	
Revenues:						
Contributions from Foundation	\$ 600,000	\$ 180,000	30.0%	\$ 600,000	\$ 250,000	41.7%
Total Revenue	<u>\$ 600,000</u>	<u>\$ 180,000</u>	30.0%	<u>\$ 600,000</u>	<u>\$ 250,000</u>	41.7%
Expenditures:						
Instruction	\$ 425,000	\$ 108,592	25.6%	\$ 407,999	\$ 131,633	32.3%
Support Services	75,000	5,654	7.5%	75,000	24,818	33.1%
Community Services	99,999	41,535	41.5%	117,000	48,769	41.7%
Facility Playground Improvements	<u>1</u>	<u>-</u>	0.0%	<u>1</u>	<u>-</u>	0.0%
Total Expenditures	<u>\$ 600,000</u>	<u>\$ 155,781</u>	26.0%	<u>\$ 600,000</u>	<u>\$ 205,220</u>	34.2%
Excess of Revenues over Expenditures	\$ -	\$ 24,219		\$ -	\$ 44,780	
Beginning Fund Balance	<u>-</u>	<u>-</u>		<u>-</u>	<u>-</u>	
Fund Balance, December 31	<u>\$ -</u>	<u>\$ 24,219</u>		<u>\$ -</u>	<u>\$ 44,780</u>	

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 December 31, 2012 and 2013 Respectively (Unaudited)

Designated Facilities Fund

	FY 2012-13			FY 2013-14		
	Budget	Actual		Budget	Actual	
Revenues:						
Construction Excise Tax	\$ 125,000	\$ 138,381	110.7%	\$ 225,000	\$ 53,081	23.6%
SB 1149	108,000	41,009	-	108,000	42,841	39.7%
Proceeds From Sale of Land	400,000	-	-	400,000	450,000	112.5%
Interest on Investments	13,000	1,796	13.8%	13,000	2,046	15.7%
Total Revenue	<u>\$ 646,000</u>	<u>\$ 181,186</u>	28.0%	<u>\$ 746,000</u>	<u>\$ 547,968</u>	73.5%
Expenditures:						
Support Services	\$ 546,000	\$ 36,119	6.6%	\$ 846,000	\$ 190,092	22.5%
Facility Acquisition & Construction:	698,500	-	47.5%	623,500	-	0.0%
Cheldelin Boiler	<u>175,000</u>	<u>332,071</u>		<u>50,000</u>	<u>-</u>	0.0%
Total Expenditures	<u>\$ 1,419,500</u>	<u>\$ 368,190</u>	25.9%	<u>\$ 1,519,500</u>	<u>\$ 190,092</u>	12.5%
Excess of Revenues over Expenditures	\$ (773,500)	\$ (187,004)		\$ (773,500)	\$ 357,876	
Beginning Fund Balance	773,500	773,470	100.0%	773,500	559,108	72.3%
Budgeted Contingency	-	-		-	-	
Fund Balance, December 31	<u>\$ -</u>	<u>\$ 586,466</u>		<u>\$ -</u>	<u>\$ 916,984</u>	

Notes:

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

The sale of Fairplay School was completed in August 2013.

The Construction Excise Tax revenue is down \$85,300. The City of Corvallis had a significant increase in construction activity during the second half of 2012. Construction Excise Tax revenues this year are in line with receipts received in 2011 and 2010.

Corvallis School District 509J
Statement of Revenues and Expenditures
Fiscal Year to Date as of December 31, 2012 and 2013 Respectively (Unaudited)

Student Body Fund

	FY 2012-13			FY 2013-14		
	Budget	Actual		Budget	Actual	
Revenues:						
Local Revenues	\$ 1,050,000	\$ 554,614	52.8%	\$ 1,050,000	\$ 493,038	47.0%
Total Revenue	<u>\$ 1,050,000</u>	<u>\$ 554,614</u>	52.8%	<u>\$ 1,050,000</u>	<u>\$ 493,038</u>	47.0%
Expenditures:						
Instructional Services	\$ 1,220,000	\$ 332,593	27.3%	\$ 1,220,000	\$ 331,597	27.2%
Support Services	80,000	26,102	32.6%	80,000	24,572	30.7%
Total Expenditures	<u>\$ 1,300,000</u>	<u>\$ 358,695</u>	27.6%	<u>\$ 1,300,000</u>	<u>\$ 356,169</u>	27.4%
Excess of Revenues over Expenditures	\$ (250,000)	\$ 195,919		\$ (250,000)	\$ 136,869	
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, December 31	<u>\$ -</u>	<u>\$ 692,100</u>		<u>\$ -</u>	<u>\$ 712,535</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 December 31, 2012 and 2013 Respectively (Unaudited)

Designated Revenue Fund

	FY 2012-13			FY 2013-14		
	Budget	Actual		Budget	Actual	
Revenues:						
Local Sources	\$ 1,000,000	\$ 410,284	41.0%	\$ 1,000,000	\$ 438,350	43.8%
Total Revenue	\$ 1,000,000	\$ 410,284	41.0%	\$ 1,000,000	\$ 438,350	43.8%
Expenditures:						
Instruction	\$ 1,000,000	\$ 293,385	29.3%	\$ 1,001,633	\$ 270,186	27.0%
Support Services	360,000	97,527	27.1%	381,650	129,588	34.0%
Community Services	114,999	52,803	45.9%	91,716	15,518	16.9%
Facility Acquisition & Construction	1	-	0.0%	1	-	0.0%
Total Expenditures	\$ 1,475,000	\$ 443,715	30.1%	\$ 1,475,000	\$ 415,292	28.2%
Excess of Revenues over Expenditures	\$ (475,000)	\$ (33,431)		\$ (475,000)	\$ 23,058	
Beginning Fund Balance	\$ 475,000	\$ 752,944	158.5%	475,000	777,496	163.7%
Fund Balance, December 31	\$ -	\$ 719,513		\$ -	\$ 800,554	

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 December 31, 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	4,506	45.1%	10,000	2,629	26.3%
Total Revenue	<u>\$ 550,650</u>	<u>\$ 545,156</u>	99.0%	<u>\$ 10,000</u>	<u>\$ 2,629</u>	26.3%
Expenditures:						
Retiree Stipends	765,665	299,169	39.1%	1,007,850	384,896	38.2%
Total Expenditures	<u>\$ 765,665</u>	<u>\$ 299,169</u>	39.1%	<u>\$ 1,007,850</u>	<u>\$ 384,896</u>	38.2%
Excess of Revenues over Expenditures	\$ (215,015)	\$ 245,987		\$ (997,850)	\$ (382,267)	
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	<u>634,985</u>	<u>-</u>		<u>-</u>	<u>-</u>	
Fund Balance, December 31	<u>\$ -</u>	<u>\$ 1,743,690</u>		<u>\$ -</u>	<u>\$ 1,085,941</u>	

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 December 31, 2012 and 2013 Respectively (Unaudited)

Grant Funds

	FY 2012-13			FY 2013-14		
	Budget	Actual		Budget	Actual	
Revenues:						
Local Revenues	\$ 50,000	\$ 6,196	12.4%	\$ 50,000	\$ 201	0.4%
Intermediate revenues	100,000	45,207	45.2%	100,000	10,818	10.8%
State Revenues	100,000	-	0.0%	100,000	179,085	179.1%
Federal Revenues	2,750,000	627,121	22.8%	2,750,000	1,222,473	44.5%
Total Revenue	<u>\$ 3,000,000</u>	<u>\$ 678,524</u>	22.6%	<u>\$ 3,000,000</u>	<u>\$ 1,412,577</u>	47.1%
Expenditures:						
Instruction	\$ 2,925,000	\$ 404,307	13.8%	\$ 2,607,800	\$ 1,371,075	52.6%
Support Services	2,012,999	353,924	17.6%	2,048,300	460,107	22.5%
Community Services	62,000	32,454	52.3%	143,899	64,544	44.9%
Facility Acquisition & Construction	1	-	0.0%	1	-	0.0%
Total Expenditures	<u>\$ 5,000,000</u>	<u>\$ 790,685</u>	15.8%	<u>\$ 4,800,000</u>	<u>\$ 1,895,726</u>	39.5%
Excess of Revenues over Expenditures	\$ (2,000,000)	\$ (112,161)		\$ (1,800,000)	\$ (483,149)	
Beginning Fund Balance	2,000,000	1,951,404	-	1,800,000	1,592,249	-
Budgeted Contingency	-	-		-	-	
Fund Balance, December 31	<u>\$ -</u>	<u>\$ 1,839,243</u>		<u>\$ -</u>	<u>\$ 1,109,100</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.

Grant revenues are recognized after there have been grant expenditures. This is why the increase in revenue and expenses are comparable. State grant revenue is up because of the receipt of new grants. New grants include State Mentoring (\$28,560); Farm to School (\$9,291); and the School District Collaboration (\$139,195).

Federal grant revenues are also up substantially. The reason for this is twofold. First, the new 21st Century has recognized \$123,722 in new revenue. Second, IDEA Part B grants have recognized \$413,941 in revenue this year and did not recognize any during the first six months of last year.

Corvallis School District 509J
Statement of Revenues and Expenditures
Fiscal Year to Date as of December 31, 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	\$ 5,005,868	40.6%	\$ 12,327,850	\$ 4,914,406	39.9%
Other Revenues	<u>7,000</u>	<u>9,258</u>	132.3%	<u>7,000</u>	<u>3,482</u>	49.7%
Total Revenue	<u>\$ 12,334,850</u>	<u>\$ 5,015,126</u>	40.7%	<u>\$ 12,334,850</u>	<u>\$ 4,917,888</u>	39.9%
Expenditures:						
Insurance Activities	\$ 294,689	\$ 150,043	50.9%	\$ 301,710	\$ 174,374	57.8%
Facilities:	3,800,000	-	91.8%	500,000	-	2.0%
CVHS Roof	-	3,487,630		-	10,069	
Insurance Premiums	<u>14,364,011</u>	<u>3,943,013</u>	27.5%	<u>14,359,125</u>	<u>4,269,169</u>	29.7%
Total Expenditures	<u>\$ 18,458,700</u>	<u>\$ 7,580,686</u>	41.1%	<u>\$ 15,160,835</u>	<u>\$ 4,453,612</u>	29.4%
Excess of Revenues over Expenditures	\$ (6,123,850)	\$ (2,565,560)		\$ (2,825,985)	\$ 464,276	
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, December 31	<u>\$ -</u>	<u>\$ 4,343,043</u>		<u>\$ -</u>	<u>\$ 4,878,689</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
Statement of Revenues and Expenditures
Fiscal Year to Date as of December 31, 2012 and 2013 Respectively (Unaudited)

Debt Service Fund

	FY 2012-13			FY 2013-14		
	Budget	Actual		Budget	Actual	
Revenues:						
Local Sources	\$ 8,447,213	\$ 7,471,915	88.5%	\$ 8,621,000	\$ 7,355,789	85.3%
Interest on Investments	5,999	4,515	75.3%	15,999	4,726	29.5%
Interfund Transfers	<u>1</u>	<u>-</u>	0.0%	<u>1</u>	<u>-</u>	0.0%
Total Revenue	<u>\$ 8,453,213</u>	<u>\$ 7,476,430</u>	88.4%	<u>\$ 8,637,000</u>	<u>\$ 7,360,515</u>	85.2%
Expenditures:						
Debt Service						
Principal	\$ 6,030,000	\$ -	0.0%	\$ 6,445,000	\$ -	0.0%
Interest	<u>2,623,213</u>	<u>1,311,606</u>	50.0%	<u>2,392,000</u>	<u>1,196,000</u>	50.0%
Total Expenditures	<u>\$ 8,653,213</u>	<u>\$ 1,311,606</u>	15.2%	<u>\$ 8,837,000</u>	<u>\$ 1,196,000</u>	13.5%
Excess of Revenues over Expenditures	\$ (200,000)	\$ 6,164,824		\$ (200,000)	\$ 6,164,515	
Beginning Fund Balance	<u>200,000</u>	<u>602,429</u>	301.2%	<u>200,000</u>	<u>344,907</u>	172.5%
Fund Balance, December 31	<u>\$ -</u>	<u>\$ 6,767,253</u>		<u>\$ -</u>	<u>\$ 6,509,422</u>	

Notes:

Voter-approved general obligation bonds are repaid with property taxes outside the constitutional-property-tax limitations. These taxes are restricted to payment of debt service and may not be used for any other purpose.

Debt service payments are made according to a set payment schedule. Principal payments are made annually in June and interest payments are made semi-annually in December and June. As budgets are developed each year a conservative beginning fund balance is estimated to ensure enough funds are on hand to meet debt service requirements.

As part of the budget process each year, a calculation is done to determine the amount to levy for property tax collections. Factors in the calculation include scheduled debt service, estimated interest earnings and an projected amount of taxes expected to not be collected that year. June 30, 2013 actual uncollected taxes as a percentage of the levy was 6.5%.

To prevent agencies from significantly over levying taxes, the State requires agencies demonstrate at least once each year that the Debt Service fund cash balance must reach a minimum balance of 1/12th of scheduled debt due. The District complied with this requirement in FY2013-14.

Corvallis School District 509J
Statement of Revenues and Expenditures
Fiscal Year to Date as of December 31, 2012 and 2013 Respectively (Unaudited)

PERS Debt Service Fund

	FY 2012-13			FY 2013-14		
	Budget	Actual		Budget	Actual	
Revenues:						
Charges to Other Funds	\$ 2,004,200	\$ 822,682	41.0%	\$ 1,910,000	\$ 855,465	44.8%
Interest on Investments	15,000	6,708	44.7%	15,000	6,179	41.2%
Total Revenue	<u>\$ 2,019,200</u>	<u>\$ 829,390</u>	41.1%	<u>\$ 1,925,000</u>	<u>\$ 861,644</u>	44.8%
Expenditures:						
Debt Service						
Principal	\$ 744,663	\$ -	0.0%	\$ 685,878	\$ -	0.0%
Interest	1,259,574	472,118	37.5%	1,319,849	465,363	35.3%
Total Expenditures	<u>\$ 2,004,237</u>	<u>\$ 472,118</u>	23.6%	<u>\$ 2,005,727</u>	<u>\$ 465,363</u>	23.2%
Excess of Revenues over Expenditures	\$ 14,963	\$ 357,272		\$ (80,727)	\$ 396,281	
Beginning Fund Balance	<u>2,290,000</u>	<u>2,347,142</u>	102.5%	<u>2,400,000</u>	<u>2,326,927</u>	97.0%
Fund Balance, December 31	<u>\$ 2,304,963</u>	<u>\$ 2,704,414</u>		<u>2,319,273.00</u>	<u>\$ 2,723,208</u>	

Notes:

The District issued refinancing bonds for its PERS unfunded actuarial liability. Bonds were sold October 9, 2002 at a true interest cost of 5.897%. Additional bonds were sold on June 7, 2005 at a true interest cost of 4.44%.

Instead of having PERS carry the unfunded liability at an 8% interest rate, the District entered into a pool that issued taxable bonds and turned the proceeds over to PERS. This financing strategy aids in keeping rates lower than would have been issued by PERS.

The debt service repayment schedule for the 2002 bonds, adopted by the consortium of districts, unrealistically assumed 4% growth in personnel costs each year and has the annual debt service steadily increasing. Accordingly, the District is setting aside additional funds each year to pay future debt service costs and smooth the contribution rates on an ongoing basis.

Debt service payments are made according to a set payment schedule. Principal payments are made annually in June and interest payments are made semi-annually in December and June.

Corvallis School District 509J
Statement of Revenues and Expenditures
Fiscal Year to Date as of January 31, 2013 and 2014 Respectively (Unaudited)

General Fund

	FY 2012-13			FY 2013-14		
	Budget	Actual		Budget	Actual	
Revenues:						
Local Sources						
Property Taxes	\$ 23,055,300	\$ 20,298,043	88.0%	\$ 22,950,000	\$ 19,860,484	86.5%
Local Option Taxes	4,541,500	3,651,093	80.4%	3,890,200	3,266,929	84.0%
Earnings on Investments	100,000	58,768	58.8%	100,000	60,190	60.2%
Other	316,000	190,163	60.2%	394,000	176,965	44.9%
Intermediate Sources	230,000	-	0.0%	260,000	92,516	35.6%
State Sources						
General Support	20,560,265	13,527,927	65.8%	24,719,368	17,646,200	71.4%
Common School Fund	603,120	453,393	75.2%	494,332	-	0.0%
Other	100,000	-	0.0%	83,000	-	0.0%
Federal Sources	8,000	-	0.0%	9,000	8,971	99.7%
Total Revenue	<u>\$ 49,514,185</u>	<u>\$ 38,179,387</u>	77.1%	<u>\$ 52,899,900</u>	<u>\$ 41,112,255</u>	77.7%
Expenditures:						
Instruction	\$ 30,924,859	\$ 15,644,830	50.6%	\$ 32,646,155	\$ 16,199,880	49.6%
Supporting Services	20,718,041	11,223,651	54.2%	21,488,032	11,759,629	54.7%
Community Services	124,300	55,829	44.9%	127,370	56,467	44.3%
Facilities Improvements	1	-	0.0%	1	-	0.0%
Transfers to Other Funds	2	-	0.0%	2	-	0.0%
Total Expenditures	<u>\$ 51,767,203</u>	<u>\$ 26,924,310</u>	52.0%	<u>\$ 54,261,560</u>	<u>\$ 28,015,976</u>	51.6%
Excess of Revenues over Expenditures	\$ (2,253,018)	\$ 11,255,077		\$ (1,361,660)	\$ 13,096,279	
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, December 31	<u>\$ -</u>	<u>\$ 19,504,988</u>		<u>\$ -</u>	<u>\$ 19,726,235</u>	

Corvallis School District 509J
Schedule of Investments
December 31, 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%		\$ 40,170,555
Debt Service Account				0.54%		283
Subtotal LGIP ¹						<u>\$ 40,170,838</u>
<u>Local Government Investment Pool - Pension Bond Debt Service:</u>						
Pension Bond Debt Service Account: ⁴				0.54%		<u>\$ 809,420</u>
<u>Total Investments</u>						<u>\$ 40,980,258</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 12/31/13:

3-Month U. S. T-Bill bond equivalent yield:	0.07%
3-Mo. Jumbo CDs	0.04%

Corvallis School District 509J
Schedule of Investments
January 31, 2014

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%		\$ 39,271,742
Debt Service Account				0.54%		30
Subtotal LGIP ¹						<u>\$ 39,271,772</u>
<u>Local Government Investment Pool - Pension Bond Debt Service:</u>						
Pension Bond Debt Service Account: ⁴				0.54%		<u>\$ 993,176</u>
<u>Total Investments</u>						<u>\$ 40,264,948</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 1/31/14:

3-Month U. S. T-Bill bond equivalent yield:	0.02%
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 December 1, 2013 - December 31, 2013

<u>Fund, Object, Vendor</u>	<u>Amount</u>	<u>Fund, Object, Vendor</u>	<u>Amount</u>
100 - General Fund	\$ 485,146.12	100 - General Fund Continued	
Computer Software	\$ 5,803.66	Water and Sewage	\$ 15,616.15
RENAISSANCE LEARNING, INC	\$ 1,141.66	CITY OF CORVALLIS	\$ 15,616.15
ZOHO CORPORATION	\$ 4,662.00	Electricity	\$ 56,773.53
Consumable Supplies and Materials	\$ 28,678.23	PACIFIC POWER AND LIGHT	\$ 44,521.71
COASTWIDE LABORATORIES	\$ 4,916.81	CONSUMERS POWER INC	\$ 12,251.82
HOME DEPOT CREDIT SERVICES	\$ 2,031.60	Non-reimbursable Student Transportation	\$ 6,833.33
PLATT ELECTRIC SUPPLY CO	\$ 3,231.00	CITY OF CORVALLIS_	\$ 6,833.33
OETC	\$ 1,999.00	Instructional, Professional and Technical S	\$ 54,955.30
HENDERSONS OFFICE SYSTEMS	\$ 1,589.00	GATEWAY ACADEMY, LLC	\$ 10,850.00
OFFICE MAX	\$ 4,612.63	LINN BENTON COMMUNITY COLLEGE	\$ 44,105.30
WELLS FARGO REMITTANCE CENTER	\$ 1,475.46	Copier Charges	\$ 9,757.67
SHIRT CIRCUIT	\$ 1,499.24	OREGON STATE UNIVERSITY PRINTING	\$ 9,757.67
SCHOOL SPECIALTY	\$ 1,500.04	Other Communication Services	\$ 2,685.00
JW PEPPER & SON INC	\$ 1,825.81	CENTURYLINK.	\$ 2,685.00
CCI	\$ 1,678.64	Payroll Deductions & Withholdings	\$ 1,006.00
PINKHAM SPECIALTY CO	\$ 2,319.00	OSU FEDERAL CREDIT UNION - CORVALLIS	\$ 1,006.00
Other Non-instructional Professional and T	\$ 21,020.85		
MAXIM HEALTHCARE SERVICES	\$ 21,020.85	296 - Grants Fund	\$ 33,972.79
Printing and Binding	\$ 2,596.25	Consumable Supplies and Materials	\$ 8,260.44
HENDERSONS OFFICE SYSTEMS	\$ 2,596.25	OETC	\$ 5,815.00
Reimbursable Student Transportation	\$ 225,484.93	WELLS FARGO REMITTANCE CENTER	\$ 2,445.44
GO GET'EM TAXI AND TRANSPORT LLC	\$ 7,135.00	Other Non-instructional Professional and T	\$ 18,335.39
FIRST STUDENT INC	\$ 217,174.73	BOYS & GIRLS CLUB OF CORVALLIS	\$ 18,335.39
MINDY DYE	\$ 1,175.20	Travel, Out of District	\$ 2,523.87
Repairs and Maintenance Services	\$ 5,265.00	WELLS FARGO REMITTANCE CENTER	\$ 1,149.87
BOILER & COMBUSTION SERVICE INC	\$ 1,987.00	STAFF DEVELOPMENT RESOURCES	\$ 1,374.00
MCQUAY FACTORY SERVICE	\$ 3,278.00	Instructional, Professional and Technical S	\$ 4,853.09
Travel, Out of District	\$ 2,029.28	JORIE ELLIS	\$ 2,634.40
SCHOOLDUDE.COM	\$ 2,029.28	KELLOGG, MELEA	\$ 2,218.69
Telephone	\$ 4,541.18		
AT&T MOBILITY-ACCT#837370420 (TECH)	\$ 1,548.22	297 - Student Body Funds	\$ 48,184.98
CENTURYLINK.	\$ 2,992.96	Consumable Supplies and Materials	\$ 24,571.54
Garbage	\$ 8,924.32	FRED MEYER CUSTOMER CHARGES	\$ 1,214.89
REPUBLIC SERVICES	\$ 8,924.32	LES & BOBS SPORTS AND APPAREL	\$ 1,038.90
Fuel	\$ 33,175.44	SEW ON	\$ 5,376.75
BENTON COUNTY PUBLIC WORKS	\$ 1,980.98	ELDRED, HELEN	\$ 1,000.00
NW NATURAL	\$ 28,862.29	FISHER SCIENTIFIC	\$ 1,944.80
CARSON OIL COMPANY	\$ 2,332.17	HOLIDAY TREE FARM, INC	\$ 5,124.09

<u>Fund, Object, Vendor</u>	<u>Amount</u>
297 - Student Body Funds Continued	
Consumable Supplies and Materials Continued	
JACQUELINE RAMOS	\$ 1,000.00
LIFETOUCH NATIONAL SCHOOL STUDIOS	\$ 6,816.11
PEACOCKS SPORTSWEAR INC	\$ 1,056.00
Other Non-instructional Professional and T	\$ 14,551.00
EVERYTHING CHEER	\$ 1,670.00
MID-VALLEY BASKETBALL OFFICIALS	\$ 12,881.00
Travel, Student Out of District	\$ 4,475.99
WELLS FARGO REMITTANCE CENTER	\$ 1,695.00
EXPERIENCE OREGON CHARTER SERVICE	\$ 1,744.99
Sather, Ronald B	\$ 1,036.00
Non-reimbursable Student Transportation	\$ 3,155.66
FIRST STUDENT INC	\$ 1,160.66
MTR WESTERN	\$ 1,995.00
Copier Charges	\$ 1,430.79
OREGON STATE UNIVERSITY PRINTING	\$ 1,430.79

204 - District Donation Fund	\$ 1,238.40
Consumable Supplies and Materials	\$ 1,238.40
UNIVERSITY HERO INC - DOWNTOWN	\$ 1,238.40

203 - Food Service Fund	\$ 92,254.55
Computer Software	\$ 11,015.00
CASCADE CONSULTING	\$ 11,015.00
Food - Food Service Only	\$ 22,755.65
LOCHMEAD DAIRY	\$ 13,607.24
DUCK DELIVERY PRODUCE INC	\$ 5,974.27
FRANZ FAMILY BAKERIES	\$ 3,174.14
Inventories	\$ 58,483.90
COSTCO-ALBANY	\$ 1,297.57
FOOD SERVICE OF AMERICA	\$ 26,883.06
MCDONALD WHOLESALE CO	\$ 18,177.12
SYSCO FOOD SERVICE	\$ 3,993.50
NORTHWEST DISTRIBUTION SERVICES	\$ 1,160.28
CURTIS RESTAURANT EQUIPMENT	\$ 6,972.37

208 - Construction Excise Tax & Land Fund	\$ 21,314.10
Architect/Engineer Services	\$ 21,314.10
DULL OLSON WEEKES ARCHITECTS P.C.	\$ 21,314.10

<u>Fund, Object, Vendor</u>	<u>Amount</u>
298 - Designated Revenue Fund	\$ 8,327.03
Consumable Supplies and Materials	\$ 5,137.03
WELLS FARGO REMITTANCE CENTER	\$ 3,956.08
AUTISM-PRODUCTS.COM	\$ 1,180.95
Travel, Out of District	\$ 3,190.00
WELLS FARGO REMITTANCE CENTER	\$ 3,190.00
601 - Insurance Fund	\$ 393,343.83
Group Insurance	\$ 393,343.83
WILLAMETTE DENTAL GROUP (GROUP Z13	\$ 11,371.50
LIFEMAP ASSURANCE COMPANY	\$ 8,892.53
REGENCE BCBS OF OREGON	\$ 373,079.80
Grand Total	\$ 1,083,781.80

Corvallis School District 509J
Schedule of Cash Disbursements greater than or equal to \$1,000
For the period of January 1, 2014 - January 31, 2014

<u>Fund, Object, Vendor</u>	<u>Amount</u>	<u>Fund, Object, Vendor</u>	<u>Amount</u>
100 - General Fund	\$ 829,954.86	100 - General Fund Continued	
Computer Software	\$ 14,520.31	Repairs and Maintenance Services Continued	
NCS PEARSON INC	\$ 9,535.31	C A'S LIFT TRUCK SERVICE & REPAIR	\$ 3,397.97
PRUFROCK PRESS	\$ 2,035.00	D & R MASONRY RESTORATION INC.	\$ 29,958.00
SHOWBIE, INC	\$ 2,950.00	ECO HOME COMFORT, LLC	\$ 1,299.25
Consumable Supplies and Materials	\$ 47,664.99	HARVEY & PRICE MECHANICAL CONTRACT	\$ 6,796.74
COASTWIDE LABORATORIES	\$ 5,931.74	HOODZ OF THE WILLAMETTE VALLEY	\$ 3,195.00
CORVALLIS POWER EQUIPMENT	\$ 1,802.48	PACIFIC POWER PRODUCTS	\$ 1,459.40
HOME DEPOT CREDIT SERVICES	\$ 1,845.25	SNYDER ROOFING	\$ 1,855.00
PLATT ELECTRIC SUPPLY CO	\$ 3,685.57	STUTZMAN SERVICES INC	\$ 1,429.20
CHOWN HARDWARE	\$ 2,056.00	TIM BREWER TREE & STUMP SERVICE INC	\$ 1,450.00
GRAINGER	\$ 1,604.53	Travel, Out of District	\$ 3,904.00
OFFICE MAX	\$ 9,836.50	WELLS FARGO REMITTANCE CENTER	\$ 1,309.00
WELLS FARGO REMITTANCE CENTER	\$ 2,843.47	ESC AUTOMATION	\$ 1,500.00
SCHOLASTIC INC	\$ 1,814.85	PACIFIC AP INSTITUTE	\$ 1,095.00
SCHOOL SPECIALTY	\$ 1,297.13	Postage	\$ 4,287.55
JW PEPPER & SON INC	\$ 1,243.47	GARTEN SERVICES, INC	\$ 4,287.55
PINKHAM SPECIALTY CO	\$ 1,623.00	Telephone	\$ 7,634.77
BENSON'S INTERIORS, INC	\$ 4,910.40	AT&T MOBILITY-ACCT#837370420 (TECH)	\$ 1,516.25
CDW GOVERNMENT INC	\$ 2,651.74	CENTURYLINK.	\$ 6,118.52
INDUSTRIAL PIPE & SUPPLY CO INC	\$ 1,019.63	Garbage	\$ 9,173.40
NORTHWEST PLAYGROUND EQUIPMENT INC	\$ 2,127.80	REPUBLIC SERVICES	\$ 9,173.40
INGRAM LIBRARY SERVICES	\$ 1,371.43	Fuel	\$ 127,967.85
Other Non-instructional Professional and Technical Services	\$ 11,005.65	BENTON COUNTY PUBLIC WORKS	\$ 1,163.46
MAXIM HEALTHCARE SERVICES	\$ 8,755.65	NW NATURAL	\$ 126,804.39
DUNCAN & BROWN, LLC	\$ 2,250.00	Water and Sewage	\$ 20,416.27
Printing and Binding	\$ 2,975.78	CITY OF CORVALLIS	\$ 20,416.27
HENDERSONS OFFICE SYSTEMS	\$ 2,975.78	Electricity	\$ 75,495.87
Reimbursable Student Transportation	\$ 165,102.01	PACIFIC POWER AND LIGHT	\$ 52,356.73
GO GET'EM TAXI AND TRANSPORT LLC	\$ 6,852.50	CONSUMERS POWER INC	\$ 23,139.14
FIRST STUDENT INC	\$ 158,249.51	Instructional, Professional and Technical Services	\$ 54,922.00
Repairs and Maintenance Services	\$ 120,033.12	GATEWAY ACADEMY, LLC	\$ 9,800.00
COASTWIDE LABORATORIES	\$ 3,239.78	WASHINGTON STATE SCHOOL FOR THE BLIND	\$ 22,382.00
CHOWN HARDWARE	\$ 17,224.12	YES HOUSE	\$ 22,740.00
REYNOLDS ELECTRIC, INC.	\$ 10,589.89	Library Books	\$ 1,437.38
SYNERGY SECURITY SOLUTIONS	\$ 2,205.78	INGRAM LIBRARY SERVICES	\$ 1,437.38
MCQUAY FACTORY SERVICE	\$ 4,804.54	Copier Charges	\$ 19,325.28
APPLEGATE DOOR COMPANY	\$ 3,306.00	OREGON STATE UNIVERSITY PRINTING	\$ 19,325.28
BELL HARDWARE	\$ 23,908.00	Other Communication Services	\$ 31,862.62
BENSON'S INTERIORS, INC	\$ 1,219.45	CENTURYLINK.	\$ 1,342.20
BUENA VISTA ARBOR CARE COMPANY, INC	\$ 2,695.00	COMCAST/INSTITUTIONAL NETWORKS	\$ 30,520.42

<u>Fund, Object, Vendor</u>	<u>Amount</u>
100 - General Fund Continued	
Technology Equip \$1,000 - \$4,999	\$ 1,025.54
GOVCONNECTION INC	\$ 1,025.54
Legal Services	\$ 2,420.00
GRAHAM M HICKS, PC	\$ 2,420.00
Charter School Payments	\$ 96,280.47
INAVALE COMMUNITY PARTNERS, INC	\$ 96,280.47
Audit Services	\$ 12,500.00
KOONTZ & PERDUE, BLASQUEZ & CO P.C.	\$ 12,500.00
296 - Grants Fund	\$ 80,117.15
Consumable Supplies and Materials	\$ 16,790.35
OETC	\$ 1,999.00
WELLS FARGO REMITTANCE CENTER	\$ 1,824.42
PEARSON EDUCATION INC	\$ 1,898.62
APPLE, INC	\$ 7,580.00
LEARNING A-Z	\$ 1,359.15
VKR ENTERPRISES, INC.	\$ 2,129.16
Other Non-instructional Professional and Technical Services	\$ 51,201.44
BOYS & GIRLS CLUB OF CORVALLIS	\$ 44,646.44
YES HOUSE	\$ 6,555.00
Travel, Out of District	\$ 3,945.00
CREATIVE MATHEMATICS	\$ 1,230.00
EXCELLENCE IN WRITING	\$ 1,650.00
HANDWRITING WITHOUT TEARS	\$ 1,065.00
Instructional, Professional and Technical Services	\$ 7,180.36
LEBANON COMMUNITY SCHOOL DISTRICT	\$ 7,180.36
Food	\$ 1,000.00
HUMMINGBIRD WHOLESALE	\$ 1,000.00
297 - Student Body Funds	\$ 59,105.45
Consumable Supplies and Materials	\$ 32,774.49
HOME DEPOT CREDIT SERVICES	\$ 1,416.57
COSTCO-ALBANY	\$ 1,312.14
SHIRT CIRCUIT	\$ 3,072.45
ELEMENT GRAPHICS, INC	\$ 2,779.08
SEW ON	\$ 2,200.60
LEAPIN' LIZARDS PROMOTIONS	\$ 1,203.00
M & R SALES	\$ 14,495.00
SOAR STUDY SKILLS	\$ 3,651.90
WORLD CUP SUPPLY, INC.	\$ 2,643.75
Printing and Binding	\$ 15,580.00
HERFF JONES - YEARBOOKS	\$ 15,580.00
Repairs and Maintenance Services	\$ 1,620.02
BENTON COUNTY PUBLIC WORKS	\$ 1,620.02
Travel, Student Out of District	\$ 3,559.00
CAMP TADMOR	\$ 1,665.00
THE LODGES AT SALMON RIVER MEADOWS	\$ 1,894.00
Non-reimbursable Student Transportation	\$ 2,794.95
FIRST STUDENT INC	\$ 2,794.95
Copier Charges	\$ 2,776.99
OREGON STATE UNIVERSITY PRINTING	\$ 2,776.99

<u>Fund, Object, Vendor</u>	<u>Amount</u>
204 - District Donation Fund	\$ 13,813.85
Consumable Supplies and Materials	\$ 7,542.50
HOME DEPOT CREDIT SERVICES	\$ 1,332.13
OFFICE MAX	\$ 1,569.76
WELLS FARGO REMITTANCE CENTER	\$ 2,333.44
COSTCO-ALBANY	\$ 1,290.05
FLINN SCIENTIFIC INC	\$ 1,017.12
Rentals	\$ 1,000.00
MLC ADVENTURES	\$ 1,000.00
Travel, Out of District	\$ 1,200.00
OREGON READING ASSOCIATION	\$ 1,200.00
Travel, Student Out of District	\$ 2,071.35
BOYS & GIRLS CLUB OF CORVALLIS	\$ 2,071.35
Instructional, Professional and Technical Services	\$ 2,000.00
MIND RESEARCH INSTITUTE	\$ 2,000.00
203 - Food Service Fund	\$ 44,625.72
Consumable Supplies and Materials	\$ 1,602.92
RON'S SERVICE INC	\$ 1,602.92
Food - Food Service Only	\$ 22,408.22
LOCHMEAD DAIRY	\$ 12,478.19
DUCK DELIVERY PRODUCE INC	\$ 5,973.88
FRANZ FAMILY BAKERIES	\$ 2,335.93
SYSCO FOOD SERVICE	\$ 1,620.22
Inventories	\$ 20,614.58
FOOD SERVICE OF AMERICA	\$ 11,046.60
MCDONALD WHOLESALE CO	\$ 5,718.45
SYSCO FOOD SERVICE	\$ 2,607.60
NORTHWEST DISTRIBUTION SERVICES	\$ 1,241.93
208 - Construction Excise Tax & Land Fund	\$ 17,549.92
Architect/Engineer Services	\$ 11,367.52
DULL OLSON WEEKES ARCHITECTS P.C.	\$ 11,367.52
Improvements Other Than Buildings	\$ 6,182.40
DEVCO ENGINEERING INC	\$ 6,182.40
298 - Designated Revenue Fund	\$ 38,105.83
Consumable Supplies and Materials	\$ 9,230.58
PLATT ELECTRIC SUPPLY CO	\$ 3,351.48
FRED MEYER CUSTOMER CHARGES	\$ 2,534.65
SHIRT CIRCUIT	\$ 1,016.00
GEORGIE'S CERAMIC & CLAY CO - PORTLAND	\$ 2,328.45
Repairs and Maintenance Services	\$ 25,138.00
PACIFIC SPORTS TURF, INC	\$ 25,138.00
Travel, Student Out of District	\$ 2,247.30
WELLS FARGO REMITTANCE CENTER	\$ 2,247.30
Equipment-like items \$1,000 - \$4,999	\$ 1,489.95
B & H ELECTRONICS/PHOTO/VIDEO	\$ 1,489.95

<u>Fund, Object, Vendor</u>	<u>Amount</u>
601 - Insurance Fund	\$ 597,412.26
Group Insurance	\$ 396,861.63
WILLAMETTE DENTAL GROUP (GROUP Z13	\$ 11,371.50
LIFEMAP ASSURANCE COMPANY	\$ 8,704.33
REGENCE BCBS OF OREGON	\$ 369,964.45
SAIF CORPORATION	\$ 6,821.35
Other Non-instructional Professional and T	\$ 12,020.63
BULLARD SMITH JERNSTED WILSON PC	\$ 2,736.00
BARKER-UERLINGS INSURANCE, INC	\$ 9,284.63
Equipment \$5,000 and greater	\$ 188,530.00
ADVANCED WOODCRAFT	\$ 8,920.00
KCDA PURCHASING COOPERATIVE	\$ 179,610.00
Grand Total	\$ 1,680,685.04

<u>Fund, Object, Vendor</u>	<u>Amount</u>
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Corvallis
SCHOOL DISTRICT

XI.C. Board Policy GBEB—Communicable Diseases—Revised—First Reading

Corvallis School District 509J
Board of Directors

BOARD MEETING DATE: February 24, 2014

FOR INFORMATION

SUBJECT:

Board Policy GBEB—Communicable Diseases—Revised—First Reading
Board Policy JHCC—Communicable Diseases—Revised—First Reading

Issue:

Board Policies GBEB—Communicable Diseases (staff) and JHCC—Communicable Diseases (students) have been revised and updated to include references to other communicable diseases such as Hepatitis B (HBV), Human Immunodeficiency Virus (HIV), and acquired immune deficiency syndrome (AIDS).

Oregon Administrative Rule 333-018-0030 has been repealed, so the Oregon Health Authority's recommendation is for districts to replace the original Oregon Health Division Guidelines for Schools with Children who have Hepatitis B Virus or HIV Infection (2001) with the revised **Oregon Department of Education's Oregon School Health Services Manual: Communicable Diseases**. This change was made to policy JHCC.

Options Considered: Not revising the policies.

Involvement: District office staff.

Consequences: Policies would remain outdated.

Cost Impact: None.

CONTACT PERSON(S): Kevin Bogatin, Kerry Richey

Communicable Diseases

The district shall provide reasonable protection against the risk of exposure to communicable disease for employees while engaged in the performance of their duties. Protection from communicable disease, generally shall be through immunization, exclusion, or other measures provided for in Oregon Revised Statutes and Oregon Administrative Rules. Employees shall comply with all measures adopted by the district and with all rules set by the Oregon State Health Division and the County Health Department. Employees have a responsibility to report to the district when infected with a communicable disease unless stated otherwise by law.

Employees shall provide services to students who are infected with a communicable disease except as provided by law. In those cases where a communicable disease is diagnosed and confirmed, the district shall inform the appropriate employees so as to protect against the risk of exposure.

Employees who have the responsibility to work with or to provide services to persons other than students, shall provide the services to all such persons, including those who are infected with a communicable disease, and shall provide the services in accordance with this policy. Where the district knows that a person is infected with a communicable disease it shall inform the employees, as appropriate, to protect against the risk of exposure.

No employee shall be denied the opportunity to provide service solely on the basis that the employee is infected with a communicable disease except as otherwise required by law. However, the district may require an employee infected with a communicable disease, which is diagnosed and confirmed, to comply with such reasonable measures, including submission to district paid medical examinations, as may be determined as conditions of continued employment. Accommodations for a staff member infected with HBV, HIV, or AIDS shall be the same as with any other illness.

The district will include as part of its emergency procedure plan a description of the actions to be taken by district personnel in the case of pandemic flu outbreak or other catastrophe that disrupts district operations.

The district shall protect the confidentiality of an employee's health condition/record to the extent possible.

END OF POLICY

Legal References:

[ORS 243.650](#)

[ORS 342.850](#) (7)

[ORS 433.008](#)

[ORS 433.045](#)

[ORS 433.255](#)

[ORS 433.260](#)

[ORS 431.035](#) (5)2(e)

~~HB 2185~~ (2007)

[OAR 333-012](#)-0270

[OAR 333-017](#)-0000

[OAR 333-018](#)-0000

[OAR 333-018](#)-0005

[OAR 437-002](#)-0360

[OAR 437-002](#)-0377

[OAR 581-022](#)-0705



Corvallis

SCHOOL DISTRICT

XI.D. Board Policy—IGAI—Human Sexuality, AIDS/HIV, Sexually Transmitted Diseases, Health Education—Revision—First Reading

Corvallis School District 509J
Board of Directors

BOARD MEETING DATE: February 24, 2014

FOR INFORMATION

SUBJECT: Board Policy—IGAI—Human Sexuality, AIDS/HIV, Sexually Transmitted Diseases, Health Education—Revision—First Reading

Issue: The recommended revisions are the result of the State Board of Education revising Oregon Administrative Rule (OAR) 581-022-1440—Human Sexuality Education.

Options Considered: Not revising policy IGAI.

Involvement: District office staff

Consequences: Policy will remain outdated.

Cost Impact: Unknown.

CONTACT PERSON(S): Amy Lesan, Kerry Richey

Human Sexuality, AIDS/HIV, Sexually Transmitted Diseases, Health Education**

The district shall ~~provide teach~~ an age appropriate, comprehensive plan of instruction focusing on human sexuality, HIV/AIDS and sexually transmitted ~~infections and~~ disease prevention in elementary and secondary schools as an integral part of health education and other subjects.

Course material and instruction for all education courses that discuss human sexuality shall enhance a student's understanding of sexuality as a normal and healthy aspect of human development. In addition, the HIV/AIDS and sexually transmitted ~~infections and~~ disease prevention education and the human sexuality education comprehensive plan shall provide ~~adequate~~ instruction at least annually, for all students in grade 6-8 and at least twice during grades 9-12.

Parents, teachers, school administrators, local health department staff, other community representatives and persons from the medical community who are knowledgeable of the latest scientific information and effective education strategies shall develop the plan of instruction ~~and align it with the Oregon Health Education Standards and Benchmarks.~~

The Board shall approve the plan of instruction and require that it be reviewed and updated biennially in accordance with new scientific information and effective educational strategies.

Parents of minor students shall be notified in advance of any human sexuality ~~or~~ ~~and~~ AIDS/HIV ~~district~~ instruction. Any parent may request that his/her child be excused from that portion of the instructional program under the procedures set forth in ORS 336.035 (2).

The comprehensive plan of instruction shall include the following information that:

1. Promotes abstinence for school age youth and mutually monogamous relationships with an uninfected partner for adults;
2. Allays those fears concerning HIV that are scientifically groundless;
3. Is ~~not biased as to the student's choices, but is informative,~~ balanced, and medically accurate;
4. Provides accurate ~~information and skills based instruction on risks and benefits of contraceptives, condoms, and other disease reduction measures;~~ ~~balanced and accurate information on risks and benefits of contraception and other disease reduction measures;~~
5. Discusses responsible sexual behaviors and hygienic practices ~~which may reduce or eliminate unintended pregnancy, exposure to HIV, hepatitis B/C, and other sexually transmitted infections and diseases;~~

6. Emphasizes the risks of behaviors such as the sharing of needles or syringes for injecting illegal drugs and controlled substances; ~~Stresses avoidance of high risk behaviors such as sharing of needles and syringes for injecting drugs and steroids or for tattooing and body piercings;~~
7. Discusses the characteristics of the emotional, physical, and psychological aspects of a healthy relationship;
8. ~~and~~ Discusses the benefits of delaying pregnancy beyond the adolescent years as a means to better ensure a healthy future for parents and their children. The student shall be provided with statistics based on the latest medical information regarding both the health benefits and the possible side effects of all forms of contraceptives including the success and failure rates for prevention of pregnancy, sexually transmitted infections, and diseases;
- ~~9.8.~~ Stresses that sexually transmitted diseases can be possible hazards of sexual contact; ~~HIV/STDs and Hepatitis B/C can be serious possible hazards of sexual contact;~~
- ~~10.9.~~ Provides students with information about Oregon laws that address young people's rights and responsibilities relating to childbearing and parenting;
- ~~11.10.~~ Advises students of laws pertaining to their financial responsibility for their children;
- ~~12.11.~~ Advises students of consequences of having sexual relations with persons younger than 18 years of age to whom they are not married;
- ~~13.12.~~ Encourages family communication and involvement and helps students learn to make responsible, respectful, and healthy decisions;
- ~~14.13.~~ Teaches that ~~(a)~~ no form of sexual expression or behavior is acceptable when it physically or emotionally harms oneself or others and that it is wrong to take advantage of or exploit another person; ~~(b) not to make unwanted physical and verbal sexual advances;~~
15. Teaches that consent is an essential component of healthy sexual behavior. Course material shall promote positive attitudes and behaviors related to healthy relationships and sexuality, and encourage active student bystander behavior;
- ~~16.14.~~ Teaches students how to identify and respond to attitudes and behaviors which contribute to sexual violence; ~~Teaches it is wrong to take advantage of or exploit another person;~~
- ~~17.15.~~ Validates the importance of honesty, respect for each person's dignity and well-being, and responsibility for one's actions;
- ~~18.16.~~ Uses inclusive materials and strategies that recognize different sexual orientations, gender identities, and gender expression; ~~culturally and gender sensitive materials, language, and strategies that recognize different gender identities, sexual orientations, and gender roles.~~
19. Includes information about relevant community resources, how to access these resources, and the laws that protect the rights of minors to anonymously access these resources.

The comprehensive plan of instruction shall ~~emphasize~~ ~~include~~ skills-based instruction that:

1. Assists students to develop and practice effective communication skills, development of self esteem and ability to resist peer pressure;
2. Provides students with the opportunity to learn about and personalize peer, media, technology, and community influences that both positively and negatively impact their attitudes and decisions related to healthy sexuality, relationships, and sexual behaviors, including decisions to abstain from sexual intercourse;
3. Enhances students' ability to access valid health information and resources related to their sexual health;
4. Teaches how to develop and communicate sexual and reproductive boundaries; ~~decline unwanted sexual advances, or accept the refusal of unwanted sexual advances, through the use of refusal and negotiation skills;~~
5. Is research based, evidence based, or best practices; and
6. Aligns with the Oregon Health Education Contender Standards and Benchmarks.

All sexuality education programs emphasize that abstinence from sexual intercourse, when practiced consistently and correctly, is the only 100 percent effective method against unintended pregnancy, sexually transmitted infections and diseases.

Abstinence is to be stressed, but not to the exclusion of contraceptives and condoms for preventing unintended pregnancy and sexually transmitted infections and diseases. Such courses are to acknowledge the value of abstinence while not ignoring, humiliating, or devaluing in any way those students who have had or are having sexual relationships. Further, sexuality education materials, including instructional strategies and activities must not, in any way use shame or fear based tactics.

~~Abstinence from sexual intercourse is to be stressed, but not to the exclusion of other methods for preventing pregnancy, HIV infection, hepatitis B/C infection and other sexually transmitted diseases and hepatitis B/C. Such courses are to acknowledge the value of abstinence while not devaluing or ignoring, those students who have had or are having sexual relationships. Further, sexuality education materials, including instructional strategies and activities must not, in any way use shame or fear based tactics.~~

Materials and information shall be presented in a manner sensitive to the fact that there are students who have experienced, perpetrated, or witnessed sexual abuse and relationship violence. ~~sexual abuse.~~

END OF POLICY

Legal Reference(s)

[ORS 336.035](#)

[ORS 336.107](#)

[ORS 336.455 to -336.475](#)

[ORS 339.370](#)

~~[OAR 581-022-070](#)~~

~~[OAR 581-022-0705](#)~~

~~[OAR 581-022-1440](#)~~

~~[OAR 581-022-1910](#)~~



Corvallis

SCHOOL DISTRICT

XI.E. Board Policy JHCC—Communicable Diseases—Revised—First Reading

Communicable Diseases

The district shall provide reasonable protection for students against the risk of exposure to communicable disease. The district will follow the Oregon Department of Education and the state and local health authorities' rules and regulations pertaining to communicable diseases.

Protection from communicable disease generally shall be through immunization, exclusion or other measures provided for in Oregon Revised Statutes, Oregon Administrative Rules, the State Health Division, and rules of the County Health Department. Services generally will not be provided to students excluded under this policy unless otherwise required by law.

Where the district knows that a student is infected by any communicable disease for which the student would not be excluded under this policy, the school involved shall take whatever reasonable steps it considers necessary to organize and operate its programs in a way which both furthers the education and protects the health of the students. Accommodations for a student infected with HBV, HIV, or AIDS shall be the same as with any other illness.

The district may, for the protection of both the infected student and the exposed student, provide an educational program in an alternative setting. A student shall continue in the alternative setting, if provided, until such time that:

1. The district determines that the student presents no unreasonable risk of infection to other students and bears no unreasonable risk of opportunistic infections; or
2. The student is ordered to be returned to the classroom by a court or other authority of competent jurisdiction.

The district will include as part of its emergency procedure plan a description of the actions to be taken by district personnel in the case of pandemic flu outbreak, declared public emergency, or other catastrophe that disrupts district operations.

The district shall protect the confidentiality of each student's health condition/record to the extent possible consistent with the overall intent of this policy.

END OF POLICY

Legal References:

[ORS 326.565](#)
[ORS 326.575](#)
[ORS 332.061](#)
[ORS 336.187](#)
[ORS 339.030](#)
[ORS 339.250](#)
[ORS 433.008](#)
[ORS 433.045](#)
[ORS 433.255](#)
[ORS 433.260](#)
[ORS 431.035 \(5\)2\(e\)](#)
HB 2185 (2007)
[OAR 437-002-0360](#)
[OAR 333-018-0000](#)
[OAR 333-018-0005](#)
[OAR 581-022-0705](#)
[OAR 581-022-1660](#)

OREGON SCHOOL HEALTH SERVICES MANUAL: COMMUNICABLE DISEASES APPENDIX IV.
GUIDELINES FOR SCHOOLS WITH CHILDREN WHO HAVE BLOODBORNE PATHOGENS, OREGON
DEPARTMENT OF EDUCATION 2012.

Cross References:

Policy JHCCF—Pediculosis (Head Lice)



Corvallis

SCHOOL DISTRICT

XI.F. Administrative Regulation—JC-AR—School Boundary Area—Revised—
For Information

Corvallis School District 509J
Board of Directors

BOARD MEETING DATE: February 24, 2014

FOR INFORMATION

SUBJECT:

Administrative Regulation—JC-AR—School Boundary Area—Revised—For Information
Administrative Regulation—JCA-AR—Student Transfers—Revised—For Information
Board Policy JECB—Admission of Nonresident Students—Revised—First Reading
Administrative Regulation JECB-AR—Admission of Nonresident Students—Revised—For Information

Issue: House Bill 2747 enacted by the 2013 legislature modifies the district's traditional methods of interdistrict transfers or mutual district agreements and requires school districts to adopt specified standards for admittance. Revisions have been made to the following policy and administrative regulations to reflect changes to our student transfer process—for both in-district and out-of-district (interdistrict) transfers.

- Administrative Regulation JC-AR—School Boundary Area
- Administrative Regulation—JCA-AR—Student Transfers
- Board Policy JECB—Admission of Nonresident Students
- Administrative Regulation JECB-AR—Admission of Nonresident Students

Previously, grades 1-12 applied through the online process during the months of November through January. Now all transfer requests will be made in March. Once the student has been given admission, the student is considered a resident for all educational programs and remains a resident of the district until the student:

- Completes grade 5, 8, or 12 (the highest grade at that school);
- Is no longer required to be admitted to the school district under ORS 339.115, or
- Enrolls in a school in a different district.

Options Considered: Not revising the policy or administrative regulations.

Involvement: District office staff

Consequences: Policies and administrative regulations would not be in compliance with Oregon law.

Cost Impact: Unknown

CONTACT PERSON(S): Kevin Bogatin, Kerry Richey

School Boundary Areas

I. Attendance Boundaries

~~A.I.~~ The superintendent will monitor student enrollment at all district facilities and will convene a School Boundaries Advisory Committee as needed to review current boundary situations and advise changes that would benefit the total school program educationally and financially.

~~B.II.~~ When boundary areas are changed, the following will apply:

~~1.A.~~ If a student's residence has been reassigned to a different school, that student may continue at the old school through completion of the highest grade. If a student lives in a reassigned boundary area and wants to remain at the current school, parents must notify the district in writing no later than the district's deadline. Email notice is acceptable. Unless otherwise specified as part of the boundary decision, families will be responsible for their student's transportation.

~~2.B.~~ Any siblings entering school in the two school years following a boundary change will be allowed to attend the old school if their attendance will overlap with the currently enrolled student. Parents should follow procedures outlined in JCA-AR in regards to Student Transfers to notify the district in this situation.

~~III. Students currently living within the Jefferson Elementary School boundary north of Circle Boulevard, south of Walnut Boulevard, west of Kings Boulevard, and east of Witham Hill Drive who attend Jefferson through completion of fifth grade may choose which middle and high school pathway to follow.~~

~~_____ A. This is a one time option, which is available only at the fifth to sixth grade transition.~~

~~_____ B. Written notice must be given to the district no later than the first Thursday in January of the fifth grade year. E mail notice is acceptable.~~

~~_____ C. As this area falls within the designated attendance area for Cheldelin Middle School and Crescent Valley High School, transportation to/from Linus Pauling Middle School and Corvallis High School will be the responsibility of the family.~~

~~IV. Students living within the Wilson Elementary boundary north of Circle Boulevard, south of Walnut Boulevard, and bordered to the west by Kings Boulevard and to the east by Ninth Street will have preferential weighting should they wish to transfer to Linus Pauling Middle School, dependent upon seat availability. Approval of a transfer to Linus Pauling Middle School under this preference will not guarantee placement at Corvallis High School.~~

~~_____ A. Parents will follow the process for requesting in district transfers described within administrative regulation JCA-AR.~~

~~_____ B. As this area falls within the designated walk zone for Linus Pauling Middle School, transportation will be the responsibility of the family.~~

II. Assignment of Students to Schools

- ~~A.I.~~ Students living at least 50 percent of the school year within the attendance boundaries of individual schools have priority for attendance at that school.
- ~~B.II.~~ The district may require students requiring specialized programs to attend a school outside of their neighborhood boundary if amenities and staff applicable to that student's education are only available at that facility.
 - ~~1.A.~~ Transportation will be provided while the student is assigned by the district to another school other than their home school.
 - ~~2.B.~~ Siblings of students in specialized programs are eligible for transfer to the school their sibling is attending. See JCA-AR for further details.
- ~~C.III.~~ The superintendent will set enrollment capacities at each school.
 - ~~1.A.~~ The space available at elementary and K-8 schools is determined by a capacity number set for each school based on building size. Space available at the secondary level will be limited by a need to balance student populations within +/- seven percent of the average enrollment of the two schools.
 - ~~2.B.~~ Once that enrollment capacity has been reached, any student moving into the attendance area may be required by the superintendent or designee to attend another school as designated by the district. Transportation will be provided if a student is assigned by the district to another school other than their home school and it is located outside the walk zone.
 - ~~3.C.~~ If enrollment falls below the enrollment capacity, students who have been moved because of overcrowding will have first choice to return to their home school based on their placement on a waiting list. Students only may return to a school at the end of a grading period for elementary school students or at the end of a semester for middle and high school students. Transfers initiated by school administrators, in conjunction with the assistant superintendent, may occur at any time during the school year.



Corvallis
SCHOOL DISTRICT

XI.G. Administrative Regulation—JCA-AR—Student Transfers—Revised—For
Information

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:

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

Timing

During the transfer request periods for grades K-12 online applications are made accessible via the district's website. 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.

March 1—March 31. Transfers requests will be made for grades K-12 through the online process. The online process for the following school year will open on March 1 and close on March 31. Kindergartners requesting transfers are required to register at their neighborhood school by March 31. If the number of students seeking transfer exceeds the number of spaces available, an equitable lottery process will be used and a waiting list created.

Students applying for transfers outside of the **March 1-March 31** time period are placed at the bottom of the waiting list (if any) in the order their applications are received. No preferential treatment will be provided to in-district students or siblings applying after March 31, unless their sibling has been assigned by the district to a school other than their boundary area school for a specialized education program.

During the School Year. After March 31, the school district will review requests using the online process for transfer at the end of the grading period for elementary school or at the end of the first semester for secondary school students. The impact on school budgets, staffing, and programs is considered as these requests are processed. 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.

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.

- ~~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.~~

Notification

Each school site, as well as the district office, will be actively involved in notifying parents and the community of the school attendance area and transfer policies and administrative rules. Information related to transfers is made available on the district's website, <http://www.csd509j.net>.

- ~~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.~~

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:
 - a. 509J students with siblings currently attending a transfer school and who will attend with the student already enrolled.
 - b. **Other** 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. **Other** 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. The district will notify families of their acceptance, denial, or wait-list status as soon as the lottery process has been completed.
- ~~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.~~

Admission of Nonresident Students

Admission of nonresident students is contingent upon written consent of the affected school boards. Once offered a seat by the Corvallis School District, parents of students from outside the 509J district boundary area must also receive consent from their resident school district. Once approved by their local school district, the interdistrict transfer request is reviewed by the appropriate 509J principal before being submitted to the assistant superintendent's office for final review and processing. (See also Board Policy JECB—Admission on Non-Resident Students.)

The Board may, based on district criteria, deny regular school admission to nonresident students who are under expulsion from another district.

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 Process

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 until a new transfer request is submitted and approved.
2. Minimum standards for behavior and attendance must be maintained in order for a student to remain enrolled in the transfer school. Before revoking a transfer, the current school principal will include the assistant superintendent and the principal of the home school to discuss best placement. A nonresident student attending on an interdistrict transfer will be asked to return to their resident school district.
 - a. A student must maintain an average daily attendance rate of 94 percent. At the end of each semester, attendance will be reviewed and nonattendance warnings

issued. Failure to maintain a 94 percent attendance rate in the following semester will result in revocation of the student's transfer request at the end of the semester.

- b. A student shall comply with the district's policies, administrative regulations, school, and classroom rules. Discipline violations resulting in a second suspension or expulsion will result in immediate revocation of the student's transfer request.

~~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.~~

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 (together with their siblings) 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. These students will be relocated to another district school.

4. Parents may request that a transfer be rescinded by submitting a written request to the building principal, which will then be submitted to the assistant superintendent's office for final review and processing.

~~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 accordance 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. Students and their families are responsible for ensuring their students meet OSAA transfer regulations.

~~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.~~

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. Students whose legal residence changes to a different school district during the school year may complete the school year in the Corvallis School District.

1. Parents will follow the process for requesting in-district transfers described within this document.
2. Students whose legal residence changes to a different school district may apply for an interdistrict transfer for the following school year.
3. 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, ~~Transition~~, 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 pathway 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.



Corvallis

SCHOOL DISTRICT

XI.H. Board Policy JECB—Admission of Nonresident Students—Revised—
First Reading

Admission of Nonresident Students

Consent by Affected Boards/Tuition

The district may enroll nonresident students as follows:

1. By written consent of the affected school boards as provided by Board policy. The student becomes a “resident pupil” of the attending district thereby allowing the receiving 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;~~
23. By unilaterally admitting with tuition a nonresident student whereby neither district is eligible for State School Fund moneys;
34. 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 ask for the student’s name, contact information, date of birth, grade level, and whether the student is currently under expulsion.

The Board may not consider nor ask for any information from the student about race, religion, sex, gender identity, gender expression, sexual orientation, ethnicity, national origins, disability, health, whether a student has an individual education program (IEP) or the terms of that IEP, identification as talented and gifted, income level, residence, proficiency in English, athletic ability, or academic records. The Board may not request or require the student to participate in an interview, tour any of the schools or facilities, or otherwise meet with any representatives of the school or district prior to the district deciding whether to give consent. Nothing prevents a

student from voluntarily meeting with district personnel and 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.

The Board will annually determine whether to limit the number of students to whom consent will be given. If the number of students seeking consent exceeds the number of spaces, the Board will use an equitable lottery selection process. The process may give priority to students who have siblings currently enrolled in the district. The 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.

If the Board decides not to give consent to a student, the Board must provide a written explanation to the student.

The Board may determine the length of time the consent is given. Any limitations in length of time must be applied consistently among all students to whom consent is given.

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.

~~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.~~

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, nor ask for any information from the student about race, religion, sex, gender identity, gender expression, sexual orientation, ethnicity, national origins, disability, health, whether a student has an individual education program (IEP) or the terms of that IEP, identification as talented and gifted, income level, residence, proficiency in English, athletic ability, or academic records.

~~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 **March 31**, ~~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 to -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



Corvallis
SCHOOL DISTRICT

XI.I. Administrative Regulation JECB-AR—Admission of Nonresident
Students—Revised—For Information

Admission of Nonresident Students

~~1.~~ By ~~April 1~~ January 30 of each school year, the principals will establish an approximate number of nonresident students their respective buildings can accommodate for the following school year.

~~2.~~ The amount of tuition will be established annually by the Board. Nonresident students will not be admitted without tuition, with the exception of students who become "resident pupils" by written consent of affected school boards, written consent of the district board for the district in which the school is located, and foreign exchange students attending district schools on a J-1 Visa.

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.

Consent by Affected Boards and Tuitioned Students

~~1.~~ ~~3.~~ The request ~~petition~~ for admission must go through the principal's office to the assistant superintendent's office.

~~4.~~ ~~Student education records will be obtained and reviewed.~~

~~2.~~ ~~5.~~ Initial admission and transfers between schools ~~annual renewal~~ must be approved by the assistant superintendent or designee. Decisions regarding transfer requests made by the assistant superintendent will be final.

~~6.~~ ~~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.~~

~~3.~~ ~~7.~~ Approved tuition requests will result in a mutual tuition agreement between the parties and will be filed with the business office for billing and payment control.
~~A mutual agreement signed by both affected Boards (form following) will be filed with the business office for billing and payment control if student is tuitioned.~~

~~4.~~ ~~8.~~ The business manager shall prepare semester bills for all tuitioned students, and any student whose tuition remains unpaid 15 days after presentation of bills shall be excluded; the superintendent may grant additional time for payment should circumstances warrant it.

Consent of Board for the District in which the School is Located

5. By March 1, the Board shall establish the number of students, if any, that will be given admission for the following school year under this process. **Intradistrict** transfer requests for students who live within the Corvallis School District boundaries will have priority over any application for placement by a nonresident student to a specific school.
6. Nonresident students must make application no later than March 31 for admission in the following school year. Applications must be submitted to the district office.
7. If the number of applications exceeds the number of admissions to be given, an equitable lottery process will be used to determine admission. This lottery process may give priority to applicants who currently have siblings enrolled in the district. Priority cannot be given over an **intradistrict** transfer request. If the district determines that admission will not be given to any students under this process, there is no district obligation to give admission to siblings.
8. Once the student has been given admission, the student is considered a resident for all educational programs and remains a resident of the district until the student:
 - a. Completes grade 5, 8, or 12 (the highest grade at that school);
 - b. Is no longer required to be admitted to the school district under ORS 339.115; or
 - c. Enrolls in a school in a different district.
9. By May 1, prior to the next school year, the district shall provide written notification to the student receiving admission, to the district where the student's legal residence is located.



Corvallis

SCHOOL DISTRICT

- XII. EXECUTIVE SESSION - The Board will meet in Executive session at 4:45 p.m. under ORS 192.660(2)(d) – To consult with persons designated for labor negotiations; under -ORS 192.660(2)(e) – To consult with persons designated to negotiate real property transactions; under ORS 192.660(2)(b) – To hear complaints against staff members; and, under ORS 192.660(2)(f) – Records that are exempt by law from public inspection.

XIII. 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